INTEGRATING SOCIOLOGY IN INDIAN HIGH SCHOOL CURRICULUM: A SOCIOLOGICAL EXPLORATION WITH SPECIAL EMPHASIS ON STATE OF MEGHALAYA

A Thesis

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CERTIFICATE OF THE SUPERVISOR

It is certified that the work entitled 'Integrating Sociology in Indian High School Curriculum: A Sociological Exploration with Special Emphasis on State of Meghalaya' is an original work done by Jharendra Bishwakarma under my supervision for the degree of Doctor of Philosophy in Sociology (interdisciplinary) to be awarded by Tilak Maharashtra Vidyapeeth, Pune. To the best of my knowledge of this thesis

- embodies the work of the candidate himself

- has duly been completed

- fulfills the requirement of the ordinance related to the Ph. D. degree of the TMV

- up to the standard with respect to both content and language for being referred to the examiner.

Signature of the Supervisor

ACKNOWLEDGMENTS

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LIST of ABBREVIATIONS

AISHE: All India Survey on Higher Education

ANOVA: Analysis of Variance

AR :   Administrative Respondent

ASA: American Sociological Association

CBSE: Central Board of Secondary Education

CIET: Central Institute of Educational Technology

CISCE: Council for the Indian School Certificate Examinations

DIRT: Directorate of Educational Research and Training

DNEP: Draft National Education Policy

HEIs: Higher Education Institutions

ICSE: Indian Certificate for Secondary Education

NCERT: National Council of Educational Research and Training

NCF: National Curriculum Framework

NCFTE: National Curriculum Framework for Teachers Education

NEIim: Northeast India Image Managers

NERIE: North East Regional Institute of Education

OVR: Observation

PUC: Pre-University Course

SCERT: State Council of Educational Research and Training

SCF: State Curriculum Framework

SR: Student Respondent

TR: Teacher Respondent

UNESCO: United Nations Educational, Scientific and Cultural Organization

DEFINITION OF OPERATIONAL TERMS

Administrator: The Administrator mentioned here are the responsible personnel (Principal or Headmaster) who regulate and arrange the classes for sociology in the school.

Compartmental Candidates/Students: Candidates who failed in one or two subject(s) only (excluding the Additional subject) can opt to appear in one or two failed subjects.

HighSchool: The Term high school used here means basic education for students who are about 15 to 18 years old in grades nine through twelve or ten through twelve.

Non-Regular Candidates/Students: Candidates who had failed in previous HSSLC Examination(s) in more than two subjects (excluding the additional subject) and are required to appear in all the subjects.

Private Candidate/Students: A Private candidate is a student who has not attended regular classes for three years or more after passing the HSLC or SSLC Examination or its equivalent.

Stakeholders: The stakeholders are the Governmental and non-governmental educational bodies, administrators, and school teachers.

Students: The term student is used in this study to represent those who have opted for Sociology as an Elective subject in grade 11 and grade 12.

Teachers: For this particular research the term teachers represent those who are currently teaching sociology at the school level.

DEFINITION OF CONCEPTUAL TERMS

Colonial Epistme: Systems or framework of knowledge, beliefs, and values in place that are dominated by colonial systems of subjugation.

Regionalism: Attachment and endorsement of shared fundamental values and norms of a particular geographical region.

Methodological Nationalism: Methodological nationalism theory suggests that the development of social science has glued itself to the roots of Nation and Nationalism.

Methodological Cosmopolitanism: Methodological cosmopolitanism is the counter to the hind-site due to methodological nationalism, it is the approach to engage with people from different cultures and belief systems.

Sociological Imagination: Sociological Imagination is another theory that discusses the perspective of a multidimensional approach. It refers to the ability to see the relationship between individual and societal experiences and understand how the personal lives are influenced by the broader social forces.

Manifested and Latent Function: Manifest and Latent Function theory suggests that there can be beneficial outcomes due to the direct intention of regulating particular directives or objectives, however intended there are also possibilities that these directives could have outcomes which were not declared but are beneficial.

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ABSTRACT

Sociology has been part of academics since 1876 with its formal introduction at Yale University by William Graham Sumner. Within the span of one and half centuries, it has made quite a progress, with its presence in universities around the world. Sociology projects itself as a subject that concerns itself with understanding and decoding the various social phenomena. Over the years various branches of sociology have been established and it is evolving as we progress. Often it is seen as a subject that will indulge in finding solutions to various ever-evolving issues. This subject is being offered in educational institutions with expectations that it will help the members of society to develop a wide understanding of society and connect with the social realities. This dissertation tries to understand the current status of Sociology in India specifically the school level sociology. It ventured into understanding the journey of sociology from Mainland India to Northeast India. It plunges into understanding the various social forces that have shaped the discipline. This study followed the qualitative research design with an ethnographic research method to gather data. The researcher went through a deeper discourse with various stakeholders, various government and non-governmental reports, syllabi, and textbooks to establish the study. As the primary mode of data collection, the researcher relied on one-on-one interviews and observations. The data then were transcribed and analyzed through pen and paper methods to develop categories and themes. The research pans into the Northeast part of India, focusing on the Schools of Meghalaya as the source of population.

A few features of Meghalaya that supported the researcher to funnel down to the schools of Meghalaya were its historical significance, cultural practices, literary rate, and availability of three educational boards namely CBSE, CISCE, and State board which offered sociology at the school level. The researcher dealt with various assumptions, questions, and history including the colonial past, shaping up of worldviews, etc. to understand the process and the journey of Sociology to schools. The study found out that the subject is heavily dependent on Mainland subjugation, the state board which is supposed to bring out regional significance is heavily relying on curriculum, syllabus, and textbooks prepared by CBSE, the schools are poorly

managed, and with low on infrastructure, IT support, and heavy class load with additional duties. Dissemination of knowledge is mostly through the lecture methods and the pressure of completing the syllabus puts teachers in a race against time compelling them to adopt the fast-track strategy, while leaving various areas untouched or poorly discussed. This seems to have affected and built up the culture of less involvement of learners in the knowledge-making process eventually resulting in less room for critical thinking. The knowledge-sharing process is heavily dependent on textbooks, deviation is not encouraged except in the projects which are also poorly monitored and students are not asked to give presentations of their findings. However, it is observed that students have a good understanding of topics of Nation, Family, Kinship, and Religion. In terms of tribal identity and coverage, there is dissatisfaction as there are very rare spaces for topics with local significance. When it comes to the inception of sociology in India it is established that it has roots in the colonial past, though at present the subject has departed from European dominance and moving towards national contextualization, has performed poorly in regional contextualization in terms of Northeast India, the reason is heavy reliance on national curriculum and not having of regional curriculum framework of their own.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

1.1.1 Introduction

The late nineteenth and twentieth centuries marked the presence of Sociology, first Europeans and then Americans dared to assess the societal changes and thus evolved new perspectives. This legacy has been interrogated from distinct locations as the discipline has spread across the world (Patel, 2010). According to Stolley (2005) in a timeline of selected events, she writes that a course entitled "sociology" was taught for the first time in the United States in 1876 by Yale University by William Graham Sumner. Where institutionalization is concerned the American Sociological Association states that Frank Blackmar taught at the University of Kansas in 1890 under the title Elements of Sociology. The first academic department of sociology was founded at the University of Chicago in 1892 and in the year 1895, the very first European department of Sociology was established at the University of Bordeaux by Émile Durkheim (American Sociological Association, 2008).

Sociology as a Subject was introduced in India by the initiative of the Government of India in 1914. The Government of India offered a grant to enable the University of Bombay to start a teaching department for Sociology and Social Science. Well, the department started in 1919 and appointed Professor Patrick Geddes as professor of sociology. Later the University decided to send deserving students with the recommendation of Professor Geddes to foreign countries. Mr. G.S. Ghurya was the candidate selected as its research scholar to study sociology and research methods abroad. Later he went for a Phd. degree at Cambridge. In 1924 he succeeded Professor Geddes. Sociology became one of the favorite subjects and students wanting to write a thesis increased so that the department had to put on restriction that no more than 10 students a teacher may take in at a time. The first Ph.D. paper on the untouchable workers of Bombay City was published in 1938. Under Ghurya's leadership, the Scholars like M. N. Srinivas, K.M. Kapadia, I. P Desai, Y. B. Damle, A. R. Desai, and M. S. A. Rao flourished; who went into shaping Indian Sociology. Alongside the University of Bombay, other universities like the University of Calcutta, Lucknow University, Poona University, and Mysore University also

contributed to its establishments. (Mondal, n.d; Kamei, 2014; University Grants Commission, 1978; Srinivas and Panini, 1973).

We can dig into the history and we will get more of it. But there is no denying that there is a need to feel the importance of sociology in the present world. The world and the materials in it have no value if there is no existence of Human beings and the social structure they create. That makes Human being the most important element in the entire universe which gives value to other existing elements. The study of the most important element is a must. As rightly pointed out by August Comte, the father of Sociology, that Sociology is at the top of the hierarchy of subjects. Priya (n.d) Comte didn't mean about being literal superiority of the subject but as an agent of uniting all sciences and the relationships among it in the terms of the whole intellectual history of man. Even if we keep these whole arguments of superior or inferior or top or bottom hierarchy aside for a moment it is a well-known fact that the 21st century has brought many concerns which many of the philosophers and educationists felt. The current scenario is such that the intervention of technology and globalization have possibly raised many social problems and more yet to come. Arthur (2009) asserts that in the exercise of new technology, new industries will develop which will require new organizational arrangements and this may give birth to new social problems. The new problems must be countered with solutions. Keeley (2007):

> Today's children are growing up in a changing world. Globalisation is opening economies and creating opportunities. Economic foundations have too, with the rise of the knowledge economy. Coupled with major social change, such as the ageing of populations, societies must find solutions to new challenges. (p.8)

1.1.2 Sociological Perspective

As an individual grows up in society comes across many statements like you can be anything, but we also hear other statements about what a girl or boy should do. We are the result of society and society is the result of many individuals. The situation that a person is facing if seen from many other dimensions appears very clearly as the problem of many individuals. The need for a sociological approach is required to see these issues. Mill takes these as the quality of mind. Mills (1959) writes that what

people need is a quality of mind that will help them to use information to understand what is the world scenario and their own. And He terms this quality as "sociological Imagination".

The sociological imagination urges individuals to consider their careers on an individual level, yet in addition think about cultural, natural, and recorded settings. Cultural setting educates us concerning our way of life. When we think about it, we consider how our wants, activities, and considerations are formed by our locale and how that network is evolving. The organic setting educates us concerning how "human instinct" impacts our wants and needs. Furthermore, ultimately, an authentic setting thinks about our place in time; how have occasions of the past paved the way to where we are now? Fundamentally, the idea of sociological imagination proposes that who you are as an individual is additionally formed by your quick environmental factors, your family, your companions, your nation, and the world overall. To utilize the sociological imagination is to move your viewpoint away from yourself and take a gander at things all the more extensively, acquiring a setting for singular activities. In this sense, utilizing a sociological imagination lets you take a grand at yourself and your way of life as an outsider spectator.

It becomes imperative that our task as sociologists and educators is to develop sociological perspectives in students. The researcher believes that the quality of mind that we need to develop is out there. Our responsibility as a sociologist is to reach them, give them a fertile ground, and inspire their minds to achieve expertise to understand society and their role. As rightly mentioned by Koller (1965, p.312) *"the development of sociology in curricula of the nation's school rests solidly upon interested lay and professional leadership"*.

1.1.3 Development of Sociology in India

The history of Social Sciences in India has its roots in colonialism. Believed by many scholars as a colonial strategy. Colonial officers used the opportunity to study the lives of Communities in India in order to rule. Patel (2006) argues that unlike in Europe Sociology got its representation in India as anthropology. Initially, it was the idea of the classification of the communities to be ruled. Eventually, it led to the

documentation of social constituents of Indian society. Anthropology and Sociology did have a greater bonding in the Indian Social research setup. Patel comments that the formation of Sociology in India had the characteristics of both the discipline (anthropology and Sociology) and the idea of the study of modern society, which influenced the establishment of the first sociology department.

Patel (2007) writes that the discipline of sociology/anthropology was integrated by three perspectives. First reflected in the work of the M.N.Srinivas, Second in the work of A.R.Desai (disciplinary Marxist Sociology, Historical methodology) and thirdly Lucknow's university insisted on Indigenous, Cultural-Specific value-based perspectives of sociologists.

Srinivas and Pani (1973, p2) Development of Sociology in India was greatly influenced by the Idea of Nation and Nationalism. *"Nationalism was itself a product of the interaction between alien rule and indigenous society."* it was assisted by the modern development in communication and other modern institutions. They further discuss that self-awareness (of religion, sect, caste, tribe, region, and language) played a big role in its further development.

No matter what other factors played a part, the shadow of colonialism played a prominent part in the development of the discipline. The Educational policies of the British government had always a colonial flavor in them. Patel (2011) Argues that to address the imbalances created by colonialism the post-independence Indian state worked on the expansion of higher education which in turn will take towards modernity. The territorialisation and naturalization were the two strands of Methodological Nationalism which became the traditional part of sociological thinking during the process. The initiation of sociology as a self-discipline allowed some departments in India to integrate the teaching, learning, and research of a present-day Indian society as an alternative to a traditional one. The late 60s and early 70s were a very important period for the development of sociology in India. Initially 3 universities and by 1977 expanded to 50 and in 2000 around 100 universities teaching Sociology produced 100,000 graduates, 6000 post graduates, and 200 doctoral students.

1.1.4 Development of Sociology in North-Eastern India

Before going into the discourse around the above-mentioned title, The researcher would like to outline what led the researcher to decide to make the Northeast part of India as a focal point of study and narrow down to Meghalaya as a Population Source. There were basically three important features related to the Northeast part of India. Firstly the long isolation of this region from other parts of the country, then in the colonial period, and further continued however diluted now. Secondly, the northeast part of India is somehow bracketed into its uniqueness due to its mongoloid physical attributes and similarities in food habits and other socio-cultural aspects, often equated with the East Asian countries like China, Japan, Korea, etc. Thirdly, the reach of modernization is at a very slow pace, in comparison to the rest of the country, it is very clear that modernization affects the social structure and socio-culture of the society. However, it is not possible to study any society in its complete isolation due to rapid information technological advancement which has connected and affected social systems.

The Northeast Part of India covers a vast area in Geographic terms. As per the Ministry of Home Affairs, it comprises 8 states which is 7.97% of the whole country (2,62,179 sq km). The population is 4,57,72,188 which is 3.78% of the total country (*Ministry of Home Affairs | Government of India*, n.d.). In its vastity it is impossible for researchers to explore all the regions, therefore, the research has selected Meghalaya as a population source, due to its specialty. Firstly Meghlaya had all three educational affiliated boards CISCE, CBSE, and Stateboard offering sociology at high school though not in very high numbers. Secondly, Meghalaya has a very high literacy rate that is 75.48% which is above the national average literacy of 74.04%. Thirdly, Shillong which is the capital city of Mehaglay was once the administrative headquarters (until 1974) of the North-East Frontier Agency, it was a political division of colonial rule and then the Republic of India. Another Unique feature of this state is its matrilineal system. Meghalaya's uniqueness as well as similarities can be a great field to study, as it will provide the opportunity to study diversity. Home to more than 29.67 Lakh population with three major tribes (Khasis, Pnar, and Garos) would provide vivid opportunities for the researcher during the study.

Coming back to the discourse of the development of academic sociology in India as argued in previous segments by Srinivas and Pani (1973) the sociology in India was greatly influenced by the idea of nation and nationalism, however many thinkers like Sajib Baruah (2007), Nandana Dutta (2012), M.S. Prabhakara (2012) has voiced out that the northeast part of India is neglected in many terms, socially, Economically, opportunity, ethnicity and Identity. This negligence obviously affected education in the northeast part of India. Bhattarai (2014) affirms that the curriculum in the northeastern part of India is North India-centric. The areas that became a part of the history in the textbooks of these students were the areas that came together to form the Union of India in 1947. He further argues that the areas that were ascendant in the 19th century should have been in focus but seem neglected. Heber (2014) published an article titled "North-East is a Story of Neglect". He mentions that they know much about India and its culture whereas the rest of India does not know anything about the history or culture of the North-Eastern region.

Furthermore, there is not so much written about the Sociology of the Northeastern region of India. Nongkynrih (2013) citing Nilesh Kumar's book, *Survey of Literature in Sociology and Social Anthropology in Northeast India (1970-1990)* highlights that there are anthropological studies of Northeast India, but there are limitations of empirical studies. The sociology of India is much dominated by the perspectives of Methodological nationalism. The states of Northeast India are often imagined in the context and reference of mainland India. Wakil and Ganesan (2018) titled their research works as "A Tale of Two Histories: Where Is the Northeast in Our Textbooks?" They have stated and blamed academic curriculum and textbooks for being silent on the region and its past. The historian showed less interest as Northeast India was described as a "living anthropological museum"

1.1.5 History of Sociology as Educational Curriculum

Our awareness of society begins in the very same manner as we take notice of our body when something goes wrong. When our bodies fail to function normally we take notice of it and seek medical attention. We tend to keep the same attitude towards our society. In the same manner, when crises hit our society it motivates us to consider

effects that we once ignored. The search for the explanation of the relationship between symptoms begins and that's how it takes the shape of a Subject.

During the sixteenth and seventeenth centuries, the exploration of the new world was on high, and sailors returning from the voyages shared the story about other civilizations. This also gave them the idea of expanding trade relations. With the invention of steam engines and the later rise of industrialization, the amalgamation of cultures became inevitable which in turn brought many social development and Social changes. The rise in science and technology caused the mechanical industry to grow, and people started to flock to cities. This led to a rise in capitalism which meant few people owned the means of production and the remaining had to sell their labour to them.

According to Giddens (1987). This era was marked by the development of administrative power, concentrations of information, and armed power. Industrialization played a major role in World War 1. It allowed for new machinery to be produced at a much faster rate than ever before and that increased the deadliness of war. War brought calamities like never before, loss of life, property, and health. According to Various authors in their articles, Over 17 Million in World War I and 60 million casualties during World War II were reported. All these events gave rise to various social changes and Social Problems. This gives us a clue as to why the emergence of sociology as a discipline took place during the 19th century. Agreed by Mondal (n.d.) Its emergence as a discipline can be attributed to the vast changes that took place in the nineteenth century. Both Landis (1942) and Sullenger (1949) believed that events like the great depression and war became the most obvious reason for it to be included in the high school's curriculum during 1938-1941. The social events and crises during this period laid a very fertile platform for the new ideas and values that enabled sociology to germinate and further throughout the 19th century it continued to develop. Giddens (1986) and Kamei (2014) suggest that this discipline laid its foundation on the European socioeconomic, Political, and intellectual background (French Revolution and Industrial Revolution)in the eighteenth century. According to (American Sociological Association, 2008) The massive social changes that occurred caused new urgency to the development of the social sciences. All the sociologists of this era thought about the great alteration from simple to complex industrial societies.

Braham (2013) writes, It took time for sociology to be accepted as a valid subject in academia. Sociology was first taught at the University of Kansas in 1890 and the University of Chicago became the first to have a separate department for Sociology in 1892. And grew during the mid-twentieth century. In England, it was first taught at the London School of Economics in 1904, and later in 1960, it became a major discipline. Braham (2013, p.xii) expresses, It is interesting to know that there were difficulties for the Oxford Dictionary of Sociology to define the subject. To do that the subject was divided into three categories *"Social Structure, Discourse analysis and rational choices"*. Its perspectives were later defined by the British Sociologist Anthony Giddens in very clear words:

> Learning sociology means taking a step back from our own personal interpretations of the world, to look at the social influences which shape our lives. Sociology does not deny or diminish the reality of individual experience. Rather, we obtain a richer awareness of our own individual characteristics, and those of others, by developing a sensitivity towards the wider universe of social activity in which we are all involved Sociology is the study of human life, groups and societies. It is a dazzling and compelling exercise, having as its subject-matter our own behaviour as social beings. The scope of sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of global social processes. (Giddens, 1989, p. 7-8)

At this juncture, Sociology is well well-known discipline that is taught and studied in various continents of the world and has taken a space in the core curriculum. (American Sociological Association. 2008).

1.1.6 History of Sociology as Educational Curriculum in North-East India

<u>Dibrugarh University, Assam</u>

Sociology in curriculum got its entrance first in Assam at Dibrugarh University in 1967 (Dibrugarh University, n.d.) and First University that offered postgraduate level courses in Sociology in the region (Kshetri, 2013). It is doing well and has been providing teachers in Sociology for Universities, Undergraduate Colleges, and Higher Secondary Schools and has produced specialized manpower in various capacities for Oil, Coal, Plantation, and Power Industries.

North-Eastern Hill University, Meghalaya

According to Kshetri (2013) and North-Eastern Hill University (n.d.), The second university that got its separate department of sociology was North Eastern Hill University in 1976 three years after its establishment (1973). Starting with just five faculty members, twenty-one M.A. students, twenty chairs, and classes in the garage the journey went on. With little ups and downs and a humble beginning, now it has been enriched by seven professors and eleven sanctioned faculty. They are set to reach the high bar in their academic activities in the years to come.

Nagaland University, Nagaland

The Department of Sociology, under the School of Social Science, Nagaland University was established on 6th September 1997 with twenty-five students in-take capacity in the initial stage. The intake capacity has increased from 25 in 1997 to 55 students in 2012. At present, the department has 108 (53+55) PG students and 17 registered Ph.D. scholars having 7 faculty members (3 Professors, Associate Professor, and 3 Assistant Professors) and 2 ministerial staff (Nagaland University, n.d.).

Assam University, Assam

The Assam University introduced Sociology in 1995, puts special importance on interdisciplinary studies and research focusing on inhabitants of Barak Valley's social, intellectual and cultural matrix. According to claims done on the department website, their placement records are remarkable (Assam University, n.d.).

Tezpur University, Assam

In Tezpur University the Department of Sociology came into existence in the year 2006, offering a Master's degree and progressed to offer Ph.D. Program in 2008. The Curriculum emphasizes on pedagogy of general concern of sociology issues significant to North-eastern India. The department is engaged in areas of research like Development, Education, Environment, Ethnic Conflicts, Governance, Health, Migration, Social Movements, Science Studies, etc. with a vision *"To become a leading centre of sociological learning in pursuit of a just and humane society."*

and a mission statement *"To provide theoretically sound, methodologically rigorous and empirically grounded education with an interdisciplinary perspective"* (Tezpur University, n.d.).

Gauhati University, Assam

Sociology was introduced in the mainstream of Gauhati University in the year 2011 after having it introduced in the year 2009 under the Department of Political Science (self-financed mode). Department took this step acknowledging the necessity of contextualizing the various issues of the North-East region (Gauhati University, n.d.)

Rajiv Gandhi University, Arunachal Pradesh

Introduced in 2011, Sociology took quite a long time to get into the curriculum of Rajiv Gandhi University though it happens to be the oldest university in Arunachal Pradesh founded on 4th Feb 1984. The department started off with 15 Students later reaching 24 in the year 2013, since then the department has been offering MPhil and as per the information on the university's website the department offering PhD starting in 2015 and since then no further update has been provided on the website as of 30/01/2017. (Rajiv Gandhi University, n.d.)

Manipur University, Manipur

The Story is not different for Manipur University as well. Though the university was established in 1980, sociology became available in the mainstream in 2012. Master's Degree and PhD were introduced in 2013 With an intake capacity of 40 students. The department has been doing pretty well so far as they have been organizing seminars/ Conferences/ regular lectures on relevant issues (Manipur University, n.d.).

Tripura University, Tripura

The established date of Tripura University goes back to the year 1987. And the story is no different here as well, Sociology took a little longer than it should be in the curriculum. The Department of Sociology got it going in 2011, and since then they have been moving forward with developing courses keeping in mind the International, national, and regional traditions (Tripura University, n.d.).

<u>Mizoram University, Mizoram</u>

Established on 2 July 2001, Mizoram University is a young institute with a very young department of sociology that just started on 15th December 2014. But it is moving at a good pace, it already has started to offer Masters and PhD programs. (Mizoram University, n.d.). However, sociology has already been part of the curriculum since 1998 under the affiliation of NEHU and later affiliated to Mizoram University. Departments claim to get the highest No. of application among all the other social sciences (Government Aizawl College, 2017). The Sikkim University with its establishment in 2007, Sociology in Curriculum was introduced on an experimental basis in 2008 and stayed in the system thus far. Currently, the university only offers MA and Ph.D. The focus of the department as per the Annual Report 2008-2009 is to study gender, culture, social structure, and issues of national and local context. (Sikkim University, n.d.)

1.1.7 Sociology in High School Curriculum

Sociology in high school mentioned earlier that the great depression and war became the most obvious reasons for it to be included in the high school's curriculum during 1938-1941. It is observed in terms of research and books written on high school Sociology, that sociologists have shown growing interest in high school curricula. Many researchers have done research and authors have put their views and research reports alongside The American Sociological Association(ASA). Not to forget John West who went on to take the honor of being the first person to do his PhD paper on high school sociology. He affirmed that there has been a growing interest in this field and gaining its entry into secondary-level education.

Gillette (1913) and DeCesare (2005a) quoted Mr. F.D. McElroy, (principal of Hammond, Indiana high school) and Mr. J. D. Bates (Sociology instructor Jacksonville, Illinois, High School) that gives us clues that sociology has been there in America since 1911 (also supported by Garcia, 2012). Both McElroy and Bates gave very positive feedback about running the subject. They used the following books as their textbook namely Dealey's Sociology Which seemed to be more abstract, Wright's Practical Sociology, and Ellwood's Sociology and Modern Social Problems.

Since then there has been tremendous growth in acceptance of sociology in American High schools (DeCesare, 2005a & also Bain, 1926).

In India, the first sociology course was introduced at a higher secondary level (10+2) only in 1977 as per the report published by UGC Teaching of Sociology and Anthropology. This report also mentions that 13 out of 62 Universities were found to be teaching sociology at the Pre-university course (PUC) level. Lowry (2023) writes *"Pre-university education is a 2-year course that prepares students for university. It is part of the 10+2 education system."*

1.1.8 Present Scenario of Sociology as a Core Subject in Indian High School

Sociology is still in its infancy period in India. It's just around one hundred years old since it was introduced. Though, Some universities have had this subject in their curriculum for quite some time now, and since 1977 in schools in India it is still a very unheard subject to most of the students till they reach higher secondary level in India. The subjects that are commonly known as social sciences at the secondary level are Civics, Economics, Geography, and History. Sociology only becomes available as optional electives in higher secondary level Grades 11 and 12. Easy Languages (n.d.); Park Hill School District (2016); Rugby High School. (n.d.); Notre Dame High School (n.d.); and Lower Dauphin School District (n.d.) In the American education system Sociology is part of electives in high school (Grades 9-12). Sociology is still going through an identity crisis in high schools set up in India. The researcher feels it would not be wrong to call high school sociology as an Ignored Identity. A very handful of schools have opted for sociology as a subject if they have it as an elective subject, in the growing number of elective subjects, the fear is that it might lose its place in the long run. Going into statistics of schools that included Sociology in their curriculum following are the details found. According to the data received from the Council for the Indian School Certificate Examinations. 166 Schools out of 1,076 (15.4%) opted for sociology in the high school curriculum and Central Board of Secondary Education 1260 schools out of 18,006 (6.9 %) opted for sociology in the school curriculum. As per the data combined by the researcher, the state boards are doing pretty well in this case. The data shows that all the state boards have included sociology in their curriculum as optional electives except Tamil Nadu (See Table 1.1).

However, it is unclear how many schools in each state have this subject offered. In the case of the Meghalaya State board, the researchers compiled the exam result data of students showing that a total of 61 schools out of 242 schools appeared for the sociology Exam (See Table 1.2; Self Compiled Data through the official Website). 2442 students appeared for the exam in 2021-2022 out of which 2376 cleared the exam 58 students failed and 8 remained absent

If we look at the statistics of the National Board in India, the results are rather discouraging. The 15% and 9% inclusion rate seem to be alarming. There could be various factors that need to be studied on a larger scale. Some general guesses could be the misconception of sociology being too abstract or the lower rate of specific employability opportunities due to the shifting of the Job market towards the IT Industry. If this is so, there is a strong need to revisit Sociology again. As Giddens (1987, p.vii.) also discusses in the preface of his book Social Theory and Modern Sociology the issue of the decline in popularity of the Discipline. He goes on to say *"Sociology might have lost its central position in respect of key intellectual developments and achievements."* He insists that sociology would remain as the focal importance of Social Science and whoever looks to understand human beings and its product.

Table 1.1 Sociology in State Boards of India

Sl. No	State	Board Name	Textbook Provider	Syllabus/Curriculum Provider	Textbook Title	Link
1	Andhra Pradesh	Board of Intermediate Education, Andhra Pradesh (BIEAP)	SCERT AP, NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://www.ncertbooks.guru/ap-intermediate-books/
2	Arunachal Pradesh	Directorate of School Education Central Board of Secondary Education	SCERT, NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://education.arunachal.gov.in/examination.php, https://www.embibe.com/exams/ap-arunachal-pradesh-board-class-12/, https://education.arunachal.gov.in/schems.php
3	Assam	SEBA & AHSEC (Assam Higher Secondary Education Council, Bamunimaidan, Guwahati)	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://ahsec.assam.gov.in/wp-content/uploads/2022/09/SOCIOLOGY-SYLLABUS-HS-1st-YEAR.pdf
4	Bihar	Bihar Intermediate Education Council	BSTBPC, NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	http://bstbpc.gov.in/Books.aspx?class=Class%2011&subject=SOCIOLOGY
5	Chhattisgarh	Chhattisgarh Board of Secondary Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://cgbse.nic.in/ https://schools.aglasem.com/130971/
6	Goa	Goa Board of Secondary and Higher Secondary Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://www.gbshse.in/Admin_website_api/Files/study_material/834406-sociology-curtailed-syllabus-for-std-xi-and-xii.pdf https://www.gbshse.in/#/student-study-material
7	Gujarat	Gujarat Secondary and Higher Secondary Education Board	GSSTB (Gujarat State School Textbook Board)	State Board	Sociology Class 11 Sociology Class 12	https://drive.google.com/drive/folders/1Ti0MpIPi-RakF6luZ4QEeSIz-HCy_ACK
8	Haryana	Haryana Board of Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://bseh.org.in/https://bseh.org.in/uploads/files/cad84e17182732e95204eba706a07939.pdf https://bseh.org.in/uploads/files/a0d78b1aa26b56b9b1c095222d525186.pdf
9	Himachal Pradesh	Himachal Pradesh Board of School Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://hpbose.org/Syllabus.aspx https://hpbose.org/Admin/Upload/Socio-XII 11.05.2022.pdf
10	Jharkhand	Jharkhand Academic Council	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://schooleducation.jharkhand.gov.in/https://www.selfstudys.com/books/jharkhand/state-books/class-12th/indian-society-sociology/27735
11	Karnataka	Department of Pre-University Education	SCERT	State Board	Sociology of Indian Society	https://www.selfstudys.com/books/karnataka/state-books/class-11th/syllabus/sociology-2021-22/488900 https://www.selfstudys.com/books/karnataka/state-books/class-12th/sociology/sociology-part-1/328988 https://www.selfstudys.com/books/karnataka/state-books/class-12th/sociology/19204 https://www.selfstudys.com/books/karnataka/state-books/class-11th/syllabus/sociology-2021-22/488900
12	Kerala	Kerala Board of Higher Secondary Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://www.selfstudys.com/books/kerala/state-books/class-11th/sociology/sociology/167333 https://education.kerala.gov.in/scert/

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Contd. Table 1.1 Sociology in State Boards of India

Sl. No	State	Board Name	Textbook Provider	Syllabus / Curriculum Provider	Textbook Title	Link
13	Madhya Pradesh	Madhya Pradesh Board schools	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://www.selfstudys.com/books/madhya-pradesh/state-books/class-12t h/syllabus/sociology-2020/260526 https://mptbc.mp.gov.in/web04/BookDetails.aspx
14	Maharashtra	Maharashtra State Board of Secondary and Higher Secondary Education	Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.	State Board	1. Introduction to Sociology. 2. Understanding Indian Society	http://books.balbharati.in/pdfs/1203010504.pdf http://books.balbharati.in/pdfs/1103010504.pdf
15	Manipur	Manipur Council of Higher Secondary Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://cohsem.nic.in/docs/subjects/46_Sociology.pdf https://cohsem.nic.in/exams.html
16	Meghalaya	Meghalaya Board of School Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	http://www.mbose.in/more.php?category=download
17	Mizoram	Mizoram Board of School Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://www.mbse.edu.in/mbseadmin/pdf/Text_Book_List_HSS_2022-20 232.pdf
18	Nagaland	Nagaland Board of School Education	Nagaland Institute of Development Studies	State Board	1. Introducing Sociology & Understanding Society by Nagaland Institute of Development Studies 2. Structures of Indian Society & Social Change in India	https://nbsenl.edu.in/cms/document/11/syllabi https://nbsenl.edu.in/curriculum-and-syllabus https://nbsenl.edu.in/cms/document/19/syllabi
19	Odisha	Orissa Council of Higher Secondary Education	Odisha State Bureau of Textbook Preparation & Production, Bhubaneswar	State Board	Introducing Sociology, Indian Society	https://chseodisha.nic.in/sites/default/files/SYllabus/CHSE%20Arts%20 Revised%20Syllabus%2020-21_compressed.pdfhttps://chseodisha.nic.in /sites/default/files/SYllabus/arts_2016.pdf https://chseodisha.nic.in/?q=syllabus
20	Punjab	Punjab School Education Board	Punjab School Education Board	State Board	Sociology Textbook for Class XI Sociology Textbook for Class XI	https://pseb.ac.in/sites/default/files/syllabus/2021-22/11th/Sociology-11. pdf https://pseb.ac.in/media/syllabus2021/12/Sociology-12.pdf https://www.selfstudys.com/books/punjab/state-books/class-12th/sociolo gy/sociology-part-1/118292 https://www.selfstudys.com/books/punjab/state-books/class-11th/sociolo gy/sociology/118498
21	Rajasthan	Board of Secondary Education, Rajasthan	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://rajeduboard.rajasthan.gov.in/books/index.htm
22	Sikkim	Sikkim Stateboard	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	http://scertsikkim.in/?fbclid=IwAR1plvVSID_cVAtxpC577vmDXm_Kn N8YO5hSmxqcFgZTmyXnSwCyWGeh33c https://careerspages.com/sikkim-hsc-12th-class-textbooks-pdf-download/

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Contd. Table 1.1 Sociology in State Boards of India

Sl. No	State	Board Name	Textbook Provider	Syllabus /Curriculum Provider	Textbook Title	Link
23	Tamil Nadu	Tamil Nadu Board of Higher Secondary Education	Sociology Not Offered (Not on the Examination List) 1 chapter Added in Nursing Vocational Segment. Introduction to psychology and Sociology	State Board	Search Result Doesn't show Sociology in Schools	https://www.dge.tn.gov.in/docs/hsesslc/2023/timetable_2_1_10_2023.pdf , https://www.tntextbooks.in/p/11th-books.html https://drive.google.com/file/d/1cYCg4r2QlxIITCch1up0dDqKnMUrwzl bz/view
24	Telangana	Telangana State Board of Intermediate Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://drive.google.com/drive/folders/1VfxuInRNfgWlf8VutCX0QYFO pyseBgIf
25	Tripura	Tripura Board of Secondary Education	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://tbse.tripura.gov.in/Syllabus_for_2022_2023 https://tbse.tripura.gov.in/sites/default/files/Class%20XI%20Sociology.p df https://tbse.tripura.gov.in/sites/default/files/Sociology%20Class%20XII. pdf https://www.studiestoday.com/download-books/631/sociology.html
26	Uttarakhand	Uttranchal Shiksha Evm Pariksha Parishad	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://schooleducation.uk.gov.in/files/text_books.pdf
27	Uttar Pradesh	U.P. Board of High School & Intermediate Education, Allahabad	NCERT	CBSE	1. Introducing Sociology, 2. Understanding Society, 3. Indian Society, 4. Social Change and Development in India	https://upmsp.edu.in/#
28	West Bengal	West Bengal Council of Higher Secondary Education, Calcutta	West Bengal Council of Higher Secondary Education	State Board	An Introduction to Sociology	https://wbchse.wb.gov.in/storage/2022/06/Part-1.pdfhttps://wbchse.wb.g ov.in/storage/2022/06/Part-3.pdf

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Table 1.2 School Participated in Sociology Exam (2021-22) and Passing %

Sl. No	Institutions Name	No of Students Appeared
1	Don Bosco College (Hr. Sec. Section), Tura	252
2	Shillong College Higher Secondary Education, Shillong	163
3	Sacred Heart Boys' Hr. Sec. School, Shillong	145
4	Divine Saviour Higher Secondary School, Shillong	99
5	K.J.P. Synod Sepngi Higher Secondary School, Nongstoin	86
6	St. Francis D' Assisi Higher Secondary School, Nongstoin	85
7	Auxilium Girls' Higher Secondary School, Shillong	74
8	Nongstoin College Higher Secondary School, Nongstoin	74
9	Lady Keane College, Shillong	73
10	Mason Phillips Academy, Tura	72
11	Mawlai Presbyterian Higher Secondary School, Shillong	68
12	Nehru Memorial Higher Secondary School, Umsning	68
13	Khadsawphra Higher Secondary School, Mairang	64
14	Adventist Higher Secondary School, Thadlaskein	58
15	St. Edmund's Higher Secondary School, Shillong	58
16	St. Paul's Higher Secondary School, Nongpoh	58
17	St. Anthony's Hr. Sec. School, Pynursla	57
18	Khliehriat Higher Secondary School, Khliehriat	56
19	Umshyrpi College, Shillong	56
20	Seng Khasi College, Shillong	50
21	Christian Academy Higher Secondary School, Shillong	49
22	Sacred Heart Girls' Higher Secondary School, Shillong	49
23	Loyola Higher Secondary School, Williamnagar	47
24	Morning Star College, Shillong	45
25	St. Anthony's Higher Secondary School, Shillong	37
26	North Liberty Higher Secondary School, Mookyrdoop-Jowai	36
27	Jaintia Eastern Higher Secondary School, Khliehriat	31
28	Nongtalang College, Nongtalang	23
29	Nora Evalyn Higher Secondary School, Shillong	22
30	Madanrting Presbyterian Higher Secondary School, Shillong	21
31	St. John's Whitehall Higher Secondary School, Shillong	21
32	St. Xavier's Higher Secondary School, Tura	21
33	Baghmara Govt. Higher Secondary School, Baghmara	20
34	Nongkrem Higher Secondary School, Nongkrem	20
35	Joel Gatphoh Higher Secondary School, Kynroh	18
36	Little Flower Higher Secondary School, Ummulong	18
37	Riverside Adventist Academy, Bajengdoba	18
38	Women's College, Shillong	18
39	Nabon Women's Synod Higher Secondary School, Shillong	17
40	St. Ursula Border Area Higher Secondary School, Mawlong	17
41	Church of God (Eclesia) Higher Secondary School, Mawlai	16
42	Ri-Bhoi Presbyterian Higher Secondary School, Nongpoh	16
43	Risa Higher Secondary School, Shillong	15
44	District War Sepngi Christian Higher Secondary School, Dangar	14
45	Rilbong P.N. Chaudhuri Higher Secondary School, Shillong	14
46	Hill Crest Higher Secondary School, Shillong	13
47	King of Kings Higher Secondary School, Mawkyrdep	10
48	Raid Laban College, Shillong	10
49	Mawsynram Border Area Higher Secondary School, Mawsynram	8
50	Mizo Modem Higher Secondary School, Shillong	8
51	Greater Mawlai College, Shillong	7
52	Mawprem Modem Higher Secondary School, Shillong	7
53	St. Francis D' Assisi Higher Secondary School, Umbir	7
54	Unitarian Higher Secondary School, Puriang	7
55	Pearly Dew Higher Secondary School, Shillong	5
56	Pynthonumkhrah Golf-Link Hr. Sec. School, Shillong	5
57	Jyoti Sroat Higher Secondary School, Laitumkhrah	4
58	Mawkhar Christian Higher Secondary School, Mawkhar	4
59	Sunny Dale Higher Secondary School, Pohktieh Shillong	4
60	Glakyn Academy Higher Secondary School, Pohkseh-Shillong	3
61	Kiang Nangbah Govt. Higher Secondary School, Jowai	1
	Total Regular Students Appeared	2442
	Total Regular Students Passed	2384 (97.62%)
	Total Regular Students Failed	58 (2.38 %)

Source: Compiled from Official Website megresults.nic.in

1.1.9 Status of Sociology Curriculum at School Level

1.1.9.1 Status of Sociology Curriculum in International Schools

As mentioned above, Sociology has a history of 112 years in the Western world of school academics. This subject has its place in the high school curriculum as an elective subject. DeCesare (2006a) affirms through his research the at sociology being taught in American Schools:

> During the 2000–2001 school year, at least one sociology course was offered at 81 of Connecticut's 119 (68%) high schools, and by 94 different teachers across the state (several high schools had two or more teachers offering a sociology course)(p.53).

National Standard for High School Sociology as published by the American Sociological Association emphasizes on four learning domains namely, Domain 1: The Sociological Perspective and Methods of Inquiry, Domain 2: Social Structure: Culture, Institutions, and Society, Domain 3: Social Relationships: Self, Groups, and Socialization and Domain 4: Stratification and Inequality.

Domain 1 Intends to Introduce sociological perspective, scientific methods in studying society, learning to compare sociology with other sciences, learning to apply theories with skills to evaluate methods of sociological research.

Domain 2 emphasizes social structure with specifics of culture, Institutions, and society. The students are taught to understand the components of culture and analyze how culture influences individuals including theirs. They are also expected to learn to evaluate social institutions and their response to our social needs and learn the dynamics of social institutions, and cultural change over the time.

Domain 3 is specifically assigned while keeping in mind the need of students to know the social context to understand themselves. They would learn to explain the socialization process and understand the process of social constructions themselves, group social construction, and its impact on individuals.

Finally, Domain 4 talks about Stratification and Inequality in society while emphasizing how factors that could benefit some could be disadvantages to some. This domain intends to teach students to discover the pattern of social inequality, and its effect on groups and individuals. It also strives to make students understand the relationship between social institutions and Social Inequality ability to assess the remedies to social Inequality (American Sociological Association, n.d.).

The following statements suggest the objective of the sociology curriculum in high schools in the US:

Forest Trail Academy (2022) In its home page this subject is "*designed to familiarise students with various cultures and the problems resulting from people living in groups.*"

Central Davidson High School (n.d.) states "*designed so that students will acquire the knowledge and skills to make decisions and act as responsible members of society.*"

Notre Dame High School (n.d.) aims to *"increase their awareness of and develop a critical approach to the social world.".*

Lower Dauphin School District (n.d.) Lower Dauphin School District writes *"this course is designed to explore basic principles and theories of sociology."*

Rugby High School (n.d.) *"The Sociology curriculum is designed to support students in developing an understanding and awareness of social issues and how social policy can affect them."*

Analysis of 7 School (See Table 1.3) reflects the common topics in the highschool sociology syllabus are Adolescent, Age, Collective Behavior, Crime, Culture, Development, Deviance, Economics, Education, Ethnicity, Families and Households, Gender, Globalization, Health, Human Behavior, Media, Politics, Population, Race, Research etcSocial Change, Social Control, Social Institutions, Social Structure, Socialization, Stratification, Urbanization, Social Welfare.

Table 1.3 Sociology Curriculum Coverage in International Schools

School Name	Country	Topics Covered
Central Davidson High School	2747 NC Hwy 47, Lexington, NC 27292 USA	The Sociological Point Of View, Cultural Diversity Cultural Conformity And Adaption, Social Structure, Socializing The Individuals The Adolescent In Society, The Adult In Society Deviance And Social Control, Social Stratification Racial And Ethnic Relations, Gender, Age, And Health, The Family, The Economy And Politics Education And Religion, Science And Sport Collective Behavior And Social Structure Population And Urbanization, Social Change And Modernization
Notre Dame High School	13645 Riverside Dr, Sherman Oaks, CA 91423, United States	Culture and Identity, Families and Households, Health, Work, Poverty and Welfare, Beliefs in Society, Global Development, The Media,Stratification and Differentiation, Globalisation and crime, human rights, Women and crime, Crime and ethnicity, Social class and crime,
Lower Dauphin School District	291 E. Main Street Hummelstown, PA 17036, USA	Culture and Social Structure, Socializing the Individual in Society,Social Stratification, Overview of Population/Urbanization; Social Institutions and Social Change
Rugby High School	Longrood Road, Rugby, Cv22 7re	Families and Households, Education with Theory and Methods, Crime and Deviance, Global Development
Mr. Cooper- Broomfield High School	1 Eagle Way Broomfield CO 80020, USA	Sociological Perspective, Culture, Social Structure, Understanding Adolecense, Deviance and Social Control, Social Stratification, Inequalities of Race & Ethnicity, Inequalities of Gender and Age, Independent Research in Sociology
Forest Trail Academy	2101 Vista Parkway, Suite 226 West Palm Beach, Florida 33411, USA	Society and Human Behavior, Perspectives, Culture, Socialization, Social Structure, Social Organization, Adolescents & Adults, Deviance, Crime & Deterrence
Park Hill School District	7703 NW Barry Rd Kansas CityMO64153	Socialization, institutions, social interaction, social change, Stratification in Society, Social Organization, collective behavior, and competition in society

1.1.9.2 Status of Sociology Curriculum in National Schools

Sociology in schools is at its infancy level as it was only in 1977 got introduced to the pre-university level, which is equivalent to grades 11 and 12. Currently is accepted in all the major boards across India through CBSE, ICSE, and State Boards as an elective subject. As mentioned earlier this subject only has a presence at only 11 and 12 levels, However, as per the CBSE Curriculum for the Academic Year 2023-24 some elements of sociology have been included in the social sciences of the grades 9 and 10 without direct mention of the subject.

In the national arena of school education, the NCERT plays a major role, it works to develop, and model textbooks related to school education, and these syllabi are guided by the national framework of education. In a very major extension, the CBSE and state boards recommend NCERT Syllabus and Textbooks in their affiliated schools.

The following areas are covered during two years of schooling at 11 and 12th grade as per the curriculum framework of 2005. The New curriculum model based on the National Curriculum framework which is set to be adopted from 2024-2025 onwards is also discussed subsequently (Roy, S. 2023, April 7).

The entire part of the curriculum is divided into four courses, the first two are covered in grade 11, and the latter two are covered during 12th grade.

> Course 1: Introducing Sociology,
> Course 2: Understanding Society
> Course 3: Indian Society,
> Course 4: Change and Development in India

Course 1 Introduces society and sociology to the new learners. They are taught basic concepts of sociology like social group, status and role, social stratification, and social control. In addition to that important topics such as social institutions, culture, and socialization are discussed in 66 periods. 22 periods are exclusively dedicated to preparing students for the research methodology of doing sociology, with emphasis on the importance of fieldwork in sociology. Course 2 deals with understanding society, 110 periods are dedicated to cover this course. Topics here covered are slightly complex in nature, but Course 1 does its part in preparing the ground for introducing

these topics. It starts with social structure, process, and stratification and then continues to discuss social change, social order covering authority, law, crime, violence, and changing dynamics of villages, towns, and cities. The syllabus continues to discuss a very much needed topic environment and its relationship with society. It brings awareness about environmental crises and their responsibilities towards them. Finally, the syllabus enters into the concepts and contributions of the founding fathers of Sociology and ends with the introduction of much-needed ideas and viewpoints of Indian Sociologists. Course 3 gets introduced in grade 12 with a specific focus on Indian society. It starts with defining topics like colonialism, nationalism, class, and community and enters to discuss demographic structure and rural-urban linkages. Staying within the Indian context it goes into discussing family, caste system, tribal society, and market and indulges into social inequality and exclusion realities of Indian society like caste prejudice and marginalization of tribal communities. Finally, this course ends with discussing the challenges of unity in a vast country with high diversity and dedicated 18 periods for project work. Course 4 is the last course before they enter university education. This course discusses one of the most dynamic topics of human society, social change and development. This course continues to focus its topics within the Indian context with highlights on the process of structural change, cultural change, and social reforms. Then it goes on to discuss Politics, Media, and Globalization and finally ends the course with human collective efforts of raising voices and persuasion to seek changes or resist change, the topic of social movement covering class-based, caste-based, gender-related, trivial, and environmental movements. (CBSE, 2023)

In the latest development in National Curriculum Framework for School Education Update 2023, the new curriculum is set to be introduced from 2024 onward with the intention to *"offer reflexive, analytical and emancipatory ways of seeing their (students) world"*. According to this new framework, the following is the curriculum structure. Course 1: Introduction to Sociology, Course 2: Social Structure, identity, and self in India, Course 3: Politics, state, and development in India, and Course 4: Sociology of Culture: mass media, education, and religion. (*National Curriculum Framework for School Education 2023*, p.470-472).

Table 1.4 Comparative Table American vs Indian Sociology National Curriculum

National Standards For High School Sociology By American Sociological Association	Sociology Syllabus Prepared Under National Curriculum Framework (NCERT) India
The Sociological Perspective and Methods of Inquiry: Scientific method, Hypotheses, Independent and dependent variables, Scientific study of society, Impact of social context on human behavior, Social construction of reality, Sociological imagination, Surveys and interviews, Experiments, Observations, Content analysis, Research ethics, Functionalist perspective, Conflict theory, Symbolic interaction	**Introducing Sociology:** Society and Sociology, Basic Concepts, Social Institutions, Culture and Society, Doing Sociology: Methods and Techniques
Social Structure: Culture, Institutions, and Society: Nonmaterial culture, including norms and values, Material culture, Subcultures, Ethnocentrism, Cultural relativity, Culture shock, American values, Social institutions such as: family, education, religion, economy, and government, Social statuses and roles, Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age, Countercultures, Social movements	**Understanding Society:** Structure, Process and Stratification, Social Change, Environment and Society, Western Social Thinkers, Indian Sociologists
Social Relationships: Self, Groups, and Socialization: Primary agents of socialization: family, peers, media, schools, and religion, Deviance and conformity, I & me, Role-taking, Generalized other, Identity, Reference groups, Primary and secondary groups, In-groups and out-groups	**Indian Society:** Structure of Indian Society, Social Institutions: Continuity and Change, Social Inequality and Exclusion, The Challenges of Unity in Diversity, Project Work
National Standards For High School Sociology By American Sociological Association	**Sociology Syllabus Prepared Under National Curriculum Framework (NCERT) India**
Stratification and Inequality: Privilege, Power, Racial and ethnic inequality, Class inequality, Gender inequality, Life chances, Social problems, Inter- and intra-group conflict, Distribution of power through social institutions, Potential of institutions to produce, reinforce, or challenge inequality, Individual responses to inequality, Group responses to inequality such as social movements, Social policy responses to inequality	**Change and Development in India:** Process of Social Change in India, Social Change and the Polity, Social Change and the Economy, New Arenas of Social Change, Social Movements
Source: *https://www.asanet.org/wp-content/uploads/savvy/ASA%20HS%20Standards%20(Final).pdf*	*Source:* *https://ncert.nic.in/pdf/syllabus/08HGPES%20(XI-XII).pdf*

1.1.10 Conclusions

Sociology has its uniqueness in the vastness that it can cover. There is no limitation to what this subject can venture into, this subject gives the space for students to be knowledgeable in anything that is of concern to human society. It studies the details of the dynamics that evolve as the society progresses. It can give insight to our young learners about their social world, it can help them build and shape their worldviews and think critically about the future circumstances that are presented to them. As society grows from simpler to more complex day by day, the challenges become more complex. It is safe to say being prepared for what might come is the best way not to be caught by surprises. The researcher has taken the challenge to study about this subject specifically in the Indian school curriculum to understand its various dimensions and contributions to our society. The researcher with its utmost diligence and limitations ventured into studying various research papers, reports by government and non-governmental agencies, syllabi, official websites, interviews, and observation in order to achieve the objective and find answers to questions guiding the studies.

1.2. Statement of Problem

This research has focused its area only on the school level sociology. The researcher has identified a few concerns which the researcher is anticipating to understand. The first concern is the widely talked about viewpoint among the sociologists in India that the subject is heavily dominated by either colonial episteme or standpoints of Western thinkers in its inception and still continues to be in fragments as there are not many major contributions done by Indian Sociologists. Thapan (1991) writes "*If it is anything that Indian sociology is renowned for, it is for the study of Indian tradition popularised largely by the interest of Western scholars. Indian sociology has not yet made the kind of contribution to the discipline as a whole as…"(p.1231).* Sociology as a subject has been taught to them to the text hence, losing its critical and practical aspects. As NCERT(2006) highlighted a similar concern, it says "*Textbooks were seen as the major source of knowledge. This foreclosed any possibility of innovation by an active participation of the learners, both teachers and students"(p.3).* Further sociology as a subject has declining popularity as a subject against the trend of introduction of electives in the school curriculum. DeCesare(2006b) writes "*as an*

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elective course, Sociology occupies a tenuous position in the social study curriculum… Many teachers that I spoke with voiced concern that sociology would be forced out of the curriculum by the inclusion of more and more electives…(p.222). The other trend may be the decline in the interest of the researchers to study further in this area. Sociologists like Giddens (1987) highlight the issue of the decline in the popularity of the Subject. Michael DeCesare who has made a tremendous effort in the field of school sociology shared his opinion through an email stating he feels frustrated with the lack of interest of American sociologists, in topics such as high school sociology, therefore he too has moved to other research areas.

Therefore, this study aims to learn about how the students and other stakeholders feel about Sociology as a subject in the school curriculum. Further to study their interest in the role of sociology as a subject as well as a life-transforming agent in school.

1.3 Objectives of the study

1. To highlight the importance of sociology in the high school curriculum.
2. To document the historical data in order and in a comprehensive manner.
3. To study the world view northeast of students who opted for studying sociology.
4. To Study how sociology is being taught in the Northeastern Schools focused on Schools in Meghalaya and how it is connected to mainstream nationalism.
5. To comprehend and analyze the current syllabus and study the pattern in the curriculum in Meghalaya for understanding ethnic identity.
6. To investigate the extent to which the school curriculum framework of sociology in Northeast India is influenced by colonial epistemology and perceived as anthropology.
7. To assess whether the sociology curriculum successfully transcends regional nationalist frameworks.

1.4 Research Questions

The primary task of this thesis is to answer the following questions:
1. Why is Sociology important for the high school curriculum?

2. What are the developments in Sociology as a curriculum in India and Northeast India?

3. How is Sociology being taught in the Schools of Meghalaya?

4. How does the Meghalaya's student identify with topics such as nation, kinship, family religion, etc.

5.1. Does the sociology taught here reinforce tribal identity? If so, how?

5.2. Is critical sociology taught here?

5.3. How has the study of Sociology influenced the perspective of Students?

6. Is the school curriculum framework of sociology anchored in the colonial episteme and treated as anthropology in Northeast India?

7. Is the Sociology Curriculum able to get out of the Regional Nationalist Framework?

1.5 Significance of the study

This study holds academic significance as described below:
■ This study will bring forth information about the current scenario of sociology as an academic subject in the Northeast Part of India.

■ This Study will highlight major issues and challenges that need to be considered by the government and educators.

■ This study will help to give insight to future researchers to invest time to understand various issues highlighted by the researcher.

■ This study will also impact the educators to build up curriculum to address the issues and challenges.

■ This study will draw the attention of educators and stakeholders toward the importance of Sociology in Schools.

1.6 Delimitations of the Study

India is a vast country and so is its population. It is one of the countries with the highest diversity of cultures. As per the World Economic Forum (2021) data, India is 4th country with 456 languages. In terms of population, it is in the race to pass China to be the most populated country by mid-2023 according to the United Nations Department of Economic and Social Affairs (Hertog et al., 2023). For this current study, the diversity and geography of India present huge challenges. It is almost impossible with the limited resources for an Individual researcher to consider a Pan India study. Therefore the researcher had to delimit the study by focusing on the school culture of one state of India; Meghalaya. The researcher considered three key underlying factors while narrowing down to Meghalaya, these are as follows:

Presence of National and State Boards

In light of the above-mentioned statement, the researcher did a preliminary study to find out the presence of sociology in the school curriculum in the northeast part of India. To increase the reliability and diversity the researcher felt that all major national boards must be present in the state including the state board. To do this the researcher contacted three boards, two national and a state boards of school education namely CISE (Email), CBSE (RTI), and MBOSE (Website), when triangulated three board presence were seen in Meghalaya. The availability of three boards in one state CISCE (privately managed), CBSE (Ministry of Education, India), and MBOSE (state-monitored board) that offered sociology at the school level, became a lucrative field for study and related data collection.

Cultural Significance

The geography of the northeast part of India is unique and is part of the Himalayan Mountain belt. The area is covered mostly by forest areas, as per the India State of Forest Report (ISFR) 2021, around 75% of the forest is accounted for from the northeast part of India (Bhaduri, 2022). This makes the areas inhabited by the population majorly tribal and the expected structure makes a traditional society rooted in ethnic lifestyle without much influence of urbanization and cosmopolitanism. Paramasivan et al. (2013) *"North-East India is considered as one of the most culturally diverse regions of the world, is a land inhabited by more than 200 tribes*."

Due to its isolation from the rest of the world for so long, remote North East India is one of the few places in the world where you can encounter real tribal people who continue to lead very different lives in the modern era (Goswami, 2020). Meghalay's unique feature of matrilineal society presents a favorable ground for the study in terms of social changes and the effect of cosmopolitanism.

Historical Significance

The Northeast part of India has a very unique history, as discussed later in the study. The dominant race consists of Mongoloids and clearly identifiable in comparison to the rest of the races found in India. A major share of societal changes, especially education has been influenced by the British system as the rest of the country, though there was no direct involvement of British rule in the northeast part of India. Later discussed in the study, is the history of isolation of this region of India. This historical legacy provides a solid ground for studying the education system and the researcher has narrowed it down to Meghalaya due to its high literacy rate.

In a nutshell, this study delimited itself to study the region of Meghalaya due to the factors mentioned above. The study is delimited to data collected through interviews, observation, News media, articles, and reports till June 2022. This research is limited to verbal interviews and observation from students, teachers, and administrators, the research does not study the individual teachers', or administrators' educational qualification details.

Following are the Delimations excerciced on each research questions:

In Research Question 1 This Study also ventures into studying the importance of Sociology in schools. However, it delimits itself specifically to the thematic analysis of interview transcriptions of the students.

In Research Question 2 this study delimits itself to study specifically any developments related to the curriculum of Sociology in northeast India with a specific focus on Meghalaya.

In Research Question 3 This study delimits itself to pedagogy being practiced in the sociology classes of Meghalaya Schools.

In Research Question 4 The study delimits itself to highlight the understanding level of sociology students in terms of core concepts such as Nation, Kinship, Family, and Religion.

In Research Question 5.1 This study delimits itself to analyzing the textual materials and pedagogy to understand whether tribal identity is reinforced through it.

In Research Question 5.2 The study delimits itself to only analyzing the teaching methodology (including Classroom activities) and whether critical sociology is implemented.

In Research Question 5.3 The Study delimits itself specifically to verbal acknowledgment of change in perspective of students who opted for sociology.

In Research Question 6 The limits itself to study the sociology curriculum framework of Northeast, specifically the sociology curriculum framework of Meghalaya whether the colonial epistime is still visible and the subject is treated like anthropology.

In Research Question 7 The limits itself to study the sociology curriculum framework of northeast, specifically the sociology curriculum framework of Meghalaya whether it is able to get out of regional nationalist framework.

Further, the study unit is delimited to sociology students in grade 11 and grade 12. The transcribed interviews were limited to one individual interview per subject (Students/teachers/Administrators) The researcher spent most of the time observing students and teachers in classes. The explanations of the sampling method are given in the methodology chapter.

1.7 Limitation of the Study

The biggest challenge faced by researchers is the Ongoing pandemic. The researcher's plan for visiting the field study was hampered by the transportation norm and numerous COVID restrictions. However, the researcher made the field visit to study the concerns of the research thesis. Most of the Administrative members were not available for face-to-face interviews, stating the health concerns and busy schedule, the many teachers who taught sociology at these schools, were not sociology graduates, therefore the concern about the subject expertise rose. The researchers needed the samples that could represent all ethnic tribes, the representation of the ethnic students registered in these schools was limited. The Researcher reached out to 60 students as per the ethnic representation from each of the 3 selected schools.

A large number of the population of Meghalaya has adopted Christian religion to be exact 74.59 percent as per the 2011 Census and according to the figure presented by the Centre for Policy 2011 study, this figure seems to be 86 %, the entry of Christianity started during the 1800s. The practices of Christian forms of worship have been happening for many generations since then, therefore the original culture has been diluted with the western practices leaving some key original practices like Marriage, kinship, and food habits. Centre for Policy Studies (2011) writes that the rise in Christianity has significantly affected traditional practices and hence many are on the verge of extinction. Therefore, the interviewer's response may have been dominated by their adopted practices.

In a nutshell, the circumstances which were beyond the control of the studies were, covid restrictions placed by the government and schools. The researcher had to take precautionary measures and despite taking measures the some schools denied personnel traveling from other states to be around the school campus. Some administrations were not comfortable being on record, therefore their version could not be accounted for. The majority of the population has converted to Christianity and adopted the Christian practices, therefore the ethnic elements are diluted.

1.8 Research Gap

Research gaps are the questions or areas that have not been addressed by any previous research or literature. In the vast array of knowledge, it is impossible that all questions are answered by a researcher in a single thesis, there always will be room to address. The involvement of more researchers will eventually unearth many findings that will contribute to the knowledge world.

While working on this thesis the researcher did come across a few research gaps that incited the researcher to explore more on the subject. Based on the study the researcher has identified the following gaps, the researcher has used the model suggested by Mills (2017) to identify the research gap. Following the model, the researcher has identified two major research and literature gaps. First, the researcher finds that there has been a population gap in this related area of research. The only direct researches found in this area were conducted by DeCesare and published in 2005, 2006 and 2008 in American high schools.

The second gap is the knowledge/Contextual gap, however, two reports were published by the governmental agencies of India back in 1969 and 1978 were found relevant to establish a historical timeline and answer research questions about the development of sociology in India, but there were no further followup reports published for public record, moreover these reports were done on pan India level. Besides the published report by the governmental agencies there is a yearly report on the Analysis of Pupil Performance of Sociology published by the Council For The Indian School Certificate Examinations (CISCE), the available reports are from 2014 to 2019. These reports by CISCE have generally focused on the performance of students in sociology with highlights on topics that students had difficulty in understanding. All of these reports are done on an India level and do not focus on particularly the Northeast part of India and these reports do not highlight the development of sociology in the northeast part of India in the context of ethnicity or state. The literature found about the teaching and development of sociology was written a long time ago. The following table (Table 1.5) provides the brief analysis of the literature leading to identification of the literature gap.

Table 1.5 Key Literature leading to framing of Literature Gap

Literature	What it covers
95 Years of Teaching High School Sociology. (2005)	In his article titled "95 Years of Teaching High School Sociology," Michael DeCesare1 provides an insightful overview of the history and evolution of high school sociology courses in the United States. **1. Background and Neglected History:** a. DeCesare highlights that the history of teaching high school sociology is often overlooked. While many sociologists are aware of college-level sociology courses dating back to at least 1876, they may not realize that sociology has been part of high school social studies curricula since the 1911-12 school year. b. The first high school sociology courses were offered during that period, and we know very little about the first 50 years of their existence. **2. Course Content and Focus:** a. Past high school sociology courses primarily focused on examining social problems and current events. These courses aimed to promote citizenship education. b. This emphasis on social issues and civic engagement remains relevant even today. **3. Empirical Studies and Course Descriptions:** a. DeCesare relies on published course descriptions written by high school sociology teachers and empirical studies conducted by academic sociologists to trace the history of teaching high school sociology. b. Only a few empirical studies and dissertations have explored this topic, making it essential to delve deeper into the subject. **4. Predictions for the Future:** a. DeCesare concludes his article by offering four predictions about the future of teaching high school sociology. While he doesn't specify these predictions in the article, it's clear that he believes the field will continue to evolve.
The High School Sociology Teacher, (2005)	In Michael DeCesare's article titled "The High School Sociology Teacher" from 2005, he sheds light on the often-neglected role of high school sociology teachers and their experiences. **1. Neglect by Academic Sociologists:** a. DeCesare highlights that high school teachers of sociology have historically been overlooked by academic sociologists and the American Sociological Association (ASA). b. Despite this neglect, recent developments show encouraging signs of increased interest in high school sociology. **2. Characteristics of High School Sociology Teachers:** a. DeCesare conducted a study using questionnaire data to examine the personal and professional characteristics of teachers who offered sociology courses in Connecticut public high schools during the 2000-01 academic year. b. The results indicate that these teachers often have little formal education in sociology, are not actively involved in professional sociological activities, and have limited exposure to sociology outside of their own courses. **3. Recommendations and Future Research:** a. DeCesare concludes the article by offering recommendations for future research and action. b. He emphasizes the need for empirically-based recommendations to assist high school sociology teachers and improve the quality of sociology education at the secondary level. **-Cont'd.**

Literature	What it covers
"It's Not Rocket Science!" High School Sociology Teachers' Conceptions of Sociology. (2006)	In Michael DeCesare's article titled "It's Not Rocket Science!" High School Sociology Teachers' Conceptions of Sociology," the author explores the perspectives of high school sociology teachers regarding the discipline. **1. Research Focus:** a. DeCesare collected questionnaire and interview data from high school sociology teachers to understand their thoughts on several aspects of sociology. b. The study focuses on four main topics: sociology's strengths, weaknesses, whether high school students can grasp the discipline, and appropriate course objectives. **2. Differing Views:** a. The results reveal that high school teachers perceive sociology differently from academic sociologists. b. Their conceptions are primarily influenced by "textbook sociology," which may diverge from the perspectives of scholars in the field. **3. Strengths and Weaknesses:** a. High school teachers likely emphasize different aspects of sociology than academic sociologists. b. Understanding these differences can inform curriculum development and teaching strategies. **4. Student Capabilities:** a. The study examines whether high school students are capable of comprehending sociological concepts. b. Teachers' insights on student readiness and engagement are crucial for effective teaching. **Course Objectives:** a. DeCesare investigates appropriate course objectives for high school sociology classes. b. Aligning objectives with students' abilities and interests is essential for successful teaching.
What determines whether sociology is taught in high school? (2006)	In Michael DeCesare's article titled "What Determines Whether Sociology is Taught in High School?", the author investigates the factors influencing the presence of sociology courses in high school curricula. **1. Individual School Decision-Making:** a. DeCesare argues that the decision to offer a sociology course is primarily made at the level of individual schools. b. Contrary to previous research that suggested external factors (such as state-level variables), DeCesare emphasizes that schools play a crucial role in determining whether sociology is taught. **2. Four Influential Factors:** a. Four specific factors significantly affect the existence of sociology in high school curricula: b. Interest and Enrollment: Schools' interest in offering sociology courses and student enrollment play a vital role. c. Teacher Changes and Shortages: Availability of qualified sociology teachers impacts course availability. d. Ongoing Revision: Curricular changes and updates influence the inclusion of sociology. e. Prevalence of Standardized Testing: The focus on standardized tests may affect schools' decisions regarding course offerings. **3. Geographical Disparities:** a. Sociology's prevalence varies across states. While some states have higher inclusion rates (e.g., Pennsylvania and Connecticut), others have lower rates (e.g., New York and California). b. Overall, sociology is not as deeply entrenched in high school curricula as it is on college campuses. **-Cont'd.**

Literature	What it covers
A Discipline Divided: Sociology in American High Schools. (2007)	In Michael DeCesare's book titled "A Discipline Divided: Sociology in American High Schools," the author examines the historical, intellectual, and structural forces that shaped the content and objectives of high school sociology courses between 1911 and 2001. **1. Dual Perspectives:** a. DeCesare brings together insights from the sociology of sociology and research on teaching sociology. b. He explores how teachers and sociologists conceptualized high school sociology courses. **2. Teaching Social Problems vs. Scientific Sociology:** a. High school teachers consistently focused on teaching social problems to develop good citizens. b. Sociologists advocated for scientific sociology in the high school classroom, especially since the 1960s. **3. Contextual and Structural Influences:** a. DeCesare emphasizes moving away from individualistic explanations for pedagogical decisions. b. His work points toward understanding the contextual and structural influences on teaching practices. **3. Historical Gap and Recommendations:** a. The book concludes with recommendations for bridging the historical gap between sociology teachers and academics. b. It provides a comprehensive study of the first sociology courses encountered by many students.
Sociology in U.S. High Schools. (2008)	In Michael DeCesare's article titled "Sociology in U.S. High Schools," the author explores the status of sociology education in American public high schools. **National Study:** DeCesare's research note reports results from the first national study of high school sociology conducted in over 25 years. It is also only the second national study ever conducted on this topic. **1. Prevalence of Sociology Courses:** a. The study examines the prevalence of sociology courses in American public high schools. b. DeCesare investigates whether sociology is offered as part of the secondary school curriculum. **2. Predictors of Sociology's Existence:** a. The author analyzes the importance of two predictors for sociology's existence: b. Geographic region: How the presence of sociology courses varies across different parts of the country. c. Size of the student body: Whether larger or smaller schools are more likely to offer sociology. **3. Discussion and Recommendations:** a. DeCesare concludes with a discussion of the study's results. b. He provides recommendations for future research in the field of high school sociology education. **-Cont'd.**

Literature	What it covers
Challenges to Sociological Practices in India Today (2006)	<u>This litrature delves into the paradigmatic shifts that occurred in sociological traditions in India during the late 1970s to the 1990s.</u> **1. Feminist Questionings and Re-conceptualizations:** a. Feminist studies played a crucial role in reshaping sociological thought in India. b. They questioned traditional systems such as family, caste, religion, and other tradition-modern dualities. c. These studies introduced re-conceptualizations by emphasizing that institutional and non-institutional forms of power flow through all economic, social, and cultural relationships. **2. Historical and Interdisciplinary Approach:** a. Given that inequities in India were organized during the colonial period, feminist scholars argued for a historical and interdisciplinary approach to studying the 'social.' b. This approach recognizes the complex interplay of historical context, power dynamics, and social structures. **3. Theory of Intersectionality:** a. Feminist positions outlined a theory of intersectionality. b. They explored how economic and cultural inequalities and exclusions are organically connected. c. Intersectionality considers how various forms of oppression intersect and impact individuals' experiences. **4. Complicating Concepts of Agency and Experience:** a. Feminist scholars emphasized the need to complicate concepts of agency and experience. b. Actors/agents can represent both dominant and subaltern positions throughout their life cycles. c. This challenges simplistic notions of agency and highlights the multifaceted nature of human experiences.
Proposal for a workshop on Formation of Sociology in India: Documenting Knowledge, Scholars, Practices, and Institutions(2007)	<u>Proposal for a Workshop on Formation of Sociology in India: Documenting Knowledge, Scholars, Practices, and Institutions is a significant work that explores the historical development and institutionalization of sociology in India.</u> **1. Colonial Period and Anthropological Perspectives:** a. During the colonial period, sociology in India grappled with its identity and purpose. b. Colonialism influenced the discipline to perceive India as a 'traditional' society, leading to the use of pre-modern theories and perspectives to study modern India. c. However, anthropological methods (such as the 'fieldview') helped sociology remain sensitive to processes of change during India's transition from pre-modern to modern. **2. Post-Independence Growth and Identity:** a. After independence, university education expanded, and new sociology departments emerged across the country. b. Sociology was often taught as social anthropology. c. The proposal questions how this identity shaped the subject, its theories, practices, syllabi, and the professional community. d. It explores the role of individual scholars and their diverse training in institutionalizing sociology across India's boundaries. **3. Schools of Understanding Sociology:** a. Did different schools of thought emerge in Indian sociology? Or were these differences restricted to specific departments? b. The impact of these differences on teaching, learning, and research practices across universities is examined. **4. Contributions from Specific Scholars and Schools:** a. The proposal assesses the impact of scholars like M.N. Srinivas, A.R. Desai, S.C. Dube, and T.N. Madan on the discipline. b. It also looks at the formation and retrogression of sociology in Karnataka. c. The Lucknow School's relevance to contemporary Indian sociology is explored. d. In summary, Sujata Patel's proposal critically reflects on the evolution of sociology in India, considering historical context, disciplinary identity, and institutional practices. **-Cont'd.**

Literature	What it covers
The ISA Handbook of Diverse Sociological Traditions (2010)	The ISA Handbook of Diverse Sociological Traditions" edited by Sujata Patel is a comprehensive work that actively engages with the rich tapestry of sociology across the globe. **1. Diversities Within and Between Sociological Traditions:** a. The book evaluates the diversities within and between sociological traditions across various regions and nation-states. b. It recognizes that sociology is not a monolithic discipline but rather a dynamic field shaped by diverse intellectual, cultural, and historical contexts. **2. Three Levels of Studying Sociological Traditions:** The handbook suggests that diversities in sociological traditions can be studied at three levels: **a. Spatial Locations:** Within localities, nation-states, regions, and globally. **b. Sociological Moorings:** Examining distinct philosophies, epistemologies, theoretical frames, cultures of science, and languages of reflection. **c. Intellectual Moorings:** Investigating knowledge production and transmission sites. **3. Sections and Themes Covered:** a. The book is organized into several sections, each exploring different aspects of sociology: **4. Beyond the Classical Theorists:** Examines contemporary European and American sociology. **5. Local Traditions and Universal Sociologies:** Discusses dilemmas faced by post-communist states in Eastern and Central Europe. **6. Authoritarianism and Challenges in Latin American Sociology:** Analyzes the impact of authoritarian regimes. **7. Colonial Heritage and Sociological Traditions:** Explores Africa, the Middle East, South Asia, and the Caribbean. **8. Identity and Difference in the Sociology of the Far East:** Investigates sociological perspectives in the Far East. **9. Global Perspective and Ambitious Goals:** a. The handbook aims to be a relevant and challenging resource for sociology students and practitioners worldwide. b. It encourages debate on the contours of international sociology. This handbook provides a valuable toolkit for understanding the diverse sociological traditions that shape our global discipline
At crossroads. Sociology in India (2010)	Covers the current state and future directions of sociology as an academic discipline in India: **1. Historical context:** The development of sociology in India, including key figures, institutions, and milestones. 1st Phase: colonial modernity, 2nd Phase: Nation-state, 3rd Phase: assessment of nation, class and state from the viewpoint of the working class **2. Contemporary issues:** An analysis of the present challenges and opportunities faced by sociologists in India, such as globalization, urbanization, caste dynamics, gender issues, etc. **3. Methodological approaches:** Exploration of the methodologies and theoretical frameworks used in sociological research within the Indian context. **4. Institutional landscape:** Examination of the academic institutions, research centers, and organizations contributing to sociological scholarship in India. **5. Future prospects:** Speculation on the future directions of sociology in India, including emerging areas of study, interdisciplinary collaborations, and the role of sociologists in addressing societal challenges. **-Cont'd.**

Literature	What it covers
Doing Sociology in India: Genealogies, Locations, and Practices (2011)	This Work of Sujata Patels's Covers the insightful exploration of the history of sociology in India. **1. Historical Context:** a. The book delves into the historical context of sociology in India, tracing its development over a century. b. It highlights how the discipline emerged as a result of colonialism and dominant nationalism. **2. Scholarship and Traditions:** a. Patel affirms the existence of both strong and weak traditions of scholarship within Indian sociology. b. She discusses how scholars have engaged with received scholarship, probed ideal types of theories in classrooms, and questioned existing debates on society and its language. **3. City and Regional Perspectives:** a. The book locates scholars, theories, and practices of sociology in different cities and regions across India. b. It covers the genealogy of the discipline in cities like Bombay (Mumbai), Calcutta (Kolkata), and Lucknow. c. The Bombay School of Sociology and its contributions are explored. **4. Interdisciplinary Engagement:** a. Patel emphasizes the importance of interdisciplinary engagement in sociology. b. She discusses how sociology interacts with other disciplines, such as social anthropology and Marxist sociology. **5. Language and Identity:** a. The book addresses the language question in sociology, considering how language shapes our understanding of society. b. It explores the role of language in constructing sociological knowledge. **6. Legacy and Contemporary Challenges:** a. The legacy of prominent sociologists like M.N. Srinivas, Irawati Karve, and others is examined. b. The challenges faced by sociology in India, including issues related to caste, gender, and indigenous communities, are discussed. **7. Academic Rigor and Practice:** a. Patel reflects on the rigor required in academic sociology. b. She also looks at the practice of sociology within institutions and classrooms.
The Development of Sociology and Social Anthropology in India (Srinivas and Panni, 1973)	In their joint article titled "The Development of Sociology and Social Anthropology in India," M. N. Srinivas and M. N. Panini explore the evolution of these closely-linked social sciences within the Indian context. **1. Historical Context:** a. The authors trace the development of sociology and social anthropology in India over several decades. b. They emphasize the changing cultural milieu during this period, which significantly influenced the growth of these disciplines. **2. Post-Independence Period:** a. Srinivas and Panini observe a sharp increase in the popularity of sociology and social anthropology after India gained independence. b. The creation of the National Planning Commission also had an impact on the development of social sciences in the country. **3. Intellectual Climate and Influences:** a. The intellectual climate in India was shaped by various factors, including Darwinism and Positivism. b. Scholars began viewing humans as part of nature, and the Industrial Revolution led to economic and social challenges that warranted serious study. **4. Social Survey Technique:** a. Social workers played a crucial role in addressing industrial system issues such as urban poverty, exploitation, and family breakdown. b. They pioneered the use of the social survey technique, a fundamental tool for social scientists. **5. Anthropology and European Expansion:** a. Anthropology emerged as a product of European expansion across the world. b. European rulers needed to govern diverse populations with varying cultures, leading to a demand for knowledge about the lives and cultures of the ruled. **-Cont'd.**

Literature	What it covers
Sociology: The Genealogy of the Discipline in Bombay (Savur, 2011).	In "Sociology: The Genealogy of the Discipline in Bombay" by Manorama Savur1, the author delves into the historical development of sociology as an academic discipline within the city of Mumbai (formerly Bombay). **1. The Bombay N. Jayaram School:** Founded in 1951 in Bombay (now Mumbai), the Indian Sociological Society (ISS) is the primary professional organization for Indian sociologists. It launched the "Sociological Bulletin" journal in 1952, initially affiliated with the Department of Sociology at the University of Bombay (now University of Mumbai). **2. Diamond Jubilee Commemoration:** In 2011, the Indian Sociological Society and the Sociological Bulletin marked their sixtieth anniversary. To celebrate, a seminar titled "Sociology in India and the Bombay School" was held in Mumbai, aiming to review the legacy of the "Bombay School" in Indian sociology. **3. Themes and Objectives:** a. The seminar focused on themes related to the Bombay School and its impact. b. It aimed to highlight the practice of sociology within Mumbai's diverse academic institutions and foster dialogue between academic sociology and practitioners outside academia. **4. Key Figures and Contributions:** The Bombay School, led by influential sociologists like Govind Sadashiv Ghurye, shaped the discipline significantly. The seminar offered a forum to explore Mumbai's sociological lineage and its lasting impact on sociological theory.
Report on the Status of Teaching of Sociology and Social Anthropology (UGC, 1978 and 1982)	This Report Published by the University Grants Commission (UGC) in 1978 and 1982 provides an in-depth analysis of the academic landscape for these disciplines in India. **1. Historical Development:** The report examines the development of sociology and social anthropology in Indian universities since independence, emphasizing the establishment of sociology departments and the gradual inclusion of social anthropology. **2. Curriculum and Pedagogy:** The report assesses the curricula and teaching methods in these fields, suggesting updates to syllabi to address current social issues and theoretical progress. It also recommends more empirical research and fieldwork integration for practical comprehension. **3. Institutional Support and Infrastructure:** The UGC report scrutinizes resource availability and infrastructure for teaching and research, highlighting notable discrepancies across institutions. Many lack essential facilities like libraries, research grants, and laboratory space. **4. Faculty and Training:** The report evaluates faculty in sociology and social anthropology departments, noting a shortage of qualified teachers. It emphasizes the necessity for improved training programs to ensure faculty can deliver high-quality education effectively. **5. Research and Publications:** The report examines research output and academic publications in these fields, noting a scarcity of high-quality research. It recommends strategies to foster stronger research endeavors, such as enhanced funding and collaboration avenues. **6. Student Enrollment and Career Prospects:** The report examines student enrollment trends in sociology and social anthropology courses, highlighting fluctuations in interest over time. It stresses the importance of broader recognition for graduates' career prospects across different professional sectors. **7. Policy Recommendations:** The report concludes with recommendations to improve sociology and social anthropology, focusing on enhancing curriculum relevance, increasing support, improving faculty development, and fostering academia-society engagement.

Literature	What it covers
All India Survey on Higher Education	The All India Survey on Higher Education (AISHE) is a comprehensive annual survey conducted by the Ministry of Education (formerly Ministry of Human Resource Development) in India. The survey aims to collect and analyze data on various aspects of higher education across the country. 1. Institutional Data 2. Infrastructure 3. Faculty and Staff 4. Student Enrollment 5. Examinations and Results 6. Finance 7. Scholarships and Financial Aid 8. Research and Innovation 9. Quality Assurance Based on data from the Department of Higher Education's All India Survey on Higher Education, enrollment in Sociology has grown very slowly over the past eight years. The highest enrollment was in 2018, with a declining trend in the last two academic years. There is also a notable difference in enrollment for sociology degrees, with female students consistently outnumbering male students from 2013 to 2020 by a significant margin.
Annual Analysis of Pupils Performance Report (CISCE)	The "Annual Analysis of Pupils Performance Report" provides a comprehensive overview of student performance in the subject of Sociology. **1. Overall Performance:** The report details the average scores and pass rates of students in Sociology, indicating trends in academic achievement over the past year. **2. Demographic Analysis:** Performance is analyzed across various demographic segments, including gender, socioeconomic background, and geographic location. The report reveals patterns such as differences in scores between urban and rural students and variations in performance based on socioeconomic status. **3. Gender Disparities:** A significant focus is placed on gender differences in Sociology. The data shows that female students tend to outperform their male counterparts consistently, mirroring enrollment trends in higher education. **4. Curriculum Impact:** The report examines how different components of the Sociology curriculum impact student performance. Areas of strength and weakness are identified, providing insights into which topics students excel in and which require additional focus. **5. Instructional Methods:** The effectiveness of various teaching methods and their correlation with student performance is analyzed. Innovative and interactive teaching approaches are highlighted as contributors to better student outcomes. **6. Recommendations:** Based on the analysis, the report offers recommendations for educators and policymakers to improve Sociology education. These include targeted interventions for underperforming groups, curriculum updates, and enhanced teacher training programs.

1.9 Organization of the Study

This thesis is arranged in the following order:

■ Chapter 1 Introduction which covers the foundational aspects of the study.

■ Chapter 2 Review of Literature deals with the literature available related to the study.

■ Chapter 3 Methodology, details the method followed in this study

■ Chapter 4 Analysis and Interpretation, this chapter covers the findings based on the literature and data from the field.

■ Chapter 5 Summary and Conclusion sums up the study, methodology, conclusions, and recommendations for the educators, students, and for further research.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction:

Sociology as a subject holds a very special place in the world of education. Understanding society in its originality without the contamination of biasedness of the thoughts and perspectives presented by a human subject is as important as the mere existence of human life. Humans are the center of every mere development, be it in arts, technology, Music, tools, etc. The world of components that have been discovered by humans holds value only if humans are placed in close proximity to that. The gold, diamond, or any precious substance holds its worth till humans attach themselves to it. The society that is a result of constant interaction, builds an invisible structure supported by a cultural framework that evolves over time. This structure goes through constant strains and learns to survive as if there is a deep desire to exist. Like every structure, there are fillers to make it presentable which is also understood as aesthetic desires. These desires have made humans struggle throughout the centuries, which led to discoveries and inventions. As mentioned above, humans are the fulcrum of the entire structure, and the absence of it makes everything worthless. The researcher would like to draw attention here that Humans are the most important part of the entire discourse, we remove that and there is no discourse at all. Every subject that is taught in our schools, colleges, and universities holds great importance for the sustenance or gratification of humans. Therefore Humans are the key subject of all, and understanding them should be our first instinct and endeavor. Humans are social beings and prefer to stay in close proximity to other beings. They will have to work with others to sustain their life and fulfill their aesthetic needs. Understanding each other and understanding the society that we have developed gives a greater chance of cohesion and sustainability.

Therefore, Sociology is a subject that puts human society at the forefront of discussions and becomes a subject that should be part of every student who desires to work, collaborate, and get their needs fulfilled.

The late nineteenth and twentieth centuries marked the presence of Sociology, first Europeans and then Americans dared to assess the societal changes and thus evolved new perspectives (Patel, 2010). Patel (2010) further says Since then, this legacy has been interrogated from distinct locations as the discipline has spread across the world.

According to Stolley (2005) in a timeline of selected events, she confirms that a course entitled "sociology" was taught for the first time in the United States in 1875 by Yale University's William Graham Sumner. The University of Chicago was established in 1892, and in 1895 University of Bordeaux by Émile Durkheim (American Sociological Association, 2008).

Sociology as a Subject was introduced in India by the initiative of the Government of India in 1914. The Government of India offered a grant to enable the University of Bombay to start a teaching department for Sociology and Social Science. Well, the department started in 1919 and appointed Professor Patrick Geddes as professor of sociology. Later the University decided to send deserving students with the recommendation of Professor Geddes to foreign countries. Mr. G.S. Ghurya was the candidate selected as its research scholar to study sociology and research methods abroad. Later he went for a PhD. degree at Cambridge. In 1924 he succeeded Professor Geddes. Sociology became one of the favorite subjects and students wanting to write a thesis increased so that the department had to put on the restriction that no more than 10 students a teacher may take in at a time. The first Ph.D. paper on the untouchable workers of Bombay City was published in 1938. Under Ghurya's leadership, the Scholars like M. N. Srinivas, K.M. Kapadia, I. P Desai, Y. B. Damle, A. R. Desai, and M. S. A. Rao flourished; who went into shaping Indian Sociology. Alongside the University of Bombay, other universities like the University of Calcutta, Lucknow University, Poona University, and Mysore University also contributed to its establishments. (Mondal, 2016; Kamei, 2014; University Grants Commission, 1978; Srinivas and Panini, 1973, p. 187; Ghurgye, 1952).

The entry of sociology did not come overnight. The inception was definitely planned by the British Government who felt the need to know the characteristics of the population in order to administer them. Srinivas and Panini (1973) confirm that Henry Verelst, the Governor of Bengal, felt the importance of collecting the information of the leading family and their customs. Thereafter many officials made efforts to collect information about the life and culture of the Indian population.

When we see its entry into the academic world it was a tough ride. Savur gives insights she says it was a quiet move of the University of Bombay in 1917 by passing

the resolution in the Senate. *"Many games were played to install sociology and give a prime place in the University of Bombay"* (2011, Savur ed by Patel, p.3-28).

Growth in online virtual communities is also a concern for sociologists as it may affect Social Capital. Putnam (1995, p.67) describes social capital as the *"features of social organisation such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit"*. Keeley (2007) Relationships continued over the internet are not close as compared to other means (Cummings et al., 2002) in other words, it does have implications over Social capital. Park and Floyd, (1996) The increase in computer-mediated communication proposes a new challenge for understanding social relationships or (in other terms Social Capital) both in cyberspace and in general. It has been observed that communities are developing over the Internet such as electronic mail (e-mail), interactive chat rooms, computer conferences, and bulletin boards (Blanchard & Horan, 2000; and also Baym, 1995; Rheingold, 1993; Schuler, 1996; Wellman and Gulia, 1999). Benedikt (1991) wonderfully defines cyberspace as "another life-world, a Parallel universe". Internet technology is "*changing the way we think"*, it has the capacity to change our society, our politics, and our culture. Sociologists for 150 years have warned about the effects of rapid technological changes like diluting the ability to adapt to change, cultural lag, Social change, and the human condition as well as Human capital can be pernicious especially during this turn of the century (Garson, 2000, p. 35-37). And when there is a change, social problems come along the way.

Not to forget about population growth, *"For much of the world, population growth due to continued high birth rates and declining mortality rates poses a serious social problem"* (Outhwaite,2008). Various articles also support this narrative, that this exponential growth leads to social problems like unemployment, poverty, low economic development, etc. Mehta (2016) also asserts that a Population burst gives rise to several social problems like migration to urban areas causing the creation of slums, and an increase in unemployment which leads to crime.

We can discuss on and on about the social problems that will arise during the century; these outcomes cannot be denied. But we can certainly prepare our young minds to

get ready for what is about to come. And give them sociological tools to approach the social problem with the solutions.

2.2 Theoretical Framework

The theoretical framework provides the roadmap and systematic ways to understand, analyze, and interpret the phenomena under study. It is a conceptual structure that provides a researcher with guiding principles. It leads the researcher in developing research questions and framing the design of the study. It helps the researcher organize thoughts and ideas, establishing the connections between various trends and patterns and provides a lens through which data is interpreted.

For this research following are the four key theories providing a theoretical framework (Figure 2.1):

Figure 2.1 Theoretical Framework
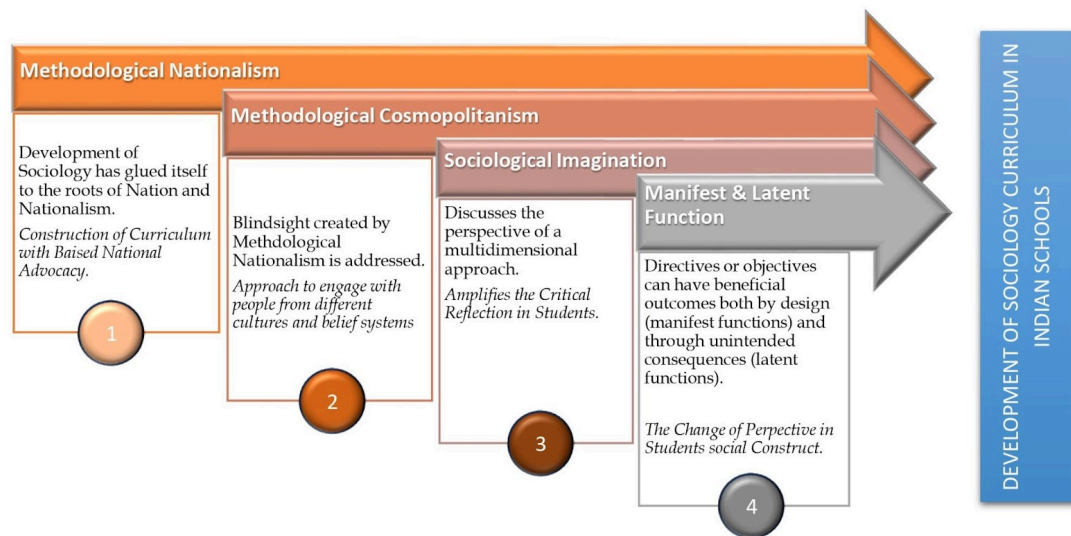
2.2.1 Methodological Nationalism

The Concept of Methodological Nationalism was majorly developed by Andreas Wimmer and Nina Glick Schiller and further contributed by many social scientists. Ulrich Beck worked on this concept in the sociological field. Wimmer and Schiller (2002) "Methodological nationalism is understood as the assumption that the nation/state/society is the natural social and political form of the modern world".

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Methodological Nationalism is a pattern observed in scholarly research that perceives nation-states as the only unit of analysis in Social Sciences. Wimmer and Schiller (2002) The domination of Methodological Nationalism has impacted the development of social sciences:

> It was cast in the iron cage of nationalised states that confined and limited our own analytical capacities.....Perhaps it was more difficult to see the world in three dimensions when the sun stood at its zenith. In the evening, shadows grow and allow us to perceive the environment in clearer contours ... .What we discover in this twilight is how transnational the modern world has always been, even in the high days when the nation-state bounded and bundled most social processes. Rather than a recent offspring of globalization, transnationalism appears as a constant of modern life, hidden from a view that was captured by methodological nationalism. (p.302)

Srinivas and Pani (1973) state that the growth of Sociology and anthropology was influenced by nationalism. The idea of a nation being and for the nation was an evident feature in shaping up sociology. Beck (2007) also asserts that, in the 19th century, European sociology was formulated within a nationalist paradigm.

Patel (2011) argues that Society and State/Nation have always functioned as separate entities which shouldn't be. In simpler words, the nation is a Natural representation of modern society.

Three strands of Methodological Nationalism:

Ignorance and/or blindness in reorganizing modern societies are structured in terms of the way nation and nationality are organized. As a result, sociologists ignore the study of the nations and nationalism in each country and do not formulate their theories in such a way that they understand the relationship between modernity and nationalism.

Sociological theories take for granted official discourses, agendas, loyalists, and histories. They study groups and cultures as a whole and are organically related to the region and thus reproduce the social world as a cultural product.

Territorialization of the social science imaginary and its reduction to the boundaries of the nation-state. Due to the obsession with perceiving the prospect of life in terms of regional boundaries, there is a failure to comprehend the social interaction between territorial boundaries.

2.2.2 Methodological cosmopolitanism

As indicated by Beck (2007) humankind is normally isolated into a predetermined number of Nations, which within, compose themselves as a country state and outwardly set limits to separate themselves from other Nations. He additionally expresses that the 21st century has brought a worldwide change of advancement, which requires a revisiting of cosmopolitanism for sociologists.

According to him Social Science remains caught into Methodological nationalism. He feels that Methodological Nationalism has become a "Built into" Primary Concepts of Social Theory and data collection as well.

The Term cosmopolitanism usually means a willingness to engage with different people from different cultures. It endorses the view that the world is inhabited by individuals with fundamentally equal rights and obligations towards each other. Thus, Methodological cosmopolitanism opens a new phase in the study of globalization by facing the epistemological challenges posed by increasing global networks. He goes on to assert that Cosmopolitanism is a necessary response to recent global order and Global crises life climate changes.

2.2.3 Sociological Imagination

Sociological Imagination is a technique for pondering about an event at a personal level and its connection to history and social structure. This theory implies that the understanding of both the history of a society and the life of an Individual are inseparable, where they can only be understood if we understand both. This theoretical perspective enables an individual to have a critical mindset to look beyond what is presented and look for alternative viewpoints. Sociological Imagination is a theory discussed in the book "The Sociological Imagination" by C Wright Mills in the year 1959. Since then it has been an integral part of the field of sociology. Sociological imagination gives insight to a person into the connectivity of the individual experience to society at large and hence they would develop sociological perspectives. Equipped with these perspectives individuals are in better positions to

identify and question various aspects of society. As per the proponent, three elements help sociologists with personal and social issues. The first is to be able to differentiate between personal and societal levels. It gives the skillset to know how a problem on a societal level impacts the decisions a person would make. The second element of sociological imagination highlights the economic challenges that can shape up personal choices and lead to social-level challenges. Lastly through sociological imagination, one would consider historical and cultural context at the individual level and the societal level.

With the Sociological Imagination capability, an Individual would learn to identify patterns and trends that may not be visible through an individual perspective. Therefore, this model of processing information is fruitful in providing a framework to highlight the linkage of personal problems and social structure at large. Sociological imagination differs from sociological perspectives which only would consider behavior in context while analyzing, whereas sociological Imagination requires an individual to use different levels of thought process with imagination and thinking beyond the familiar routines of daily life.

2.2.4 Manifest And Latent Functions

Two questions asked when we need to discuss education are 'What are its functions for society?' Another is 'what are the functional relationships between education and other parts of the social system'. which in turn directs the researcher to examine the relationship or functions of education in society.

Merton (1968) Education Contributes two kinds of functions, manifest functions and latent functions. The school becomes the environment where students are taught to practice various societal roles. Durkheim also as the establisher of the academic discipline of sociology has considered schools as agencies that prepare children to mingle with others and get ready for economic roles (Durkheim 1898). Socialization also includes learning the rules and norms of the society. Furthermore, Durkheim maintains that the major function of education is propagating the norms and values. He (Durkheim) writes society can only survive if there exists among its members a sufficient degree of homogeneity. Education perpetuates and strengthens this

homogeneity by culminating in the child the essential similarities that collective life demands.

The educational setting also introduces students to social networks that might last for years and can help people find jobs after their schooling is complete. It also allows them to learn about various social issues as well as the ability to develop tolerance to the varieties of views and ideologies. It also helps a child to explore himself into the midst of society which requires him to get attached to it. Durkheim argues that to become attached to society, the child must feel in it something that is real, alive, and powerful. The educational setup provides him with their role and later gives their best.

Durkheim further argues that school serves a function that cannot be provided by family or peer groups. The individual must learn to cooperate with those who are not part of the immediate family. The school provides this where they master these skills. Sociology is a core subject that can influence students to excel in this field easily as it provides the tools for understanding society and its components.

Further, these experiences also prepare students to respect the society's rules. Durkheim states it is by respecting the school that the child learns to respect rules in general that develops the habits of self-control and restraint simply because they should control and restrain themselves.

As our society is very much work-oriented, industries, corporations, and the world are the options that a person requires to sustain and fulfill his life needs and luxury. Durkheim asserts that the individual needs specific skills necessary for his future occupation; one among the skills of understanding human behavior, and structure phenomena will further enhance their association skills.

If society is an automobile the education is an engine and disciplines like History, Economics, etc. are parts of the engine and specifically sociology is the engine oil that ensures the smooth functioning of the engine. It enhances both the functions of education both manifest and latent.

2.3 Importance of Sociology as a Curriculum

The term 'sociology' was coined by Emmanuel-Joseph Sieyes (1748-1836) in 1780 in an unpublished manuscript and It was reinvented by Auguste Comte in 1838 (Conerly et al., 2021). The term sociology was derived from the Latin and Greek words, which means study of society. Society is the basic unit for which the other things are considered to exist on this planet earth. If there were no human beings on planet Earth the existence of other things does not hold any meaning. Which means the Human being is the reason that other things exist. According to Koller (1965, p.310) *"Sociology is a scientific discipline which focuses upon human groupings, their intricate systems of relationships, and the behavioural patterns that occur in the midst of social systems"* In other words it highlights human social existence patterns. Bhushan (2008) sociology has its field; the whole life of man in society, all activities, struggle for existence, the rules and regulations, relations, knowledge, beliefs, art, habits, and morals that make them be part of society. American Sociological Association. (n.d.) It is a topic that is often fascinating for high school students due to its extensiveness and applicability. It touches on the topic of intimate family, the internet, crime, religious traditions, divisions of race, gender, social class, and shared beliefs of a common culture.

Now if the above-mentioned facts are ignored the obvious question arises in the researcher's mind; as also asked by DeCesare (2007) why is sociology offered in some high schools but not in others? How can the most important subject "Human Being" not be a very valued part of our school curriculum? Is it not true that social problems arise due to decisions made by humans? (Simon et al, 1986) also agrees that the problem (also Social) arises due to inconsistency in choice as human tastes and priorities change over time. Simon further affirms that research on actual decision-making shows that people frequently are inconsistent in their choices between the present and future.

The work of professionals like managers, scientists, engineers, lawyers, and government authorities is the work that steers the course of society and is largely the work of making decisions and solving problems (Simon et al., 1986). With limitations in knowledge of human society, the decisions that they make can cause complexities

in society. So, sociologists and educationists must make efforts to introduce the social fundamentals while they are still in high school. Kollar (1965) argues that if it is true that social firmament requires the best intellectual resources, the earliest grounding in the fundamentals is required. Since every individual draws upon his grasp of societal knowledge, everyone reaps the harvest of neglect. He also argues that to deal with the social complexity, sociology should be taught (considering students' capacities) from the elementary grades onward as a graduated preparatory program. He assumes that by this preparatory work, much time can be saved, which often flies in unlearning at higher education level, and so entry into colleges and universities can truly become higher education. The general concepts like status, role, predication, categories, social stratification, and objectivity become familiar analytical tools. And so, the fundamental becomes the stepping stone. The author further in very strong words, makes a very ironic comparison about the scenario during his period which in fact is still valid today, that introducing the subject at a higher level directly is just like a school attempting to teach trigonometry and calculus without first grounding students with their basics.

Kollar (1965) also affirms that educators are aware of the coming generation who will face the social condition not of their own making. A thoughtful assessment of curriculum content is needed. I cannot less agree with Sullinger (1949) that It's our responsibility to make high-school students aware of their part in Society. Because every individual needs to have desirable social attitudes. The right place to introduce these attitudes is in our high schools.

Since humans are the most important component around which other things like values do exist, the requirement of studying them logically and systematically becomes very essential as their actions have a lot of influences. Human beings and the society that they form should not be excluded from studying. Sullenger(1949) *"There is great need for a course that will give students an insight into how social experiences are consistently related. This is especially true of the age in which we live"* (Sullenger, 1949, p.416).

Following is the importance of studying sociology in a nutshell as agreed by many sources. (Lohumi, 2015; Clement, 2010; Sociologyguide.Com, 2017; CTI Reviews,

2016; American Sociological Association, n.d.) It is well known that the Study of sociology makes a scientific study about society, and offers college students an accessible setting to learn and use scientific thinking. The role of institutions in the wellness of an individual is one of its tasks. Sociology draws our attention to the intrinsic value and dignity of man. It provides possibilities to deepen analytic skills profitable for student's schooling and beyond. Since it is primarily based on a strong empirical basis, it can assist college students in using scientific information to learn about the social world.

The social world is built on relationships and interaction between individuals, it comprises every element of the life of people within an association. It includes economics, politics, shared mental lives, their cultures, and more (Sotlley, 2005). The social world is an observed pattern of which evolves due to interaction among human beings. Human beings are affected by the events happening in and around them, these events also influence their choices and decision-making process. The social world could be as small as a dyed relationship to as big as the entire city and also includes the social world existing on the Internet. The well-known fact is that the Society keeps changing, and so does the social world built by these individuals living in the society. Sociology helps us understand how these changes are happening. Therefore to understand and plan society, the Study of Sociology is important. When addressing social problems, it is of great importance.

The Importance of Sociology as a curriculum is that *"Students need to understand the social processes that contribute to problems such as poverty, violence, crime, and climate change if they are to have the tools to work toward solutions to the pressing global issues we all face in the 21st century."* (American Sociological Association, p.2). Ginsberg says as quoted by Priya (n.d) *"Social processes mean the various modes of interaction between individuals or groups including cooperation and conflict, social differentiation and integration, development, arrest, and decay"*, . Society is built upon a network of individuals depending on interactions with each other, this network builds a structure, and these structures go through constant changes as the characteristics of its elements are highly dynamic in nature. These changes develop a visible pattern that exhibits the functioning of society. Stolley (2005, p.2) defines social processes as how the society operates or how society works.

2.4 The Space for Sociology in National Education Policies and Reports

2.4.1 National Education Policy 2019 (Draft; included for reference only)

However, a draft, the National Education Policy 2019, showcases the relevance of social and emotional competence through curriculum. The National Education Policy 2019 which is headed by Dr. K. Kasturirangan proposes that equal emphasis on all the subjects including sociology in the school curriculum also establishes and strengthens departments needed for multidisciplinary and cross-disciplinary (Draft National Education Policy 2019, 2018). The report seeks students to be socially and emotionally competent along with cognitive skills like critical thinking and problem-solving skills. The team feels that it is important to conceive education in a more comprehensive manner leading to reorientation of the contents and process of Education.

> Students must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem-solving skills - but also social and emotional skills, also referred to as 'soft skills', including cultural awareness and empathy, perseverance and grit, teamwork, and leadership, among others. The process by which children and adults acquire these competencies is also referred to as Social and Emotional Learning (SEL). Based on the developments that have taken place in the world of cognitive science, there is now deep engagement with the idea that these social and emotional competencies must be acquired by all learners and that all learners should become more academically, socially, and emotionally competent. The Policy recognizes that it is important to conceive education in a more encompassing fashion, and this principle should inform and guide reforms in relation to the reorientation of the contents and processes of education (p. 25).

The report also highlights that India is known for holistic education. The aim is not only to acquire knowledge to prepare for life after formal education. The report mentioned Swami Vivekananda's quote *"We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library"* Our Inspiration. (n.d.).

The report asserts that India is a cradle of great diversity and diversity in all walks of life. This heritage must be put to new uses through the education system.

2.4.2 National Education Policy 2020

National Education Policy 2020, Affirms that Subjects like Sociology are needed for multidisciplinary and stimulating Indian education departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs.

It is also perceived as an important discipline and has gained a place in teacher education training as per the National Education Policy 2020. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects are needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs.

Understanding the fact that every teacher was once a school student. The early grounding of sociological views in school life will make them more efficient as teachers. The possibility of being a victim of a degree accumulator can be avoided to a large extent. The individual will have a better understanding of society specifically and will have a sociological Imagination. That will lead to understanding and respecting the background of each individual they come across.

National Education Policy, 2020 also emphasizes on value-based education in the desire to create a holistic education system. [Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programs will be considered an integral part of holistic education.] Sociology as a subject can be a key for teachers to inculcate values toward another individual from any other race and develop scientific temper, citizenship values, and also life skills. As rightly highlighted by (the Ministry

of Human Resource Development (2020), *"The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realisation and liberation of the self* (p.4)*."*

2.4.3 UGC Report 1978

1978 Report on the status of teaching sociology and social anthropology is crucial data that is one of its kind. This report was prepared under the chairmanship of Professor Salish Chandra with convener Professor M.S.A. Rao. In the preface of this report, Professor Salish Chandra comments *"I have no doubt that the report will be helpful to those who are interested in the development of Sociology in this country"(Preface).* The committee members were Professor lnder Deva, Head of the Deptt. of Sociology, Ravi Shankar University, Dr. H. Jha, Department of Sociology, Patna University, Dr. D. Narain, Department of Sociology, University of Bombay, Dr. C. Rajagopalan, Department of Sociology, University of Bangalore, Dr. K. 1. Sharma, Centre for the Study of Social Systems Jawaharlal Nehru University. Wide range of discussion and analysis of questionnaires the committee concluded this report. Below is a brief summary of the report. The researcher has focused on areas of concern in his research topics.

At the beginning of the report Professor M. S. A. Rao comments *"Problems connected with teaching of sociology and social anthropology have assumed great importance in post-independent India in the contexts of growing social needs and intellectual challenges (p.1)."* The highlight and the objective of this report are developed in the two specific stances *"social needs and intellectual challenges (p.1)"*. The report further establishes the background and discusses the historical background. It highlights that the sociology and anthropology developed in the country is widely from intellectual duals from Western and Indian scholars. There was a deep colonial interest that paved the path of these subjects' development in India. The Sanskrit language, Vedic and Aryan, ancient political economy, law, and religion were the sources of attraction for Western intellectuals. The reports mention a few honors like William Jones, Max Muller for Indological studies, Karl Marx and Engels; nature of oriental despotism in India, Henry Maine; Hindu legal system and village communities and Max Weber; Hinduism and other Oriental religions. Indian society

provided an opportunity to study and formulate theories. The themes like poverty, religion, land tenure, village, social organization, and native social institutions are reflected in the pedagogy of Sociology in the country.

Further, the report provides the timeline of the teaching of sociology prior to Independence.

1. 1914 University of Bombay, Post-graduate level, First formal Teaching
2. 1917 Calcutta University, Post-graduate level, Introduction sociology as a subject
3. 1919 University of Bombay, Post-graduate level, Separate department of sociology and civics
4. 1921 Calcutta University, Post-graduate level, establishment of the department of sociology and anthropology
5. 1921 Lucknow University, Post-graduate level, Introduced Sociology
6. 1928 Mysore University, First to Introduce Sociology at Undergraduate level
7. 1928 Osmania University, Introduce Sociology at Undergraduate level
8. 1939 University of Pune then Deccan College Post-graduate and Research Institute.

Pre-Independence there were not many efforts made to make sociology distinct and was floating with other social sciences. The researcher believes as it was in its infancy, it was finding its identity in the Indian Context.

Nearly after 5 decades the Sociology finally became well-established in the country, the report writes *"First, sociology achieved greater academic status"*. It became more focused on theories and Diversified specialization. It Managed to pull out itself from other disciplines and established itself in the field of education. This led to the inducement of sociological approaches to study various areas of social life.*"It was related to the growing needs of development in Independent India"(p.3).*

The report classifies the intellectual influences on the teaching of Sociology and Anthropology between Pre-Independence and post-independence. Pre-Independence seems to be dominated by the theoretical concern of Great Britain. and Post-Independence the major influence of American sociological traditions. The Impact of German and French intellectuals also impacted the discourse. These influences triggered the Indian sociologists to develop Indian sociological approaches.

The report also mentions that there were arguments on the feasibility of introducing the subject at the undergraduate level. Andre Beteille's views opposed the idea of teaching sociology to undergraduates as it lacked clarity. There developed two extreme views, whether to introduce it early or keep it to the postgraduate level. That makes a significant remark on the level of understanding at the level of PUC, as then the sociology course was complicated and comprehensive. *"It is only reasonable to expect the students at this level to learn about the nature of different kinds of diversities in our society and culture (p.5)."*

At the Undergraduate level basic concepts of sociological theories about Indian society were seen as conducive and There needs to be a well-balanced approach to fulfill the curiosity of students based on the level.

2.4.3.1 Teaching Materials and Teaching Method

There was an uneven distribution of teaching material, some universities had developed libraries and while some did not, the dependency was on journals and reports as well. The highlighted concern was the availability of materials in the regional language. English books and journals were available but they needed care and judgment in prescribing due to ethnocentric biases. The concern of the report on how teaching of sociology is happening in the country. The practice of notes given to students, mugging up of questions and answers, and dependency of teachers on available guidebooks and exam-based preparation worries the committee. However, they are optimized as some of the teachers use personalization in teaching, conduct discussions, use language that students understand the concepts, and the field trips to give better exposure to the students in understanding the social settings. The team encourages the use of audio-visuals, seminars, tutorials, and teachers' understanding of regional language.

2.4.3.2 Sociology at +2 Level/ P.U.C (Pre-University Course)

According to the report sociology was introduced in schools at +2 level in 1977 no factual references were provided. All the references that have been provided are of before 1977.

This report comprises 6 regions Namely:

(1) Jammu, Kashmir, Himachal Pradesh and Punjab and Haryana;

(2) Delhi and Rajasthan;

(3) Uttar Pradesh and Madhya Pradesh;

(4) Bihar, Orissa, Bengal, and Assam;

(5) Maharashtra and Gujarat

(6) Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

Based on the findings of this report 13 universities allowed teaching of sociology at P.U.C. Level. The teaching covered basic sociological concepts, social institutions, social groups, and Indian social problems. Patel University added a paper "Indian Tribal Social Institutions" which is unique from the others. Interestingly, this report also puts an interesting figure of 3,264 students (1,293 boys, 1,862 girls, 109 unspecified) in P.U.C. during the 1970-71 and a significant rise in 1974-75 with 11,838 which includes 2,007 students from the intermediate level. The P.U.C. Courses were open for those who have qualified for Matriculation or Higher Secondary Level. This report also makes a significant claim, that Job potential is not as good as other social sciences, *"The job potential of sociology, however, is not as wide as that of other social sciences, for the subject is not taught at the school level (p.10).*

2.4.4 UGC Report 1982

The Status Report on the Teaching of Sociology and Social Anthropology was published in 1982. This report was prepared under the chairmanship of Dr. Madhuri R Shah, with Professor Indra Deva, head of the department of sociology at Ravishankar University, Raipur (M.P) as convener, and two more members joining the committee C. Lakshmana professor and head of department of sociology at Osmania University, Hyderabad and S. M. Dubey, Professor and head of department of sociology at Dibrugarh University. The report gives a summary of the information provided by the M.S.A. Rao report of the 1978 University Grants Commission Report on the Status of Teaching of Sociology and Social Anthropology about the historical facts. The reports address the highlight of major trends in sociology and also study the avenues and gaps with emphasis on regional focus. This too highlighted the non-availability of standard

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literature in regional languages. It raised the issue that sociology tends to get a very low allocation of funds as it used to get distributed department-wise. Rivalries between anthropology and sociology (as both combined and headed by one) led the discipline to suffer. It is evident from the argument presented by the committee that it is good for both disciplines to be separated.

When it comes to coverage of this report, this report consists of two main parts, the first part highlights the major trends, gaps, and discussion on prospects for improving teaching and research and the second part presents the regional reports on teaching sociology.

The first part highlights three major areas, first, it talks about the development of sociology, and then it goes on to discuss the standards of teaching and the nonavailability of materials. Thirdly, it presents a factual overview of the enrolment of students, faculty, and course details and ends the first part of this report by highlighting the need to strengthen the research methods and field techniques. Furthermore, it draws attention towards:

1. Process and problems of change in societies.
2. Peasant social structure and culture
3. Traditional Culture and Folklore
4. Dynamics of Indian Society and Culture
5. It emphasizes that sociologists have to be instruments of planning in India.
6. To make sociology useful to society(Industrial Management, dealing with crime, social conditions, and health, amplifying the uses of traditional media, impact of new technology)

Second part of the report divides Pan India into five regions and presents the factual data based on the questionnaire received. Since this area of trust of this thesis is the Northeast Part of India, the key points of the Status of teaching in northeast states follow significant information. Firstly the report has all praise for the University of Dibrugarh for its work in the field of sociology of development, Modernization, nation building, elite and educational development, not to forget that Dibrugarh

University was the first university to start teaching sociology among the northeastern states. The second university it mentions is North-eastern Hill University. It mentions that the department started in August 1976 with 1 professor, 2 readers, and 2 lecturers and 21 M.A. students. The trust areas mentioned are Regional Development and Planning, Sociology of Occupations and Professions, and Sociology of Knowledge. (p.119)

2.4.4.1 Sociology at +2 Level/ P.U.C as per Report 1982

North Region (University of Punjab, Haryana):
The report does not mention the presence of sociology at +2 or P.U.C level in the Universities of Punjab, Haryana.

Central Region (Universities of Madhya Pradesh, Uttar Pradesh, Rajasthan, and Delhi):
The report does not mention the presence of sociology at +2 or P.U.C level in the Universities of Madhya Pradesh, Uttar Pradesh, Rajasthan and Delhi.

North-East India (Universities of Assam, Bengal, Bihar, Orissa, and Hill Areas of Northeast):
Report mentions the availability of Intermediate/ pre-university level in Bihar and Bengal however no concrete date and additional data provided. However, the University of Dibrugarh offered sociology at pre degree since July 1969. More than 25 colleges teach sociology with around 2000 enrolment in 1978.

Western Region (Universities of Gujarat and Maharashtra):
The report highlights the one of highest presences of P.U.C level at various universities. The following table (Table 2.1) prepared based on the count provided by the report shows a very significant total of 8913 and a significant presence of Sociology at Pre University Course Level during 1974-75.

Southern Region (Universities of Andhra Pradesh, Karnataka, Kerala, and Tamilnadu):
Sociology entered late in this region, the credit for Introducing sociology in pre-university courses in south India goes to Andhra University and later other Universities in Karnataka in 1971. However, no additional information was provided. (p. 232)

Table 2.1 Enrolment in Sociology in Pre-University 1974-75

Institution	Year	Count
Poona University	1974-75	173
Marathwada University	1974-75	4,976
Nagpur University	1974-75	1,864
SNDT University	1974-75	1,571
Sardar Patel University	1974-75	329
Total		**8,913**

2.4.5 AISHE

The Department of Higher Education, Government of India, Initiated the All India Survey on Higher Education in the year 2012 since then AISHE has become an annual exercise. Department of Higher Education (2015) B.N Tiwari Deputy Director General writes in the preface about the significance of these data:

> The idea behind this Survey and the resulting document is to prepare a sound database on the largely diverse system of Higher Education in the country. The Survey compiles and manages the statistics submitted directly online by the respondent institutions. The report brings out the official data collected on a large number of parameters from the Universities, Colleges and Stand Alone Institutions, in all sectors of Higher Education. The Report also holds an immediate significance as it creates awareness of the present status of Higher Education system and its growth.

This report has been generated by the voluntary participation of higher educational institutions. Vinay Sheel Oberoi, Secretary, Department of Human Resource Development, Department of Higher Education comments in the forward that *"The report will bring about a better understanding of the present scenario in the Higher education system in the country."*

2.4.5.1 Enrolment Statistics in Sociology in HEIs

The report published by the Department of Higher Education is a detailed one and gives a quantitative panoramic view of higher education status. These reports have covered enrolment statistics of Ph.D., M.phil. and Postgraduate. The Undergraduate status is not covered in a detailed manner.

AISHE 2012-2013

Out of 13,812 students enrolled for Ph.D. 1,638 in sociology which consisted of 769 Males and 869 Females. In Mphil a total of 561 students enrolled with 231 male and 330 female. At the Postgraduate level, the enrollment was 86,035 with 33141 male and 52894 female. In all three levels of entry, the female enrolment is higher than the male enrolment (Department of Higher Education, 2015a).

AISHE 2013-2014

In the year 2013- 2014 total Ph.D. Enrolment in the Social Science stream was 14,317 which is slightly higher than the previous year. 1419 sociology students enrolled for Ph.D. Study of which 740 were male and 679 students were female. At the MPhil level 324 Male and 387 Female students which amounts to 711 total enrolment in Mphil studies. At the Postgraduate level, 37,151 males and 71,675 females were enrolled totaling 10,8826. This year Female enrolment in Ph.D. was lower and in the rest of the levels (MPhil and Undergraduate) there were higher levels of female enrolment (Department of Higher Education, 2015b).

AISHE 2014-2015

The Social Science stream received 14,226 Ph.D. enrolments out of which sociology had a total of 1497 enrolments with 696 males and 801 females. At the MPhil level 305 males and 321 females with a total of 626 enrollments. In Postgraduate entry, the total enrolment received was 1,11,956 with 41,152 male and 70,804 female students. This year too the enrollment of female students was more than male in Sociology (Department of Higher Education, 2016a).

AISHE 2015-2016

There were 15,885 enrollments in Ph.D. in 2015-2016 in the social sciences stream out of that 1,287 students opted for Ph.D. in Sociology with 648 males and 639 females. In M.Phil Sociology 800 enrolments with 297 males and 503 females and in Postgraduates studies in Sociology there were a total of 1,20,547 with 42,616 males and 77,931 Females. The female numbers were slightly lower in the case of Ph.D. enrolment whereas in M.Phil. and Postgrates enrolments had significantly higher enrolments (Department of Higher Education, 2016b).

AISHE 2016-2017

This year's total enrolment for Ph.D. in Sociology was 1433 out of 14,700 enrolments in Social Science PhD. 670 male and 763 female candidates opted for a Ph.D. in sociology. In M.Phil there were 308 males and 463 females enrolled and in postgraduate studies in sociology total of 1,31,859 enrolments were observed with again a very high number of female students 84,526 in comparison to male candidates which was 47,333. The number of female enrolments was seen as high at all levels this year as well (Department of Higher Education, 2017).

AISHE 2017-2018

The year 2017-2018 saw a significant enrollment in the Ph.D. studies 1879 in comparison to the previous year. Out of 1879 students, 869 were males and 1,010 were females. 209 males and 299 females registered for M.Phil. Studies. In postgraduate courses 1,43,848 enrolled, the male students were 56,684 and 87,164. This academic year as well witnessed a higher number of female students in comparison to males, when it comes to subject choice (Department of Higher Education, 2018).

AISHE 2018-2019

The Social Science stream received a total of 16,698 enrolments in Ph.D. of which sociology received 1,593, with 714 males and 879 females. M.Phil. had 204 males and 397 females, and Postgraduate enrolments saw 49,207 males and 90,974 females. Similar to the previous year's trend female enrolment superseded male enrolment in Sociology (Department of Higher Education, 2019)

AISHE 2019-20120

2019-20 observed a significant increase in Ph.D. enrolment (19,965 registrations) in the Social Science stream. Whereas Ph.D. enrolment in Sociology was 1,901 with 886 males and 1,015 females. M.Phil. received a total of 410 enrolments with 168 male and 242 female candidates. At the Postgraduate level, a total of 1,36,890 were enrolled, males were 46,750, and female numbers were 90,140. This year also maintained a similar trend of a higher number of female student enrollment (Department of Higher Education, 2020).

AISHE 2020-2021

In the year 2020-21 Sociology received a total of 1,575 Ph.D. registrations of which 733 were males and 842 were females. M.Phil. received only 209 enrollments with 94 males and 115 females. Postgraduate students received a total of 1,41,818 with 90,049 females and 51,769 males, Which again signifies that the subject is popular among female students (Department of Higher Education, 2021).

Conclusion

Based on the data furnished by the Department of Higher Education, through the All India Survey on higher education. It is seen that enrollment over the past eight years is growing at a very slow pace (See Table 2.2 and Figure 2.1). The year 2018 had the highest number of enrolments and has had a declining trend for the last two academic years (See Figure 2.1). It is also observed that there is a significant difference in male and female students' enrolments in degrees in sociology. Throughout the Survey from 2013 to 2020, female enrolment superseded male enrolment by a huge margin (See Table 2.3 and Figure 2.2).

Table 2.2 Sociology Enrolment Statics

Sociology Enrolment Statics According to All India Survey on Higher Education									
Category	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ph.D.	1,638	1,419	1,497	1,287	1,433	1,879	1,593	1,901	1,575
M.Phil	561	711	626	800	771	508	601	410	209
PG	86,035	1,08,826	1,11,956	1,20,547	1,31,859	1,43,848	1,40,181	1,36,890	1,41,818
Total (Excluding UG)	88,234	1,10,956	1,14,079	1,22,634	1,34,063	1,46,235	1,42,375	1,39,201	1,43,602
UG	No Specific Number	No Specific Number	No Specific Number	No Specific Number	No Specific Number	No Specific Number	No Specific Number	No Specific Number	No Specific Number

Source: 2012-202, AISHE, Department of Higher Education

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Figure 2.2 Sociology Enrolment Trend in HEIs
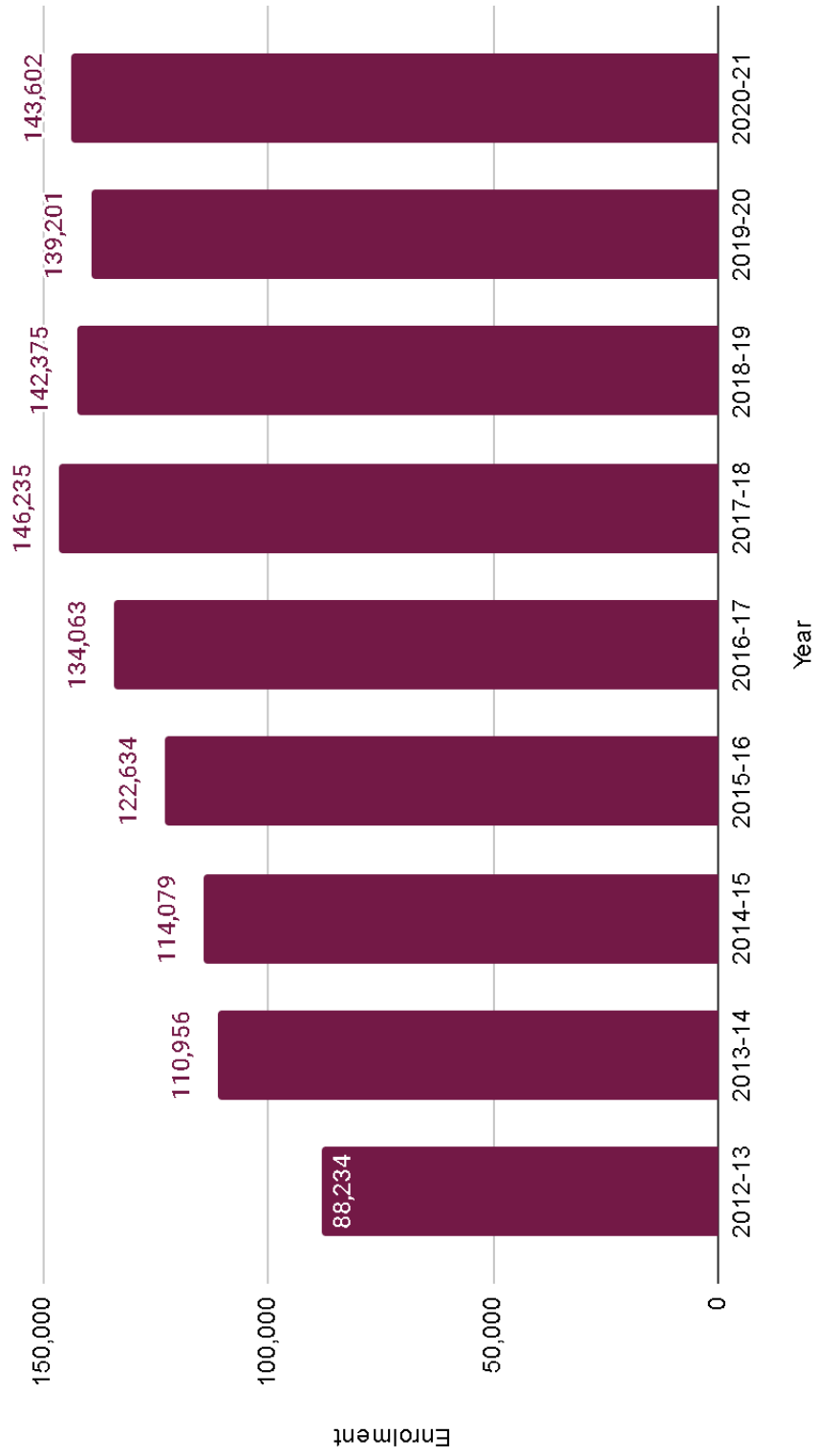
Source: 2012-2020, AISHE, Department of Higher Education

Table 2.3 Sociology Male, Female Enrolment Statics

Year	Ph.D.		M.Phil.		Postgraduate		Total		Total Enrolment
	Male	Female	Male	Female	Male	Female	Male	Female	
2012-13	769	869	231	330	33141	52,894	34141	54093	88,234
2013-14	740	679	324	387	37,151	71,675	38215	72741	1,10,956
2014-15	696	801	305	321	41,152	70,804	42153	71926	1,14,079
2015-16	648	639	297	503	42,616	77,931	43561	79073	1,22,634
2016-17	670	763	308	463	47,333	84,526	48311	85752	1,34,063
2017-18	869	1,010	209	299	56,684	87,164	57762	88,473	1,46,235
2018-19	714	879	204	397	49,207	90,974	50125	92250	1,42,375
2019-20	886	1,015	168	242	46,750	90,140	47804	91,397	1,39,201
2020-21	733	842	94	115	90,049	51,769	90876	52726	1,43,602

Source: 2012-2020, AISHE, Department of Higher Education

Figure 2.3 Sociology Male, Female Enrolment Statics

Year	Male	Female
2020-21	52596	91006
2019-20	47804	91397
2018-19	50125	92250
2017-18	57762	88473
2016-17	48311	85752
2015-16	43561	79073
2014-15	42153	71926
2013-14	38215	72741
2012-13	34141	54093
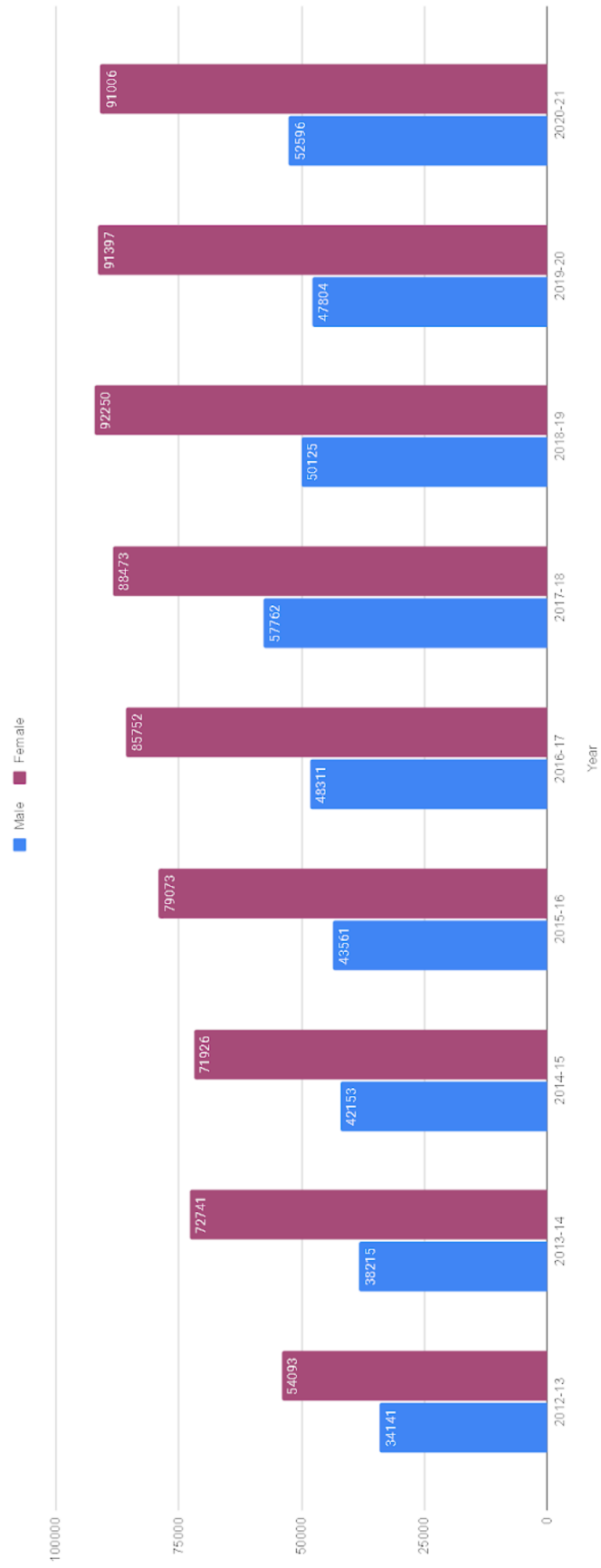
Source: 2012-2020, AISHE, Department of Higher Education

2.5 Sociology In School Level

Stolley (2005) Sociology has been introduced in formal education since its first introduction in 1876 at Yale University by William Graham Sumner, in 1892. Then in 1892, the University of Chicago established the first graduate department of sociology. Between this many significant developments took place in the field of sociology like the first American textbook on sociology, Introduction to the Study of Sociology by Albion small and George E. Vincent, Emile Durkheim's book " The Rules of the Sociological Method 1895, Suicide: A study in Sociology, Herbert Spancer's "The Principle of Sociology" in 1898, and Protestant Ethic and the spirit of capitalism by Max Weber 1906. These developments set the tone for the development of the discipline in educational institutions throughout the world. By 1910 many colleges and universities started to offer sociology courses.

2.5.1 International Scenario

DeCesare (2005a) the entry of sociology in schools in 1911, but it is missing from a large proportion of the high school curriculum in the United States of America. He raised significant questions about sociology not being welcomed in the high school curriculum even if it was present in the colleges for 130 years. He alleges that the curriculum committee didn't give much importance to the sociology being in the secondary schools by assuming it was not adaptable to secondary schools.

There were debates and concerns over social studies during 1922, in the midst of that sociology gained popularity but didn't get individual Identity as a separate course. The subjects like economics, government, and sociology started to oppose the monopolized nature of history, the historian saw this as a challenge to diminish their role in the social studies curriculum. After the world war, there was a rise in interest in citizenship education and contemporary problems which possibly could be the reason for the American Historical Association appointed a commission to recommend the inclusion of sociological materials in the curriculum in 1934.

DeCesare (2006b) The reasons for reluctance to separate the course as a standalone subject are lack of trained teachers, sociologists thought the discipline was difficult

for high school students, and most of the committee members were historians and evidently advocated for history. Courses like history, economics, civics, government, and geography were seen as more important than sociology. The present-day situation is different as sociology is not a young science anymore and sociology is a tough subject, not part discourse anymore. Sociology is important, and there seems to be general agreement about this, as seen in the survey conducted by the author that 91 percent of teachers supported the view. The author presents his findings in detail which shows significant reasons for what determines sociology to be part of the curriculum. The findings suggest that sociology is more significantly more likely to be offered in the communities with lower income, the other reasons for the possibility of non-inclusions as found from the interviews as lack of student interest and enrolment, curriculum changes, budget cuts, teacher shortages, and changes. Sociology being an elective subject, the student's interest plays an important factor. Taking up the courses also depends upon the popularity of the teacher.

Many teachers should be concerned that as the electives are increasing the possibility of sociology being out of the curriculum. The other concern is there is a lack of sociology teachers, usually, the teachers are hired for subjects like history and civics and later are asked to teach sociology, obviously which means they lack formal training to teach sociology.

DeCesare suggests that there is not enough research in this area, but what we can do is to keep it interesting, informative, and excellent teachers. Michael DeCesare (2008, p. 255-256) cited Levine (1997) *"One potential way to improve the quality of sociology majors is to introduce them at an earlier age to better introductory sociology courses.* He further writes that the improved high school courses are likely to produce efficient sociology students.

2.5.2 National Scenario

The NCERT seminar on Teaching of Sociology at the school level held in 1975 pondered on taking consultation on teaching sociology at the Indian School level. The report of the University Grants Commission Report on the Status of Teaching of Sociology and Social Anthropology 1978, also mentions that sociology was

introduced in Plus 2 level in around 1977, however not concretely. Therefore, We can safely assume that the Introduction of sociology at the school level happened around 1977. However it should also be acknowledged that sociology was being taught in Pre University Courses, earlier than 1977 for example Dibrugarh University started sociology courses for pre-university in 1969 and Andhra University in 1971, this was open to those who completed matriculation or Higher Secondary level.

Bhatty (1976) applauds the seminar organized by NCERT to get the consultation on introducing sociology at the Plus Two Level in Schools. She further gets into a disagreement with Beteille about restricting sociology only at the postgraduate level and not definitely at the school level and she suggests, there is no need to wait for a greater general consensus on this subject to be part of schools. She believed that some topics of this discipline are elementary in form and therefore can be introduced earlier which eventually benefits the students at two levels. She writes *"Every discipline can be taught at different levels and sociology should be no exception".* At this level, the basic terminology of sociology, fundamentals of Indian Culture and Indian Social organization, and diverse factors of Indian society can be simplified. The students will be in a better position to understand and respond to undergraduate teaching and will upgrade the teaching standard as well. The exposure at the school level may help them to take up sociology at the undergraduate level based on their choice of Interest and not on hearsay. She goes further on to comment that, the decision of NCERT to introduce sociology at the school level should be appreciated and the focus should be on enriching the students with the flavor of the diversity of Indian Society in fact the subject should be taught under the title of Indian Sociology of Indian Society.

2.6. Overview of Sociology Curriculum in schools of India

Curriculum is one of the greatest aspects of formal education. The national education boards and the other stakeholders bear the responsibility of framing the curriculum that has the highest productivity in terms of student growth of any nation. The stakeholders and government authority go through rigorous study of the research, survey, and societal trends, and the involvement of the government education ministry plays a very crucial role. In India, the curriculum development process is based on the instructions given in the National Education Framework, which is published under the

Education Ministry by the NCERT. At present the curriculum is developed on the basis of the National Education Framework 2005, However, according to reports the development of the National Curriculum Framework is in its progress. Gohain (2021) This framework is likely to focus on a very much-needed area of concern of addressing regional concerns and flavors, encouraging people to appreciate the long national heritage. National Curriculum Framework for School Education 2023 writes:

> In the Indian context, it is important to maintain diversity and inclusion as an important principle in the choice of content for textbooks. Even within States there are regional variations and these need to find adequate representation in textbooks. Balanced gender and community representation must be ensured (p.65).

The need for a good curriculum is a must, as it becomes the road map for shaping the lives of young individuals, it becomes the tool for the educators to visualize the aim and objective of the classroom activities. It becomes the support system for educators to design teaching materials, plan content delivery and knowledge transformation, and to develop evaluation tools. It assists them to create an environment in the class to facilitate critical thinking, collaboration, and communication. CBSE (n.d.) defines curriculum as the sum total of a planned set of experiences, which includes learning objectives, course details, instructions, content, teaching methodology, and evaluation guidelines. An interesting debate raises what could be considered a good curriculum, by bringing the neighbor's viewpoints on what should be focused on in the school curriculum. He relates how each one shows the priority of likeness over others, so it's challenging to come to one conclusion on what is the best curriculum. So it is safer to say that a good curriculum maintains the balance between "Priorities and Purposes". What could be a good curriculum? A curriculum that recognizes individual differences and presents the best possible resources (Til, 1964)

Philip Stabback writes for the UNESCO International Bureau of Education asserts that curriculum determines the inclusivity of education, plays the role of insurer of equitability, provides the structures and support for quality learning in the area with low resources both in physical resources and competencies of the facilitator. In fulfilling the goal of Sustainable development goal 4 highlights four main features to be present in the curriculum, inclusivity, and equitability, quality learning, facilitation of lifelong learning, and holistic development. The curriculum should be a bridge

between education and development. The curriculum development should consider the involvement of every stakeholder including the students to meet the diverse needs of the learner, it should enhance social and cultural sustainability. The Curriculum should value each child, it should include and assist regardless of ethnicity, cultural background, gender, or geography. It should follow the relevance in content, content related to personal interest, local relevance, regional or global (Stabback, 2016, p. 4-18).

Curriculum development at the level of school does not segregate the social sciences courses into different sections, it comprises Economics, Geography, History, Political Science, and Sociology.

2.6.1 Analysis of Sociology Curriculum by CBSE, MBOSE, and ISC

In India currently the Curriculum for school education is guided by the National Curriculum Framework 2005. On the background of the guiding framework, the boards have prepared their Sociology curriculum and have taken the liberty to include topics as they see fit. In this section, the researcher will highlight the various topics prescribed by CBSE, ISC, and MBOSE in their curriculum.

2.6.1.1 Central Board of Secondary Education (CBSE):

CBSE offers Sociology in XI and XII grade, there are two major sections in Grade XI and XII. Section A of Grade XI introduces sociology to students at the school level. It mainly focuses on building up the basic concepts of sociology for young learners. The syllabus for this section starts with building up the relationship between sociology and Society, which is followed by the concepts and their uses in Sociology. The syllabus takes on to emphasize the relevance of various social institutions in society and proceeds further to discuss the Culture and socialization process. Finally, this section ends with the introduction of research methods to young learners to build up towards projects, and assignments and help develop scientific and critical methods towards studying society.

Section B of Grade XI focuses on understanding various social dynamics of society. It begins with the introduction to social structure, Social Stratification, and Social

process and it moves on to discuss social change and social order in both rural and urban society. This section also emphasizes the environment and its relevance to society. Finally, it proceeds to introduce students to Western and Indian Sociologists who build up a good foundation to understand the emergence of sociology.

Section A of grade XII stays focused on Indian Society, it introduces Indian society and its sociological elements such as demographic structure, Social Institutions, and their dynamics, and Social Inequality, and finally brings in the discussion on diversity and challenges. Section B of this grade continues to focus on sociological topics in the Indian context, with emphasis on social changes. The topics discussed here are structural change, cultural change, Changes and development in rural and Industrial society. This section also introduces students to democracy, the constitution and fundamental rights, Politics, Political parties, and social justice. Then it moves on to Globalisation, Mass Media, and its implications on Indian Society. This section ends with a discussion on social movement, an important area of discussion of the struggle of human force involvement in demands or resistance towards changes as cumulative efforts. Both grades of CBSE prescribed textbooks published by NCERT Books namely Introducing Sociology and Understanding Society for Class XI and Indian Society, Social Change and Development in India, and for Class XII.

The curriculum of sociology by CBSE allocates 20 Marks for project work to encourage the utilization of scientific methods of studying society in both grades.

Pupils Performance Analysis by CBSE:
The website of CBSE has not published reports on the analysis of Performance in sociology. Whereas Maths and Economics is published online, The reporting is very inconsistent (CBSE, n.d.). Whereas the CISCE is found to be consistent in reporting the pupils' performance regularly.

2.6.1.2 Council For The Indian School Certificate Examinations (CISCE):

CISCE offers sociology in Grades XI and XII, there are 6 main chapters in grade XI and 7 chapters in grade XII. The Grade XI starts with the Introductory chapter which includes the origin and the development of sociology and Immediately after the first

chapter, it introduces research methodology to students. In subsequent chapters, the students are introduced to basic concepts of sociology and then move on to discuss in detail about the social Structure and Social Problems and end with a discussion on Indian Sociologists. Grade XII emphasizes on Social Institutions with highlights on types and functions of social institutions, rules and forms of marriage, Religion and its relevance Beliefs highlight on rituals, superstitions, taboos, and various religious Theories. After discussing these two topics the lessons enter into explaining the political system of our country and the empowerment of women and children. The next chapter introduces the sociology of economics, giving students an understanding of the economic system of India and the relationship between economy and society. This chapter includes the tribal economic system and then the following chapter it goes into detailed discussions about tribal society and the various dynamics of their social system. The transition to the next chapter is neatly done with the introduction of social stratification, it highlights the inequalities in terms of caste, race and ethnicity, and gender roles. Finally, the subject ends with a very important and very relevant topic in terms of the dynamic character of society. It covers discussions on determinants of social change such as industrialization, urbanization, globalization, and social movement.

CISCE dedicates 30 marks for project work to develop research skills among students. CISCE does not prescribe any textbook as such, the private publisher publishes the textbook based on the syllabus prescribed by the board.

Annual Analysis of Pupils Performance Report by CISCE

The CISCE has published Pan India data on pupils' performance in all the subjects. In the same manner, the board has published data on Pupils' performances in Sociology as well. Mentioned below are some key findings of each report.

Analysis of Pupils Performance 2014

- The Total number of Students who took the exam on sociology was 2,192
- 43% of students scored 61-80 marks and 40.6% between 81-100
- Gender Wise Performance Analysis: Not Reported
- State Wise Performance Analysis: No Reported

- Topics that Majority of students Found Difficult:
    - Kulinism
    - Status as explained by Malinowski
    - Kinship Terminology
    - Kinship usage – avoidance
    - Phratry
- Topics that Majority of students were confused:
    - Phratry and Moiety
    - Probationary marriage and marriage by service.
    - Fetishism and Totemism
    - Kinship types and Kinship terms
    - Animism and Animatism

This report consisted of 12 pages, the details about analysis were adequate however the reports are not very detailed. The teacher's and administrator's viewpoints were not reported in this report. (Research Development and Consultancy Division, 2014)

Analysis of Pupils Performance 2015
- The Total number of Students who took the exam on sociology was 2,552
- 40.2 % of students scored 61-80 marks and 47.18 % between 81-100
- Gender Wise Performance Analysis: Not Reported
- State Wise Performance Analysis: No Reported
- Topics that Majority of students Found Difficult:
    - Concept of Gotra
    - Multiple possessory rights
    - Social reforms
    - Functional changes in family
    - Nature of primitive economies
    - Tribal Transformation
    - Cultural classification of tribes
- Topics that Majority of students were confused:
    - Marriage by Trial with Probation.
    - Gotra with common concept of class

- Multiple possessory rights and collective ownership

- Sororate and Polygamy

- Black and white magic in place of Homoeopathic and contagious.

- Functional changes of the family with structural changes, factors responsible for changes, and features.

- Nature of economics with types of economies.

- Tribal transformation and tribal problems.

- Cultural classification and geographical, linguistic, or racial classification.

This report consisted of 12 pages, the details about the analysis were adequate however the reports are not very detailed. The teacher's and administrator's viewpoints were not reported in this report. (Research Development and Consultancy Division, 2015)

Analysis of Pupils Performance 2016

- The Total number of Students who took the exam on sociology was 2,855

- 31.5 % of students scored 61-80 marks and 63.05 % between 81-100

- Gender Wise Performance Analysis: Not Reported

- State-wise Performance Analysis: No Reported

- Topics that Majority of students Found Difficult:

  - Classificatory Kinship

  - Consanguineous family

  - Xenophobia

  - Sanskritization

  - Racial Classification of the Tribes

  - Agrarian Land Relations

  - Telangana Movement

- Topics that Majority of students were confused:

  - Classificatory and Descriptive terms

  - Totemism with other theories of religion

  - Economies of tribes with Economic problems of tribes

  - Ethnicity and Race

There is a rise in the number of Students opting for sociology as an optional course. There is a significant shift in the number of students scoring between 81-100 marks from 47% to 63.05%. Similar to the last report this report did not consider the teachers' and administrators' viewpoints. (Research Development and Consultancy Division, 2016)

Analysis of Pupils Performance 2017

- The Total number of Students who took the exam on sociology was 2,976
- 48.7 % (1,449) of students scored between 81-100 with a mean mark of 90
- Eastern Region had the highest enrollment in sociology with 2,156 followed by North with 364, West was 284 and South had 131 Candidates.
- Andhra Pradesh Performed best with a Mean Mark of 95.3, Followed by Kerala and Maharashtra with 92.7 and 89.7 least performed by Tripura with a Mean Mark of 64.5.
- Meghalaya Scored Mean Marks of 74.0
- Gender Wise Performance Analysis:
  - Total number of Female Students who appeared for the exam was 2,091
  - Total number of male students who appeared for the exam was 885
  - Mean Marks scored by Female Students was 80.8 %
  - Mean Marks scored by Male Students was 72.1 %
- Topics that Majority of students Found Difficult:
  - Functions of Family
  - Theories of Religion
  - Forms of Marriage - Hypergamy
  - Social movements- causes
  - The Class System- it's rise
  - Communalism
  - Jajmani System
- Topics that Majority of students were confused:
  - Gotra
  - Polyandry and Polygyny
  - Superstition

- ○ Sex and Gender
- ○ Globalisation
- ○ Animism

Observations

- This report was more detailed than the previous years reports, as this report covered gender, region and state wise data however not in detail manner.
- These data show that there is a rise in the number of enrolments in sociology this year in 2016 it was 2855 it rose to 2976 in 2017.
- These data present that there Girls have outperformed the boys with 91 mean marks and this subject is highly popular among female students.
- The students can understand concepts and can perform well in exams.As per the report of 2017, 55.08% of students have scored higher than 81 marks.
- The use of mind-maps, understanding key terms, regular reading and writing, and avoiding selective study were key advice to students of sociology. (Research Development and Consultancy Division, 2017)

Analysis of Pupils Performance 2018:

- The Total number of Students who took the exam on sociology was 3,497
- 55.1% (1,926) of students scored between 81-100 with a mean mark of 91.7
- Eastern Region had the highest enrollment in sociology with 2,548 followed by North with 360, West was 361 and South had 175 Candidates.
- Andhra Pradesh Performed best with Mean Marks of 99.1, Followed by Rajasthan and Chandigarh with 96.4 and 95.0 least performed by Tripura with the Mean Marks of 65.6.
- Meghalaya Scored Mean Marks of 86.6
- Gender Wise Performance Analysis:
  - ○ Total number of Female Students who appeared for the exam was 2,430
  - ○ Total number of male students who appeared for the exam was 1,067
  - ○ Mean Marks scored by Female Students was 87.1%
  - ○ Mean Marks scored by Male Students was 79.4 %
- Topics that Majority of students Found Difficult:

- family system
- Rules marriage
- functional theories of Malinowski and Radcliffe Brown
- Geographic, and racial classification of tribes
- Social change and sustainable development

- Topics that Majority of students were confused:
  - Sharecroppers.
  - Avuncupotestal family.
  - Assimilation in tribal society.
  - Structural and functional changes in the family.
  - Rules of marriage.
  - Communalism and Secularism.
  - Degree of kinship.

Observations

- This report followed a similar pattern of analysis as 2017.
- This data shows that there is a rise in the number of enrolments in sociology this year. In 2017 it was 2976 it raised to 3497 in 2018.
- This data again shows that there Girls have outperformed the boys with mean marks of 83.5 and once again this data shows that the subject is highly popular among female students.
- The students were able to understand concepts and were able to perform well in exams. As per the report of 2018, 55.08% of students have scored higher than 81 marks.
- This report too, emphasized using the mind map, understanding key terms, regular reading and writing, and avoiding selective study were key advice to students of sociology. (Research Development and Consultancy Division, 2018)

Analysis of Pupils Performance 2019:

- Total number of Students pan India who took the exam on sociology was 3,808
- 66.8% (2544) of students scored between 81-100 with a mean mark of 92.3

- Eastern Region had the highest enrollment in sociology with 2,811 followed by North with 402, West was 372 and South had 171 Candidates.
- Rajasthan Performed best with Mean Marks of 94.7, Followed by Assam and Maharashtra with 94.5 and 94.3 least performed by Uttar Pradesh with the Mean Marks of 80.5.
- Meghalaya Scored Mean Marks of 86.9
- Gender Wise Performance Analysis:
  - Total number of Female Students who appeared for the exam was 2,660
  - Total number of male students who appeared for the exam was 1,148
  - Mean Marks scored by Female Students was 87.1%
  - Mean Marks scored by Male Students was 79.4 %
- Topics that Majority of students Found Difficult:
  - Fundamentalism.
  - Jajmani System.
  - Role of Political Organization in changing society.
  - Prejudice.
  - Reasons for Social Movement.
  - Traditional Market.
- Topics that the Majority of students were confused about:
  - Levirate and Sororate.
  - Exogamy and Endogamy.
  - Polygyny and Polyandry.
  - Religious beliefs and rituals.
  - RTI and RTE.
  - Animism.
  - Brahmanization and Sanskritisation.

Observations

- This report continued to be detailed as the previous year, this report covered gender, region, and state data about sociology ISC schools in and abroad.
- There is a rise in students opting for sociology as an optional subject. It rose to 3,808 in 2019 from 3,497 in 2018

- These data suggest that sociology is significantly popular among female students, however, there has been a gradual rise in male students' enrolment.
- This report presents that the female students outperformed male students consecutively for three years in a row.
- The students can grasp concepts of this subject and can perform better in exams as this report highlights that 66.81% of students have scored higher than 81 marks.
- The students are advised to stay updated with current affairs, use a mind map for study, and to take a whole approach to study rather than selective topics. (Research Development and Consultancy Division, 2019)

Conclusion

The analysis of the report of ISC from 2014 to 2019 highlights that Sociology is significantly popular among Female candidates and they have scored better in comparison to male candidates (See table 2.4). This data also shows that Sociology is more popular among girls than boys (See Fig 2.3). The concepts of Family, Marriage, and Kinship were part of the topics that often the students got confused about (See Table 2.5). Based on the above-presented report, Sociology has been offered in four states of northeast India namely Assam, Skimm, Meghalaya, and Tripura by CISCE. These reports are very beneficial for the teachers, students, and administrators, it must be made compulsory for teachers to go through them and share them with the current students.

These reports only considered the summative exam, which didn't consider the project's assessment or test done in the class. These reports presented the feedback of evaluators (See Table 2.6) which is beneficial for students and teachers however, these reports did not consider the feedback of teachers and the administrator in the field, which could have given a better picture.

Table 2.4 Summary Table of ISC reports (2014-2019)

Category/Year	2014	2015	2016	2017	2018	2019
Total Students	2,192	2,552	2,855	2,976	3,497	3,808
No. of Girls	NA	NA	NA	2,091	2,430	2,660
No. of Boys	NA	NA	NA	885	1,067	1,148
Mean Marks Girls	NA	NA	NA	91	83.5	87.1
Mean Marks Boys	NA	NA	NA	88.7	73.4	79.4
Total Mean Marks	77.21	79.43	83.81	90.6	91.8	92.3
% of Student Scoring between 81-100 Marks	40.60%	47.18%	63.05%	48.69%	55.08%	66.81%
Highest Mean Scoring State	NA	NA	NA	Andhra Pradesh	Andhra Pradesh	Rajasthan
Lowest Mean Scoring State	NA	NA	NA	Tripura	Tripura	Uttar Pradesh
Meghalaya Mean Score	NA	NA	NA	74	86.6	86.9

Source: Analysis of Pupil Performance 2014-2019 (ISC)

Figure 2.4 Performance Comparative Bar Graph

Source: Analysis of Pupil Performance 2014-2019 (ISC)

85
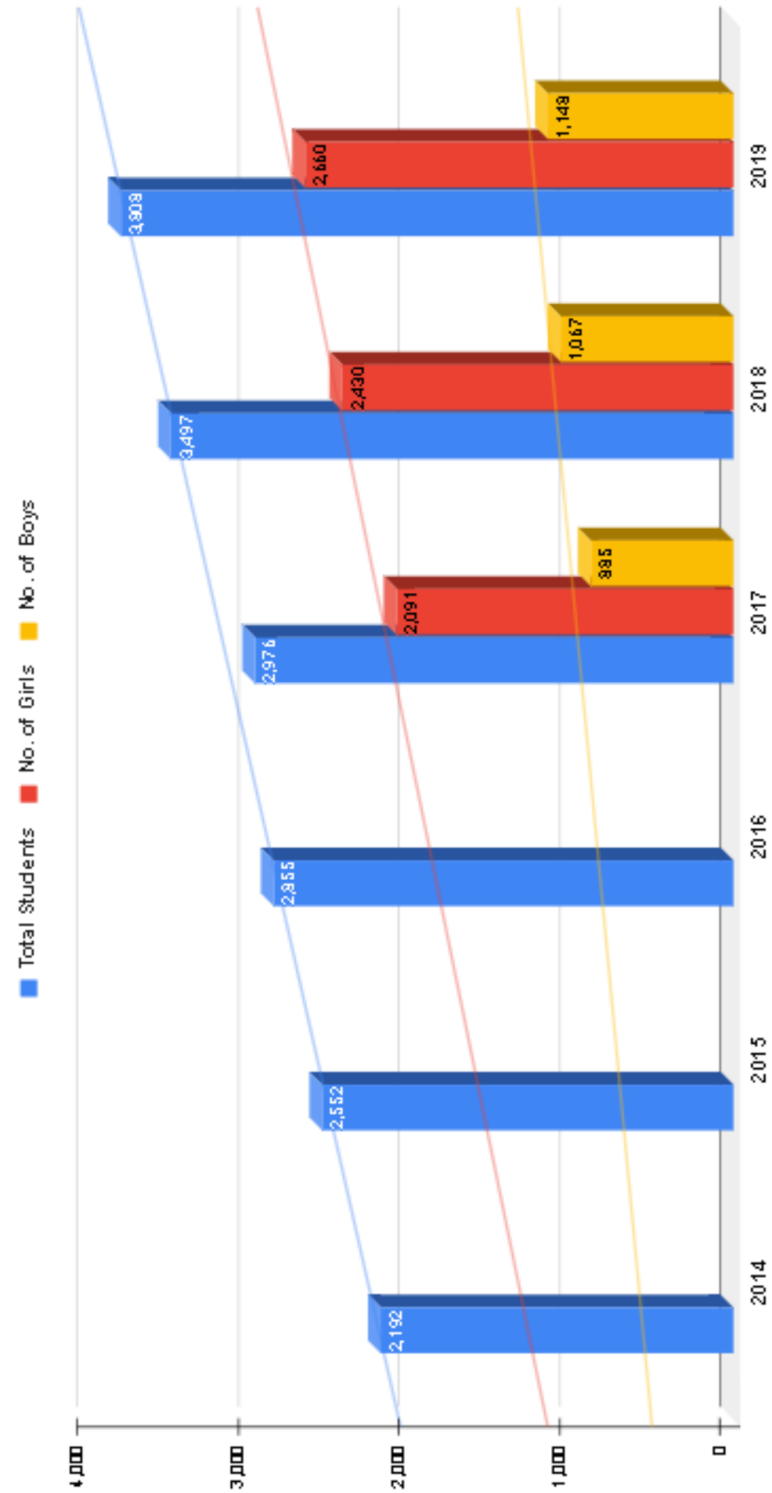
Table 2.5 ISC reports; Confused/Difficult Topic Students (2014-2019)

Year	Category	Topics/Concepts
2014	Topic Students had Difficulty	Kulinism Status as explained by Malinowski Kinship Terminology Kinship usage – avoidance Phratry
2014	Topic Students were Confused	Phratry and Moiety Probationary marriage and marriage by service. Fetishism and Totemism Kinship types and Kinship terms Animism and Animatism
2015	Topic Students had Difficulty	Concept of Gotra Multiple possessory rights Social reforms Functional changes in family Nature of primitive economies Tribal Transformation Cultural classification of tribes
2015	Topic Students were Confused	Marriage by Trial with Probation. Gotra with common concept of class Multiple possessory rights and collective ownership Sororate and Polygamy Black and white magic in place of Homoeopathic and contagious. Functional changes of family with structural changes, factors responsible for changes and features. Nature of economics with types of economies. Tribal transformation and tribal problems. Cultural classification and geographical, linguistic or racial classification.
2016	Topic Students had Difficulty	Classificatory Kinship. Consanguineous family. Xenophobia. Sanskritization. Racial Classification of the Tribes. Agrarian Land Relations. Telangana Movement.
2016	Topic Students were Confused	Classificatory and Descriptive terms. Totemism with other theories of religion. Economies of tribes with Economic problems of tribes. Ethnicity and Race.
2017	Topic Students had Difficulty	Functions of Family Theories of Religion Forms of Marriage - Hypergamy Social movements- causes The Class System- it's rise Communalism Jajmani System **Contd.**

Year	Category	Topics/Concepts
2017	**Topic Students were Confused**	Gotra Polyandry and Polygyny Superstition Sex and Gender Globalisation Animism
2018	**Topic Students had Difficulty**	Structural and functional changes in the Indian joint family system. Rules related to marriage. Difference between the functional theories of Malinowski and Radcliffe Brown. Geographic classification of tribes along with the racial classification. Relationship between social change and sustainable development.
2018	**Topic Students were Confused**	Avuncupotestal family. Assimilation in tribal society. Structural and functional changes in family. Rules of marriage. Communalism and Secularism. Degree of kinship.
2019	**Topic Students had Difficulty**	Ethnocentrism Fundamentalism Jajmani System Role of Political Organization in changing society Prejudice Reasons for Social Movement Traditional Market
2019	**Topic Students were Confused**	Levirate and Sororate Exogamy and Endogamy Polygyny and Polyandry Religious beliefs and rituals RTI and RTE Animism Brahmanization and Sanskritisation

Source: Analysis of Pupil Performance 2014-2019 (ISC)

Table 2.6 ISC reports; Suggestions by Evaluators (2014-2019)

Year	Suggestions for candidates by Evaluators
2014	-Supplement textual knowledge with reference material in accordance with the scope of the syllabus. Clarify all concepts in every topic. -Preparation for the examination must begin well in advance. -Develop time management skills – practice answering ISC papers of previous years within the stipulated time. -Read the questions very carefully. Focus on the keywords and understand the specific requirement of the question. -Short answers should be practised so as to give precise and to-the-point answers. -Definitions should be learnt correctly and keywords highlighted. -Present answers in a systematic, sequential, and logical manner. -Writing must be legible and neat.
2015	-Study regularly and systematically. -Write the answers in point form. Headings should be underlined. Differences should be written in column form. -Give diagrams wherever required. This will help in explaining the answer well. -Clarify doubts related to terms and their meanings on a regular basis. -Try to connect a concept or a topic learnt in class to what you see around you and what you read in the newspapers and magazines. -Utilise the time allocated for reading the question paper, and understand the question and its requirements before attempting to answer. -Address exactly what the question is asking. Do not put down everything you know in a particular topic. -Answer each part of the question and substantiate the answers with examples. -In a 'define' question, first define the concept, and then give an example to illustrate. Do not just give an example without definition. -Manage your time effectively to ensure that all the answers are completed on time -Presentation should be neat and tidy and handwriting clearly legible.
2016	- The study plan for each chapter should be according to the scope of the syllabus. - Equal importance should be given to every chapter and selective study must be avoided. - Time management is very important and regular written revision will help. - Utilise the reading time well to be able to understand and interpret questions accurately. - While attempting short answers, focus on the key words. - Long answers should be written in paragraphs with an introduction and a conclusion. - The presentation of essay type answers should follow a logical and systematic sequence. - Each point of a five-mark answer should be explained preferably with examples and in a separate paragraph. - Importance must be given to neatness– a line can be left between paragraphs and key terms, phrases and all subheadings should be underlined. **Contd.**

2017	-A mind- map for each topic should be made according to the scope of the syllabus. -Be thorough with all definitions and identify key terms. This will help avoid confusion between similar sounding terms. -Selective study must be avoided. Every topic and subtopic is equally important. -Regular written revision will help understand the sociological perspective of concepts and aid in retention of important information to be included in answers. -The reading time is critical and must be used well to be able to understand and interpret questions with accuracy. -For answering Part-I, focus on key words and examples. -Answers to Part -II should be written in paragraphs with an introduction and a conclusion, highlighting key terms. -Sub-headings are important. -Avoid answering parts of questions separately.
2018	-Read the scope of the syllabus thoroughly. -Prepare mind maps that can guide you during the course of study and revision. -Prepare a list of key terms and definitions. -Increase in general awareness which can help frame detailed answers with examples from current events. -Thorough detailed revision is a must for a sound understanding of the finer nuances of topics covered in class. -Avoid selective study. -Engage in regular written revision. -Focus on all relevant definitions of each chapter. -Essay type answers must be written in paragraphs with an introduction and a conclusion. -Underline all key terms and give proper subheadings.
2019	-Strictly follow the scope of the syllabus. -Revise the chapter from time to time for a sound understanding of the finer nuances of topics covered in class. -Be conversant with current affairs to improve the general awareness which can help in framing detailed answers with examples from current events. -Prepare mind maps that can guide you during the course of study and revision. -Be thorough with all the definitions and identify the key terms. -Avoid selective study. -Use the reading time judiciously to read and analyse the requirements of the questions and frame answers in mind. -Essay type answers must be written in paragraphs with an introduction and a conclusion. -Underline all key terms and give proper subheadings.

Source: Analysis of Pupil Performance 2014-2019 (ISC)

2.6.1.3 Meghalaya Board of School Education (MBOSE):

MBOSE is a State board for the state of Meghalaya. The board does not have its own curriculum and has adopted completely the curriculum of CBSE and recommends text published by NCERT. The board does not produce its own textbook (See table 2.7).

Table 2.7 Comparison of Sociology Syllabus CBSE, CISCE and MBOSE

CBSE	ISCE	MBOSE
ClassXI	**ClassXI**	**ClassXI**
Theory 80 Marks **Section A: Introducing Sociology** • *Sociology and Society* • *Terms, Concepts and Their Use in Sociology* • *Understanding Social Institutions* • *Culture and Socialisation* • *Doing Sociology: Research Methods* **Section B: Understanding Society** • *Social Structure, Stratification and Social Processes in Society* • *Social Change and Social Order in Rural and Urban Society* • *Environment and Society* • *Introducing Western Sociologists* • *Indian Sociologists* **Project Work 20 Marks**	**Theory 70 Marks** • Origin and Development of Sociology and Anthropology • Research Methodology • Basic Concepts • Social Structure • Social Problems • Indian Sociologists **Project Work 30 Marks**	**Theory 80 Marks** **Section A: Introducing Sociology** • *Sociology and Society* • *Terms, Concepts and Their Use in Sociology* • *Understanding Social Institutions* • *Culture and Socialisation* • *Practical Sociology: Methods and Techniques: Evaluated through practical* **Section B: Understanding Society** • *Social Structure, Stratification and Social Processes in Society* • *Social Change and Social Order in Rural and Urban Society* • *Environment and Soceity* • *Introducing Western Sociologists* • *Indian Sociologists* **Project Work 20 Marks**
Prescribed Textbook: 1. *Introducing Sociology, ClassXI, Published by NCERT* 2. *Understanding Society, ClassXI, Published by NCERT*	**Prescribed Textbook:** *No Particular Textbook Recommended*	**Recommended Textbook:** 1. *Introducing Sociology, ClassXI, Published by NCERT* 2. *Understanding Society, ClassXI, Published by NCERT* **Contd.**

Class XII	Class XII	Class XII
Theory 80 Marks	**Theory 70 Marks**	**Theory 80 Marks**
Section A: Indian Society ● Introducing Indian Society ● The Demographic Structure of the Indian society ● Social Institutions: Continuity and Change ● Patterns of Social Inequality and Exclusion ● The Challenges of Cultural Diversity **Section B: Social Change and Development in Indian Society** ● Structural Change ● Cultural Change ● The story of Indian Democracy ● Change and Development in Rural Society ● Change and Development in Industrial Society ● Globalisation and Social Change ● Mass Media and Communications ● Social Movements **Project Work 20 Marks**	● Social Institutions ● Religion and Society ● Political Organisation ● Economic Organisation ● Tribal India - Past, Present and Future ● Social Stratification ● Social Change and Development **Project Work 30 Marks**	**Section A: Indian Society** ● Introducing Indian Society ● The Demographic Structure of the Indian society ● Social Institutions: Continuity and Change ● Patterns of Social Inequality and Exclusion ● The Challenges of Cultural Diversity **Section B: Change and Development in Indian Society** ● Structural Change ● Cultural Change ● The story of Indian Democracy ● Change and Development in Rural Society ● Change and Development in Industrial Society ● Globalisation and Social Change ● Mass Media and Communications ● Social Movements **Project Work 20 Marks**
Prescribed Textbook: 1. *Indian Society, ClassXII, Published by NCERT* 2. *Social Change and Development in India, ClassXII, Published by NCERT*	**Prescribed Textbook:** *No Particular Textbook Recommended*	**Recommended Textbook:** 1. *Indian Society, ClassXII, Published by NCERT* 2. *Social Change and Development in India, ClassXII, Published by NCERT*

2.7 Sociology Textbooks Availability status at School level

2.7.1 Introduction

The textbook is a detailed and conceptual-based material, which is designed keeping in mind factors like age, geography, comprehension capacity, cultural background, etc. It is designed with the idea to facilitate the learning process while making it a resource for self-learning. The designing of textbooks is a rigorous process that includes various stages. The team is organized as an institution to study the subject

and necessities of the students while following the latest National Framework Education.

As mentioned above the textbook gets these guidelines from the national framework, it strives to cover as much as possible the content and concepts relevant to particular students, the concepts are arranged in a sequential manner, from simple to complex concepts. The text for lower grades, specifically school level, includes ample diagrams and with well-designed graphics to give visual queues to learners. The text font sizes of lower section textbooks are often large and shorter sentences with ample uses of vibrant colors. As per the findings of Katzir (2013), the decrease in the font size and increase in line length did result in a low comprehension score. Along with the font, the graphics play an important role too. Well-designed graphics grab the attention of learners and incite interest in the content (West et al., 2020). This is not very much the same with the higher grades of government-designed and circulated textbooks in comparison with the private schools' textbooks. However, the cost of these private books is higher than the government books (Figure 2.4).

The other key area the textbook concerns is the relevance of the topic that is covered. National Curriculum Framework 2000 makes a series of suggestions regarding the pedagogical approach and teaching materials. It says the very nature of pluralism of Indian Society should be reflected in our pedagogy, it should be culturally specific, and the cultural practices should be part of pedagogy, like storytelling, dramatics, puppetry, folk plat, community living, etc.*"Cultural specificity should be embedded in the pedagogical practices for the tribal, rural, urban, and other ethnic groups and communities."*(National Council of Educational Research and Training 2000, p.18) Further it says "*Materials have to be developed in keeping with the local specificities and requirements*" (National Council of Educational Research and Training 2000, p.73). National Council of Educational Research and Training (2006) in the position paper regarding textbooks, says that the need of the hour is state-level and district-level indulgence and participation in material creation.

The researcher believes that this will generate interest in learners as the material is of local significance. The students will be able to relate to the material and the interest in learning will rise, as the learning also depends on familiarity of concepts. The prior

knowledge of contents will enhance the relativity of understanding new concepts in a learning. Telle et al. (2008) confirm that prior knowledge is the most important factor that influences the acquisition of new knowledge.

The position paper on the textbook by NCERT quoted the report of 1988 'National Curriculum for Elementary and Secondary Education which highlights the importance of intervention of state level, local level boards, heads of schools, and teachers in developing the teaching material of local significance. The committee discourages the CBSE curriculum from being the trend-setter and recommends limiting the CBSE to regulate only the Kendriya Vidyalaya and Navodaya.(NCERT, 2006).

The idea behind the teaching material is to build a meaningful experience and engage the learner. Students' worldview depends on their life experiences in their socio-cultural environment, therefore contextualization plays an important role in learning.

This thesis considered two prominent national Educational boards, namely CBSE, and CISCE, which cover pan-India perspectives and a comparison with the State Board of Meghalaya.

2.7.2 Status of Sociology textbook in CBSE

CBSE is a prominent national board of India, working with both private and government schools. Its inception in the Year 1921 with the setting up of UP Board of High School and Intermediate Education and later upon the suggestion of the Government of India the Joint Board in 1929 and in 1952 CBSE got its current name. CBSE has facilitated the affiliation of more than 24000 schools nationally and 240 affiliated internationally (Central Board of Secondary Education, n.d.). As mentioned earlier only 6.9 % of CBSE-affiliated schools opted for sociology in the school curriculum. These affiliated schools follow the NCERT curriculum and recommend NCERT-designed Textbooks. Gohain (2017) writes that then Union Minister of Human Resource Development Prakash Javadekar decided that all CBSE-affiliated schools use the NCERT books.

Figure 2.5 Textbooks and their Prices

CBSE puts forward the following objectives and prime focus (Central Board of Secondary Education, n.d.):

Objectives

- To define appropriate approaches to academic activities to provide stress-free, child-centered, and holistic education to all children without compromising on quality
- To analyze and monitor the quality of academic activities by collecting feedback from different stakeholders
- To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programs of the Board; to organize academic activities and to supervise other agencies involved in the process
- To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- To encourage schools to document the progress of students in a teacher and student-friendly way
- To propose plans to achieve quality benchmarks in school education consistent with the National goals
- To organize various capacity-building and empowerment programs to update the professional competency of teachers
- To prescribe conditions of examinations and conduct public examinations at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instructions of examinations
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

Prime focus

- Innovations in teaching-learning methodologies by devising student-friendly and student-centered paradigms.
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in-service training programs, workshops, etc.

2.7.3 Status of Sociology Textbook in CISCE

CISCE is a privately held prominent national board, the agenda behind instituting this board was to come from the All India Certificate Examinations Conference in 1952 to

replace the Cambridge School Certificate Examination. This conference was held under the chairmanship of Maulana Abul Kalam Azad, the then Minister for Education. In 1956 the proposal was to establish the Indian Council which would advise and guide the University of Cambridge in various operations in India.

Since its establishment in 1958, it has played a key role in the Indian Education system. It regularly conducts the Indian Certificate of Secondary Education and the Indian School Certificate Examination throughout India via its affiliated schools. New 18 (2021) CISCE has more than 3000 schools nationwide and overseas.

Council for the Indian School Certificate Examinations (n.d.) does not prescribe any particular textbook for subjects other than regional languages and English literature. However, the syllabus is provided thus becoming the guidebook for private publishers to design the textbooks (Council for the Indian School Certificate Examinations, 2016). Council for the Indian School Certificate Examinations (n.d.) states The curriculum aims to enable children to:

- become successful learners who enjoy learning
- successfully apply core concepts learned from various subjects
- understand texts of different subjects to communicate knowledge and ideas in ways specific to the subject
- articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- use technology to access and provide information and to communicate with others
- understand cross-curricular linkages- connect learning across subject areas
- become confident individuals who can live safe, healthy, and fulfilling lives
- become responsible citizens who make a positive contribution to society
- understand and apply knowledge to real-life experiences
- develop a sense of responsibility towards others
- function successfully in the local and world community
- respect diversity (in terms of religion, gender, regions, etc., and differences of opinions and beliefs)
- exhibit sensitivity towards environmental issues

2.7.4 Status of Sociology Textbook in State Boards of India

State Boards India functions under the approval and guidance of the Council of Boards of School Education (Council of Boards of School Education in India, n.d.). Which see to it that the boards have fulfilled the requirements to be registered as

educational Boards. It also checks that the board syllabus is according to the National Curricular Framework. Almost all states and Union territories have their own board which dictates the curriculum and syllabus and facilitates examination. Arunachal Pradesh, Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, and Sikkim are yet to establish State Boards and are depending completely on the CBSE Curriculum. List of boards (Council of Boards of School Education in India, n.d. and The Civil India, n.d.). The State governments established these boards as per the realization of the regional needs and to formulate the state curriculum to meet them.

The national boards such as CBSE and CISCE take a very balanced coverage in Curriculum. It tries to take a bit of all states of India, whereas the state boards have the upper hand in implementing topics of local significance (Mentoria, 2022). States have the opportunity to cover topics related to their immediate environment and about the culture and the societal trends of their locality. Iftikhar(2021) quotes Rp Singh, principal of Rajkiya Pratibha Vikas Vidyalaya *"It was much-needed. The state education board will keep local needs of students in mind while outlining the assessment policy."* Further, Iftikhar quotes Sanyam Bhardwaj, CBSE's controller of examinations ``*We would be happy to have an education board in Delhi because they have particular requirements sometimes and they can now take care of these."*.

Shailendra Sharma, Principal Advisor to the Directorate of Education Delhi in an Interview with Indian Express says "Forming a state education board completely falls under the state government's domain ....Every state is entitled to form its own board, they have to pass it in their cabinet (thewire.in, 2021).

Sociology seems to have found a place in the school curriculum in all the states of India (See Table 1.1). 20 out of 28 States are dependent on NCERT for Sociology Syllabus, and 7 have ventured into designing their own syllabus. Department of School Education and Literacy (2021) reports that NCERT has granted copyright permission to 23 States/UTs for the adoption/adaptation of NCERT textbooks for various classes from I – XII in English, Hindi, and Urdu medium for the academic session 2020-21.

2.7.4.1 Status of Sociology textbook in MBOSE

MBOSE is a state-run board, it is established to regulate and supervise educational matters at the school level, it conducts Secondary School Leaving Certificate (SSLC)

as well as the Higher Secondary School Leaving Certificate(HSSLC) examination in the state. It was set up in 1973. In the same year, the board conducted its very first High School Leaving Certificate Examination. As of now, there are 3616 schools affiliated with MBOSE. (Meghalaya Board of School Education, n.d.). The Directorate of Educational Research and Training (DERT) is responsible for instructional materials which include textbooks (Directorate of Higher and Technical Education, n.d.). However, for the English, Hindi, Geography, Psychology, and sociology syllabi of XI and XII MBOSE has recommended NCERT-published books, and, for the secondary and primary sections, it has prescribed books from various publishers (Meghalaya Board of School Education, n.d.). A study done by DIRT also raised a concern regarding the cost of textbooks being high (Directorate of Educational Research and Training, 2010, p.13) Neither MBOSE nor DERT have made books available online, however, DERT has put links for NCERT books.

Vision and Mission of (MBOSE) Meghalaya Board of School Education. (n.d.):

> <u>Vision</u>
> *"MBOSE is committed to quality education for the holistic development of all students, culminating in attaining excellence in their lives, so that they will be a blessing to the society and the world at large."*
> <u>Mission</u>
> *"To educate and empower both the students and the teaching community, To further academic excellence by preparing students to compete in knowledge-based society, To prepare students to be leaders and decision makers, To strive for physical, intellectual, emotional and artistic development."*

2.8 Brief Description of Northeast India

The history of Northeast mentions the Ahom kingdom of Brahmaputra Valley, in 13th century Shan migrated from Myanmar. The region is home to around 3.76% of the country's population and is surrounded by international borders, hills, and rivers. States like Arunachal Pradesh, Assam, Manipur Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura facilitate a high diversity of languages and dialects. This region is known to have 200 out of 635 ethnic groups, most of them communicate in Tibeto-Burman languages and dialects, the region is low on infrastructure and economic development but enjoys an abundance of natural resources (lotusArise,

2022). These states, despite their relative geographical isolation and socioeconomic challenges, have embraced the winds of change, showcasing a remarkable resilience and the ability to adapt to the modern world. While preserving their rich cultural heritage, they have simultaneously embraced modernization, demonstrating a unique blend of tradition and progress.

Arunachal is known as the "land of the rising sun". As per NCERT (2017), Arunachal is the largest state in Northeast India, and home to the largest and the oldest Buddhist monasteries in India. Sulu (2021) writes that It is home to over 26 major tribes and 110 minor tribes with uniqueness in culture. Some of the main tribes are Abor, Aka, Apatani, Nyishi, Galo, Khampti, Khowa, Mishmi, Momba, Any Naga Tribe, Sherdukpen, Singpho, Hrusso, Tagin, Khamba and Adi. Hindi is the most commonly used language in Arunachal. and followed by Assamese and Nagamese is a widely spoken language for day-to-day operation. Pao(2021) affirms the popularity of the Hindi language:

> Unlike other six states of the Northeast, Hindi is the most commonly used language in Arunachal. Hindi movies and serials are commonly watched at homes and Hindi songs are very popular amongst all tribes. In fact, TV shows like 'Arunachal Idol', 'Voice of Arunachal', etc, are dominated by Hindi songs. Hindi is the language of choice for proceedings in the legislative assembly. Hindi is also the main language used for campaigning by all politicians.

Before the formation of the state (1987) it was initially known as NEFA, a union territory carved out of Assam. It shares the border area with Assam and Nagaland and internationally with Bhutan, Myanmar, and China.

Assam is a land of captivating natural beauty, it is the second largest state in the northeast in area. It is the most populated state in the Northeast States. NCERT (2017) writes that it is home to two UNESCO World Heritage Sites (Kaziranga National Park and Manas Wildlife Sanctuary) and a revered Kamakhya temple. Assamese, Bengali, Bodo, and English are the official languages used, however, Assamese is the most widely spoken language for all communications.

Manipur which means "land of diamond" shares its border with Nagaland, Mizoram, Assam, and Myanmar (International Border). It is home to a unique and vibrant

culture with a diverse population of ethnic groups as Meitei, Naga, Kuki, and Chin, with around 33 recognized tribes in Manipur. Tibeto-Burman languages such as Tangkhul, Kuki, Lushai, Hamar, Patte, and Thadu are spoken by various groups however, the Meitai is an official and widely spoken language. Some of the major attractions are Loktak Lake, the Sangai Festival, the Manipur State Museum, and the Khamba Thoibi dance.

Meghalaya, with Shillong as its capital, has been known as the 'Scotland of the East'. Borders Assam and Bangladesh (International Border) and is home to three major tribes Garo, Khasi, and Jaintia, with others in minority Koch, Hajong, Rabha, Mann, and Boro. The state in its uniqueness has a matrilineal system. The Major attractions are Nohkalikai Falls, Umiam Lake, Mawlynnong village, living root bridges Laitlum Canyon, and Mawsynram, the highest rainfall receiver in the world. The state is also known for its literacy rate which is high along with the availability of some of the best educational institutions.

Mizoram with Aizawl as its capital is a home to over 80 tribes (Mizos, Kukis, Lushais and Hmar are major tribes), rich in natural beauty, cultural heritage, and hospitality. The word Mizoram means "Land of Mizos" The state is bordered by Assam and Bangladesh (International Border). Mizo and English being the official language, is spoken widely for general communications additionally kuki and hmar are also used by a significant population. Tuirihiau Falls, Reiek Heritage Village, Phawngpui Peak, Vantawng Falls and Murlen National Park, Mizoram bamboo festival are often talked about when mentioning Mizoram. This state is also known for social and economic development with stability on the political front.

Nagaland is known for being a battlefield during World War II, during the Japanese invasion of British India. It is home to about 66 tribes, the major tribes are Angami, Ao, Lotha, Chakhesang, and Kuki. Kohima being its capital also holds a Kohima war cemetery with over 1400 soldiers who died fighting the Japanese. Nagland is bordered by Arunachal Pradesh, Assam, Manipur, and Myanmar (International Border). English is the official language for official purposes. There are 60 different dialects spoken, however, Nagamese is the most common language which is a blend of Assamese, Bangali, and regional dialects. Kohima War Cemetery, Dzukou Valley,

Naga Heritage Village, Japfu Peak, Kachari Ruins, and the hugely internationally popular Hornbill Festival are the attractions of this land.

Tripura is known as the "Land of Three Tribes" with its capital Agartala and is bordered by Bangladesh (International Border) from the north, south, and west, and Assam and Mizoram in the east and northeast. Tripura stands out due to its tripuri traditions and Bengali elements. Tripuri is the official language, the Bengali is spoken and understood widely. The major tribes are Tripuri, Reang, Lushai, and Jamatia. Ujjayanta Palace, Neermahal, Unakoti, Sepahijala Wildlife Sanctuary, and Tripura Sundari Temple are some of its major attractions.

Sikkim also known as the brother of seven sisters (Assam, Meghalaya, Manipur, Mizoram, and Tripura) was added as the 8th state of Northeast India in the year 2002, though it does not share any border with any of the Northeast 7 sister states, but has cultural similarities to other northeastern states. The state is surrounded by international borders Tibet(An autonomous region of China), Bhutan, and Nepal. The official language is Nepali and is most commonly spoken and understood. Lepcha, Limbu, Tamang, Tibetan, Sherpa, and Bhutuia are also spoken in the region. Popular attractions are Gangtok (Capital), Nathu la Pass, Khangchendzonga National Park, Rumtek Monastery, Tsomgo Lake, Flower Valley, and Goecha la Trek.

Altogether the Northeast region is rich in natural resources, with a diverse mix of ethnic groups, languages, and religions. The region has faced social-political disturbances and unrest due to its isolation and lack of equal benefits in development. Despite this, it has abundant forest resources, and agriculture, horticulture, and handloom continue to be the main activities.

2.8.1 Post-Colonial Period of State Organization

The creation of the 6th schedule of the Indian constitution marks the intentional beginning of healing the Northeast region after the exploitation by colonial rule. The 6th schedule was the result of the recommendation of a committee under the chairmanship of Gopinath Bordoloi. The recommendation resulted in the formation of autonomous regional and district councils; the objective behind this recommendation

was to extend safeguards to the tribal people to protect their land and cultural heritage. The formation of the district council led to a demand for separate states based on language and culture. The ethnicity-based significant conflict became a well-known condition in the desire for a homeland. With hurdles and hardship mids, the demands from various sections finally resulted in the formation of separate states. Started with the division of Assam and princely states of Manipur and Tripura, followed by Nagaland (1963), Meghalaya (1972), Arunachal Pradesh (1975), and Mizoram (1987). After the formation of Meghalaya, the Shillong remained no longer the capital city of Assam and was instated as the capital of Meghalaya. Bhaumik (2009) mentions H. K. Barpujari making a statement breaking up Assam opened the gates of racism.

2.9 Meghalaya; Historical Journey and Societal Characteristics

According to Khasi oral tradition, the entry to India happened through the Pataki range. The evidence shows that they have a link to Austric origin. There was evidence of cultural exchanges between them and Bangladesh. Mushahary (2022) writes that the ruler Parbat Ray (1500 A.D.) adopted the Bengali script for the administration. Later the involvement of Britisher affected the cultural fabric of the state. Initially, they showed commercial interest but later on later on their plan was understood and was met with opposition, resulting in the Anglo-Khasi War of 1829-33. However, they fought hard and they couldn't win against the British. Gradually the British annexed Khasi Hill in 1833, Jaintia Hills in 1835 and Garo Hills in 1873. The Britishers then gave autonomy to 25 khasi regions and 35 villages became part of British India. Though they were given autonomy in traditional administration, they exploited the natural resources such as coal mines and limestones. The cultural involvement happened through Christian missionaries, William Carey was the first missionary, he introduced the Bengali script for Khasis. Missionaries invested in establishing schools as part of their propagating their faith. The native dwellers such as U Jeebon Roy upheld the idea of protecting their own faith and worked towards safeguarding the cultural Identity by establishing the cultural body Seng Khasi in 1899. He was also instrumental in establishing the school and the first local printing press. Due to Shillong being the administrative center, it got a lot of cultural influence from mainland India (NCERT, 2017).

2.9.1 Tribes of Meghalaya

The Meghalaya tribes are majorly segregated into three groups, they are khasis, Gora and Jaintia. The Khasis and Jaintia(Panar) are regarded as the descendants of the Proto Australoid Monkhmer race while the Garos the descendants of the Tibeto-Burman race. The Khasis are mainly found in the Khasi Hills, the Jaintias(Panar) in the Jaintia Hills and the Garos in the Garo Hills.

The most noted feature of tribes of Meghalaya when studied along the Pan India, is their Lineage system. The child gets the surname of the mother and the daughter gets the property right, in contrast to Pan India. The women get dignified status in the society and are free to earn their livelihood however the marriage decision needs to be made with the approval of family members.

However, the current generation of the Meghalaya tribe has adopted Christianity (75%), and the ethnic cultures and traditions have been diluted. The tribes, however, Christian do come together to celebrate various festivals, but the celebration happens with certain restrictions of their Christian denomination doctrines. The prominent Christian doctrine does not allow the worship of Nature and Idols, and Jesus is the central figure of worship. Therefore it is clear that the celebration is not as prescribed by the original belief systems.

2.9.1.1 Khasi Society of Meghalaya

Khasis are the dominant tribe in Khasi hills, a prominent part of the population of Meghalaya, there were 13,82,278 (46.6%) khasi as per the 2011 census (PopulationU, n.d.), which makes it the largest tribe in Meghalaya followed by Garos and Jiantia. The Khasi tribe is a sub-tribe of a group called Hynnuew. The Khasis who dwell in the foothills are called "Bhois" and the southern are called "Wars". Khasis in Jaintia hills are known as Jaintias and also called as Pnars. Their staple food is rice which is similar in all tribes in Meghalaya (Government of Meghalaya, n.d.).

The religion is called Ka Niam Khasi, Ka Niam Tre, or Chnong. Their language is known as Mon-Khmer. The woman enjoys significant authority and plays a central

figure in the family. the youngest female sibling inherits the family property, and the man does. The children carry the mother's surname, and after marriage, the Men move into the mother-in-law's house. The inheritance system followed by Khasi communities has been prevalent for centuries, Nag (2020) describes the reasons for these systems as follows:

> It is believed that this inheritance system in the Khasis dates back to ancient times when having multiple partners made it difficult to determine a child's father. Others believe that matriliny developed when Khasi men had to leave home to fight neverending wars forcing the women to take their roles in society.

The males are seen wearing a turban and females are seen being fond of jewelry. The music is an integral part of this community, Phawar is a basic form of khasi music and can be heard during their festivals like Ka Pom-Blang Nongkrem. The festivals last for 5 days, in which the khasis pray for peace and prosperity and render thanks for the good harvest. Most of the population has already adopted Christianity and very few people follow the tribal religion (Government of Meghalaya, n.d.;).

2.9.1.2 Garo Society of Meghalaya

The Goras are the major composition of Garo Hills, as mentioned earlier, they are believed to be descended from the Tibeto-Brumer race. The Prasar Bharati Archive (2020) mentions that the Garos still reflect the traditions of Tibet. The common word that denotes the Garos of Meghalaya and around other surrounding states is A'chik. However, differences in dialects and music all share very common features like political systems, social Institutions, Marriage systems, property inheritances, and belief systems. The younger daughter enjoys the privilege of being an heiress and is called as Nokna and her spouse is called as Nokrom. The other sister gets the privilege to use plots of land for her needs. This system has become so embossed in the life of Garos, that it is being practiced even in the urban setup. The lifestyle includes a very simple requirement, simple kitchen utensils, an earthen pot for wine brewing, a hand-pounding pestle and mortar for paddy husking. The use of bamboo is extremely common among Garos, it is used for the construction of houses, and furniture made out of bamboo is a common sight in a Garo house. Bamboo is also

used for making storage baskets, firewood collection baskets, etc. Garos prefer simple food, rice is the main item on their plates, meat as a dish is highly loved by them, and drinking local wine is also a regular practice among Garos. The dark-colored dresses with a turban for men and a headband for females wore them in cultural settings. Both men and women prefer to decorate themself with ornaments. Garo believes in a supreme God known as "Dakgipa Rugipa stugipa Pantugipa " who created the world in 8 days. However, their belief systems also include many gods and deities and beliefs such as the incarnation of the spirit of Man. In the current scenario, most of the Garos have converted to Christianity (Government of Meghalaya, n.d.; MapsofIndia.com, n.d.; Government of Meghalaya, n.d.-b, Government of Meghalaya, n.d.-b,; Kumar, 2023).

2.9.1.3 Jaintia Society of Meghalaya

The Jaintia Society of Meghalaya is a matrilineal society where descent and inheritance are traced through the female line. Women play a prominent role in the society, with men traditionally taking on more domestic duties such as cooking and cleaning. This unique social structure has been studied by anthropologists, who note that it allows for a greater degree of female autonomy and decision-making power.

The Jaintai women are energetic and hardworking, they earn and look after household work. Women are confined to household tasks and do not get involved in political decision-making. Maternal uncles and brothers have more say when it comes to wives and children matters than husbands. The Jaintai marriage is rigid clan exogamy based. In the Night Visit System, where the husband visits the wife's house at dusk and leaves in the morning, he does give expanse to the wife's household. The children have a stronger bond with their mother than their father as they hardly see their father. The marriage bond between husband and wife is not very strong. They are recognized as husband and wife if the girl is conceived by the particular male. They can end the marriage by mutual consent or before the priest and are free to remarry. Rice is the main food and meat is part of their delicacies, they are fond of dry fish, and betel nut is commonly used among them. They are fond of music and dance and can be seen during various occasions such as birth, marriage, etc. Jaintias have many similarities in religion and habits and belief systems with khasis. The culture is still followed in

some areas but there are significant changes due to modernity and the conversion to Christianity (Chakrabarty,1996).

The Garo, Khasi, and Jaintia represent diversity in Meghalaya. Although each of these tribes has its own distinct customs and rituals. One commonality is their geographic location and environment; several cultural similarities bind them together. The abundance of rainfall, fertile valley, and intensive coverage of the forest influenced the lifestyle of these tribes. They are known to have a very deep connection to nature and various religious ceremonies revolve around nature. All these tribes also share common practices when it comes to food and music culture, especially the rice-beer and music and dances in all religious and non-religious ceremonies. Another similarity is in their vocabulary and pronunciation. All three tribes call water "nam".Finally, the most striking and notable feature is their matrilineal inheritance system in terms of property and surname. which is considered a unique feature in Indian tradition.

2.10 Shaping up World View of Northeast Students

The worldview is the perception that an individual has accumulated through observing the discourse that runs around his/her vicinity. The individual does not get the luxury of separating himself from the developments around him. The perception that gets built takes different shapes as the individual goes through various dynamics of change in the society. The individual is a connecting part of the network of Individuals who are connected through virtue of interdependence to each other. The network stays active as the individual contributes to the functioning of the system. The survival of this system depends on information sharing. In other words, the functioning currency of this network is Information, which generates knowledge. Knowledge is an accumulation of relative information that passes through each connector, that is an Individual. As this accumulated information reaches an individual, after passing through many gates, the individual builds a perception about the world and persuades them to take a course of action, those actions define their worldviews.

Ken Funk mentions that the "Worldview is the set of beliefs about fundamental aspects of Reality that ground and influence all your perceiving, thinking, knowing, and doing" (Funk, 2000). The Worldview of a person is built through how the person looks at the world and interprets it.

The Researcher went through the various discourses in Social Media, articles, physical interactions, and observations to understand the worldviews of Students from the Northeast. The discourse that has shaped the worldview of Individuals of the Northeast surfaced through studying reports, observing social media, and personal interaction, and through observation is that there is a feeling of being left out from the discourse of Pan India. The issue emerged and it's evident that there is huge discontentment in their discussions. The issues like being underdeveloped in comparison to Main Land India, lack of Facilities in all sectors, Unrecognized, racial discrimination including verbal and racial remarks, and less representation in the mainstream media.

2.10.1 Separation and Isolation of Northeast Dwellers

The Northeast of India faced separation from another part of the country since colonial rule. Starting with the consideration of it, as an adjacent subordinate area of Bengal Province and which continued to be viewed as the same even after it separated from Bengal province. The evidence of this separation can be observed in the policies of colonial rule. Among them was The Inner Line Regulation which stands out, under the Bengal Eastern Frontier Regulation of 1873. It was introduced with the hidden agenda to keep the separation of the Indigenous community from disruption in any form of suppression. Britishers portrayed themself as the guardian of local interest to protect the identity of the indigenous population but in reality, in all of their dealing, they were protecting and promoting the interest of European capitalists. One of the inferred reasons for leaving this region out was that the territory was not seen as a profitable avenue for revenue generation. Another, decisive action by the colonial rule was The Regulation Act of 1876, which placed restrictions on the unauthorized entry of Non-Tribal persons into the district including Britishers for any purpose. But just 6 years later regulation 1 of 1882 placed restrictions on even the tribal using forest as their resource. They were barred from activities like woodcutting, and

hunting-gathering forest-produced materials. Then in 1897 conversion of 14 forests into reserves hurt the rights of the indigenous population. British rule tried venturing all the possible ways to generate revenue so be it tea farming or excess to natural resources. The colonial strategy and interest reflected the economic motives more than the welfare of the tribal population. This strategy complexed the national formation as mentioned by Inoue (2005):

> "The history of separation and isolation from the rest of India in the colonial period created a problem for the national formation and integration of independent India. In the North East, a sense of incompatibility grew into one of resentment against being made a part of India, and an anti-India sentiment emerged amongst the region's people, especially when the Indian government cold shouldered local aspirations. Given the region's historical background, antagonism could be easily instigated (p. 16-17).

Even after independence, the Government of India failed to respond sensitively to the concerns of Northeast India, It rather appeared to have followed the colonial system of Isolation and alienation by dealing with them differently in comparison to other states. (Inoue 2005: 20 and also Fürer-Haimendorf 1991: 39; Savyasaachi 1998: 13. The government of India failed to please the regional inhabitants, and after the indo-china war, the northeast was seen as a strategic area for national security, the government of India, ethnic movements were seen as a threat and dealt with armed forces. This further developed into the emergence of anti-India feelings and resistance. To date there are unsolved issues that the Government of India is dealing with, these issues keep on rolling to the next regime. However, like any social movement, the intensity of the resistance is low but keeps getting boosted with occasional mishaps with arms forces.

Another strand is the place of the Northeast in the media coverage, Sharma (2021) titles his article as "Big Media's coverage of Northeast India has never been adequate, but now it's worse". The people of the Northeast are unsatisfied with the media unfair coverage they get, the media mostly covers negative stories like insurgencies. The people of the Northeast do feel alienated in their own land, and the mainland gets confused with them as Chinese, Japanese, Thai, Nepalis, Tibetan, and Koreans. This alienation is the result of less coverage by the media and a lack of initiative by the government (Basnett, 2011).

Another area of seclusion of the Northeast is in the textbooks of schools and colleges, Basnett (2011) calls it *"Marginal and negligible"(p.16)*. Salam (2021) says *"The idea of national identity is deeply embedded in what is taught in schools and colleges in countries across the world, where states and their machinery enforce singular ideas of 'nation'."* further she continues with accountability on eminent historians who framed the textbooks largely focusing on Hindu Majority and Muslim Minority, excluding the marginal groups like Northeast dwellers. Kikon (2021) titles the article published in the tabloid "NCERT textbooks need to include a chapter on Northeast to educate 'mainland' Indians" attempting to highlight the importance of the Northeast being an important part of India and to bring a fruitful impact of lack of awareness and racial discrimination. Kalia (2021) reports that more than 40 student bodies have requested the Ministry of Education and Central Board of Secondary Education (CBSE) to have mandatory chapters about the Northeast. These struggles are evident in the alienation that is felt across the Northeast People of India. The segregation and isolation that started with the colonial regime are still pertinent.

2.10.2 Lack of Government Efforts

There is a feeling among the dwellers of Northeast India, that the government does not give much importance to their well-being, the development in the area is very slow. Binita Kakati writes even after the passing of 70 years of Independence the Northeast Region lacks basic needs. The central government is focused on resource extraction in a direction of Neo capitalist development, the hard reality is the basic necessities are not addressed which leads to a rise in conflict (Kakati, 2021). The regions are not connected to railways yet, there are no proper airports in Itanagar, Kohima, and Shillong. Most of the essential goods are imported from the mainland. There is a very insignificant level of re-investment done, despite revenue generated from tea and Oil productions (Gokhale, 2022). The health sector is in very bad shape (See Table 2.8), with a limited number of well-equipped hospitals, a shortage of dedicated health workers is observed in the discourse, *"the accessibility of health-care services within safe physical reach across the northeastern states is not quite satisfactory."*(Saikia & Das, 2014). Healthcare Executive (2019) reports Northeast to fulfill WHO norms needs additional 22,958 doctors. Arijit Sen rather makes a very tough statement *"is it surprising then that the Northeast and the rest of*

India do not feel a connection with each other? In very real terms, those connections do not exist.''(p.19). There is a clear sense of seeing the mainland dwellers as the outsiders and the remarks used in the general conversation have a sarcastic sense in them and the same goes for northeast individuals being called as Chinese. Further, the author feels that ignorance which is felt due to low pace development of northeast India in comparison to mainland India, results in racial profiling which results in Othersisation Phenomena and deprives the citizens of nationality and its benefits (Sen, 2011).

Table 2.8 Statistics of Hospitals in the Country

State/UT/ India	No. of Public facilities					No. of beds available in public facilities
	PHC	CHC	SDH	DH	Total	
Arunachal Pradesh	122	62	-	15	199	2320
Assam	1007	166	14	33	1220	19115
Manipur	87	17	1	9	114	2562
Meghalaya	138	29	-	13	180	4585
Mizoram	65	10	3	9	87	2312
Nagaland	134	21	-	11	166	1944
Sikkim	25	2	1	4	32	1145
Tripura	114	22	12	9	157	4895
All India	**29,899**	**5,568**	**1,255**	**1,003**	**37,725**	**7,39,024**

Source: 2018 Ministry of Health and Family Welfare

2.10.3 Low representation in the Mainstream Media.

The discourse shows that there is an understanding among people that the mainland mainstream media does not raise the issues of Northeast states as it should be (see Table 2.9). The reports of the Northeast part of India are shown very sparingly. Sen (2011) writes *" The engagement of the mainstream Indian private media—both print and broadcast—with the Northeast remains marginal"* (p.5*)*. He further adds that the

news that could put the Northeast in the spotlight is hardly discussed in the National Media. He mentions various comparisons in his paper to show that the media do take a very selective approach when it comes to the northeast over mainland India (see Figure 2.5). The issue of low coverage by MainStream media is a fact, this issue has been confirmed by many publications. Sengupta (2007) mentions that mainstream media has poorly represented the vast Northeast part of the region to the mainland population and by restricting the coverage pertaining to insurgency and violence, the media plays a role in impacting the psyche of the audience, with a negative perception about the region to the rest of the country. Batra (2013), Write affirms that the Mainstream media has neglected the Northeastern states. The author highlights the statistics presented by the North East India Image Managers (NEIim) which claims that 87% of respondents (Delhi, Mumbai, and Bangalore) of the survey could not say the names of all the states of Northeast, 93% would want to know more about these states, 56% feels that government should run awareness program at the national level and 43% of the responded suggest that information about the northeast should be part of the educational curriculum. 52% of the respondents have negative perceptions and 61% blame the media.

Figure 2.6 Frequency of reports from Kashmir and Northeast
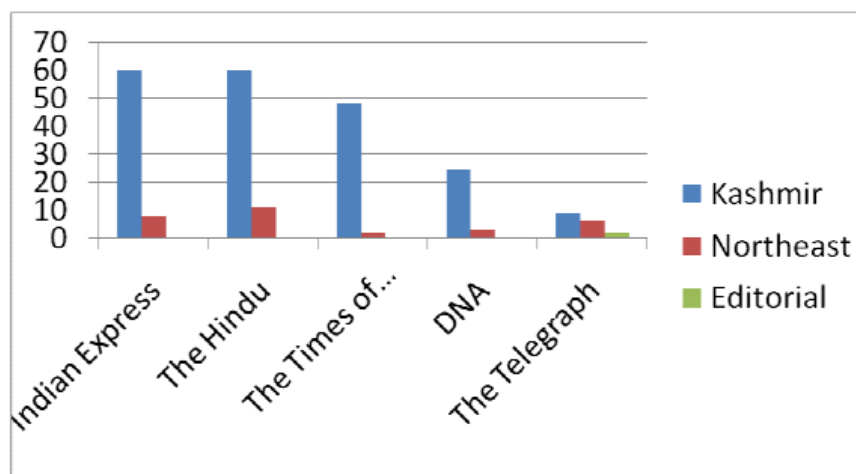
Source: Sen (2011) Marginal on the map: hidden wars and hidden media in northeast india

The Mainstream Media gives lots of importance to news of the death of film stars over the issues of Northeast India. It's only when the Issue becomes large the News Channels rush to cover and return back to usual practices. The author feels that in light of the theory of Herman and Chomsky, Ethnic people are of low significance to be able to get space fit for the print and further adds that the Media should represent every segment of society and educate fellow citizens which will help in curbing the practices of stereotyping each other (Bhutia, 2012). Here we need to consider that the author of this article is a part of the Northeast community. His articles share some light of his experience and observation as the first person.

Sharma (2021), Much of the News that happens in the Northeastern part of India, does not reach Mainland readers, It's due to a lack of coverage and Interest shown by the Mainstream Media. The author makes a comparison between News coverage of Kashmir, where the mainstream media has locally hired corresponded to cover the news whereas it is not the same for the Northeast Coverage, where the news correspondents are based in Guwahati and do not travel to various regions as they would do in the past and they do not have reporters in the region.

Amarabati writes that our country's media gives an exhaustive coverage to the news from New- Delhi or Maharashtra, whereas the northeast finds itself rather in isolation or misrepresented, the media's role should be of representation, especially the margin, the clubbing of distinct states together is a colonial practice of geographical identification. Further, the author writes, While news from New Delhi or Maharashtra is breathlessly covered, India's northeast finds itself in a black box of isolation and misrepresentation. The fact that all distinct states are clubbed together as the North East in the first place is a result of a colonial practice for the ease of identifying a geographical section. The media's adoption of this practice takes away from the focus each state deserves. Furthermore, the North East is often viewed through a myopic lens of insurgency and divisive politics (Bhattacharyya, 2020). The North-East needs attention not only from the ruling regimes but also from the national media. Unless and until North-East gets the attention of national media its sordid tale will not reach the ears of the high and mighty based in Delhi. The 'Fourth Estate' is expected to voice the grievances of the teeming denizens of the North-East.

The media's role is national consensus building with the duty to dismantle stereotyping as it has access to common people. The coverage will generate interest in the people of this region and will build a common frame of reference (Pandalai, 2014). Pallabi Dey Purkayastha an entertainment reporter writes for various platforms related to media, raising a concern in her article in the Times of India Newportal, she writes the representation of northeast Individuals especially mongoloid looking faces, is very marginal, there are very few handful of individuals who made it big in mainstream entertainment media. There are hardly any main lead roles offered to them in either movies or serials. There is not so much representation either in the National TV channels, though it is News channels or entertainment channels (Purkayastha, 2022).

The northeast part of India is not in the discourse of Mainland dwellers, Their perception of the region is hostile, and they doubt whether it is safe to visit. Northeastern people are seen as alien and someone who has no contribution to the nation. They are often racially abused and the Media has not been able to break the stereotyping and does selective journalism with the business model of running for TRP. Selective journalism is responsible for creating a negative image of the northeast dwellers (Raj, 2016). Table 2.9 presents a few lists of articles that highlight concerns about the coverage of Northeast in Media.

Bhanjdeo (2015) in her undergraduate senior project, took a deep dive into the role of media, to address the issues faced by Individuals of the Northeast in Mainland India. She shared "*The media has a hand to play in increasing public awareness of casual racism that includes derogatory remarks: simply through increasing its coverage on the region and confronting the issue of security of northeasterners in the mainland (p.54).*

The report of the Bezbauruah committee, headed by M.P. Bezbaurauah, a member of the North Eastern Council in February 2014, has taken cognizance of the Issues that are faced by northeast individuals in Main Land India. This Committee was formed after the death of a 19-year-old student from Northeast India. This committee was formed to address various concerns about individuals from the Northeast part of India.

Concerns like Insecurity, vulnerability, cultural conflict, Racial Discrimination, harassment, and Verbal and Racial Remarks (Press Information Bureau, 2014).

Table 2.9 Headlines of the article highlighting Northeast

Year of Pub.	Platform	Author	Title	Link
2021	Newslaundry Media	Kalpana Sharma	Big Media's coverage of Northeast India has never been adequate, but now it's worse.	https://t.ly/i_qr-
2013	exchange4media	Annurag Batra	Vivid: Is Northeast ignored by media?	https://t.ly/Yo7bG
2012	The Hoot	Ugen Bhutia	Media must revisit north-east	https://t.ly/wjefa
2007	Institute of Peace and Conflict Studies	Amit Sengupta	Northeast India: Through the Prism of the National Media	https://t.ly/3wGCz
2015	GLOBAL MEDIA JOURNAL —Indian Edition	Satrajit Pal choudhury	Media & North-East: Alienation Of The Seven Sisters	https://t.ly/gGNOV
2015	GLOBAL MEDIA JOURNAL —Indian Edition	Priyam Basu Thakur	A Comparative Analysis Of 24x7 National And Bengali News Channels' Coverage Of North-East India	https://t.ly/JkANZ
2020	Toward Freedom	Amarabati Bhattacharyya	Indian media's missing margins	https://t.ly/JFRkn
2011	Reuters Institute for the study of Journalism	Arijit Sen	Marginal On The Map: Hidden Wars And Hidden Media In Northeast India	https://t.ly/Q_g68
2020	https://timesofindia.indiatimes.com/	Pallabi Dey Purkayastha	TOKENISM OR INCLUSIVITY: Are actors from the northeast finally getting their due in Bollywood?	https://t.ly/CODHZ
2016	indianexpress.com	Pramod Gaikwad	It is difficult for Northeastern actors to get Hindi films: Citylights actress Patralekhaa	https://t.ly/nqnC9

2.10.4 Ethnic Discourse of Northeast India

Northeast India holds a very significant influence on the culture of India. It adds a unique color to magnify the diversity of culture in India. Its geography and inhabitants signify the clubbing of eight states (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura, and Sikkim) into a common name "Northeast India'. Around 65.05% of its area is covered with forest, and major sections of these areas consist of mountains (Aggarwal, 2020). The international borders cover approximately 98 % of these states' territory. It belongs to the category of Eastern Himalayan Ridges or PatkaiNaga Hills which include Balkan river systems and valley plains. The hills and basins are composed of mountain ranges, plateaus, minor hills, and valleys. The region is a gateway to East and Southeast Asia, rich in natural resources as well as flora and fauna (Singh, 2018). Local inhabitants of the northeast area comprise original Indigenous and diverse ethnic groups made of migrated communities like Tibetan, Burmese, Thai, and Bengalis from Bangladesh. The total geographical area it covers is around 262,179 Km2.

Each state in the Northeast has its own unique characteristics. Arunachal Pradesh is the largest and has a noticeable ethnic and linguistic heterogeneity. Assam is known for its scenic beauty, tea production, and historical sites. Manipur has a culturally advanced history and is known for its women's contributions to social reforms and sports. Meghalaya is called the "Scotland of the East" and has a unique matrilineal system. Mizoram has a homogenous tribal population and has shown high social and economic development. Nagaland is predominantly tribal and known for its brave people, while Tripura has significant cultural linkages with Bengal and an agriculture-based economy. Sikkim, with its hilly terrain, is known for its Himalayan flora and fauna and Buddhist monasteries.

2.10.5 Ethnic Debate

There has been debate over the term "Ethnic", however, this term has had its place in developed countries like America for a long time. The term went through the various timelines and implicated many meanings. In the Old Testament period, this term

implied to Non-Jewis who were often termed as pagan or gentile. They were seen as uncivilized and a group of people. This term took on another meaning during the early 19th Century and later on it received the term representing the grouping of Individuals with shared culture and History. The author quotes the meaning of Ethnicity by Hutchinson and Smith from their book named as ethnicity. The presence of features like common ancestry, common proper names, shared beliefs and memories, common culture, common ancestral land, and a sense of solidarity. The author states that ethnicity as a concept becomes a taking point when there is visible social discrimination based on certain unique features.

Ethnicity when challenged by threat of existence or faces competition of being recognized or given equal importance in the strata of the society. The threat seems to be real and felt by the society, and the sense of ethnic crises rises which often leads to the emergence of social movements. The demand for a separate land with autonomy is demanded, with an expectation of preserving ethnic Identity.

The prevalent situation, the feeling of discrimination especially from the mainland, often raised a sense of dissatisfaction among the Northeast people, though they are divided by hundreds of tribes and cultural differences, but the Northeast build the common front in this case of feeling of being different in appearance, eating, dress codes, etc especially when the majority of the northeast gets racially profiled and called with names and the less getting less space in representation in all front and hence ignites the sense of ethnic discrimination.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

This study addresses some of the concerns and issues raised over the period and its influence on the subject of "sociology". The concerns are about the widely accepted viewpoint among the sociologists in India that the subject is heavily dominated by either colonial episteme or Western thinkers, Then, Sociology as a subject has been taught to the text, hence losing its critical and practical aspects. Finally, sociology as a subject has been declining in popularity as a subject against the trend of the introduction of electives in school curricula. Therefore the study aims to learn about how the students and other stakeholders feel and value Sociology as a subject in the school curriculum. Further, this research is to study their interest in the role of sociology as a subject; as well as a life-transforming agent in the school curriculum. This study employed qualitative research design and ethnography as a research method to unravel the feelings of the population about this research problem. This method looks into data gathered from participant observations, ethnographic personal and group interviews, documents, and artifacts (Durdella, 2019, pp. 87–147).

Some of the conjectures that led the study are about (a) the importance of Sociology as a subject in school curriculum; (b) developments in Sociology as a curriculum in India; (c) Sociology being taught in the schools of Meghalaya; (d) Students of Meghalaya and their feeling about sociological topics such as nation, kinship, family, religion, etc.; (e) Any reinforcement in tribal community; (f) presence of critical sociology; (g) Role of sociology in change of perspectives among students; (h) Sociology as a school curriculum anchored in the colonial episteme and treated as anthropology in North East India; and (i) Sociology being independent of Regional National Framework.

These conjectures were initially developed by the documents and artifacts that were gathered from the stakeholders, especially from government agencies such as NCERT, UGC, MBOSE, MHRD, CISCE, Department of School Education and Literacy, etc. The other documents were online news articles, surveys, blogs, etc. The inferences developed were further verified by the data collected through personal interviews.

This study took its shape as the worldview of the research and the research paradigm set with the philosophical paradigm. The epistemological paradigm that guided the study is about the reality of the subject studied. The feelings of the participants about the research concerns had a major role in fulfilling the needs of the study. Therefore a further methodological approach was chosen to conduct this study. The theoretical framework chosen for this study had the following perspectives derived from the methodology. The frameworks chosen for this study are methodological nationalism, methodological cosmopolitanism, sociological imagination, and Manifest And Latent Functions. All four frameworks highlight the role of the nation or the society (people) on the subject of sociology and its presence among high schools as a unique curriculum that assumes to be the single whole phenomenon that has become the unit of analysis. This phenomenon is where the environments are perceived well by the people themselves. Therefore, the theoretical perspective along with the epistemological tone for this study is constructivist interpretivist which explores the phenomena in the field and inductively understands what is going on.

The paradigm has identified the appropriate method and design to be qualitative and ethnography. If one word could describe a tradition, culture would be one word for ethnography. Culture is what people say, do, believe, value, and make. With a focus on cultural experiences, the structure of ethnographic inquiries leans toward how the members of the group act and understand the actions of the group. In this study, sociology as a subject in the School curriculum has been considered as a phenomenon. Hence, Ethnography suits well as the right method for this study. To collect data, the researcher used participant observation, in-depth interviews, documents, and artifacts. The ethnographic method is widely used in social sciences. This research method is qualitative in nature and it provides a platform for the researcher to get a deeper understanding of a specific community or organization through interactions and observations. Ethnography is a qualitative method for collecting data often used in the social and behavioral sciences. Data are collected through observations and interviews, which are then used to conclude how societies and individuals function (University of Virginia, n.d.). The method ensures a deeper understanding of the shared culture and social dynamics followed by the specific community. It is a well-known fact that this method provides flexibility to the researcher to explore the different aspects of the group and their settings. The current

study is related to understanding the academic cultural paradigm, therefore the ethnographic research method is relevant and gives a vivid and in-depth understanding of the specific group of the population. The type of ethnography referred to here is Micro ethnography (study of more specific cultural groupings) with an Emic approach (view points and responses of ingroup). Overall ethnographic research enhances experiences related to specific cultural traditions (Alharbi,2019).

3.2 Research Setting

Meghalaya is a state in northeastern India, bordered by Assam to the north and Bangladesh to the south. It has a total area of 22,429 square kilometers and a population of 2,966,889 as per the 2011 census. It is a land of lush green forests, cascading waterfalls, and rolling hills. Meghalaya, also known as the "Abode of Clouds," is a unique state with a rich cultural heritage and a diverse population. The state is home to three major tribes: Khasi, Garo, and Jaintia, each with its customs and cultural traditions. The common trait binding all three communities is its matrilineal system in which the family lineage is taken from the mother's side. Meghalaya has a literacy rate of 74.43%. The state has several universities and colleges that offer courses in various fields such as engineering, medicine, law, and management.

3.3 Research Population & Sampling

The participants were Principals, Teachers, and Students of three educational boards of India namely CBSE (National), ISCE (National), and Mbose (State). The researcher divides the entire state into three zones as per their cultural significance and fair representation of the indigenous population, These are Garo Hills which are majorly dominated by the Garo Tribe, Khasi Hills by tribal Khasi dwellers and Jaintia Hills are largely occupied by Pnar tribe.

The researcher required the subjects to have relevance to the research topic, to gain a deeper understanding of the research questions, and to generalize the findings. To reach to conclusion and to justify the study, the researcher decided to include only the

tribal local population, however when it comes to studying the viewpoint of the head of institutions and teachers, this restriction is not applied, due to the limitation of samples.

3.4 Criteria for Sampling Procedure

The researcher has chosen purposive non-probability sampling. The reason behind choosing non-probability sampling is to understand social life in a context that is specific to the research area. There are limitations to the subject and the distribution. The distribution pattern of the subject is uneven. In applying the Purposive Non-Probability Sampling method the selection of samples is based on the judgment of the researcher's knowledge, the researcher selects samples that seem fit for the study. To study the broader perspectives, the researcher decided to study three boards, the State board and two prominent national boards. The researcher believed that the study of the state board was significant in understanding the state intervention in working with the curriculum and pedagogy to fulfill the needs of local learners. The state also has two national boards CBSE and ICSE, CBSE is run by the central government whereas the ISCE is a private board. The study of the pedagogy and curriculum of these two national boards was significant and beneficial in parallel comparison and their delivery significance in fulfilling the regional needs of the students. The researcher felt that the national board, being the pan India coverage, has a balanced content, to fulfill the needs of the entire country, whereas the State Board has a specific region to govern, therefore the pedagogy and curriculum will be of regional significance.

The presence of the national board that included Sociology in the curriculum was very limited in the state (as per the data received from ICSE and CBSE). CBSE has 6 schools all located in Khasi hills. ICSE has 2 schools also located in Khasi Hills. There are 6 higher secondary schools in Garo Hills, 17 in Jaintia Hills, and 78 in Khasi Hills. Since the researcher is following an interview method to collect the data, the researcher has decided to study 1 state board from each hill and 2 national boards. A total of 44 participants have been chosen to interview. This led to a saturation point.

The focus of the researcher while studying the state boards is to understand the differences in teaching and learning perspectives across three regions and in studying

national boards is to understand the significance of the presence of content and pedagogy of regional significance. Sociology is an elective subject in the schools of Meghalaya, This subject has been recently introduced. The researcher has chosen to Interview 20 candidates from three schools from three different hills of Meghalaya. This makes a total of 60 candidates interviewed to get the in-depth viewpoints of Students. Principals of each school were interviewed to get the perspective of the head of the Institution. The class teacher of the said course was interviewed to understand the pedagogy and to build perspective on Course content and his/her perspectives on students who take this course. Finally, all the students of Selected schools were interviewed and given an open-ended questionnaire to fill out and return.

3.5 Research Instruments

The researcher employed interviews, observation, and analysis of secondary data which includes reports and various literature related to the study. The interviews were conducted face to face and when it was not possible to meet in person due to COVID restrictions the interviews were conducted through the phone line. The recordings were transcribed and analyzed using pen and paper methods to identify the categories and develop them into themes.

In order to understand three categories of subject, the researcher selected In-depth Semi-Structured interviews with Category 1 (Students), Category 2 (Teachers), and Category 3 (School Administrator). For the purpose of this research, researchers used semi-structured interviews, which included open-ended questions. In addition to this, the researcher utilized the Participant observation method, where the researcher spent time with the participants. The researcher being an instrument himself was able to record several interview recordings. The questionnaire used was to collect data for the following questions:

1. How did the selection of Sociology as a study subject happen?
2. How do you find sociology an Interesting Subject?
3. What is the importance of studying sociology?
4. How has the teacher encouraged students to choose sociology as an elective subject or continue it as a major subject B.A.?

5. What kind of examples are sociology teachers teaching?

6. How does the syllabus/ teacher emphasize exercising democratic rights through the sociology classes?

7. What are the efforts the sociology teacher takes to make good rapport with students?

8. How does a sociology teacher/ Syllabus help in encouraging Students to move to better living conditions?

9. How has the sociology syllabus emphasized on making you learn to mingle with other cultures?

10. How about the opportunities to study sociology in earlier Grades?

11. What does the word "Nation" Mean to them?

12. What is the idea of kinship (relationship), as seen in the other parts of the country?

13. What is the function of religion in society from your perspective?

14. What is their understanding of the important functions of Family?

15. Their ideas about their state-culture and pan-India Culture.

16. Their ideas and views on ethnicity.

17. Their views and ideas on sociology, culture, and society.

18. The understanding of the effects of sociology in transforming their viewpoints.

19. Understanding their interest in moving out to other states/ sharing rooms with individuals of different states.

20. Understanding their plan for further study in sociology in Bachelors.

21. Their views on recommending others to study sociology.

3.6 Analysis

Research using qualitative ethnography collects a lot of unprocessed data. Thus, it is imperative to maintain the data in an organized and timely manner. Qualitative data analysis is the cornerstone of an ethnographic study, providing rich, context-dependent insights into the complexities of human cultures and behaviors. Comparatively speaking, qualitative analysis explores the subtleties and meanings that are present in textual, visual, or observational data, while quantitative methods concentrate on numerical measures. To fully reveal the intricacies of social

phenomena, ethnography—a study methodology firmly anchored in comprehending individuals' lived experiences within a particular cultural context—needs to be viewed via a qualitative lens. In ethnography, qualitative data analysis entails the methodical review and interpretation of written or visual data to spot trends, themes, and cultural dynamics. With the use of this method, researchers may examine cultural traditions, social relationships, and the complex layers that make up a society in more detail and gain a comprehensive knowledge that goes beyond simple statistical trends. For an ethnography study, qualitative data analysis is essentially a way for researchers to shed light on the stories and nuances that characterize the cultural landscapes they are studying.

3.7 Coding

Data must be characterized, categorized, and evaluated after it has been collected. Code is necessary in this regard. A word, phrase, or sentence that codes for particular data features is possible (Saldana, 2013). Coding "represents the heart of qualitative data analysis," according to Creswell (2013), forcefully (p. 184). Coding entails organizing the data and creating clusters of related but unimportant information. After this categorization, the data was examined for supporting documentation of the coding. Labels had been attached to codes. In vivo, value, or attribute codes were used (Creswell, 2013; Simons, 2009).

In Vivo Coding

Through the inductive creation of codes straight from the raw data, in-vivo coding enables a more natural and contextually-based investigation of themes and patterns. Scholars scrutinize textual or visual data closely, noting and categorizing new ideas and concepts as they emerge. This procedure guarantees a thorough comprehension of the subtleties included in the data and facilitates the integration of participants' viewpoints and voices into the coding schema. Since qualitative research in this setting is flexible and emergent, in vivo coding is especially well-suited for ethnographic studies. It enables researchers to dynamically modify their coding structures to capture the richness and depth of cultural phenomena as they emerge in the data, thus helping to a more authentic and contextually grounded interpretation of the studied culture.

Value coding

In an ethnographic investigation, value coding entails locating and examining the cultural values that are ingrained in the information. Understanding the values that underpin relationships, behaviors, and social conventions becomes crucial for ethnographers as they work to comprehend the nuances of a certain group or society. Value coding is the methodical process of recognizing and classifying the values that participants have expressed, as well as analyzing how these values impact and form social practices. Researchers get a better understanding of the cultural dynamics at work by exploring the moral frameworks and underlying belief systems that are present in the data. This approach not only deepens the study's interpretive analysis but also clarifies underlying cultural standards that might not be immediately obvious. Value coding offers

Attribute coding

In ethnographic research, attribute coding refers to the methodical classification of particular traits or qualities found in the gathered information. Through the process of identifying and labeling unique characteristics, attributes, or qualities that arise from observations, interviews, or textual data, researchers enable a thorough examination of the essential components present in the context under study. By grouping and categorizing data according to recurrent characteristics, this approach makes it easier for researchers to identify trends and themes that are pertinent to the cultural phenomena they are studying. A structured framework for comprehending the various aspects of a culture is provided by attribute coding, which improves the analysis's accuracy and granularity. Researchers can obtain insights into the various dimensions that contribute to the complexity of social practices within a given community by focusing on and analyzing particular attributes.

3.8 Ethics

During the course of this study, conducting ethical research is our top priority. When conducting a qualitative study, ethical concerns arise before, during, and after the study's commencement, data collection phase, data analysis phase, data report generation, and publication (Creswell, 2013).

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Once more, participants' rights were upheld and they were kept safe. Moreover, there was no pressure put on participants to give them access to carry out the study (Creswell, 2013; Orb et al., 2001). Respect for one another is established by ethical considerations, which promotes friendly working relationships between the researcher and study participants (Cresswell, 2013). As a result, the researcher continued to take ethics into account when conducting this research. The subsequent actions guaranteed the complete privacy of everyone associated with this study.

1. Approval and permission: Full consent was obtained from my research committee, the ERB of my institution, the participating school, and the participants of the study through informed consent before the study concerning the purpose of the study, the iterative process of the research, and their willingness to participate in the study (Arifin, 2018; Orb et al., 2001).

2. The relevance of data.: Only data that were relevant to the study were gathered.

3. Confidentiality and anonymity: An adequate level of confidentiality and anonymity of participants in the study will be safeguarded. Pseudonyms for the participants to have no identity revelation are essential (Arifin, 2018; Creswell, 2013; Orb et al., 2001).

4. Safety of participants: Precisely, protection for research participants from harm in any way whatsoever. Precautionary measures are there for participants. These measures look into physical, mental, and emotional danger during and after the research period. Besides, there is no coercion for participants to answer specific questions to avoid stress damage. Also, the researcher offers a choice for students to participate in the study. I did not use my position to influence any of the participants to participate in the study. Participation was voluntary (Arifin, 2018; Creswell, 2013).

5. Respect, friendship, and dignity. The dignity of research participants is the priority. The participants will be respected throughout the study and will not be violated when they decide to withdraw from the study (Arifin, 2018; Ponterotto, 2010)

6. Avoidance of misleading information. The researcher avoided any misleading information, overstating the research's aims and objectives, and representing key data findings in a wrong way. The data reflected the narration of the participants. Some participants' narratives were direct quotes (Ponterotto, 2010). The participants have direct access to the results of the study.

7. Treatment and reporting of data. Access to data was handled only by the researcher for absolute confidentiality and my Research Committee, who may look into the raw data for clarification and verification. No divulging of individual participation in this study. There is assurance on the deletion of recorded interviews after transcription.

8. Researcher's safety. There is an assurance that the researcher's safety will also be assured. The researcher will not be put in any danger in the course of the research.

3.9 Chapter Summary

This study looked at how people in northeastern India perceived and communicated their opinions about sociology in high school. I have provided a detailed description of this chapter using a qualitative ethnography methodology. The research design, research instruments, the researcher's involvement in the study, data collection protocols, and data analysis are all included in these operational details. Moreover, comprehensive documentation is available regarding the execution and upkeep of ethical research and analysis of high caliber. The study's results are presented in Chapter 4.

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1 Introduction

Analysis of data is related to studying data in an organized manner, It is an important area of any scientific research. This exercise in research helps to make research more reliable and repeatable. It allows researchers to identify the emerging patterns and discover trends in the data. In this current study, the researcher has used a qualitative method to analyze the objective and the questions Guiding the research.

4.2 Findings of Research Questions

This research thesis aimed at finding answers to 7 key questions as listed in Chapter 1. The researcher went through an extensive study of various literature sources available such as books, research papers, governmental reports, Educational Institutional Reports, official websites of various institutions, Exam Results, etc. Based on the Literature, Interviews, and Observations, the following are the findings of this research.

4.2.1 Research Question 1 Importance of Sociology in High School Curriculum

The significant changes in human life spark discourse in human society. It compels human beings to ponder on the cause of an event and the effects it leaves behind. It is based on the impact of an event on the individual level and then the societal level compels the society to address the effects and deal with any such further occurrence. As society grows from a simple tradition to the complex structure of modernization and the overlapping network of interdependence due to the massive growth of population. There is a constant strain on the division of resources, and the greed of human beings for self-gratification further creates tension among societies. Another challenge is the building of Ideological war, the war of proving superiority and a motive to create dominance over other countries using physical warfare and later extended to diplomatic warfare. In any case, these constant struggles for power and dominance and hunger toward accumulating resources result in changes at a societal level.

Murthy and Lakshminarayana (2006) rightly mentioned:

> War destroys communities and families and often disrupts the development of the social and economic fabric of nations. The effects of war include long-term physical and psychological harm to children and adults, as well as reduction in material and human capital. (p.25)

And further they mention that besides death not every effect is well documented.

The other area which is the economic front, the race for being superior in the world market of having the power to produce and create dependency of other nations towards theirs led to inventions and discoveries which often resulted in the exploitation of human capital and by and large it has contributed social problems. Society as a whole faces the outcome of these human activities and it becomes very important to study these social phenomena in a scientific and detailed manner.

Literature suggests that Sociology facilitates an in-depth understanding of the society through a sociological perspective. Students of sociology pass beyond the world of common sense and look at social reality with a scientific temperament. Beteille (1996) Comments:

> Besides the empirical grounding in careful observation and description of facts, sociology as a discipline is characterised by its rigorous search for interconnections among different domains of society and its systematic use of comparisons. These preoccupations make sociology anti-utopian in its claims and anti-fatalistic in its orientation, and distinguish its 'generalised' knowledge from localised commonsensical knowledge.

Tiwari (2006) in his preface mentions introductory courses can provide space for analysis of the social phenomena around us:

> An Introductory course in sociology gives students the opportunity to use this sociological imagination in understanding and Mastering the social world." furthermore he adds "to understand and live in this rapidly changing social environment, they (Students) need a solid foundation in sociological concepts and perspectives (p.v).

American Sociological Association (2008) in its framework for high school sociology makes a specific statement regarding the introduction of sociology in high school:

> Introducing sociological principles to high school students can be especially valuable for their development as they make the transition from adolescence into adulthood. Sociology is concerned with topics of particular interest to teenagers, such as peer groups, group identities, romantic relationships, deviance and conformity, and substance abuse. These topics are also

developmentally relevant to teenagers as they transition from their family settings and high school classes into the freedom and responsibilities of college life and the labour force. (p.2)

The Subject Sociology holds its key importance in the curriculum due to the following reasons in schools of Meghalaya. As per the interview and observation analysis following key points have emerged:

1. **Understanding Societies**

This subject is put in the curriculum with an understanding that it will help learners to understand various aspects of daily life and be able to reflect on what they observe. Rightly put in the rationale provided by the Meghalaya Board of School Education (n.d.) while introducing sociology in the Meghalaya Curriculum it writes:

> 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. …The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behavior 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 the 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." (p.1)

When it comes to the essential topics that make students aware of our society in terms of India, sociology plays an important role. It covers in-depth the diversity of Indian society and explores its elements to give a macro perspective to its learners. Sociology has its intellectual legacy and is interrogative and critical in nature. *"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"*(p.1). The MBOSE curriculum has dedicated an entire chapter to understanding culture and society. The MBOSE adopted Sociology *(The MBOSE does not have a sociology syllabus of its own, and has adopted to the pen of the syllabus of the CBSE Board)* syllabus also emphasizes on class, caste, race, and gender which covers a diverse horizon for learners to learn about their own society (Meghalaya Board of School Education, n.d.). Rao (2012) writes Sociology enables one to develop a **sense of appreciation** for

the diversities that are found in a set of people. It also develops the knowledge of an individual on a range of issues including human behavior, social organization as well and culture. Further, He goes on to point out that the study of sociology makes students more **broad-minded**, in a way that it helps in overcoming any kinds of prejudice or misconceptions and communal hatred. He says *"It has made our life richer, fuller, and meaningful"(p.20)*.

The curriculum of MBOSE also discusses social order in the society and explains how social order is maintained in the society, the prescribed textbook (NCERT, 2006/2022) Mentions:

> Social order can be achieved in one of two ways — when people spontaneously wish to abide by a set of rules and norms; or when people are compelled in various ways to obey such norms. Every society employs a combination of these methods to sustain social order. p.34

The Syllabus also covers topics such as law, Authority, crime, and Violence and how there are changes observed in the transformational world from rural to urban society. These insights provided by the syllabus help the young mind to know the essence of harmony in the society and have an understanding of activities that could lead to chaos in personal and social life.

Comments from students of Meghalaya respondents affirms the contribution of Sociology in understanding society. Student respondent (SR 2) says *"I think sociology teaches about society. It helps us to understand the different kinds of society and how we are interconnected to each other like we take help from others. They also need our help.*" Another respondent (SR 11) mentioned *"It is important for us to understand the society that we are living in so that it will be easy for us to deal with the situations day-to-day life that we face. Understanding how society works will also benefit us to plan out our life in future.* Respondent SR 21 states *"..Since it (Sociology) is concerning the daily ways of our life. It will help me function in better ways. It will also help me in securing good relationships with my fellow classmates and other individuals in the society."*

TR5: As it is well known that sociology concerns about society, I try to present our diversity in the best possible way to our students. I feel it is important that students first understand their society that they are living in.

2. Facilitates Socialization in Society

One of the primary tasks of any social institution such as family, religion, and education is to help our younger generation through the process of socialization. Getting them ready to face the world is a critical task and the society possesses a very dynamic nature. Societal changes are rapid due to the fast flow of information, the application of ever-evolving technology has made it possible to have interaction at multiple levels, without restriction of time and geographical boundaries. These rapid societal changes call for the rigorous efforts of educational institutions to include subjects that facilitate socialization from conceptual to practical scenarios. Though schools provide platforms for our young ones to have opportunities for social interactions through the programs and events that require their collaborative participation, subjects like sociology can give them a better understanding of the socialization process. The concept of Socialization is seen as of great importance in the curriculum. All the major instructional content or textbooks have specifically mentioned Socialization as a chapter and discuss the process of socialization in detail. (Jacob, 2009/2014; Conerly, Holmes, Tamang, 2021; Doda, 2005; Giddens et al.,2005/2021; Hammond et al. (n.d.); Rajiv Gandhi University, 2016; University Of Minnesota Libraries Publishing, 2016; Stolley, 2005; Ziyanak, 2019). Jacob (2014) states *"Sociology illustrates the necessity of socialisation for the survival of every human being." p.12.*

The Subject details the concept of socialization to the learner, for example, this excerpt from the text is an explanation in itself (NCERT, 2006/2022):

> Through socialization, individuals internalise social roles and learn how to carry them out. This view, however, is mistaken. It suggests that individuals simply take on roles, rather than creating or negotiating them. In fact, socialization is a process in which humans can exercise agency; they are not simply passive subjects waiting to be instructed or programmed. Individuals come to understand and assume social roles through an ongoing process of social interaction (p.34).

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Sociology as a subject seems to have played an important role in terms of understanding the concept of socialization while addressing the various areas that make up this concept. One of the student interviewees says:

> SR17: But after taking this subject I get to hear lots of concepts. I have understood about socialisation, how family plays a very important role in helping us to be part of society. School is another part of the society that helps us to mingle and learn to live with others. I have also learned about change, I mean social Change. I have heard from my teacher telling us to respect others democratic rights and respect others viewpoints.
> SR20: It is also very Interesting because we get to learn the concept of socialisation. Socialisation means learning to mingle with others, learning to behave in a manner that will be accepted by our society. We need to learn about the diversity, and respect the difference in culture and show respect to others feelings. We also need to stay aware of the changes happening around us, I mean changes in our living style, there are so many changes I can see which were not there before.

In line with the concept of socialization, social institutions are an important topic that sociology as a subject covers, In-fact Social Institutions are a widely discussed topic in the introductory books of sociology. Topics such as family, Media, Education, Government, Religion, Economics, etc., and their functions in the society are covered in detail. The importance of each one of these is also highlighted across the Introductory Materials. (Understanding our social world,). The American Sociological Association in its framework for high school sociology mentions "*Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual."...* With sociology in place in the school curriculum, the *"Students will evaluate important social institutions and how they respond to social needs…. Students will assess how social institutions and cultures change and evolve (*American Sociological Association, n.d., p.8-9)

The student respondent pointed out that the family and school play an important role in shaping them up for the requirements of the society. These social institutions help them to be sensitive towards others and bring to their notice the importance of adhering to social norms.

> SR2:I have also learnt in this subject that we need to be part of the society and we need to learn how to be part of the society by following some of the rules

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and regulations set by our society and these rules and regulations are taught to us by our parents and then later on when we come to school there is a teacher we share same classroom . We also wear the same kind of dress we feel United we get to mingle with them and share our food and share our good times. We also visit our friends during the festivals so this is all part of socialisation.

3. Sociological Imagination

Sociology is known as a subject that establishes a connection between Individual and Society. It helps develop Sociological Imagination by encouraging us to look deeper into our world relate the events, and study how these events play a role in personal life and the societal arena. It encourages us to be critical and connects the dots to understand different paradigms of society. In other words, Sociology provides an understanding to go beyond common sense and look in Multi-Dimensional ways. *"It encourages people to replace the lenses they're currently using to view their own lives. The more an individual engages with the generalized opinions, the better he(she) becomes in identifying his(her) personal problems* (Sinha, 2021). It teaches us to question everything *"and accepts nothing as a given..... Sociology seeks to explain these processes of cooperation, competition and conflict in terms of the actual social structure of society."* (NCERT, 2006/2022, p.6)

MBOSE rationale for introducing sociology in the school curriculum mentions that "*the curriculum of Sociology at this stage should enable the learner to understand dynamics of human behaviour in all its complexities and manifestations (Meghalaya Board of School Education, n.d.)"* These understandings will equip the students to make analysis and decide their course of action to improve their judgments in the social world. As rightly put by Rao (2012) *Social Planning has been made easier by sociology. Sociology is often considered as a vehicle of social reform and social reorganization. It plays an important role in the reconstruction of society. (p.21)*

Social Action is a key area that sociology studies in depth. It tries to understand the pattern of how individuals in society behave in certain situations. Knowing how an individual behaves in certain social situations, and understanding the repercussions of particular social action can help an individual to make a rational course of action. As sociology deals with these concepts, the students of sociology get to spend time in

retrospecting the society they are living in and what has been their way of behaving in certain situations. These critical analyses will help them monitor their behavior and help them to avoid conflicts and complications. "*Sociology can help us become more informed citizens as we work to understand the issues we face both as individuals and as members of groups (Lumen Learning, 2020)"*. Sociology as a science depends on scientific methods of inquiry, the theoretical perspectives framework provides the scientific study of social life Stolley (2005) *Like scientists who study the physical world, sociologists follow scientific guidelines that incorporate an assortment of theories and methods that provide for accuracy in gathering, processing, and making sense of information (p.3).* Specifically, if considering young learners at school, The National Standards For High School Sociology, American Sociological Association writes "*Sociology enhances students' ..... motivation and interest in studying social processes and groups in a scientific manner (American Sociological Association, p2).*

"Armed with a sociological perspective, we can more effectively take action if we don't like what is happening. We can better participate in shaping the future for ourselves and for others. (Stolley, p.3). Rao (2012) affirms that sociology provides a careful analysis of social problems which is necessary for solving social problems.

Students of high school are in a phase of transition from adolescence to adulthood, and taking care of their development is an important responsibility of schools. This is the phase in which they are unaware of practices that might ruin their career in the long run.

It has been observed in interviews and in general conversations that students of Meghalaya understand how an individual problem could be linked to a larger problem. The response from students highlights that there has been evolvement in looking at society and its elements from multidimensional perspectives. Student respondent (SR 25) affirms that the subject provides the exploration platform:

> It's an interesting subject to me. As it explores society in many different ways. The reason for my answer to study sociology is that sociology is beneficial both for the individual and for society. By studying sociology We will learn how to think critically and understand different societies.

Another respondent (SR 15) mentions *"I think it will help to be more understanding about others."* Teachers do try to play their role in inculcating sociological imagination Teacher respondent (TR3) *"I do try to explain in our classes how the problem that seems to be personal is actually a social problem. I try to explain in classes through various examples."*

4. Value-based, Easy-to-understand, and Civil Service Exams

The value of education is an important part of educational institutions, the facilitators with the heart of shaping up good citizens encourage and inspire students to be good citizens and treat other members of society with respect and treat them equally without discrimination of caste, creed, color, and nationality. These virtues of citizens bring peace and harmony and facilitate the progress of society. Among the differences in society, Sociology can be great at building bridges among people, and helping fulfill the goal of social harmony Social harmony is one of the major concerns of this subject as expressed by Pasricha (2021) Social harmony can be achieved in two levels, first Institutional level and second at the personal level. The school as an institution can have the luxury of shaping the future citizens at both the levels. Rao (2012) rightly mentions that the study of sociology helps us to be broadminded and garner an accepting nature towards others with differences:

> Sociology has been greatly responsible in changing our attitudes towards fellow human beings. It has helped people to become catholic in outlook and broadminded in spirit. It has made people become tolerant and patient towards others. It has minimised the mental distance and reduces the gap between different peoples and communities. (p.25)

Jones (2017) also affirms that the study of sociology can be great at helping students to empathize with fellow beings and be concerned with welfare and well-being and learn to reconcile in disagreement through dialogs.

As per observation and Interview the Sociology is playing a great role in encouraging our young generation to inculcate moral values which usually the religious scriptures provide. Sometimes religious books or activities could be sensitive for a few citizens.

As per observation and Interview findings the teachers take the opportunity to include moral principles to encourage good behavior and respect toward elderly members of society.

> TR4: The subject of sociology talks a lot about social institutions, our role, our behaviour among others. How we treat others, do we respect the rights of others, especially women. In class I make sure that I encourage the students to be good and kind to other fellow human beings, respecting their religious beliefs and cultural practices. And this is the way for peace and harmony in the society.

> SR 14: I have observed that our teacher teaches us how to respect other religions and cultures. We need to treat others with respect and not say something to hurt their sentiments in any way, stay in harmony and mingle with others.

> SR 16: The One thing I like about this subject is it helps us to know about other people so by knowing other people it is good because we get to learn about places and respect other cultures and the teacher always says that we need to respect other cultures not to use the words that will affect their feelings. We should respect that part and mingle with them.

While the subject is seen as value-oriented, it has also been perceived as an easy-to-understand subject by students. The Times of India (2018) mentioned "*As compared to other subjects, it is very easy to understand as it revolves around the various trends in society and relates to daily life*". In line with that, the students have expressed that this subject is a good choice to prepare for the Civil Service Examinations.

> SR6: But I also heard from my friends and teachers that we can prepare for UPSC exams. I am interested in the civil service exams. They also say that the subject is easy and it is easy to score.

> SR1: This course is important and I think it's easy to understand. My parents also feel the same. They have encouraged me to take this course because they think it would be easy for me to prepare for the UPSC exams.

> SR7: I opted this subject because I am very keen on understanding about society. Additionally this subject is best for competitive exams. I am planning to prepare to appear for UPSC exams. If I get selected I will have to work in villages and towns, it will be nice for me to learn about the topics that it covers.

5. Governmental Report on Sociology in Curriculum

In this Study it has also been observed that Educational Bodies have been working on improving the education system, by establishing commissions to develop reports and Educational Policies that would guide the future of the country. Government-based organization Reports and documents also emphasize that sociology in the school curriculum holds importance. The reports of the 1978 University Grants Commission on the status of teaching sociology, the 1982 Status Report on the teaching of Sociology and Social Anthropology, the National Education Policy 2019, 2020, and all the major educational boards of India show the importance of Sociology in the school curriculum.

■ The 1978 University Grant Commission report on the status of teaching sociology highlights the teaching of Sociology is in the context of growing social needs and Intellectual challenges. As per this report, Initially, there were doubts if this subject would be introduced to lower than postgraduate level. In 1977 sociology got its entrance into School (PUC/ +2 Level). Social institutions, social groups, and Indian social problems were the part of the study. As per this report, the job opportunity is lower than in the other social sciences, as this discipline is not introduced at the school level whereas the discipline like history economics Political sciences (University Grants Commission, 1978).

■ The 1982 University Grant Commission Report on the status report of the teaching of Sociology and Social Anthropology. This report focused on improving teaching and research in sociology at large. It also aims to highlight the emerging trends in sociology to make it more useful and socially relevant (University Grants Commission, 1982).

Shockingly, there has been no commission established after 1987 to study the teaching of sociology in India. The absence of studies such as this done on a large scale creates a huge gap in knowledge in the academic world. This absence also contributes to a deficiency in planning and creating a curriculum that best suits the needs of the younger generation. The report by UGC 1978 and 1982 majorly covers sociology at the university level.

■ National Education Policy, 2020, Highlights the importance of Sociology in School curriculum along with other subjects, the specific highlight on

Multidisciplinary and cross-disciplinary. Students are to be equipped with social and emotional skills. Cultural awareness, empathy, perseverance, and teamwork leadership are to be part of their educational endeavors. A holistic approach is emphasized and strengthens the diversity through educational Means. This policy highlights Holistic education with value-based education emphasizing on humanistic core values (truth, conduct, peace, love, non-violence, scientific temperament, citizenship values) and life skills. The motto is for complete realization and liberalization of the self. The NEP 2020 mentions that teachers' education will include a grounding in sociology along with other subjects (Ministry of Human Resource Development, 2020, p 44).

■ National Curriculum Framework for School Education 2000 NCERT, Highlights that social sciences contribute to shaping effective and productive members of a society.(NCERT, 2000, p.62)

■ National Curriculum Framework 2005, Mentions that Social Sciences hold within it the concerns of society, it is important in building a knowledge base for a fair and peaceful society. The NCF 2005 directs that the content should aim at raising students' awareness of social reality and developing an understanding of society (NCERT, 2005, p.50)

■ National Curriculum Framework for Teacher Education 2009, Highlights the course could be designed around the concepts of Sociology, for teachers to get better understanding of teaching students as per the need of their development in the society.

■ The Central Board of Secondary Education, in its rationale for including sociology in its curriculum, highlights that the students will facilitate better reflection on what they hear and see, develop constructive attitudes, and learn concepts, and dynamics of human behavior. In its objective, the board highlights that the students will get acquainted with the social process and also will learn to appreciate the diversity of our country. It highlights its uniqueness of offering a pluralistic perspective, the interrogative and critical nature of sociology facilitating learning of others and rediscovering our own culture (Central Board of Secondary Education, n.d.).

■ The Council For The Indian School Certificate Examinations, in its Sociology curriculum the board mentions that the subject aims to make students aware of various constituents of social life and social problems, to create awareness of

social change, social development, and better understanding of cultures (Council for the Indian School Certificate Examinations, 2023).

■ MBOSE, is following the Sociology curriculum and rationale as prescribed by the CBSE (Meghalaya Board of School Education, n.d.-b).

Conclusion

The inferences are clear from all the above-mentioned reports and documents, that sociology as a subject holds a importance in the school curriculum of schools in India and among the national curriculum Planners.

4.2.2 Research Question 2. Developments in Inclusion of Sociology as a Subject in Indian School Curriculum.

Although Sociology became an academic discipline recently, its roots can be traced back to the work of Plato, Aristotle, Cicero, and St. Augustine's De Civitate Dei. The evolution of Sociology as a discipline has greatly to do with the eighteenth and nineteenth centuries due to its advancements in science and technology, this trend of scientific development encouraged people to seek rational explanations to all phenomena and take a scientific approach to study and solve problems faced by the society. The advancement of science and technology also resulted in social changes and eventually brought many societal problems. Gordon Marshall suggests in affirmation that the Industrial Revolution became the spark that became the foundation of Sociology, as there were many changes in human society (Marshall, 1998). Below the researcher has presented the journey of Sociology as an academic discipline based on various literature and reports available. Figure 4.1 and Figure 4.2 give a glance at this journey.

1. International Scenario

    A. In 1780 the term Sociology was coined by Emmanuel Joseph Sieyes (History of Sociology, 2013)

    B. 1839 Auguste Comte Developed sociology as a subject.

    C. 1876 Sociology formally introduced at Yale University by William Graham Sumner

D. University of Kansas, Lawrence; Sociology was taught first time by its own name (Elements of Sociology) by Frank Blackmar (Fritz, 1990)

E. 1892 First graduate department of Sociology in University of Chicago.

F. 1911 Sociology was introduced in schools in America. (DeCesare, 2005a)

2. National Scenario

The development of Sociology took many turns and twists, since the inception in its academic field. However, the inception had its colonial motive, the University Grants Commission. (1982) report writes:

> …colonial interest of the alien rulers, the intellectual curiosity of some Western scholars, the proselytising efforts of the Christian missionaries and the reformative endeavours of some Indian savants. Thus, the origin of discipline in India could be traced back to the diverse Academy machinery of ideological administrative and political interest (p.4).

University Level

Formal Teaching of Sociology Started in 1914 in the University of Bombay, with the grant received from the government of India. Calcutta University became next in line to offer sociology at the postgraduate level in 1917. In 1919 University of Bombay got its separate department for sociology. In 1921 Calcutta University established a Department of Sociology and Anthropology and in the same year, Lucknow University introduced sociology at the postgraduate level. In 1928 Mysore University became the first to Introduce Sociology as an undergraduate subject and in the same year, Osmania University offered Sociology at the undergraduate level. In Pune University it started with Deccan College in 1939 and later when the university came into existence in 1948-49 the department got integrated into it and in 1977 the anthropology and sociology departments got separated.

In Northeast India

In 1967 University of Dibrugarh, Assam Introduced Sociology at the Postgraduate level. With the Introduction of Sociology, the University of Dibrugarh became the first University in the region to offer the subject (Kshetri, 2013). After nine years

North Eastern Hill University, Meghalaya in 1976 Introduced Sociology. Becoming the second university in the region to offer sociology, it started with five faculties and twenty-one MA students. The classes were held at the garage. This University had the honor of hosting many eminent Sociologists such as Prof. Andre Beteille, Prof. L.P Vidyarthi, Prof. A. R. Desai, Prof. D. N. Dhanagare, Prof. T. K. Oommen (North-Eastern Hill University (n.d.). In 1995 Assam University, Assam began teaching Sociology at the Postgraduate Level. The Assam University introduced sociology, with a specific goal of interdisciplinary studies and research focused on social, intellectual, and cultural matrices (Assam University, n.d.). After two years in 1997, the Subject was introduced at Nagaland University, at the postgraduate level. The department started with twenty-five students and gradually progressed to PhD courses (Nagaland University. (n.d.). In 2006 Tezpur University, Assam introduced Sociology at the Postgraduate Level, and in just two years it moved on to offer a course. The special emphasis of the department is the sociological issues significant to Northeastern States (Tezpur University, n.d.). Sikkim University was established in the year 2007, the University introduced Sociology among four courses on an experimental basis, currently, they offer postgraduate and Ph.D. Courses (Sikkim University, 2008). In the year 2009 Gauhati University, Assam Began teaching sociology at Postgraduate Level as well. Initially, the University offered this course in the collaboration Department of Political Science, However, it got separated in 2011 to be a stand-alone department. The department felt that it needed to contextualize the issue about the NorthEast region(Gauhati University, n.d.). In 2011 Rajiv Gandhi University at Arunachal Pradesh Introduced Sociology as a postgraduate subject. Rajiv Gandhi is the oldest university in Arunachal Pradesh founded in 1984, but it took three decades for sociology to get its entry. The department started with 15 students and reached 24 in 2013 (Rajiv Gandhi University. (n.d.). The Department of Sociology in Tripura started in 2011 with a focus on Regional tradition, and national, and International traditions in focus, the University was established in the year 1987 (Tripura University, n.d.). 2012 Manipur University, Manipur Introduced sociology at the Post-Graduate Level The University was established in 1980, and the department started after three decades with forty students. The department organizes seminars and conferences with relevant issues (Manipur University, n.d.). In 2014 the Mizoram University, at Mizoram Introduced sociology at the postgraduate level. The Mizoram University is a young institution, established in 2001, it took around ten years for the

university to consider establishing a department of Sociology. The University has been offering PG and PhD Courses (Mizoram University, n.d.).

In School Level

There are two sources that suggest that Sociology at the school level was introduced around 1977. As per Bhatty (1976), there was a Seminar held in 1972 to get the consultation on introducing sociology at the Plus-two level. The second source is the report of 1978 by UGC on the status of the teaching of Sociology and Social Anthropology (University Grants Commission. (1978).

Sociology in School Curriculum of Meghalaya

Sociology was introduced in the Curriculum of Schools in Meghalaya in the year 2014 as a new elective subject among 7 other subjects before this Anthropology was already part of the curriculum. TR3 confirmed the notification (See Figure 4.3) says *"It was introduced in 2014. In fact I was the first batch of teachers who taught sociology in school. It was introduced in grade 11 first."* Sociology is seen as quite a popular subject in Meghalaya, In the school year 2021- 22 a total of 2788 students cleared the Sociology Examination. Out of these 260 Students cleared private candidates, 50 Students as compartmental Candidates, 26 as Non-Regular Candidates, and 10 Students cleared the improvement exam. Out of 242 Higher Secondary Schools in Meghalaya 61 Higher secondary school Students appeared for Sociology Exams. Around 25% of Higher Secondary Schools in Meghalaya have included sociology in their curriculum. Sociology as the subject is one of the most common arts subjects in Meghalaya, and as a subject in schools of Meghalaya it is behind Political Science, Education, History, and Economics in terms of popularity and it is in a better position than Geography and Psychology and Anthropology. Data compiled by the researcher suggest that sociology holds 5th in Rank (See Table 4.1) and being offered by 61 schools (See Table 1.1). This implies that the Subject holds its significance in its felt importance among the students and academicians of Meghalaya.

Table 4.1 Sociology Position in Meghalaya

Sl. No	Subject	No. of Students
1	Political Science	14774
2	Education	14102
3	History	9288
4	Economics	7287
5	Sociology	2442
6	Geography	926
7	Psychology	35
8	Elective English	33
9	Elective Hindi	16
10	Anthropology	14

Source: Data Compiled from megresults.nic.in

Figure 4.1 Timeline Journey of Sociology

INTERNATIONAL

Year	Event
1780	The Term "Sociology" coined by Emmanuel Joseph Sieyes
1839	Development of Sociology as an Academic Subject by Auguste Comte
1876	Sociology was formally introduced at Yale University by William Graham Sumner
1890	University of Kansas, Lawrence: Sociology was taught first time by its own name (Elements of Sociology) by Frank Blackmar
1892	University of Chicago became the first to estd. Graduate Department of Sociology
1911	Introduction of Sociology in American Schools

NATIONAL

Year	Event
1914	Formal Introduction of Sociology at PG level in University of Bombay
1917	Introduction of Sociology at PG Level in Calcutta University
1919	Estd. of a Separate Department for Sociology in University of Bombay
1921	*Estd. of Dept. of Sociology and Anthropology at Calcutta University *Introduction of Sociology at PG level at Lucknow University
1928	Mysore University became first to introduce Sociology at Undergraduate level
1939	Introduction of Sociology (Deccan College PG and Research Institute later integrated to Pune University
1948	Anthropology & Sociology got its Separate Departments in Pune University
1977	Introduction of Sociology in School Curriculum of India

Figure 4.2 Northeast India Timeline Journey of Sociology

1967

Dibrugarh University

First University to offer Sociology at Postgraduate level in Northeast India

1976

North-eastarnHill University

Second University to Start Sociology at Postgraduate level

1995

Assam University

Introduced Sociology with focus on interdiscipliniry studies and Research

1997

Nagaland University

Established Dept. of Sociology with 25 Students Intake capacity

2009

Gauhati University

Firstly Introduced under department of Political Science but later in 2011 in introduced in Mainstream

2008

Sikkim University

Sociology got introduced on an experimental basis, stayed in system thus far

2006

Tezpur University

Started offering Master Degree in Sociology with emphasis sociological issues of Northeast India

2011

Rajiv Ghandi University & Tripura University

Though being pioneer University in Arunachal Pradesh & Tripura sociology on got introduced only in 2011

2012

Manipur University

Estd. in 1980, however only in 2012 Sociology got its entrance.

2014

Mizoram University

Estd. in 2001, started dept. of Sociology in 2014, disaffiliating from NEHU

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Figure 4.3 Notification of Subject Introduction

MEGHALAYA BOARD OF SCHOOL EDUCATION
HEADQUARTERS :::: TURA

....BOSE/HSSLC/NS/EX-100/2013/5982-6182   Dated Tura, the 27th May, 2014.

From :   Shri E.P. Kharbhih, I.A.S.,
          Executive Chairman,
          Meghalaya Board of School Education,
          Tura.

To   :   The Principal,
          All the Higher Secondary Schools/Colleges offering +2 Stage of Education.

Subject: Introduction of New Subjects in Class XI - information required thereof.

Sir/Madam,

As you are aware that, the Board has already introduced the following new Elective Subjects in Class XI with effect from the academic year 2014-2015;

1. Horticulture.   ⎫
                                               ⎬ Vocational Stream
2. Travel and Tourism Techniques.   ⎭

3. Sociology.   ⎫
                                               ⎬ Arts Stream
4. Psychology.   ⎭

5. Music (Western).   ⎫
                                               ⎬ All Streams
6. Physical Education.   ⎭

7. Information Practices.   -   Science Stream

The syllabi and pedagogy of these subjects can be downloaded from the MBOSE website www.mbose.in.

In this regard, I am to say that so far only few Higher Secondary Schools and Colleges offering +2 Stage of Education have been seeking permission from the Board for introduction of the above mentioned subjects for Class XI. Institutions willing to introduce/already introduced the above should intimate the Board accordingly with the number of students who will be appearing in the forthcoming Class XI Internal Examination on or before 30th June, 2014.

Your positive response in this regard will enable the Board to undertake timely preparatory works for Class XI Internal Examination. Intimation can also be e-mailed at www.mbose_tura@rediffmail.com.

Looking forward to a positive response.

Thanking you,

Yours faithfully,

(E.P. Kharbhih)
Executive Chairman,
Meghalaya Board of School Education,
Tura.

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4.2.3 Research Question 3: Teaching Sociology in Schools of Meghalaya

How a subject is being taught in any institution is highly dependent on the mission of the administrative body that governs and designs the curriculum. The planning team is composed of teachers who represent schools in the state with an experienced Chairperson. Their Mission leads the educators to formulate the objective of the curriculum. To formulate the curriculum, there needs to be an establishment of clear philosophy, goals, and objectives. The curriculum is designed keeping the students in mind for their various developments. It should answer questions like, what students will be able to learn and to do. It should also give direction to the instructor on how these goals could be achieved. Once the Curriculum is in place, the various subjects that are planned to be taught, the syllabus needs to be prepared in line with the prepared curriculum. NCERT (2005) In India the Indian National Framework becomes the guide in preparing the curriculum, with recommendations like moving away from rote learning, enriching the curriculum, empowering democracy, etc. It has been also suggested that the textbook and teaching materials must incorporate local knowledge and provide an environment that simulates the child's home and community environment. When it comes to the state of Meghalaya, in terms of Curriculum, it heavily depends on national boards such as CBSE. In a report published by The North East Regional Institute of Education (2017), it has been mentioned that Meghalaya does not have its Curriculum and it does have a serious effect on the teaching and learning activities:

> However, the serious gap which the state faces is the absence of its own curriculum for school education and this has affected the quality of education in the state ranging from missing aims, objectives, guiding principles to syllabus, textbooks, assessment and evaluation, etc. This has greatly hampered the overall qualitative improvement of the child. (p.21)

In the same report, it has been acknowledged that the state has begun its initiation. However, So far there have not been any further status reports furnished on either MBOSE, NCERT, NERIE, CIET, or DIRT official Websites.

Sociology as a subject in schools of Meghalaya also does not escape the reality of not having a state curriculum in place to guide the needs of the students. As It is well established that, in the absence of a curriculum of a state, there will be many gaps in

the preparation of syllabus and study materials to meet the requirements of students as per the mission and vision of any organization. Central Institute of Educational Technology (CIET) and NCERT (2012) The report affirms that *"Since the state does not have its own curriculum but just a School syllabus, it therefore lacks to ensure learner centeredness, comprehensive/holistic learning, and approaches to teaching and learning as advocated by the NCF 2005 (p.28)"*.

Meanwhile Sociologists and Sociology teachers will agree with Andrew Jones ' comment *"teaching sociology is brave things to do (p.1)"* as it has a wide scope to many areas. Further, He adds that this subject discusses relationships with family, and friends at school and examines the norms and shared values that develop these relationships. Topics like gender Inequality, crime, and unhealthy lifestyles are also discussed in line with providing solutions to societal problems (Jones, 2017). The NCERT (2005) proposes to make the study of social science from the perspective of marginalized groups. *"Social Science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society"*. Further, it mentions *"It is believed that the social sciences merely transmit information and are text centred. Therefore, the content needs to focus on a conceptual understanding rather than lining up facts to be memorised for examinations (p.50)"*.

Teaching of Social Sciences as per NCERT (2005), *"Social science teaching should aim at generating in students a critical moral and mental energy, making them alert to the social forces that threaten these values* (p.51)*"*. National Focus Group on Teaching of the Social Sciences proposes that: The teaching should go beyond the textbook, it should be only considered as a tool for further inquiry.

Taking the reference from the founding fathers of sociology Emile Durkheim, Jones (2017) feels that schools and colleges in some ways fulfill the two purposes as suggested by Durkheim as education function, first teaching of special skills and social solidarity. Jones further explains that studying sociology will enable the students to form opinions, analyze the arguments, and acquire critical thinking skills for better public spheres. Secondly, studying sociology would encourage social solidarity, understanding others by being in their shoes and learning how others feel about various issues.

Tiwari (2006) states that **"*it is the responsibility of a sociology teacher to broaden students' horizons, sharpen their observational skills, and strengthen their analytical capabilities.*"**

Based on the Study of Literature, Interviews and Observation following themes have emerged the way the teaching of Sociology is being exercised in schools of Meghalaya.

1. Teaching Social Skills

Durkheim as referred to by Jones (2017):

> Schools act as microcosms of the real world in that they are mini-societies in which students learn to disagree, make up, and move on together…. By teaching students sociology, we are arguably giving them the experience and skill to better understand the wider society they are about to enter. (p.3)

Tiwari (2006) makes an alarming yet true a fact in his book Methods of Teaching Sociology, introduction to Steps in Teaching Social Skills:

> Many kids have very little idea how to interact appropriately with their classmates. They simply lack the social skill needed to perform the most basic cooperative task. Lack of social skills is probably the biggest factor contributing to lack of academic success in teams. (p.41)

Kajal (2019) in her article defines social skills and highlights its importance, she writes:

> Social skills or Interpersonal skills, is the ability to interact with people through effective listening & communication. This is one of the most important skills that not only kids & children, but also adolescents need to develop. As students serve as predictors of future success, it also becomes necessary to develop social skills among students…It is generally considered that students who have better social skills have a successful career as well as personal life… better peer relationships…healthier interactions in every aspect of life. (para 1, 3 & 5)

As per the observation made by the researcher, the teacher is more focused on completing the given syllabus. The most used method in the classroom was the lecture method. The teacher occasionally involves students in asking questions. Many

methods can be utilized in teaching practice to develop social skills like Think-Pair-Share, Roundtable, Rallytable, Number head, and Mix-N-Match, however, there are no specific methods used in deliberation to teach social skills. It was assumed that these skills would be learned as the students spent time together. The teachers had an excellent opportunity to involve presentation in project work done by the students as a requirement category, but there were no provisions made in the project work evaluation where students were asked to defend their project work. As per a teacher, a pandemic affected project work, and students were given relaxation in doing their projects. Schools do have occasional speech competitions, which provides opportunity to only a few selected ones and therefore it does not create the ground to develop social skills for all the students.

> TR2: I do try to include other methods of teaching, but we are running short of time and we need to complete the syllabus in time. It is also hard for us to deviate from the given textbook. The content is vast enough to be completed during the class hour. We do have some autonomy in giving project work of our choices, but during Covid I could not do much with them.

AR1: *"We have a year-end program and students are encouraged to take part in speech, poster, Drawing competition, etc ."*

SR 4: "*Teachers do not have much time, as they rush to complete the chapters and get us ready for exams".*

SR 5 *"Our teacher uses only textbooks. He will read the book and tell us to read".*

> SR 6: There are not so many discussions for any kind of debate regarding our subject. …… All I see is that our teacher wants to complete the syllabus and he wants us to do the assignments and projects and after completing the projects there is a fair chance for us to get good marks…. We do not have presentations in the class and we do not have classroom activity to take part in.

2. Teaching Specialist Skills

Sociology is a subject that digs deep into human behavior in society. This subject is known to study society scientifically and understand the pattern society generates. "*Sociology enhances students' understanding of the social world and increases their motivation and interest in studying social processes and groups in a scientific manner.(American Sociological Association. (n.d., p.2)"* It helps the student to make a very clear distinction between common sense and logical approaches. Common sense

is just acquiring a sense of any event just superficially whereas sociology helps inculcate the practice of understanding cause and effect and interrelationship. This subject offers a very good space for students to specialize in many special skill sets that could become a great asset to them for future Job roles. These job roles could be from diverse sectors such as media, marketing, branding, politics, policy-making, research, data analysis, counselor, consultant, etc.

Students majoring in sociology are effective in areas like reading critically, can think about various issues independently, and will be able to effectively write and communicate ideas well. They will be able to undertake social research, analyze social problems, and apply sociological perspectives in understanding behaviors in daily life situations (Tiwari, 2006).

American Sociological Association (n.d) in its framework of high school sociology writes about the essence of sociology in the school curriculum as it enhances the ability of students to glance at the world through various cultural perspectives, they will acquire global perspectives, will acquire skill sets like solving problems, writing skills and communication skills:

> Sociology challenges students to see the world through the lenses of different cultures and communities and develop multi-cultural and global understandings. Sociological methods help students develop strong maths and science skills. Reading, writing, and discussing social problems and potential solutions help students develop the motivation and skill necessary for excellent written and oral communication. (p.15)

Jones (2017) writes, that these specialist skills will be useful in careers in public life and also enhance their debating skills with sound arguments and articulation:

> The specialist skills that students develop through studying sociology will enable them to explain different opinions and positions on how society should be studied, interpreted and ordered. In turn, this allows students to evaluate the strengths and weaknesses of these arguments before assessing their impact on ourselves and others. These skills will then equip students with the critical thinking skills needed to see whether particular sociological perspectives are applicable to the world they know. Moreover, these skills can also be used to assess whether sociological perspectives can be used to formulate potential social policies. Therefore, it is self-evident that these specialist are not only useful for careers in public life, public office or academia, but will also facilitate better argumentation, articulation and debating skills what will be applicable in a whole host of other curriculum subjects. (p.2)

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As project work is mandatory in the syllabus with 20 marks allocated, it pushes students to be part of the research process. The students need to get involved in reading lots of content from the library and specifically, it prompts students to use the internet to browse through lots of related articles. The teacher becomes a very important coach in guiding them with the entire project. The teacher encourages students to take up topics related to social problems or Societal issues. The project work plays a very important role due to its nature of requirement. Eventually, it promotes skills like critical thinking, solving problems, writing skills, and communication skills.

Sociology offers the opportunity to understand and examine how the social world influences their thought process. American Sociological Association (n.d.) emphasizes that "*Students need to understand the social processes that contribute to problems such as poverty, violence, crime, and climate change if they are to have the tools to work toward solutions to the pressing global issues we all face in the 21st century (p.2).*"

One of the student respondents (SR23) mentions the teacher does discuss key topics like family, marriage, social problems, and social changes and affirms that teachers do encourage students to question and be analytical. However, we need to consider a few of the major factors like overcrowded classes which might affect this process. The other Student responded (SR11) said, doing project work (See Figure 4.4) was the most interesting thing as it required them to use the internet. Here too the student raises a serious concern for not having good infrastructure apart from the phone internet connection, which is not a very reliable source for research work so far due to its limitation and data cost. In researcher observation too it has been found that even the school and its administrative offices had to rely on phone tethering. This infrastructure absence has the potential to deprive specialist skill sets that a student could acquire during their prime age.

> **SR23:** She (Teacher) mentions family, Marriage system, social problems like drugs, etc. changes that we can see in our society. We have project works that we need to submit at the end of the school year. The class is large. I see the teacher having a hard time explaining things but she tries her best. I enjoy the class. She encourages us to question and analyse the current situations of the society.

SR 11: I have observed that our teacher tries best to teach us through games and classroom activities. It was one of the most interesting things for me because in doing so we had to search a lot of content on the internet and from there we made our projects. We do not have very good internet connection but we use our phones for our projects. We do not have any extra textbook, we only follow the textbook from our board that is from NCERT book. The teacher tries to complete the book and not any extra knowledge we can say apart from a few discussion examples about politics and all our teacher definitely talks about and sometimes he tells us about the political situation between Assam and our region and the difficulties that North East individuals face.

Figure 4.4 Sample of Year-End Project Work
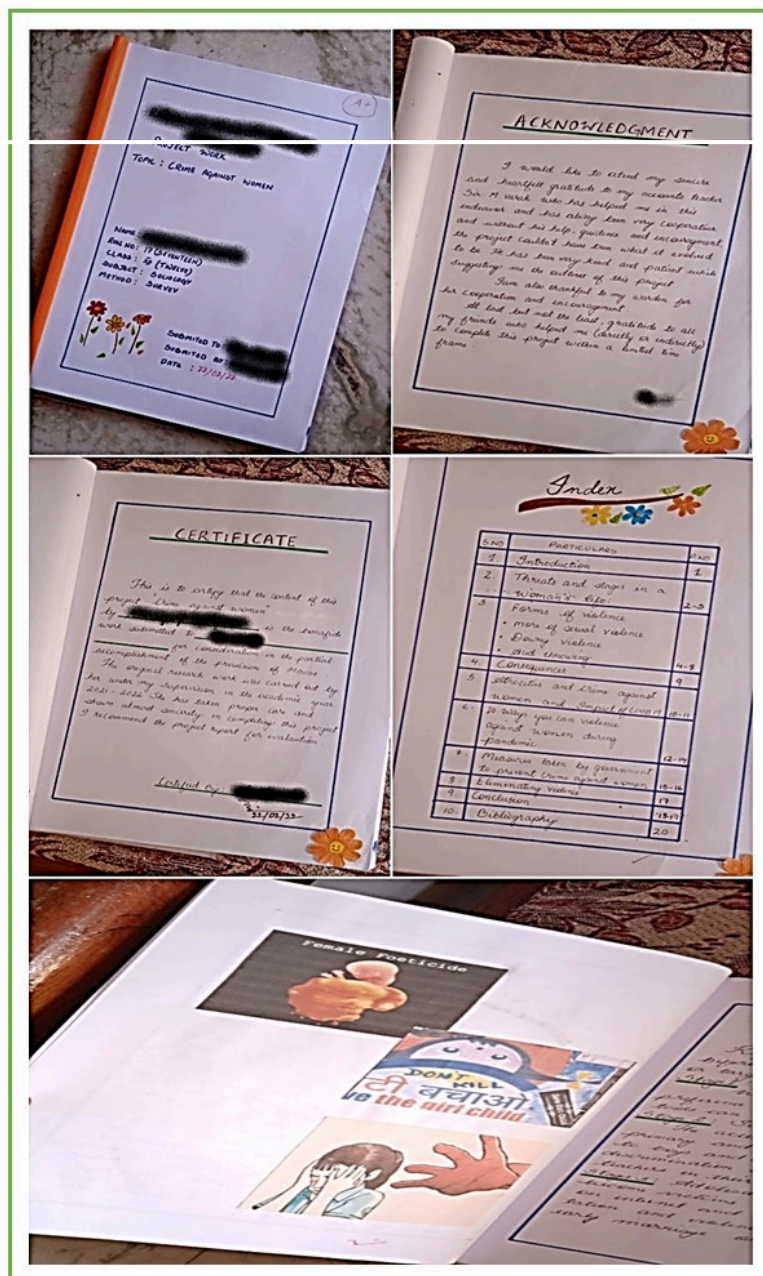
3. Teaching Social Solidarity

Sociology is a subject that specifically considers human interaction and a network that builds up due to dependability on each other. The social structure that these interactions build up provides the constitution of society. Many elements become a part of these structures, these elements are the product of contestant negotiation between the individuals and society, the individual and its environment both in local and national significance. As students spend lots of time in schools, the school becomes a key place for them to learn social solidarity, a sense of being part of society and understanding the responsibilities of following shared norms and values. To Emile Durkheim, the school is a place to reinforce the homogeneity as per the demands of social life and he feels that education plays a great role in building up a sense of duty and commitment towards society. Giddens (1972) cited Durkhim who says *"society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the mind of the child, from the beginning, the essential similarities that social life demands."* (p.203)

Thompson (2017) writes in explaining the perspective of Durkheim on education. School represents a small society, which enforces rules and regulations on the children and they interact with each other while guided by these shared rules. Which makes school as the only institution to prepare children for the larger society.

Jones (2017) explains how through sociology students can understand common purpose and shared values and possible compulsion to participate in public life. He writes:

> Another aspect of sociology is looking at how we as well as other people live, behave and are affected by political decisions - this can create a sense of common purpose or shared values. Subsequently, students may be compelled to participate in public life through a realisation of social solidarity with others.(p.2)

Jones (2017) continues on to give an example of how besides the functionalist concept of social solidarity, the concept of life social action theory leads students to be empathetic, he explains:

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students can explore how other people feel about issues such as child poverty, violent crime and family diversity and this can lead to a more insightful understanding of why people may have different views. As a consequence, students may empathise with others and feel more concerned for their welfare and wellbeing. They may see that other social groups that are uncommon to them share many of their norms, values and goals in life. (p.3)

The following statements made by students confirm the above-mentioned literature:

SR 13: *"Our teacher tells us to respect others' beliefs and do not mock them, even if you do not agree with them."*
SR 16: *"We get to learn about places and respect other cultures and the teacher always says that we need to respect other cultures not to use the words that will affect their feelings."*
SR 17: *"I have heard from my teacher telling us to respect others democratic rights and respect others viewpoints."*
Student respondent explains the topics that the teacher has covered and her encouragement to be understanding to fellow human beings, SR 21:

> "We have learned topics like social change, social movement, social problems etc. She has helped us to socialise with others. She has often been encouraged to be kind to other fellow beings. She has told us not to underestimate and look down on others in any way. Not everyone is as privileged as us therefore we should be kind and helpful to others."

SR 10: *" As we live in society, We need to respect our fellow brothers and sisters, We have duty towards each other. I would like to try for the civil service exam and will work towards developing my community".*

Student Respondent confirms that class talks about political situations and state border conflicts and a sense of duty and responsibilities to our fellow citizens, students mentions, SR11:

> Our teacher definitely talks about and sometimes he tells us about the political situation between Assam and our region and the difficulties that North East individuals face. I feel that as Northeast people we have responsibilities to understand Mainland culture and be more welcoming and let them learn about society too.

Student Respondent in affirmation to learn about social life, strategy, living with others, and dealing with societal Issues, Student respondent says, SR 29:

> I do find sociology as an interesting subject because this subject leads me to know more about social life and social strategy and studying of sociology is important to me. I am able to plan about how to live along with others in the society. How to deal with societal issues by learning to respect others emotions and beliefs.

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4.2.4 Research Question 4: Students' perception about nation, kinship, family, and religion, etc.

Students' Perceptions of Nation:

Nation is a concept that has been vividly discussed by many scholars and is a huge concept that various philosophers and authors have debated. Andrews and Saward (2013) cited Anderson (1983) proposed definition of a Nation as an Imagined Community, as the members of this community do not have personal relationships, however, they have a perception of being part of a community. Hobsbawm (1992) writes before 1884 the term Nation was used for the aggregate of people whereas now the term Nation is associated with political identity. Ernest Renan in his lecture at Sorbonne on 11 March 1882 calls nation in a metaphorical way*, "a daily plebiscite, just as an individual's existence is a perpetual affirmation of life".* Smith (2010) proposes to define a nation to be *"a named human community residing in a perceived homeland, and having common myths and a shared history, a distinct public culture, and common laws and customs for all members"(p.13)* and calls it a summary of Ideal type of Nation. On the question of linking the Idea of Nation with Race, Language, religion, territory, Customs, and traditions Mario Albertini simply says *"It is not worth wasting much time to demonstrate the falseness of this linkage"* He says it's theoretically inadequate, and he rests on Nation as *"Ideology of centralised bureaucratic state"* (Albertini, 1995).

While there is much ongoing discourse on this topic at a very high level, the Idea of a Nation among the school students will be based on the material available to them. To put on record before discussing students' perceptions regarding the Nation, it must acknowledge what was covered in the textbooks and syllabus of Sociology at the school level. NCERT covered the topic Nation in Textbook for Grade 12, under the chapter titled "The Challenges of Cultural Diversity". The Syllabus of ISC 2020 also has recommended students of grade 12 to do a project on the relationship between nation, ethnicity, and separatism.

In Interviews with the students and the study of literature on the Idea of the Nation, various ideas about the Nation appeared, and based on their responses the following characteristics have appeared.

1. Nations are bounded by Territorial Boundaries

Territorial boundaries are one of the key characteristics when a nation is discussed. Guibernau (1996, 47) defines a nation as a community of people connected to a distinct demarcated territory and various other literature affirms that a Nation consists of people who live in distinct territorial boundaries. (Black, 1968; Grosby, 2005; Nyadzi, 2021; Spacey, 2021; Chukwuemeka, 2022; Hobsbawm, 1990).

Most sociology students of Meghalaya displayed their understanding of a Nation being demarcated by clear geographical and political boundaries.
Nation is as expressed by SR 21 "*It means people living together with a common boundary,* SR 1 *"Nation is also understood as the boundaries that we have set ourselves from other people."* SR28 *"A nation is a territory where all the people are led by the same government.*

2. Nation is part of Political Collectivity

Chukwuemeka (2022) writes Nations are known to have organized government structures supported by the Constitution. Nyadzi (2021) states that every nation has its political institution which works to form a government. Spacey (2020) *"A mature nation will typically have a number of political intuitions, laws, traditions and norms that seek to stabilise the government against the undue influence of a single individual."* Smith (2010) also highlights that a Nation is characterized as *"a 'political culture', with its distinct political roles and institutions and its unique symbols – flags, anthems, festivals, ceremonies and the like."(p.37)*

The definition mentioned by the Sociology Textbook titled, Indian Society (2022) says *"Nation a sort of large-scale community – it is a community of communities.*

Members of a nation share the desire to be part of the same political collectivity (Indian Society, 2022. p99)".

Sociology Students of Meghalaya expressed their understanding of the Nation being governed by constitutions and political entities that play a part in Governance. Student Respondent (SR 1) mentioned that "*In my understanding a nation is also governed by a single kind of rule, one single government rather than being controlled by many governments.*" Confirming this statement, student respondent SR6H mentioned "*Nation is also for me where we are bound by the same kind of rules and regulations we have in our constitution.*" SR 22 said "*Nation to me is the large body of people who are bound by the same constitutions. We all are Indian because we are under the same law and we have a president and prime minister.* SR 28 comments "*The word "Nation" means the people living together under one flag or country…*"

3. The nation has an Army to protect its Sovereignty

A Nation's sovereignty is a key importance of any government, to do so a nation deploys trained armed personnel to safeguard the borders of the nation from any foreign intrusions. The government ensures that an adequate share of GDP is allocated to this segment, towards meeting requirements for acquiring the latest weaponry.

Adrianwalla (2016) writes "*The Army serves as our first line of defense against external threats..*". A higher degree of stability and security is ensured by the availability of a strong Military in a country (International Strategic Analysis, 2018). Ascher et al. (2016, p. 167) "*Armed forces exist to deter external threats to a nation and to deal with these threats if deterrence fails*"

Students have expressed clearly that a country in its characteristics has its own army that protects the border of the country. One Student (SR 22) mentions "*A nation has an army of its own to protect the civilians from attack from other countries.*" The student (SR13) commented that "*A nation has a military to protect any unwanted activities in border, we know that our country is in a constant threat from our*

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neighbouring countries and our army is doing fine job in defeating them every time they interfere"

4. Nation is bound together by history, culture, and ancestry

It is a well-known fact every Nation is built on some kind of commonality, it displays history that is shared and related by its citizens, it also displays the culture that is accepted and established and connections among the dwellers in terms of ancestry.

However, the characteristics mentioned by various literature may be true to many nations of our world, it seems to differ when it comes to a country like India with a very high diversity, We could find in every few miles a different set of practices, the recent history may be same but the ancient history differs due to their race and ancestry, there is no absolute that the citizens share same ancestry in terms of diversity.

Guibernau (1996) says a Nation is formed with a community that shares a common past and culture. He goes on to explain how these shared conditions help to favour solidarity, He writes *" a common national identity favours the creation of solidarity bonds among the members of a given community and allows them to imagine the community they belong to as separate and distinct from others."*(Guibernau, 2004. p.668)

The students of Sociology at the school level depicted that they are very clear on India being their country, but they also share views on how they feel different when it comes to the culture of PAN india, they also mentioned that their Identity is not very much recognized among the Mainland dwellers, who look at them as foreign National, specifically Chinese, Thai, Korean, Burmese etc. and it is perceived as racial profiling.

SR 1 says "*though we have our own set of customs rules and regulations and we like to follow them. I feel much part of myself of country India however I have not seen much of the coverage about us in any kind of media for any news channels."* A

student's Respondent SR35 Mentioned, *"When we visit other states we are seen as Chinese and called chinkis, and we are being stared at, I am not very comfortable travelling alone in other parts of our country."* Another student Respondent SR 15 commented *"I don't feel that it will be easy to live with Mainland Indians as they have very different sets of cultures. I have heard from my sister, who lives in Mumbai, how she was warned not to cook a few of our local dishes."* Respondent SR19 commented *"I have many friends from other parts of the country, I feel absolutely comfortable with them, in fact in my family we have adopted many of their special food habits… My father have worked for multinational company and I have had the experience to live in various parts of the country"*

5. The subjects of Nation are affectionate towards their Nationality

We often have come across the statement "Home Sweet Home" made numerous times as we reach our home or native places. This is the common tendency of human beings towards association with familiar faces. Shu et al. (2023) cited Cresswell (2014) which expresses that, home is considered to be a very important place where people find meaning and take care of themselves and their loved ones. As mentioned by Inalhan et al. (2021) this attachment is termed a "Place attachment" and they have identified various scholars claiming that. Kellas (1998, p. 3) comments that the *"Nations…'subjective' characteristics, essentially a people's awareness of their nationality and affection for it"*.

Students expressed their love, concern, and connection with their country in their conversation. Student respondent (SR31) *Nation is something that we call home, we all love our nation and will always think best for our country.* Another respondent SR 6 expressed:

> For me, a nation is a place where we all live together. We have similar kinds of cultures, similar kinds of behaviour and we all can identify ourselves as a part of a particular country.

However, the same respondents expressed that sometimes they feel uncomfortable due to the treatment they have received.

SR 6: …It's very hard to feel that we are part of the same country because we are different in looks and whenever we go out there (Mainland) they call us Chinese chinkis so it becomes real hard for us to feel the same and part of the same country. However, I feel that we are Indian and we have the same feeling toward our country.

The researcher has observed that the Sociology students of Meghalaya have fairly understood the concept of Nation and have described it well in the interview.

6. Understanding of the term Family and Kinship among Students:

The topic of family and kinship is closely related in many ways, there are various ideas about the scope of family and kinship. This topic is widely and prominently discussed in major introductory classes in higher levels of sociology and anthropological studies and teachings in academia. The Family is seen as a prominent Social Institution and a basic unit of a society. Giddens (1989) inferences that the family is still the most important of primary groups, and it remains so in the socialisation process. He further highlights that a family is a group of individuals tied up with either blood relation, marriage, or adaptation, the adult members of the family are responsible for looking after younger ones. Family and Kinship both are an integral part of study in sociology and are also seen as important in including in introductory level. Textbook Understanding Society NCERT (2006/2022, p. 46-47) defines family as a group of individuals that are connected to each other by kinship relationships, adults who take responsibility for the care of children.

It is observed that students have a very good understanding and affinity towards the concept and function of the family, however, it is understood that the definition of family seems to have bigger boundaries than merely Father, Mother and immediate biological children, there is close bonding between their kin in terms of cousins, maternal uncle, aunt and Paternal Uncle and Aunt, and also their ties are seemed closer based on their clan and tribe. They portrayed close connections to their family and expressed that the family plays a great role in their life in their conversation.

> Generally, scheduled tribes give much importance to bonding in their generations, relatives and society. They reflect close bonding with their tribal culture, custom, tradition and spirituality. In other words, they exhibit, probably, good bonds and consciousness with their family members and their tribal inhabitants. (Tete & Sathiyaseelan, 2021;p.21)

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Family being important and its boundary being extended to the community is observed in conversation. SR22 says *"In here family is really important for us, we love our family and try to take care of each other. Our family includes our relatives and we also regard our tribe people as our family."*

Karkashadze et al. (2023) write that the family is of great importance because it gives the child an idea of society, its values, and norms. It plays a significant role in primary socialization. Mokomane (2014, p.4), referring to several other authors (Perrino et al., 2000; Peterson, 2009), expresses that the family plays an important role in raising socially responsible individuals endowed with moral and social values.

SR17 *" I have understood about socialisation, how family plays a very important role in helping us to be part of society."* Respondent SR31 says *"The family educates the children about interacting with society through socialisation."*

SR1 *"Family is important for us because family is the unit that helps us to learn to survive. First it helps to survive, then it provides for our needs…"*

The family also takes care of investing in education for their children and is seen as one of the very important functions of a family as an institution. Srikandi (2020) writes *"Family is one of the most important things in childcare because children are raised and educated by the family (p.339)."* Mokomane (2012) suggests that one of the roles of the family as an institution is economic empowerment of individuals and Society. It is natural for all human beings to invest in and support their young ones till they become independent. SR1 *"...It (Family) sends us to school to get educated, it tries to support us from all the sides till we become someone in our life."* Another student acknowledges that the family takes care of their financial needs and shows the desire to support them later. Respondent SR22 Says *"The family plays a very important role in society, it ensures economic stability and takes care of our finances and It takes care of us till we are able to stand on our feet…. After the completion of my study I will find a Job and will support my family, especially my parents."*

Respondents expressed how family provides space for discourse on challenges, parents being there to provide, teaching, and standing in difficult times. SR6 says:

Family is to me an important unit that helps us to share our problems with each other and it helps us to make a healthy relationship with each other as our parents take care of our needs they take care of our education they take care of our health etc. It's good for us to be part of a family because family teaches us many things. They stand by you in our difficult Times we can feel comfortable with them.

Respondent SR31 says *"It (Family) also provides social security to its members. It helps in the physical, mental, spiritual, emotional growth. A space you feel on your own and you get happiness and support and more feelings from there."* SR34 *"Family acts as a support system in difficult times"*

Interestingly a student respondent also mentioned how a family teaches and guides their children to be respectful to others. The respondent SR21 commented, *"The main function of the family is to teach and guide our own children to respect one another, not discriminate against anyone nor to humiliate others by their caste and status."* SR23 comments *"What we learn being in a family we try to share the same things with the world"*

Kinship is a universal phenomenon Read (2000) quotes Goodenough (1970, p. 97) who says: *"We anthropologists have assumed that kinship is universal, that all societies have kinship systems."* Kinship is the term used to describe the relationships between people, especially in terms of the biological ties they have, and it also defines the conditions required for marriage and other rituals. NCERT (2006/2022) published the textbook Understanding Society (2022, P47), under the unit Social Institutions, it states, *"Kinship ties are ties between individuals that are formed either through marriage or through the lineages that link blood relatives (mothers, fathers, siblings, offspring, etc.)".″* The formation of kinship begins with marriage, and when two people marry, they become relatives, and thereafter the blood ties of both sides are connected as kinship. Arthur (2021) defines kinship as "a social relationship based on family kinship.(p.21)" Crossman (2019) cites Schneider (1984) who says that kinship can occur even when there is no blood relationship. Kinship can exist based on similarities, they can be related if they share a religious belief, social group, or rural or tribal ties.

SR31 *"Kinship is another name for relationships among our family, which is related to blood."* SR33 *" The kinship is a relationship among our family members' blood relationship."*

SR32 *" It is a system that tells us who all are our relatives, what our relationships we have with them, and whether we can marry them or not."*

SR1 *"I have learnt more about the kinship of our States. I have not studied a lot from the kinship of other states."*

The knowledge of the students was fundamental and justified the content they were taught. They were found to have a better understanding of the kinship system of their society and limited knowledge of kinship in mainland India.

7. Understanding of the Concept Religion among Students:

Believing in supernatural beings is a worldwide phenomenon, and its practices and existence are observed in almost all societies. NCERT (2006/2022) published textbook Understanding Society (2022, P55) highlights that religion is a common feature of all known societies, with the variation of practices, all religion demonstrates characteristics like symbols, reverence, rituals, and community of Believers. Nath (2015) expresses that the belief in an invisible power that is mightier than them and the dependency, fear, and curiosity lead them toward religion. This Invisible power is also seen as a source of love and someone who takes care of the subjects. Religion is an Institution of the society that acts as a guide that establishes a moral standard as to how a subject should behave with others, and what could happen if a subject does not behave according to precepts. Ahmed (2020) writes that in Quran Surah Al-Maidah chapter 5 verse 2 it says *"And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty.".* Similarly in the New International Version Bible (n.d.) the Bible, the book of Hebrews, the 13th Chapter and Verse 16 says *"And do not forget to do good and to share with others, for with such sacrifices God is pleased."* Bhagavata Purana (n.d.) Canto 3 Chapter 29 Verses 21-27 says *"One who offers Me respect but is envious of the bodies of others and is therefore a separatist never attains peace of mind, because of his inimical behaviour towards other living entities."* Verse 26 Says *"As the blazing fire of death, I cause great fear to whoever makes the least discrimination between*

himself and other living entities because of a differential outlook." The above-mentioned verses from scriptures of prominent religion depict that religion do guide people to maintain harmony among the people. Nath (2015) writes in affirmation *"religion plays an important role in maintaining social unity, its promotion and maintenance (p.83)."*

Following are the statements received from the Student Respondent:

SR19 "*All Religion teaches people to treat each other with **Respect**".*

SR32 *"Religion is very important as it teaches us to love our neighbors and it also gives meaning and purpose to life."*

SR1 *"It (Religion) gives us hope and Faith and also gives us good relationships with others and it helps us to change in a good way…Our religion has taught us to be good to each other so so we try to be **good to others**, we try to help them in their needs so I think religion is very important for society."*

Religion prompts us to do the right thing, doing the wrong thing could lead to punishments SR6 says:

> Religion is an important element of our society again because religion helps us to focus on a good life helping others not hurting others and every religion teaches almost the same things to **respect others**. With the help of religion we **try to do good things** because we are afraid that our god will feel bad and **punished** for our wrongdoings.

All Religions have various social celebrations, this provides an opportunity for communities to have social exchanges. Student respondent SR21 says *"Religion is a must for all of us. Religion makes us together and helps us to **socialize** with each other. The festivals give us the opportunity to come together."*

The other respondent brings out the point out the role of religion in maintaining harmony in society:

> SR22: Religion to me is a system that unites us, since we share the faith in God we feel we are related to each other. In a general sense it reinforced social unity and stability. Without unity it will be hard to maintain the harmony in the society, Therefore I feel it is important to have religion.

There is another aspect of religion, conflicts due to the presence of various ideas and belief systems, even though the majority of the religious text promotes harmony and

the well-being of others there have been instances of religious conflicts. Reychler (1997) has mentioned 24 wars with religious angles in it. He says "*Since the awakening of religion, wars have been fought in the name of different gods and goddesses. Still today most violent conflicts contain religious elements linked up with ethno-national, inter-state, economic, territorial, cultural and other issues."(p.21)*

> SR23: Presence of religion has both curse and boon. Boon we get to experience different types of religion and their practices and share different ideologies in the society. Curse is that because of different backgrounds it leads to clashes of thoughts and this creates an unpleasant atmosphere in the society.

SR34: "*Religion is very important because people are so sensitive about their beliefs that anything connected to religion can get them into a lot of difficulty."*

The understanding of students in regards to religion at this level is basic, and the majority of the students follow Christianity as their prime religion, their basis of understanding was through school teachings, church, and media. The Students in their conversation, expressed their understanding well regarding religion and its role/function in the society, they have displayed that religion has played a great role in their lives. They identified that religion leads to harmony in the society, but they also highlighted that there are instances when there were clashes in the community in the name of the religion.

4.2.5.1 Research Question 5.1: Sociology and tribal identity in Schools of Meghalaya

The term tribe is defined in various dictionaries and encyclopedias as a Social group with common features and occupation, they have shared ancestry and language. The origin of this term can be traced back to the Roman word "Tribus" which means divisions in states, Oxford Reference an online portal of Oxford University Press (n.d.) highlights that Romans were divided into three tribes as per military organization and later it became a common feature in Rome. The existence of tribes is a worldwide phenomenon.

In India, as per the Anthropological Survey of India, there are 461 tribal Communities as cited in Economic and Political Weekly. However, the term tribal is based on the "*administrative and political consideration"* (Economic & Political Weekly, n.d.).

The two Articles included in the Indian constitution that talk about tribal are Article 366 (25) and Article 342, Article 366 (25) gives power to the President to notify the tribe as scheduled tribe based on the Article 342 as per the Ministry of Electronics and Information Technology (n.d.) the inclusion of tribes in the tribal list is an ongoing process, few of the prominent characteristics of tribal societies based on 1931 census and few other committees are *Primitive Traits, Geographical isolation, Distinct culture, Shy of contact with community at large and Economically backward*. These features are not the exact representation of tribes in the current scenario as there have been changes taking place due to modernity and development taking place; many of these characteristics are fading away. Professor S K Chaudhury in conversation with Sansad TV (2022) suggests that these traits are not very relevant as these can be observed in general populations as well. The improvement in the transportation and communication sector has diluted these characteristics in some way, but definitely, the tribal community has kept a few other features like close bonding with each other, especially the individuals who share their same language and especially clan genealogy and the dependency on agriculture and on forest is still very much valid. The involvement of the mainlanders in their area is seen as an intrusion and is resisted by these tribal communities. Tribal societies are often united and demand government involvement to protect their rights. The government too has implemented various policies to safeguard the interest of tribal communities, Nehruvian Panchasheel of 1952 and then the formation of the Ministry of Tribal Affairs in 1999 which oversees tribal affairs (Ministry of Tribal Affairs, 2006). The Ministry of Tribal Affairs, Government of India (n.d.) produces detailed reports annually regarding the activities of the Government towards the upliftment of the tribal population.

It is well established that education plays an important role in uplifting the tribal community and the government is doing its bit through policies like sarva shiksha aviyan, free textbooks, hostel facilities, stipend, etc. Ministry of Tribal Affairs (2006) also highlights that pedagogy should be relevant and familiar to tribal communities, and there should be inclusion of tribal games, crafts, art and culture, folk music, etc.

National Curriculum Framework 2005 also emphasizes on *"incorporating local knowledge and traditional skills, and a stimulating school environment that responds to the child's home and community environment"* It encourages to engage with local

knowledge/Indigenous practices in pedagogy (NCERT, 2005, p.Viii & 33). The National Education Policy of 2020 encourages the preservation and promotion of local knowledge through the inclusion of Tribal/Indigenous knowledge and traditional ways of learning. It also calls for textbooks and reference materials with flavors and content of local significance. The National Education policy also aims to give freedom for the teachers to choose the teaching materials and adopt the pedagogy suited to the community and students' needs (Ministry of Human Resource Development, 2020, p16-17).

Based on the interviews about the reinforcing tribal Identity through sociology, it has been observed students were able to define Tribal and its characteristics, Student Respondent SR9 expressed *"Tribal is someone who has a very distinct lifestyle then the other people. They live and depend for their livelihood from the forest. They are a closed group of Society."* Another Respondent SR18 Says *"Tribals live on mountains and have a specific physical features which is similar to their own community"* Most of the respondents identified themselves as Tribal, SR10 Says *"I am tribal as I was born and raised in meghalaya. I am a localite from here."* SR4 says *"I know that I am tribal. We live in the mountains and we have a different culture than people from other parts of the country."* Another Respondent says SR5 *"I am a tribal person, I have been certified by the government. We get some support from the government in terms of reservation. We live in a mountain part of the country. Our food habits are different from the rest of the country."*

It is also observed in the conversation that they are aware of the social changes happening in the lifestyle of tribal people due to modernization or conversion to Christianity. have been SR9 *"As for us we have moved out a lot from our tribal practices. The people who live in villages only have these characteristics. Those of us who live in towns and cities have different lifestyles.* Another student respondent SR7 shares that *"We are tribal people, and we live in the mountains as you can see. But we are not following our original Culture. My family is Christian now and we do not worship our forefather god."* Similarly, SR10 says *"I am a localite from here(Meghalaya). I am Christian and we do not follow our tribal tradition much. We only practise dance and other cultural things when we have festivals."* Another student respondent interestingly puts forward the possible impact of media and

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globalization responsible for the changes in their tribal culture, the respondent SR9 comments *"We have lost a lot of it as we move ahead with the world. We have adopted many things from other countries. Even the dressing sense, music and food we are following. The reason behind it is the media I guess."* Beth (2018) statement affirms the comments made by the respondent, which says *"Due to westernization and the introduction of Christianity, most Khasis have converted to different branches of Christianity and don't completely follow the religion, customs and traditions from the pre-Christianity days."*.

The researcher also noticed that the students differentiate others, especially Non-Tribal or Mainland Dwellers, through differences in eating habits, cultural practices, and looks. SR32 Comments:

> Our culture is very different from mainland India. We are tribal and we live in the mountains. As far as I know, tribal people are a special kind of group. We have a very different kind of culture from everyone else. We have our own rules and regulations. The way we dress does not really fit in with the people on the mainland.

SR12 Comment:

> I do not know about this topic, I am from Meghalaya. We have our culture and traditions not similar to other people. We are very different from plain people, we have mongoloid physical looks. Our food habits are different. Even the marriage system is different. In India then the man dominates the right of the property, but here we are the same, Though girls get property, Here we all are equal.

SR5 says *"Yes I feel so much different than the mainland people. We have a different culture and even our looks are quite different."*

In conversation with students, it is noticed that the topic of tribal communities is not covered in their syllabus. The concepts in the classes are very much from the examination point of view. The various student respondents commented that the topic related to tribal and especially their community is not covered, apart from a few examples in the class. Upon examining the textbook and syllabus, it is found to be

true as the text is designed very much in generalization and balanced keeping pan India Students in Mind, and definitely does not serve the local significance. Then the responsibility lies in the hands of State Educational Boards to develop textbooks with emphasis from Local to global perspective. On the other hand, The Meghalaya Board does not have its own Curriculum says the report (Central Institute of Educational Technology (CIET) and National Council of Educational Research And Training (NCERT), 2012) and so the state relies heavily on National Boards, the curriculum that has been adopted are either from CBSE or ISC at School Level, The State Board MBOSE has adopted completely the syllabus of sociology at school level and recommends NCERT textbooks to be used in the schools.

Following are the statements of student respondents:

SR35: *The textbook does not cover much about our tribal culture. It just covers in general terms about all the Indian culture. Even with the tribes, there are so many differences in Northeast, so knowing about our own tribe will be good for our identity.*

SR33: *The subject(Sociology) we are studying here is absolutely not enough to learn about our culture and tribes. We know about our tribe through our grandfather and old folks.* Similarly the other respondent SR34 commented *"We have not been taught much about our culture or tribe. All we get to hear is from our parents."*

SR5: *I don't understand the concept of Tribal Identity and Ethnicity. I don't remember we talked about it in classes.*

Tribal discussion in terms of the Meghalaya tribe is not part of the books and they learn about their tribe through village elders and events says SR32:

> There are not so many tribal discussions in our books. Yes, we are encouraged by our village elders to learn about our tribe, they organize programs for us to learn about our tribes, but I do not see that much in our subjects, yes, I think it is important that it is in our subject.

SR35: *The textbook does not cover much about our tribal culture. It just covers in general terms about all the Indian culture. Even with the tribes there are so many differences in Northeast, so knowing about our own tribe will be good for our identity.*

The response of teacher and administrative respondents affirms the statement by student respondents:

> TR3: Our syllabus is based on CBSE curriculum and NCERT Textbook is used for teaching in classes, there is a limitation in how much it can cover from our own region. Though the textbook covers very little about our tribal culture, I try to encourage students to study the social problems in the context

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of their community.
AR3: The teacher is instructed to complete the portion on due time, there is not much time to deviate from the prescribed portions. Yes we are recommended to use NCERT textbooks, it depends on how it is covered in the textbook.
AR1: I have observed that teachers do take the opportunity to include local study in the projects, yes textbooks if designed by the state board, it will be able to contextualise the materials in terms of local significance. However, covering syllabus in time is expected in terms of examination.

Students do know ethnicity however, not very familiar with the term ethnicity. There is an understanding of the subject being tribal and the dependency and change happening to tribes and cultures. Ethnicity and tribal discussions specifically are not part of teaching and these requirements are only so far fulfilled from knowledge passed through senior members of the family.

4.2.5.2 Research Question 5.2: Critical Sociology in Schools of Meghalaya

Steven M. Buechler's work is phenomenal in terms of Critical Sociology, in his book Critical Sociology, he explains various dimensions of Critical Sociology and drives the contrast between types of sociology we do. He explains Scientific Sociology as the application of the scientific method to develop general laws to explain social phenomena. Auguste Comte advocated experimental methods for the systematic testing of hypotheses to discover laws that govern society. Emile Durkhim's work on the Division of Labour (1895) Suicide (1987) and Sociology of religion (1912) were based on the Scientific sociology of analyses of Social fact. Talcott Parson's work on Social Action (1937), and Social System (1951) strived to find a general explanation to phenomena which explains all. Further Robert Merton (1968) worked on middle-range theories while keeping up with scientific tradition in functionalist perspectives. Lewis Coser's The Functions of Social Conflict (1956) continued to use the functionalist perspective but this time it was towards understanding conflict, which he suggests is a constant element of the social world. Randal Collins (1975) continued scientific methods in his studies and highlighted that Coercion is part of the social process in this modern world. The author continues on to describe the next type of sociology we do, the Humanistic sociology. He explains that Humanistic sociology is interested in the way people make meaning which shapes their actions rather than

focusing on developing grand theories to explain those. Weber's Work gives insight into Humanistic sociology as he suggests an interpretative understanding of social action and an empathetic approach toward understanding the meaning of a person's actions. Symbolic Interactionism (Creation of Humanity through social interaction), Phenomenological Sociology (lifeworld of Immediate experience), and Ethnomethodology (Methods used to make sense of the world) are seen as part of Humanistic Sociology. Now the approach of Scientific Sociology which focuses on objectivity, Humanistic sociology stands on the symbolic meaning and dwells on the characteristics that make a human a human. Critical sociology takes a different route of analyzing the cause and working towards the emancipation of the existing problems. Karl Mark's work ignites the light towards critical sociology, it questions the social forces that shackle the human beings from achieving their potential and create an environment of social domination. Critical sociology paves the way for the emergence of a new order of analyzing the problem, Feminist sociology and Foucault's work are the prominent examples of Critical Sociology (Buechler, 2008).

Critical Sociology highlights that Human beings are not merely subjects of study but also objects. The focus is on how sociologists get involved in getting into the resolution of problems and not being distracted by the notion of objectivity. Buechler (2015) writes:

> Doing sociology in a critical way means looking beyond appearances, understanding root causes, and asking who benefits. Being critical is what links knowledge to action and the potential of building a better society. Being critical in the sociological sense rests on the profoundly positive belief that we can use knowledge to understand the flaws of the world and act to correct them. (p. 12)

If Critical sociology is being taught in academic sessions, few of the important characteristics will appear. Firstly the Students would be aware of the real-world situation. In classes, they are made aware that they are part of the events happening around them and are eventually going to affect larger sections of society and they can play an effective role in finding resolution to the problem. Buechler (2015) highlights that doing Critical sociology will equip sociologists to identify the social forces responsible for narrowing freedom, domination, and limiting human potential. He further expresses that critical sociologists are committed to doing sociology for emancipation.

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Grauerholz and Bouma-Holtrop (2003) write that building critical thinking skills in students is a central learning goal in sociology. Further, they imply that these skills will enable them to evaluate, reason, and question information and ideas in the broader social and cultural context. Not to forget that in the age of the digital world, the demand for critical thinking abilities in employees is at the high end as also seen in the findings of the Global University Employability Survey by Simon Baker (Baker, 2017). Clark and Paulsen (2016) while citing MacKnight (2000), Pena and Almaguer, (2012) write *"The need for deeper connections and critical thinking skills can be fostered through the use of effective higher-order thinking, probing, and reflective questioning skills (p.77)"*. Buechler (2015) affirms that to foster critical thinking in class through probing questions, problem-solving exercises, focus discussions, and Writing practices. These practices in the classes would create conducive conditions for learning. These authors suggest that if crafted well Sociology will do exceptionally well in developing critical thinking.

The National Council of Educational Research and Training (2005) writes in The National Curriculum Framework of 2005 report recommends that students' life at school must be connected to outside life. The sociology textbook by NCERT excelled in the task. It strived to include all facets of life. Rote learning is discouraged and the textbook carefully devised child-centred learning. The Focus of these textbooks rests on the task of disseminating learning by encouraging students to reflect on their learning. National Council of Educational Research and Training (2005) also admonishes educators not to treat the textbook as the sole source for teaching they should also use other sources to extract information:

> The teacher's ability to plan the school schedule in a manner that permits imaginative use of such resources directly affects the quality of education that children might receive at a school. Restriction of classroom activities to what is written in the textbook implies a serious impediment to the growth of children's interests and capabilities (p.93).

It also advises principals to ponder on teaching methods to be used should make children's lives a happy one. The priority should be given to probing, contemplating, small group discussions, and activities that give hands-on experience. The Director of

the National Council of Educational Research and Training puts faith in school principals and teachers to play a greater role in this cause.

As per Interviews and Observations, the researcher has observed that teachers have majorly adopted the traditional methods of disseminating knowledge to students. The traditional method includes lecture methods, focused on completion of syllabus, teacher-centric, low or non-use of technology while teaching, low on skill enhancement activities such presentations, debates, group discussions, etc. Erianjoni et al. (2023) write methods depending on textbook and lectures often follow listening and taking notes, this causes boredom among students, and silences the students' critical questions:

> it was revealed that the sociology learning method was a text-based lecture method. In this method, students listen and take notes on the material explained by the teacher in front of the class through the lecture method. This causes students to become bored and the learning process becomes less attractive to students, however, this method is often used by teachers because this method is considered the safest way for teachers to cover their inability. This is also the most powerful way to silence students' critical questions whose answers are not in the textbook teaching materials that the teacher holds.(p. 190)

It should also be noted that teachers are burdened with class loads and are operating under limited resources, and constant reminders to complete the portions as mentioned by Teacher respondent (TR3) *"I have been assigned to teach both class grade 11 and grade 12 and additionally I am also teaching grade 9 and 10 social science, it is heavy for me as we get exhausted after class."* The similar statement has been used by other teachers respondent too TR5 tells *"I have additional duties pertaining to schools apart from teaching job and I teach 10-12 grade, I feel it hard to handle, I would like to move to teach at university level full fledged."* The survey by the Ministry of Education (2021) also highlights that 65% of teachers are overloaded and 44% of them do not have an adequate workspace (p.9).

In an Indian school setup, the completion of the syllabus becomes equally important from the perspective of exams. Sometimes the race to complete the syllabus often hampers the desires of teachers and administrators to give priority to activities that develop critical thinking in classes. The Administrator respondent AR1 says *"I don't*

think we give liberty to teachers to deviate from syllabus, we emphasise on syllabus as it is important for students to pass the exam". The Another Administrator respondent AR2 said *"The prescribed syllabus itself seems too much for teachers to complete in time, it is impossible for them to go beyond syllabus. As our students have to appear for the board exam the focus is on completing the syllabus."*

In addition to being pressured to complete the syllabus the teachers also mentioned that they are not supplied with the technical tools necessary in their teaching. To the observation of the researcher, There were no projectors and computers in the classrooms, apart from a common projector to be shared by the entire school and the same has been confirmed by the teacher respondents (TR1) commented *"We are not given personal laptops, nor we have projectors for each classroom, we need to request for use of a common projector.* Another teacher says *(TR 4) "We need to use the common lab if we want to do some study or prepare materials for teaching. Internet connection is very bad here, we have to depend on our phone data to access resources, which is highly unreliable at times*."

The provision of working on year-end projects was a very good option for endorsing critical sociology, as it gives chances for teachers and students to venture into topics or areas that the syllabus may not have covered. Once again the projects were not research-based, the students were given a topic that appeared to be a formality to complete the requirement, and there was no system to test the knowledge or assess the authenticity of the work or steps followed by the students. TR1 tells the researcher *"We do not have a presentation in regards to the projects, the assessment is purely based on how timely and neatly they have submitted the project."* TR2 says "*Due to the pandemic, I had a lot of difficulty in communicating with students, regarding project work. So I agree that I could not really monitor the project and have accepted the project without much quality in it.* The teacher respondent TR5 says *"I was focused, that students should do project work as best as possible, I suggested that they (Students) should be taking topics related to problems in the society… however the evaluation was done on the submissions only not the presentations."*

As discussed above, the teacher focuses on completing the syllabus, also hampering them in adding other materials in teaching and the same has been expressed by various student respondents.

SR6: I rather feel the subject is quite boring as I don't see so much happening in our classrooms. There are not many discussions for any kind of debate regarding our subject. All I see is that a teacher wants to complete the syllabus and he wants us to do the assignments and projects and after completing the projects there is a fair chance for us to get good marks.

Another respondent (SR21) commented: *We have no additional textbooks other than the NCERT. The teacher tries to complete the textbook as it is important for us in view of the exam. However, our teacher always tries to teach us as interesting as possible.*

Similar kinds of statements were made by many student respondents, here is another student respondent SR11, comments:

We do not have any extra textbook, we only follow the textbook from our board that is from NCERT book. The teacher tries to complete the book and not any extra knowledge we can say apart from a few discussions on politics like the political situation between Assam and our region and the difficulties that North East individuals face.

However, the same respondent also mentioned that the project work given to them was interesting and had to depend on the internet to browse through the content with limited internet speed. The Respondent SR11 says *"It was one of the most interesting things for me because in doing so we had to search a lot of content on the internet and from there we made our projects. We do not have very good internet connection but we used our phones for our projects."*

Student Respondent SR9: Says *"The teacher teaches from a book, There is not so much difference in teaching. Same way of teaching like other subjects. Only reading from books and explaining. We are asked to read books and write notes."*

Despite challenges, the teachers do try to add critical sociology to their teaching. The teacher TR2 commented, *"We have a good number of Students in the classroom, it's quite challenging at times to focus on each student, however, we try our best."*. The student respondent SR22's comments affirm the teacher's statement:

She mentions family, Marriage system, social problems like drugs, etc. Social changes that we can see in our society.…The class is large. I see the teacher

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having a hard time explaining things but she tries her best. I enjoyed the class. She encourages us to question and analyse the current situations of the society.

It is interesting to observe that the students here spend a good amount of time on digital platforms like YouTube and Instagram, and seems like they do retrieve information about what is happening around them. Sociology, if moved away from the traditional lecture method to critical sociology, could play a greater role in enhancing students' capacity to extract information in a meaningful way and use it for analyzing and figuring out ways to deal with societal problems. It will help them to understand that they are not just the spectator but are a part of what happens in society. Prasad (2008) writes as pointed out by the National Curriculum Framework 2005 Social Sciences provide social, cultural, and critical thinking skills, it is necessary that:

> …to focus on a conceptual understanding rather lining up facts to be memorized for examinations. Emphasis has to be laid on developing concepts and the ability to analyse sociopolitical realities rather than on the mere retention of information without comprehension. (p.36-38)

Sociology being a core in studying societal study should depart from memorization and should give students the tools to think critically and independently about social issues.

4.2.5.3 Research Question 5.3: Impact of Sociology on the Perspective of Students

Sociology claims to study society scientifically and various proponents and founding fathers have contributed to its development through developing theories that help us to understand society. Sociology strives to develop sociological Imagination among the learners. It helps learners to view the personal experience and its connections to the society and develops the mindset to see the impact on the society. It tries to develop a multi-dimensional perspective and look at the social phenomenon.

The objective laid down by the sociology curriculum by the NCERT at the school level highlights impacts such as establishing the connection of classroom teaching to the outside world, concepts that would enable them to observe and interpret social

life, understand the social process, understand diversity and analyze social changes in contemporary society such as Indian Society.

The Senior Secondary Curriculum published by CBSE highlights that the Learners appreciate and value every human's right to feel respected and safe, and, in this regard, also understand their Fundamental Rights and Duties and behave responsibly. Learners learn to be tolerant and empathetic towards others through the study of subjects such as Sociology (Central Board of Secondary Education, 2023). Similarly, the Researcher identifies that there have been some impacts on students who opted for Sociology as an elective subject as perceived through interviews with Students, class teachers, and administrators.

Statements supporting the impact have emerged from various respondents, this calls for affirmation that the subject does influence in developing a positive perspective in students about democracy, cultural diversity, and social cohesion. Following were the themes identified:

1. Respect for Other Communities

Sociology is known for studying the dynamics of society, it gives the individuals an idea what are the elements that glue the society. The subject of sociology seems to have played a great role in endorsing social cohesion among the students. Rao (1990/2012) writes:

> "Sociology has been greatly responsible in changing our attitude towards fellow human beings…. It has made people become tolerant and patient towards others. It has minimised the mental distance and reduced the gap between different peoples and communities." p.25.

Every society is known to have its own cultural significance, and respecting those is vital, especially for a country like India, where in every mile we can spot differences in cultures. Sociology as a subject takes a keen interest in making culture a key concept and therefore plays a very important role in propagating awareness of the diversity of cultures. Teachers also make efforts to advise students to be respectful

towards the cultures of fellow human beings. Sociologists see that culture has a great role in the process of socialization, as it shapes the way an individual sees the world. Stolley (2005) affirms that as a student of sociology, we can analyze the commonality in our cultures and find ways to work together. (p.3)

SR13: *"Another thing I understood is that our teacher introduces us to other cultures and we learn to relate to others. Our teacher tells us to respect the beliefs of others and not to make fun of them even if we do not agree with them."* Other respondents SR15 commented *"Personally I think the subject has equipped me to work among people of different communities, as I was born and brought up here (Meghalaya) I do not have many friends from other states."*

Students displayed a tendency of Social Cohesion and in their conversation SR28 says *" ..this subject leads me to know more about social life and social strategy… I am able to plan about how to live along with others in the society. How to deal with societal issues by learning to respect others emotions and beliefs."*

Here is another respondent highlighting learning and respecting other cultures, the respondent says SR16:

> I like this subject because it helps us to know about other people, so by knowing other people, we get to learn about places and respect other cultures and the teacher always says that we need to respect other cultures not to use the words that will affect their feelings. We should respect that part and mingle with them.

The other respondent SR18 commented while highlighting the consequences of not respecting others' culture, the respondent says *"I have learned that we have to respect other cultures and people, in order to have a harmonious society. If we do not respect other cultures there will be chaos and fighting."*

2. Behavioral Change

Sociology covers a great part in understanding human beings and the result of our in terms of others. As cited previously by C N Shankar Rao in his book Principles of Sociology with a sociological thought says *"Sociology has been greatly responsible in changing our attitude towards fellow human beings…. It has made people become tolerant and patient towards others*.

In Interviews and observation, it is perceived that the student did have behavioral changes towards others.

SR3 says *"Taking up this subject definitely has changed my perspective and behaviour towards others and my communication skills have improved as I am able to understand a person while considering their background"* SR4: We *I have become more accepting towards other people's culture.*

> SR22 "Yes there is a change in my perspective after studying this course. It has changed in me the way I interact with others. Now I feel that I will be able to travel to other places for studies. And sharing rooms with others.
> SR29: After taking sociology I can adjust with other people in a much better way. It gives a wider perspective to understand the Idea of Social action and Intentions. I am now comfortable to visit the mainland and mingle with people who may have differences in cultural practices."

SR11 *"This subject definitely has changed my perspective. I feel knowledgeable while communicating with others.I feel comfortable and do not feel biased. Before I used to hate them as well. But Now I feel we all are equal."*

The respondent SR17 says *"I have heard from my teacher telling us to respect others democratic rights and respect others viewpoints often in our class."*

3. Desire to contribute towards Positive Changes

In Interviews and observation, it is perceived that the student Sociology has impacted the development of Desire to contribute towards Positive Changes.

> SR26: Yes, it (Sociology) shaped my mind. I tend to look at society differently than what I did in my past few years. I have understood that our society is going through difficulties like drug abuse, easy access to alcohol, which leads

to broken families. It's just because of corruption. I want this corruption to end and the solution is to vote for the right candidate.

However there have been significant changes in perspectives, and there are few respondents who seem unsure about the changes in perspective specifically after studying sociology. Few comments have been made by the respondents that affirm the observation of the researcher.

> SR2: I don't feel there are so many changes in me after studying this subject. I am not very familiar with the culture of mainland India and I think I will not be very comfortable sharing rooms with them but however I am interested in visiting Mainland for my further studies and there is a possibility that I would take the subject in my graduation. I feel that visiting mainland India will help me to experience new things in my life.

SR4: *"Because of the different culture and different looks and I'm uncomfortable around new people. I am not sure that I will be taking this subject in my graduation. I would like to explore other subjects like psychology. But I do not mind telling others to take this course."*

> SR6: I do not have many friends from other societies here, because in our classes there are only our people (students from the same community). We have very few people from outside, and those who live here have already joined our culture. When I have to go to another place, I do not feel comfortable because our appearance and culture are different and I do not feel very comfortable around new people.

As per the observation the researcher has found out that the schools here are very high on homogeneity of culture, especially in less developed areas. The students here are from a particular community and dominate the culture. The cause of the ineffectiveness of the course could be the rush the teacher adopts to complete the portion, leading to the detachment of the learner from learning, it no longer remains learner-centric. Erianjoni et al. (2023) affirm that the rush to complete the portion can lead to a discouraging critical attitude and learners might adapt to a passive attitude towards the subject. The other area of concern is that the classrooms seem to give more theoretical opportunities rather than practical ones. The practical approach would give more relevance to the textual material. Ramnani (n.d.) who is a student blogger while writing for the Vivekanand Education Society's Institute of

Management writes "*Practical education is better because it makes you capable enough to know how things happen in the real world…Practical knowledge can often lead to a deeper understanding of a concept through the act of personal experience.*"

4.2.6 Research Question 6: Curriculum Framework of Sociology in the Colonial Episteme

It's evident that academic sociology is the product of many great minds and traces of the study of the society is seen throughout of the work of a great many philosophers like Aristotle (politics), Confucius (Analects), Cicero (justice) Kautilya (Arthashastra) etc. The 19th century marked the era of development of discipline into a scientific discipline and philosophers like Auguste Comte, Herbert Spencer, Max Webers, and others played a great role in it. The Industrial Revolution brought many changes in Europe and these changes resulted in the development of Sociology as a discipline highly dominated by European scholars.

In India, the development of sociology began during the colonial period. As highlighted by Nagla (2013) The event of 1857 emphasized that they had a very limited understanding of cultural practices "*...British officials realised the need to understand the native society and its culture in the interest of smooth administration*"(P9) and therefore the ethnographical studies such as by Herbert Risley "Caste and Tribes of Bengal" 1891 and many more during the 19 century carried out. To govern a state or country, understanding the cultural practices of its inhabitants is essential. He then continues highlighting that the Sociology and social anthropology in India were the result of the interest of British and Western scholars and the responses of Indian scholars.

Professor Srimathi and Krishnamoorthy describe that the Britishers succeeded in establishing British education systems in India and long after they have left the system still prevails, though there are efforts to emphasize the Indian system of education. Colonial Epistme has its route into the national educational framework in India. These can be observed in the efforts of the Britishers in India such as the Charter Act of 1813 which allocated 1 lakh for educating Indians, and the Wood

Education Dispatch of 1954 with a comprehensive plan to spread education in India with English language in higher education. *"English centric fragmented specialisations had virtually banished the traditional system of education."* The authors highlighted that "*Macaulay wanted to create —a class of persons who are Indian in blood and colour, but English in taste, opinions, morals and intellect, who would always cooperate with British rules"*. Despite the criticisms and drawbacks, the various accounts of the education framework during the British period have been taken into account in the formulation of educational policies, plans, and frameworks after independence until today (Srimathi & Krishnamoorthy, 2020 p.2251-2253). Therefore, it will not be easy to understand the development of sociology without the colonial past.

When it comes to the teaching materials in schools the textbook committee has done an excellent task of clearly departing from European dominance in sociology to Indological dominance. The sociology in the Northeast part of India follows the centre-made curriculum and it is generalized and highly contextualised to match Pan India Perspectives. None of the sociology curricula taught in schools of Meghalaya specifically portrays colonial or European dominance. However, It can be clearly felt that the curriculum of sociology is a combination of Sociology and Social Anthropology in schools. Nagla (2013) Indian sociologist and Anthropologist played an important role in the indigenous studies of society.

The question is whether there exists colonial dominance in sociology at school in the present context. The observation and the perceived view is that sociology at the school level has departed from colonial dominance of civilized versus uncivilized, western versus orientalist in terms of Mainland India. However, it is interesting to observe that there is a visible division between the differences in Pan India and Northeast parts of India. So be it in the perception of mainland dwellers about the northeastern being foreigners, low representation in mass media, including in films and television, etc. The mainland dwellers enjoy better infrastructure in all sectors including transportation, health facilities, employment, and education. The dependency has risen a lot in the field as mentioned above. *Today the entire Northeast is dependent upon mainland India more than it ever was (Gokhale, 2022).*

When the British ruled India, they viewed the lifestyle of Indians as uncivilized, Unhygienic, and of lower standard. They deliberately endorsed their practices and some educated Indians started to adopt their way of living, including, language, dressing, and food habits including table manners. In every way many Indians wanted to appear like one of them, proving the stands of Europeans that their lifestyle is superior to ours. Their long stay in many ways dominated and influenced our culture so much that even after their departure the very nature of colonialism stayed with us. The work of Ashish Nandi is phenomenal as it talks about the colonization of the mind, and gives us a wider perspective about the colonial system. Gives us a sense of how it works toward the crippling of the mind of the people in making them accept the superiority of the West over the East, the superiority of modern versus ancient (Nandi, 1983). However, they managed to get rooted in the minds of Indians, the acceptance of their superiority in day-to-day dealing.

Colonialism in terms of Northeast India was a slightly different approach. They maintained minimal direct interference in the local system, however they were interested in resources, and various ways they exploited the resources for their gain. The other way the British influenced the region was through missionaries. Biswas (2008) They had an influence on the changes in their belief systems and they were instrumental in establishing schools, the first printing press, and the first newspaper in the Northeastern region. Indeed during the British period, there was an improvement in education systems in Northeastern parts through the missionaries, but there was negligence in the development of Infrastructure. Biswas (2008) writes *"During the British period there was no developmental infrastructure for North Eastern India. This area was rather allowed to remain isolated from the mainstream of Indian life as a matter of policy (p.19)"*. The practice of isolation and segregation formulated by colonial rule continued in the newly formed country after independence. Inoue (2005) cited the work of Fürer-Haimendorf 1991: 39; Savyasaachi 1998: 13 which affirms the above statement:

> The Indian government after independence was unable to sensitively respond to the intricate realities of the North East. Rather it seemed to follow the colonial policy of isolation and alienation, treating the North East differently from the other Indian states (p.22)

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These were the result of governmental policies, exclusion, and Ignorance. Gokhale (2022) writes that the Britisher deliberately isolated the Northeast part of India from the mainland and continued by *"The new rulers in post-independent India refined it further by their out-of-sight-out-of-mind attitude."*. The colonial episteme is however not seen in northeast school school-level sociology curriculum and neither of Meghalaya, however, when it comes to the context of dependency on textual materials and syllabus it seems like there is a shift in the definition of colonial epistime to PAN India versus Northeast, developed versus underdeveloped. The dependency of adapting curriculum and textbooks formulated by the national board signifies the inferiority of the Northeast or Meghalaya education system in producing literature for contextual teaching and learning.

In conclusion, it is safer to say that the subject sociology has already departed from colonial epistemology, anthropology at school level exists as a separate subject, and there is no evidence that it is considered as sociology. However, Nongkynrih (2013) has pointed out that the subject is sometimes perceived as similar to social work, which leads them to take this subject for the potential job opportunities in NGO,s.

4.2.7 Research Question 7: Sociology Curriculum and Regional Nationalist Framework

India is a vast country with variations based on language, traditions, and geographic terrain. It is a country with its own national image and regional identity. The formation of these states was the result of various committees' work. Each state is more or less divided either based on linguistic preferences or cultural similarities. Previously the grouping of states was done based on political and historical significance. After a prolonged agitation, the formation of Andhra Pradesh in 1953 and it became the first state to be formed based on Language. Later on the States Reorganisation Act in November 1956 was passed and 14 states and 6 union territories were formed. At present, India has 29 states and 7 union territories. *"From the largest to the smallest, each State/UT of India has a unique demography, history and culture, dress, festivals, language, etc."*.

It is evident that India has many "Indias" within it, in the form of different faces and unique characteristics. The phenomenal work of Amanlendu Guha (1984) which

covers the depth of nationality, nation, and nationalism in India, discusses dual national consciousness and remarks that "*The national identity consciousness is dual in India at the personal as well as the collective level*. (p.52)" The beauty is in its diversity, as a whole they represent themself as Indian, but within the country they would Identify themselves first as the state they belong to and then the language, tribe and so on. The sense of Nationalism is felt with the togetherness in identifying themself with the Idea of India, however, It is natural for each of them to endorse their home state so in order to keep their Identity intact. The desire to promote, display, and safeguard their regional interest is very visible to all communities. The Northeast part of India is no different in this case.

Northeast is home to more than 200 Schedule tribes, diversity is extraordinary in terms of ethnic, cultural, religious, and Linguistic. However diverse in many instances, it is kept within an umbrella term borrowed from the directional unit "Northeast". The eight states are called 7 sisters (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, and Tripura.) and 1 brother (Sikkim). "*It is believed that these specific names were given to this region due to their interdependence on each other…The entire region is connected to the mainland through a narrow strip of land known as the "Chicken Neck", which was created in 1947*" (Ministry of Culture, Government of India, n.d.). In addition to that the commonality in Geographical conditions, physical features, altitude, soil, and climate, Ethnicity, occupations, the system of production, tools, and interactions with the outside world shaped the social fabric of the northeast, which in turn determines the culture and way of life. The Northeast Zone is particularly impacted by multilingual ethnicity, diverse customs, and limited interactions with the outside world due to geographic barriers and lack of communication systems. (Ministry of Culture, Government of India, n.d.)

Various factors have contributed to the Northeast Part of India in the formation of a common identity despite very high diversity. As characteristics suggested by Kacowicz (1999), a regionalization could have characteristics as

> The Major criteria remain geographic contiguity, interaction, and a subjective perception of belonging to a distinctive community and having a collective

regional identity. In addition several common characteristics can be suggested, such as: (1) a certain amount or degree of social and cultural homogeneity; (2) similar political attitudes or external behavior toward third parties; (3) common political institutions, as an expression of political interdependence; (4) a certain degree of economic interdependence; and (5) common behavioral criteria, such as the identification of norms pertaining to conflict management and resolution. (p.530-531)

The long history of isolation (first due to colonial rule and then government policies) from the mainland, commonality of geographical conditions, physical features, tribal characteristics, and projection of the region under a common name "Northeast" has created a specific bond among the people of Northeast and desire to protect the regional fabric and Identity have pushed them to raise their voice. Further, the racial treatment received by the Northeast dwellers in other parts of the country has encouraged them to stand united. "*The sense of sharing the common fate and perceived threat of being othered made them feel united and take collective action* (E P et al. 2021). There is a rise in demand of the people from the northeast part of India, that the distinct culture and identity of the northeast should be preserved. Kiran Rijiju former Union Minister of State for Home Affairs and a northeastern himself said *"all region have their own individuality and that should remain intact"*(Sebastian, 2015).

Regional Nationalist Framework in Educational Curriculum

It is well established that Colonial Epistme has its route into the national educational framework of education in India. Some states of India have come up with a regional framework. In an analysis of the availability of textbooks of sociology, only 7 state boards (Gujarat, Karnataka, Maharashtra, Nagaland, Odisha, Punjab, and West Bengal) have their own published textbooks and curriculum of sociology, rest of the State's curriculum framework is dependent completely on a framework designed by CBSE for their affiliated schools, CBSE utilizes textbooks designed by NCERT. Including Meghalaya, there are 20 total number of state boards which are heavily dependent on the national board. This makes up 25% (7 of 28) of states venturing into regional frameworks (Tamil Nadu has not offered sociology in school curriculum as a specific course to date, however it has been included in a vocational nursing course that too just one chapter combined with Psychology) (See Table 1.1).

In the Northeast part of India, only Nagaland so far has worked on its own curriculum and textbook. Meghalaya to date has not implemented a regional curriculum framework, however, there have been reports in the media, that the Education Department of the State is on the task. The article published in The Shillong Times (2019), a reputed media house, has reported that the education department is going to prepare the State Curriculum Framework to deal with the preparation of the textbook and improve on the education system of Meghalaya, however there the state is still dependent on CBSE and NCERT for curriculum and textbook (See Figure 4.5). As per the Notification (See Figure 4.6) A committee of 23 Members was constituted by the Governor of Meghalaya on 28th July 2021 for developing the State Curriculum Framework. As per the same notification the framework is expected to be completed within 4 years (2025). The committee is to ensure that the State Curriculum Framework incorporates and integrates the local and indigenous flavors throughout Meghalaya with the consultation of stakeholders and experts. So far Sociology at the school level in Meghalaya to date follows a completely generalized curriculum framework by CBSE and has however departed from European sociology and entered into PAN India sociology, with a very limited reach of the regional framework of Meghalaya. The central board such as CBSE is not to be blamed, but to the State education board, Research scholars, School Administrators, Teachers, and Authors for not taking swift action to produce literature that will contribute towards the development of the Sociology of Meghalaya.

In Conclusion, the trend which is expected to be the first was regional, then national and finally global Influence in curriculum development, however, what is seen here is that the sociology curriculum introduced has had a national and partially global influence. In light of recent developments (figure 4.6), it is imperative for the curriculum to be developed with the integration of regional and indigenous elements. Thus far, the sociology curriculum has not transcended regional nationalist frameworks.

Figure 4.5 Notification MBOSE Recommendations on Syllabus and Textbooks

MEGHALAYA BOARD OF SCHOOL EDUCATION
HEADQUARTERS :: TURA

NOTIFICATION NO. 36
Dated Tura, the 29th May, 2023.

This is for information of all concerned that due to non- availability of old-edition textbooks and in pursuance of the decision taken in the 141st Board Meeting the Board is pleased to inform all concerned that the latest CBSE syllabus and NCERT/CBSE Textbooks will be followed for Class XI w.e.f. 2023-24 academic session and Class XII w.e.f. 2024-25 academic session in the following subjects:

(i) Physical Education (ii) Psychology and (iii) Sociology.

All concerned are requested to download the latest syllabus from www.cbse.nic.in via **Quick links → CBSE ACADEMIC.**

For the rest of the subjects, the existing syllabi and textbooks shall continue until further orders.

Encl: List of recommended textbooks.

Executive Chairman,
Meghalaya Board of School Education,
Tura.

No. MBOSE/AW/Curr/HSSLC/126/09/18998 Dated Tura, the 29/5/2023.
Copy to:
1. The Principal Secretary to the Govt. of Meghalaya, Education Deptt., Meghalaya.
2. The Director, Educational Research & Training, Meghalaya, Arbuthnot Road, Shillong – 793011.
3. The Director, School Education & Literacy, Meghalaya, Shillong.
4. All District School Education Officer with a request to circulate the same to all Higher Secondary Schools within their jurisdiction.
5. All Principals of Higher Secondary Schools
6. The Controller of Examinations, MBOSE, Tura.
7. Joint Director, Administration, MBOSE, Shillong.
8. Joint Director, ITES with a request to upload the same in the website.

Executive Chairman,
Meghalaya Board of School Education,
Tura.

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Figure 4.6 Notification Formation of State Steering Committee for SCF

GOVERNMENT OF MEGHALAYA
EDUCATION DEPARTMENT
***
ORDERS BY THE GOVERNOR
NOTIFICATION

Dated Shillong, the 28th July, 2021.

NO.EDN.172/2002/Pt/Vol.II/199 – The Governor of Meghalaya is pleased to constitute the **State Steering Committee for SCF – School Education & SCF-ECCE** for the purpose of developing of the State Curriculum framework in the State with the following members.

1. Secretary, Education Department	-	Chairman
2. Director, Directorate of School Education & Literacy	-	Member
3. Director, Directorate of Higher & Technical Education	-	Member
4. Director, Directorate of Educational Research & Training	-	Member Secretary
5. Executive Chairman, Meghalaya Board of School Education	-	Member
6. Director, Directorate of Social Welfare	-	Member
7. Shri P.B. Lartang, Deputy Director, Directorate of Educational Research & Training	-	Member & Nodal Officer SCF
8. Prof.S.R.Joshi, Department of Biotechnology, NEHU, Shillong.	-	Member
9. Prof. A. Buhphang, Department of Mathematics, NEHU, Shillong	-	Member
10. Prof. Atul Mehta, Indian Institute of Management, Shillong		
11. Dr.Ayon Bhattacharjee, National Institute of Technology, Shillong	-	Member
12. Director, Don Bosco Technical School, Shillong	-	Member
13. Principal, Sherwood Hr. Sec. School, Tura	-	Member
14. Principal, Army Hr. Sec. School, Upper Shillong	-	Member
15. Bro M. Solomon, Principal St. Edmund's School Shillong.	-	Member
16. Principal, Kiddies Corner Hr. Sec. School, Shillong	-	Member
17. Smti. B.W. Bannet, Principal Pariong Hr. Sec. School	-	Member
18. Dr. B.H. Buam, Associate Prof. CTE (PGT) Shillong	-	Member
19. Dr. Santu Saika, Associate Prof. Department of Physics, St. Anthony's College, Shillong.	-	Member
20. Dr. B. Danibha Pyrbot, Selection Grade Lecturer DERT	-	Member& Nodal Officer SCF
21. Dr.David M. Nongrum, Selection Grade Lecturer DERT	-	Member
22. Dr. Della G. Soanes, Selection Grade Lecturer DERT	-	Member& Nodal Officer SCF
23. Smti. Appera Syngkon, Senior Grade Lecturer DERT	-	Member

Contd…..

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The Term of References of the Committee shall be :

1. To discuss on the Position papers of different identified areas. These Position Papers shall incorporate the relevant suggestions received from various experts/ stakeholders through the surveys conducted.

2. To analyse and ensure that the State Curriculum Framework (SCF) is complete and would feed into the preparation of the National Curriculum Framework (NCF)

3. To ensure that the State Curriculum Framework (SCF) is framed by incorporating and integrating the local and indigenous flavour from across the state through wider consultations.

4. The duration of the Committees will be for a period of 4 years.

5. The committees can co-opt any member(s) as and when required.

Sd/-
(D.P.Wahlang, I.A.S,)
Additional Chief Secretary to the Govt. of Meghalaya
Education Department

Memo NO.EDN. 172/2002/Pt/Vol.II/199-A   Dated Shillong, the 28th July, 2021.

Copy for information to:-

1. The Additional Chief Secretary, Education Department.
2. The Secretary, Education Department.
3. The Director of Higher & Technical Education, Meghalaya, Shillong.
4. The Director of Educational Research & Training, Meghalaya, Shillong.
5. The Director of School Education & Literacy, Meghalaya, Shillong.
6. Director of Social Welfare Department.
7. The Director of Printing & Stationery for publication in the official Gazette.
8. Web Administrator, Office of DHTE, for uploading on the Website of Education Department.
9. Member concerned.

By order etc.,

Under Secretary to the Govt. of Meghalaya
Education Department

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 Introduction

The Importance of studying and understanding society is immense. As human beings are the center of the universe, every discourse, development, and ulterior motive revolves around them. The value and the price that we put on the material of this world, is nullified if humans cease to exist. In exercising the "living" in this world the humans form a network and share each other's comfort to live. While in the network they often get into conflicts as they seek for little more than they are offered. Sometimes it takes a monstrous shape with the devouring capacity to engulf the entire existence of human society. Understanding the ever-changing dynamics of society will not only empower us to assess the situation but also will enable us to be an emancipator of problems in our society.

However, it entirely depends on what kind of sociology we are presenting to our younger generations. We emphasize its emancipatory nature and make every effort to keep it away from being a discipline that only gets a position on the degree certificate. Buechler (2008) *"If we want to produce critical thinkers in our classes, we need to present sociology as a discipline uniquely suited to this task."*

5.2 Summary of Findings

After analysis of various data both primary and secondary data, literature, research papers, government reports, Government Notifications, Interviews, and observation the researcher presents the following findings:

Importance of Sociology Curriculum in School Curriculum

Sociology has helped the students of Meghalaya to understand the society they live in, It has enabled them to develop a sense of appreciation, be broadminded, overcome prejudice and communal hatred and live in harmony with others. It has also facilitated a better understanding of the socialization process and the importance of social institutions in this regard. Sociology helped them to think critically about society and inspired them to work toward the betterment of their community and society as a whole. The research also observed that the teacher took the opportunity to instill values in students through sociology, the teacher encouraged them to be

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empathetic and respectful towards others. In addition to this, the researcher has found that the students have expressed that sociology is an easy-to-understand and very helpful subject to prepare for administrative services, A 1978 report on the status of teaching sociology writes *"Sociology is a subject at the I.A.S. examination and this provides an additional attraction"*. The government's various reports have affirmed the importance of sociology from time to time and its essence in developing citizens with emotional and social skills.

The 1978 UGC report The Teaching of Sociology and Social Anthropology highlights the context of growing social needs and intellectual challenges. It also highlights subjects being more popular among female students and considered soft as per the findings. The report also accepts that job potential is not as wide as in other social sciences. The 1982 UGC report on the status of teaching sociology and social anthropology detailed out the data on sociology throughout the country. It emphasizes major trends, rising standards of teaching, and strengthening of Research. NEP 2019 gives space to sociology in providing social and emotional skills along with cultural awareness, empathy, perseverance, teamwork, and leadership. NEP 2020 expects sociology to play a role in emphasizing humanistic core values toward the holistic development of students. NCF 2000 highlights the shaping of the students to be effective and productive members of society. NCF 2005 highlights sociology's contribution to building a knowledge base for a fair and peaceful society; it directs that content should create awareness of social reality. NCFTE 2009 highlights that other courses could be designed around the concepts of courses such as sociology*(p.28)*. CBSE in its rationale to offer sociology in schools writes that due to its nature of being interrogative and critical, this subject would facilitate better reflection on what they hear and see, develop a constructive attitude, understand the dynamics of human behavior, and rediscover their own culture. CISCE in a very similar line with CBSE says sociology will create an awareness of social life, social change, social problems, and a better understanding of one's own culture. MBOSE has yet to release its own rationale of introducing sociology; it resonates with the same rationale of CBSE as it highly depends on CBSE for its sociology curriculum.

Inclusion of Sociology as a Subject in Indian School Curriculum

Sociology since its inception as a discipline in 1839 has traveled great lengths and has survived the academic challenges. The 1876 marked the beginning of the formal teaching of sociology at Yale University by William Graham Sumber. Its wave reached to India in the year 1914 to the University of Bombay and in its journey to find its identity it again went into various discourses among the scholars and academicians and with Pan India dispersal it reached to Northeast India in 1967 to the University of Dibrugarh and then gradually spread to the entire northeastern region.

Sociology got its entry at the school level in a lot of debates in American schools in the year 1911. It took around 66 years for India to get it introduced in schools which is around the year 1977. The late Zarina Bhatty (1933 - 2023) a pioneer sociologist was instrumental and a vocal in endorsing sociology schools of India in the NCERT seminar organized in 1972 to seek consultation to introduce society at plus two levels in India. Sociology in schools in Meghalaya was introduced in 2014, with an adapted curriculum from CBSE and a textbook from NCERT. Currently, it enjoys 5th rank in terms of students spread for exams in grade 12 and is offered by around 61 schools with a total of 2442 students who have written exams in the year 2021-2022.

Pedagogy of Sociology in Schools of Meghalaya

Teaching of any subject revolves around the framework set by its curriculum. Meghalaya does not have its own state curriculum of Sociology and therefore it relies heavily on CBSE and NCERT for teaching materials NCERT. CBSE is a national board and is designed keeping in mind Pan India generalization, therefore it fails to highlight regional aspects in the curriculum. The absence of a curriculum hampered the quality of education and affected the overall qualitative improvement of the students. The absence of a state-framed curriculum leads to a lack of development in textbooks. However, as per the notification, the state will release its own framework in 2024. It is found that teachers heavily rely on textbooks by NCERT and seldom explore the other materials to make teaching more updated. It is also found that teachers race to complete the syllabus as they feel that the time allotted is too limited and they are burdened with heavy class load or additional tasks. The additional tasks and class loads restrict teachers from taking innovative methods. It is observed that the teacher relies on the lecture method. The classrooms are quiet and homogeneous

(very limited students from the mainland) in nature and hardly engage in discussion debate. The teachers work in very limited facilities. They are not allocated laptops and the classrooms are not equipped with projectors in fact schools have a common projector, which is seldom used. The internet connection is not reliable. It gets harder for teachers to enhance teaching strategies in these deficient environments. With all the challenges the teachers are doing their best to transfer knowledge that is prescribed by the curriculum of sociology. The student demonstrated sound knowledge of concepts such as social institutions, social changes, etc. The teacher teaches "Values" whenever possible while delivering the content. They are successful in inspiring empathetic and respectful behavior towards fellow beings.

The curriculum gives space for teachers and students to venture into areas of study apart from the prescribed syllabus in the form of projects. It is found that teachers do encourage the students to take research projects on social problems etc. however the research methodology is not followed well, there is no presentation of research findings, evaluation of projects is not reliable to assess the learning.

Perception about Nation, Family, Kinship, and Religion

Nation, Family, Kinship, and Religion are core concepts of sociology and it's easily relatable up to an extent. These concepts are discussed in the curriculum under the chapter "The Challenges of Cultural Diversity". It is observed that they have acquired a fair knowledge of these concepts. The students of Meghalaya relate the concept of Nation with territorial boundaries, and political collectivity (Common Constitutions, Common government, and Under a common flag), It has its own military to protect sovereignty, It is bounded by shared history, and culture, and ancestry and citizens of a Nation show allegiance and identify themselves as particular nationality. It is observed that students register as being proud of their nationality however, they also share the concern of being called as either racial slurs like Chinkis or Chinese in their own country.

The concept of Family and Kinship is understood more through its functioning. The family to them is anyone who shares a common bloodline, they have displayed the closeness with the individuals who may be associated with them through father or mother lineage. Students highlighted the functions of the family as socialization,

value education, investment in education, economic support till they become independent, moral support during challenging times, etc. Kinship to them is their relationship among family lineage, a system that defines how they are related to others and a system that could guide whom they can marry. The knowledge of the Pan India kinship system is found to be adequate.

The practice of Religion is a phenomenon widely practiced in all the society. It is associated with the demonstration of reverence, rituals, and moral framework to operate day-to-day living. It helps in maintaining order in society and in some cases it also becomes a reason for communal conflicts. The idea of religion is well-known among the students of Meghalaya. There is an adequate understanding of the functional aspects of religion among the students. For them the role of religion is to guide the devotees to treat fellow beings with respect, to show love, and help, and to take care of those who need it. The followers find hope through faith in invisible power. For them it is expected of them to be kind and do good to others, in doing so there is a reward the punishment follows for wrongdoings. Religion provides a platform to know each other better and festivals present opportunities to socialize through celebration, though in some instances the clashes of thoughts create unpleasant situations.

Sociology Curriculum and Tribal Identity

Sociology has a vast domain, in which umbrella terms such as culture is studied in depth in terms of societal relationships and often as Identity. When it comes to tribal identity, it is often connected to the way of their life, their choices of occupation, and the commonality of features. Shared ancestry and language. India has 461 tribal communities as of now and The inclusion of tribes in the tribal list is an ongoing process. The Articles 342, 366 (25) are related to tribal communities in India. It is found that in interviews, and through literature observation, the characteristics of tribal communities are fading away gradually, due to modernization and cultural acculturation and assimilation. The government shows concern and there are demands by the tribal communities to protect their rights. The government has formed the Ministry of Tribal Affairs (1999) which oversees the tribal affairs.

The NCF 2005 emphasizes on incorporating local and traditional skills to simulate the regional environment, it encourages inclusion of local knowledge/Indigenous practices in Pedagogy. The national education policies give freedom to teachers to adapt to the pedagogy suited to students' needs.

Based on interviews about the tribal identity, it appears that students have sound knowledge of the Tribal Community and its characteristics. The characteristics expressed by them are: Tribals have distinct lifestyles and cultures including food habits, They are dependent on forests for their livelihood, they are a closely knit group, and have physical features similar to their community. The students are also aware that there have been changes being observed, these characteristics are still visible in village setups however those who have moved to urban setups within the state have moderately adopted trends of modern society. A large mass of the population has adopted Christianity and practices of Christianity in ceremonies like marriage and death. Media seems to have played a role in bringing in the culture from other parts of the nation and world. Customs and festivals are celebrated in representation form.

Despite the suggested emphasis on incorporating of indigenous and local practices in pedagogy by NCF and NEP, the education system of the state seems to have failed to do so in terms of the Sociology curriculum. As mentioned previously the state does not have its own curriculum therefore state dependency is on NCERT and CBSE for the curriculum framework and teaching materials. The syllabus hovers over with the tone of generalization in terms of the ethnicity of the state. The students and teachers both implied that there are not many details about the practices of their own state and ethnicity in the curriculum. The reinforcement of tribal identity and culture only happens through village elders and local programs.

Critical Sociology in Schools of Meghalaya

Sociology has a big role to play in our society, it is understood that its task is to study the dynamics of the society. It studies the elements that affect the fabric of the society. For a long time, it pondered on the generalization of laws that govern society, with the maintenance of scientific objectivity. In the race to call sociology at par with natural science, there is a tendency of the social scientist to just become an observer and scribe of what is unfolding in front of them. However, the current trend calls for emancipatory sociology which not only observes but also anticipates the problems and looks out for the solutions. Buechler (2016, p12) says *"thinking sociologically means looking at the social world in a critical way"*. Critical analysis is a much-required skill in the 21st century and it is a central learning goal of sociology. Buechler (2016) further says doing sociology in a critical way is a way to assess the root cause beyond the appearance. Building critical thinking requires the educational institution to fine-tune the pedagogy at large by including exercises that would require the students to get involved intellectually in discourse, probing questions, and writing practices. It would require preparing a simulation system for students to work towards in finding a resolution. Therefore these simulations in classrooms will prepare students to be active agents of change. If sociology is crafted well it will produce individuals who would advocate the victims of dominations and explore the possibilities of restructuring the social arrangements.

The National Curriculum Framework of 2005 discourages rote learning and encourages reflection, imagination, and questioning. It demands priority in probing, contemplating, small group discussions, and hands-on experience activities. It also highlights that textbooks should not be the sole source for teaching, the teachers should venture out for other sources as well.

The ground realities seem far from the expectations of recommendations. Through interviews and observations, it is perceived that teachers majorly utilized traditional methods in classrooms such as lecture methods and note-taking. The focus seems to be on the completion of the syllabus, and there is a very low or no utilization of technology in classrooms. Group discussions, debates, and presentations are just limited to annual practices. The teacher heavily relies on prescribed textbooks. The worksheets, videos related to sociology, and educational games are not generally part of pedagogy. The project works however well-thought-out provision for inculcating

the critical aspects of doing sociology, it appears that it is not being utilized to facilitate critical sociology. The method of evaluation of the project is only through submission basis, there is no presentation and orals to assess the skills that are learned. The research methodology is not incorporated well into the project work. There are no tools utilized to assess the authenticity of the work. Not following the proper methods would lead to the students being just the consumers of the knowledge not the creators of knowledge.

The teachers have expressed that they are overloaded with teaching load and sometimes they are needed to take on additional school duties, on top of that there is constant pressure from administrators to complete the syllabus promptly. The infrastructure support is inadequate, the teacher has to rely heavily on textbooks. The classrooms are not equipped with projectors and the teacher has to depend on their phone with high data cost but lower speed and highly unreliable bandwidth.

Even though there is not much critical sociology exercised in the classrooms, it seems like students are aware of what is happening around them, as they spend time on social media and occasionally highlight the news shared through the teachers. In their conversation it can be seen that they feel disturbed, expressing that there is a need to find solutions to it. The only thing sociology needs to do is equip them and give them wings to explore. This calls for dedication and extra-mile efforts of the sociology teacher to translate them into reality. Conceptually the students are doing well however it appears that the tilted tendency is towards scoring well in the exam, breaking the concentration on scoring aspects to knowledge application will do wonders. Buechler (2016) while paraphrasing Marx says mere understanding of the world is not the concern, the concern is to change it.

Impact of Sociology on the Perspective of Students

Sociology is well known to develop in individuals the sociological imagination. It strives to stimulate multiple perspectives and visualize how personal standpoints are not personal at all, it has a connection to society at large. Sociology as a subject expects to bring changes in the way we perceive and do things in our vicinity and society at large. It aims to teach people to develop strategies to bring progress to society along with an understanding of the social behavioral patterns of human

beings. Sociology can be a great tool in bringing changes in attitude towards fellow human beings, minimizing mental distance, and inculcating tolerance and patience.

The inclusion of sociology did make a significant impact on students. It facilitated social cohesion among the students, they learned to relate with each other while exercising tolerance and respect towards each other's beliefs. It has equipped them to work among people from different communities and deal with societal issues while considering their emotions and beliefs. Students also acknowledged that they have a wider understanding of social actions and intentions. They have understood that showing respect towards other cultures is a key to a harmonious society. It has also impacted their communication skills as they bring in the consideration of others' backgrounds and has made them broadminded and increased their comfort level towards traveling to other parts of the country and world. Sociology also has contributed in students to being an agent of change, while being aware of problems in society, such as drug abuse, alcoholism, and corruption and it has also made them aware of exercising the democratic right of voting.

Though there are changes in perspectives, there are some who have given the insight that there is much to be done in terms of doing sociology in classrooms. Some students feel that they are not sure if the subject in particular has brought any changes in perspective, they feel it is the same with any other subject. Few expressed that their school is filled with the same communities, hence there is not much they can experience in the classroom. Here calls for improvement in the knowledge transfer system, field trips, and practical teaching will be more efficient in explaining them society. The teacher must focus on giving the students experience rather than just rushing to complete the syllabus. This rush may result in the decline of critical attitude and instate a passive attitude towards the subject and learning.

Colonial Episteme and Curriculum Framework of Sociology

No doubt that Sociology is the product of the discourse of great minds such as Aristotle, Confucius, Cicero, Kautilya, and others, their work is the proof of the keenness of the human mind to understand the structure of which they are very much part. The 19th century gave wind to make this discourse the part of academic discipline, that would answer the social phenomena with rationality. Founding fathers

such as August Comte, Herbert Spencer, Max Weber, and many others were instrumental to the establishment. However, their association also gave a tag to this particular discipline as a European-dominated Western thought.

Sociology in India was the result of Colonial Interest, their interest was deeply rooted in the desire to rule India smoothly. As discussed in the review of literature various ethnographic studies were carried out during this period. Furthermore, The British regime was a key player in the education system of India, this can be seen in the investment made by them. The Charter Act of 1813 to educate Indians, the fund of 1 lakh was allocated and The Wood dispatch of 1954; the plan to spread English education in India were some of the significant steps taken by them. It is very clear that the Indians were considered as uncivilized and of lower Intellectuals, We can see it through Macaulay's desire to turn Indians to English in taste, opinions, morals, and intellect, who would cooperate with them. Even after they are long gone, India's education policies and framework have some traces of the Colonial Past. Britisher colonialism had features such as civilized versus barbaric, and developed versus underdeveloped, these disparities were highlighted time and again. Britisher played politics by secluding the Northeast part of India and continued even after independence, this seclusion had created disparities and clear differences between Mainland India and the Northeast part of India. Even to this day, it is observed that the Northeast part of the country is highly missing from the mainland discourse, it is only highlighted during conflicts. The development in this region is very limited and the Northeast's dependency has only increased, the dependency is in all the fields, be it health, food, employment, and education. The Mainland enjoys all the best of infrastructure in the fields of health facilities, Job opportunities, and education. These disparities of differential treatment between Northeast and Mainland India points may point out the colonial system (developed versus underdeveloped) just that there is a change in actors. Until the region does not work toward its upliftment and does its part along with the central government in reducing its dependency on the mainland, this narrative will continue to exist.

When it comes to the subject sociology at the school level has clearly departed from European dominance, the syllabus and textbooks have given larger space for Indian Sociology, besides a few concepts of the founding fathers of sociology. The textbook

is highly contextualized to fit the Indian Context with high-use examples and images related to Indian Society. However in consideration of Northeast India and specifically Meghalaya the sociology discipline depends on the textbook prepared and published by CBSE, in its generalization the regional sociology does not get the space it requires. Meghalaya is yet to formulate its regional framework and textbooks.

Sociology and Regional Curriculum Framework

India is a country with very high diversity, it is its beauty. The interesting part is that we have diversities in diversity. Our states are divided mostly by regional, linguistic, or cultural similarities. The National identity is also dual in nature, personal and collective level. The individuals are very fond of their traditions and cultures and would strive to preserve their identity. It is natural for them to endorse their desire to promote, display, and safeguard their regional interest.

This can be observed in the Northeast part of India as well. There are around 200 different tribes, with extraordinary diversity in terms of ethnicity and cultural systems. Eight states however have diversity, they are interdependent to each other, and they share many similarities such as geographical conditions, physical features, altitudes, soil, climates, occupations, mode of production, etc. Till today many of its regions have very limited interaction with the outside world. A long history of isolation from the mainland and the above-mentioned similarities have brought these societies in a specific bond and they do not shy away from the common name "Northeastern".

For long they have always resisted any external threat to their cultural and traditional fabrics and till this very day, they stand united when it comes to threats to their identity. The racial treatment they often received from the parts of Mainland India, is highly criticized and they have stood united. They continually make their voice known to the government that their cultural Identity should be preserved and various government officials have acknowledged this demand.

When it comes to education at the regional level it is doing very poorly in this regard. Northeastern states are highly dependent on National Boards such as CBSE and the textbook published by NCERT. Only Nagaland has its state curriculum framework and textbooks. The Sociology Curriculum has a good space for its own regional

topics, a whole chapter is dedicated to studying the society of Nagaland. The sociology of Meghalaya has departed from European dominance and is stuck in Pan India curriculum dominance. Meghalaya, despite the high literacy rate and the existence of well-known institutions such as Northeast Hill University, the state is slow on a regional curriculum framework. As per the notification by the office of the Governor, it is expected that by 2025 the state curriculum framework will be incorporated. The committee is to ensure regional and indigenous flavor while developing the framework.

5.3 Theoretical Implications

This research drove foundational support from the following theories (1) Methodological Nationalism work of Wimmer, Andreas; Schiller, Nina Glick (2002) (2) Methodological Cosmopolitanism work of Ulrich Beck (2006) (3) Sociological Imagination and (4) Manifest and Latent Function. Methodological nationalism theory suggests that the development of social science has glued itself to the roots of Nation and Nationalism. Whereas methodological cosmopolitanism is the counter to the hind-shite might due to methodological nationalism, it is the approach to engage with people from different cultures and belief systems. Methodological Cosmopolitanism opens up the way for the study of globalization in terms of knowledge formation. Sociological Imagination is another theory that discusses the perspective of a multidimensional approach. It plays a very important role in terms of enabling individuals to critically analyze and assess the alternative narrative on any social phenomenon. Manifest and Latent Function theory suggests that there can be beneficial outcomes due to the direct intention of regulating particular directives or objectives, however intended there are also possibilities that these directives could have outcomes which were not declared but are beneficial. Four existing theories have been found relevant while exploring this study.

The following are the theoretical implications of the findings:

1. The theoretical implications of the first finding is supported by all four theories. The importance of sociology in school curriculum has multiple theoretical implications, Methodological nationalism; the idea of Nation and responsibility towards nation building is seen through the subject, the subjects are taught and trend to show responsibility, respect, and reverence towards their nation. Methodological Cosmopolitanism; In addition to that the students are also encouraged to learn to consider the matters of international significance in their day-to-day life with social changes and dynamics of human society at large. Sociological Imagination on the other hand has become a tool for developing critical thinking among students. This framework of analyzing the personal and societal level problems gives a panoramic view to students who would later contribute to nation-building. Finally, from a Manifest and Latent theoretical perspective; the importance of sociology lies in understanding the direct intention of the objective and clearly understanding what else apart from the intended objective might result in the life of the learners. Providing space for students to study society in classes also provides them the opportunity to observe and interact with their classmates. Which in result may result in the development of latent traits in learners for a better tomorrow.

2. The theoretical Implications for the second finding get its foundational support from methodological nationalism and challenges from Methodological Cosmopolitanism. The development of sociology in India is definitely the result of focusing on producing citizens who would have affection towards their own countries, there is a clear struggle to move out of the colonial episteme and European dominance of thought process. However, methodological cosmopolitanism suggests that methodological nationalism creates a blindspot of being able to look beyond the nation.

The researcher is convinced when it comes to the context of India, the Methodological nationalism framework has not reached its peak, it is still in an upward trend, because this trend is observable in both national and regional level. As it is in the discourse of decolonization and revival of its own cultural heritage. Though there is a slow rise in the trend of methodological cosmopolitanism, It is Methodological Nationalism that dominates the discourse in India.

3. The theoretical Implications for the Third finding relate to the theory of Sociological Imagination and Manifest and Latent function theory. The school education system in India has been a state of rote learning and a very traditional system of education. The sociology that is intended to be taught is to develop the sociological imagination through doing critical sociology as per the national curriculum framework. The curriculum framework is very clear on utilizing methods to improve creative and critical aspects of learning. It encourages teachers to engage in the pedagogy of student-centric education and suggests that teachers should incorporate active participation of the students in the learning process through probing questions, debates, group discussions, presentations, field experiences, etc. The curriculum however emphasizes the development of sociological imagination and critical thinking, but the ground reality seems dominated by traditional teaching methods. The student seems to receive the knowledge that is relevant to the examination. Interestingly the school is an excellent platform for practical skills and menfisted or unintended objectives. The directions and desire become the utopian model unless there is a system of integrity and accountability among all of its stakeholders.

4. The theoretical implications for the fourth finding drive its base from the Methodological Nationalism, Manifest, and Latent functional theory. The concept of Nation is seen in the light of collective consciousness, dedication and duty, integrity towards its values, etc. Threat to its existence and sovereignty is collectively encountered by all the subjects. The subjects are indoctrinated in terms through various methods including education to show allegiance to the mother nation. Concepts such as family, kinship, and religion are also core parts of the educational system, especially sociology dedicates ample space towards these concepts. Though these concepts are manifested in the curriculum, the platform such as school and critical space that the subject provides tends to develop tolerant systems, a value-based, sense of brotherhood, cater to others' needs, celebrate diversity, etc.

5. Theoretical implications for the first section of the fifth findings drive foundational support from methodological nationalism and methodological cosmopolitanism. The characteristic aspect of tribal communities such as adhering to the cultural practices framed by their society is strong and is connected to the geographical boundaries of their communities. For these societies, their land is a nation in itself and they prefer to

engage in practices that will only benefit their aspirations. They would feel the responsibility to protect their identity in a bigger nation with diversity. However, the door of modernization and dependency on resources has made their ways open for other societies. The characteristics of the tribal population are gradually moving towards a cosmopolitan nature. The National curriculum framework has taken notice and instructed curriculum and textbook designers to give preference to content material to the local significance. The state educational body too has subscribed to the intention of focusing on the content related to the land.

6. Theoretical implications for the second section of the fifth findings drive foundational support from the theory of sociological imagination. The theory of Sociological Imagination revolves around the multi-dimensional approach to social problems and social actions. It provides a tool for individuals to dissect the problem in parts and analyze the problems while considering all the variables affecting it. The multilevel approach is garnered by various pedagogical tools. These practices involve probing, discussion, discourse analysis, active participation, etc. These are also the approaches that encourage critical thinking among the learners. The critical sociological approach gets its boost from the emancipatory involvement of these exercises. Critical sociology inspires the learner to be an active agent towards change, not just an observer but a contributor to solutions to the problems of society.

7. Theoretical implications for the third section of the fifth findings drive foundational support from the theory of Sociological Imagination and the theory of Manifest and latent function. The discipline of sociology aims to equip learners with knowledge about society and the elements which constitute it. It aims at producing citizens with sound knowledge of social phenomena and social actions and informed citizens who would understand the issues of individuals as well as groups. It is perceived that the subject has the potential to develop critical thinking skills toward the problems of society and be an active participant in finding solutions. The subject has the intention to bridge the gap between societies and make them more related to each other. A sound knowledge of sociology would make individuals broadminded and bring a change of perspectives toward others. The change in the perspective of learners towards others is also added on by the platform that the school provides by bringing diversity to one spot.

8. The theoretical implications for the sixth finding drive the foundation of Methodological Nationalism. The well-known and established fact is that Indian education is highly influenced by colonial rule. The discipline of sociology in India too was a result of their interest. The other well-known fact is that the discipline of sociology developed in the European arena, and the thinkers lived in the social fabric of Europe. The dominance of European sociology in the development of sociology contradicted the Indian sociologist and insisted that India should be studied through a different lens. These can be seen very much in the development of sociology textbooks at the school level, where the Indian context is highly observed. National interest is seen in the growth and development of sociology in India.

9. The theoretical implications for the seventh finding rest again on the theory of Methodological Nationalism. The strong sense of the desire to show interest towards regional interests is seen in a vast country like India, with its high diversity. The country is observed to be divided in its regional, cultural, and linguistic features. Their divisions can be perceived as small nations and collectively as bigger nations. Each of these divisions strives to seek regional interest, in terms of structural development, protection and elevating of regional cultures, and enriching the subjects with regional knowledge through education and literature. They would carry out efforts such as social movements, strikes, forums, etc. to highlight the discourse among the stakeholders and to make it heard in the national arena.

5.4 Practical Implications

This section will discuss the practical implications of the findings. The practical implication for the first finding is related to the perceived importance of Sociology in the curriculum at the school level focused on schools of Meghalaya. This subject has been of great importance for students in Meghalaya as it contributed to a better understanding of society, the socialization process, sociological imagination, and the value system. Its importance is also affirmed by various governmental reports. Its inclusion has benefited the students and will greatly enhance their understanding as they reach a higher grade. The practical implication of the second finding will add to the knowledge of the development of sociology as a discipline and its journey towards

the northeast part of the country, specifically the Meghalaya schools curriculum. The practical implication of the third finding highlights the pedagogy followed in schools to teach sociology and the reality of teaching social skills, Specialist skills, and social solidarity. The practical implications of the fourth finding are related to understanding the knowledge base and perspective of students of Meghalaya regarding concepts such as nationalism, family, kinship, and religion. The practical implication of the first part of the fifth findings would give the idea of how tribal identity is enforced in the curriculum of northeast India, specifically Meghalaya schools. It highlights the perspective of the students and whether they can locate themselves in the sociology that is done here. The practical implication of the second part's fifth finding highlights the ground situation of doing critical sociology in schools of Meghalaya. The practical implication of the third part of the fifth findings highlights the impact of teaching sociology to students of schools in Meghalaya, such as behavioral changes, desires to contribute to change, and a sense of respect for others. The practical implication of the sixth finding is related to a better understanding of colonial episteme in the Indian educational setup and its impressions on the sociology of schools in Meghalaya. Finally, the practical implications of the seventh finding relate to the highlighting of the great diversity in India and the desire for a regional identity and regional educational framework.

5.5 Recommendations for Practical Implications

The Following Sections present the recommendations for Students, Teachers, school administrators, and State Education Boards for Further Study. The Researcher has come up with these recommendations after going through various literature, Interviews, and Social discourse however the researcher does acknowledge in humility that in the vast ocean of possibilities, these recommendations will find their way toward the improvement of the pedagogy of Sociology in Schools of Meghalaya and Northeast as a whole.

5.5.1 Recommendations for Sociology Students of Grades XI and XII

Traditional classroom settings, with either large size of classrooms, lower infrastructural facilities, or heavily loaded teachers with the pressure of completing the syllabus, it is likely will not accommodate the diversity of learners. Self-directed learning will help in fostering critical thinking skills. Being aware of their understanding level they will be able to engage in active classroom participation as a tool for enhancing the learning process, this will involve them in knowledge sharing and collaborative learning leading to well-rounded learning avenues. Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.1):

Figure 5.1 Cultivating Active and Collaborative Learning
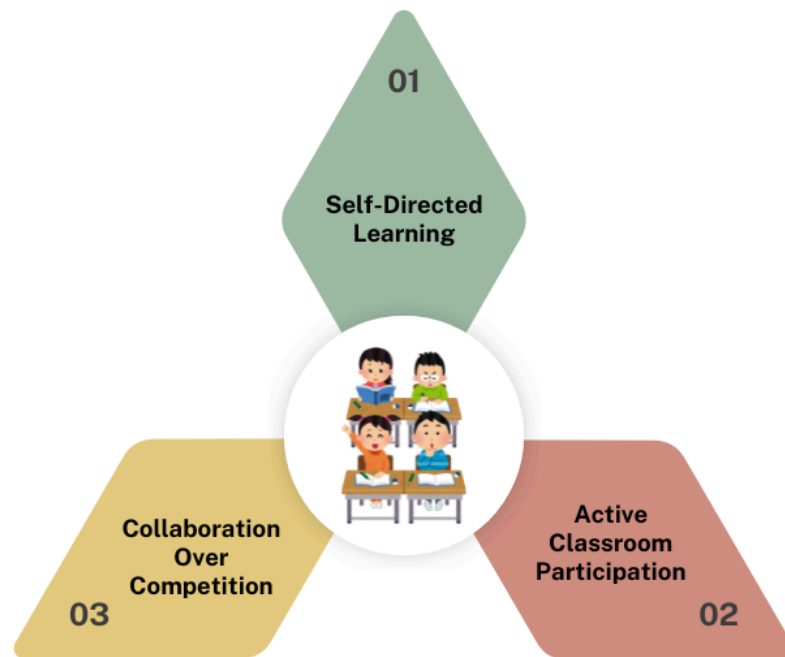
Self-Directed Learning: The students must not depend fully on the school to give information, the knowledge is at their disposal, learn to be active participants in acquiring skills that will enhance their personality as a whole.

Active Classroom Participation: The student must not be a passive participant in classrooms, rather they must respectfully indulge in discourse and discussion with the teachers and classmates.

Collaboration Over Competition: The students must avoid any form of competition but learn to work together. The 21st-century model of learning encourages Collaborative learning rather than competition. Due to benefits such as Enhanced Understanding and Retention, Development of Social Skills, Increased Engagement and Motivation, Exposure to Diverse Perspectives, Reduced Anxiety and Stress, and Preparation for Real-World Scenarios.

5.5.2 Recommendations for Teachers

School teachers' role is immensely important, as they prepare the foundations for the student's future educational journey. The base they created in early education creates interest in learners. They are more likely to choose a subject that is interesting at a later stage. The teacher's passion for teaching results in a better transfer of knowledge, and the enthusiasm resonates in subject choices and behavioral transformations. Tsikati (2019) affirms while referring to various literature, that the choice of a subject is based on the interest of the student, teacher, and others positive influences and good grades.

Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.2):

- **Continuous Learning:** Teachers need to spend time acquiring a sound knowledge of the subject and stay updated with the new trends and developments in the discipline.
- **Diverse Teaching Methods:** Teachers need to incorporate other teaching methods rather than relying heavily on lecture methods.
- **Utilization of Online Resources:** Teachers should explore various available resources online such as worksheets, movies, teaching materials, research tools, etc., and incorporate them into teaching methods.

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Figure 5.2 Enhancing Teaching Practices in Sociology

- **Active Research Engagement:** Teachers should actively participate in research work and contribute to the learning community. As part of their job, few methods have likely worked for them; they should share these in yearly teacher's meetings.
- **Quality over Quantity:** Teachers should not aim at covering material quickly, it will drive students to a passive critical attitude.
- **Community Engagement:** Teachers should take the opportunity to use the project work to enhance their critical thinking through indulgence in actively participating in societal issues of their vicinity.
- **Holistic Student Development:** Strategically teachers must spend time to equip students with the skill sets by socializing with students through various activities such as get-togethers, sports, tracking, and field trips.

5.5.3 Recommendations for Administrators

Administrators hold an important position in policy regulation. They have the responsibility to see that the system works efficiently. Each employee (teacher) of the organization looks toward the administrators (Principal, Headmaster) to understand their challenges, cater to their needs, and motivate them.

Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.3):

Figure 5.3 Administrative Priorities for Effective Teaching Environments

- **Teacher Workload:** Administrators must ensure that they do not overload the teachers, and the conducive class load must be worked out at par with scientific findings. There is a tendency of the organizations to overload the employees to increase the profit however it should be noted that this could only result in degradation of quality in the long run.

- **Infrastructural Support:** The Administrators must ensure that the teachers are given infrastructural support including a projector fitted in classrooms, personal laptop, printer, and remuneration for the internet connection, it needs to be understood that in the 21st century, these tools are not a luxury but a need. With these facilities given, accountability and proper maintenance also should be carried out regularly.

- **Classroom Quality:** Administrators must ensure that the quality of classrooms is of a high standard, the classrooms must be painted with bright colors and should have good aesthetic looks and clean classrooms enhance learning.

- **Training and Support:** Administrators must organize refresher training in regular intervals, the NCF should be discussed and should identify the challenges and work towards supporting teachers.

- **Research Participation:** Teachers should be encouraged to participate in research work and attractive remuneration should be given for their contributions.

- **Field Trips:** Administrators must set aside a budget for field trips for the students and these should be compulsory events.

5.5.4 Recommendations for Education Boards

Educational boards are the base of the entire educational structure, as they overlook the educational system of the region, state, and country. The educational board works to design policies and direct educational institutes towards its facilitations. Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.4):

- **Infrastructure Standards:** Boards must ensure that the schools and teachers have the infrastructure to facilitate a conducive learning environment before granting permission.

- **Teacher Development:** The board should also show a keen interest in equipping teachers by organizing conferences and workshops.

**Figure 5.4 Enhancing Educational Governance and Teaching Practices**

- **Research Promotion:** Educational Boards should encourage administrators and teachers to engage in research work to create a research environment in their institutions.

- **Administrative Accountability:** The educational boards should oversee the accountability of the administrators.

- **Curriculum Development:** Educational boards should formulate the state curriculum framework to meet the state requirements. It should ensure that teaching materials have been designed based on the inputs from all the stakeholders. The recommendations of the National Curriculum Framework should also be taken into consideration.

- **Research and Survey:** The Educational Board should continue to do large-scale surveys and research on the status of teaching Sociology as the only available research at large scale was done in 1978 and 1982. It should also focus on highlighting the factually how much the recommendations made by these reports have been implemented.

5.5.5 Recommendations for Future Study

In the vast ocean of knowledge, there is a limitation on how much one research could contribute, the researcher feels that more research related to the pedagogy of sociology will benefit the stakeholders.

The researcher would like to recommend the following recommendations for further study (Figure 5.5):

Figure 5.5 Exploring Sociology in School Education:

Research Avenues and Model Formulation
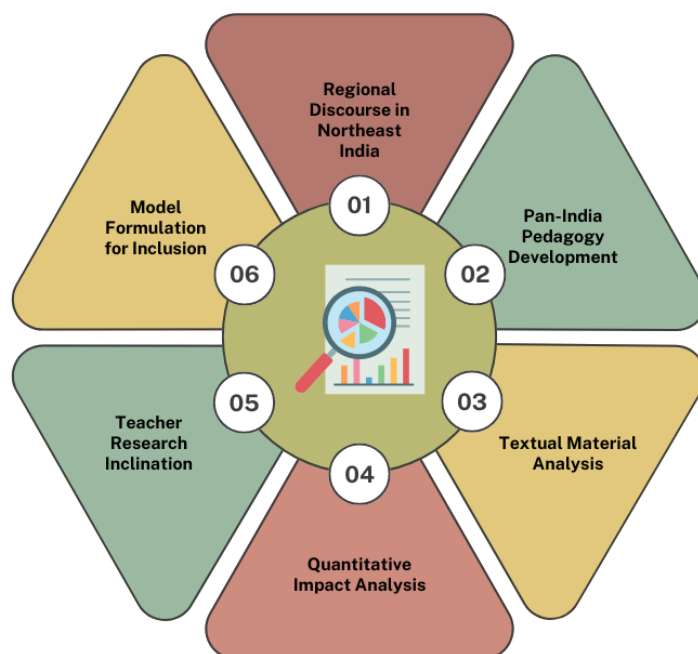
- **Regional Discourse in Northeast India:** Research can be carried out in the other states of Northeast India to understand the regional discourse of sociology.
- **Pan-India Pedagogy Development:** Research can be carried out at the Pan-India level to understand development in the pedagogy of sociology in schools.
- **Textual Material Analysis:** Research can be done towards the analysis of the textual material available for the discipline of sociology at the school level.
- **Quantitative Impact Analysis**: A quantitative study could be carried out to understand the Impact of the discipline among the school students.

- **Teacher Research Inclination:** The study among the teachers to know their research inclination towards the field of contribution to the knowledge in sociology.
- **Model Formulation for Inclusion:** The study can be carried out to formulate a model to benefit the stakeholders towards the inclusion of Sociology at primary and the secondary school level in India.

5.6 Conclusions

Sociology (year of inclusion; 2014) is still in its infancy stage at schools in Meghalaya, highly dependent on CBSE and NCERT. There is a lot to be done in the development of this discipline especially in terms of our young learners.

If critical sociology is done in the classrooms of our educational institutions the problems such as the current restlessness could have sound individuals to deal with it. If the sociologists, research scholars, teachers, administrators, and authorities who regulate policies do their task with utmost diligence a lot of the problems and issues related to the northeast at large could be found.

The slow pace of educational boards in coming out with their own state framework takes a toll on the regional learner, dependency on the curriculum framework, syllabus, and textbooks prepared by the national board will only deprive the student of learning about their culture and identity first. It is not fair for the learner to keep aloof from his immediate societal systems.

ANNEXURE

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Interview Questions for Students

Section A (Covers Research Question 1)

1. What is the importance of Sociology as a subject in your school Curriculum?
2. Do you think studying sociology is important to you?
3. Were you ever promoted, encouraged, or counseled about opting for sociology?
4. Do your teachers teach you by taking local examples or local materials in teaching or do they use more examples from mainland India?
5. Your syllabus/ teacher empowers you to exercise democratic rights through the sociology classes.
6. Do they also encourage you to respect the democratic rights of your fellow friends?
7. Does your sociology teacher mingle with you, organize games, gettogether, discussions, councils on your difficulties with adjustment with friends, etc?
8. Do you study how you can move to better living conditions through your sociology course?
9. In studying sociology do you also get to learn to work in any work culture?
10. Do you think you should have got the opportunity to study sociology in earlier Grades?

Section B (Covers Research Question 2)

1. What does the word "Nation" Mean to you? Explain
2. Do you understand the idea of kinship, as seen in other parts of the country?
3. What is family? How do you understand family as an important institution?
4. Explain religion, how important is a religion to you.
5. What is your view on culture? Do you think your culture is not the same as mainland India?

Section C

1. What does ethnicity mean to you?
2. How conscious are you about your lifeworld (a world you experience), does sociology address your need for ethnic Identity? (Do you see sociology that you study talks about your identity).

3. Does the Sociology that you study talk and make you understand about tribal identity?

Section D

1. Did sociology change the way you look at society? If Yes, How has your perspective changed society?

2. Are you comfortable visiting other states of India (Not Northeastern States) for further study.

3. Will you be comfortable in sharing a room with other states' individuals?

4. Would you like to take sociology in Bachelors, if yes/No explain why?

5. Do you think more topics are to be added to the current existing syllabus?

Interview Questions for Teachers

Research Question 1: Why should sociology be included in the high-school Curriculum?

1. Why Is Sociology Important for High-School Curriculum?
2. What are the developments in Sociology as a Curriculum?

   (Do Sociology get importance as a core subject as of now. Do sociology perceived as an important subject and must be implemented in every school as a core subject)

3. How is sociology being taught in your school?

   (What kind of study material of Local Significance in the school, Are you taking the grand example of PAN India or Local Geography, Do you deviate from the Syllabus provided by the Board)

4. How does sociology reinforce democratic values in your school?
5. How do teachers play roles in the process of Socialization in school?

   (Playing, Mingling, Participation in the discussion, etc.)

6. How is Social Mobility emphasized in your Sociology curriculum?
7. How sociology helps your student to be prepared to adapt to any work culture.
8. What are your views about introducing sociology in lower classes?

Research Question 2: How do Meghalaya students identify themself with topic such as Nation, Kinship, Family and Religion, etc.

1. How do students of Meghalaya relate to the Idea of Nation?
2. How do students of Meghalays's relate to the Idea of Kinship as understood as Pan Indian Phenomena?
3. How do students of Meghalaya relate to the Idea of Family?
4. How do students of Meghalaya relate to the received notion of Religion? (significance of religion in Meghalaya)

5. How do Students of Meghalaya view the Cultural as understood as Pan Indian Phenomena?

Research Question 3: Does Sociology taught in Meghalaya Reinforces tribal identity?

A. What is ethnic identity mean to you?
B. How conscious are you about your life world, do Sociology address the need for Ethnic Identity?

C. Does sociology help in perception of Tribal Identity?
D. How is the perspective of students towards social changes after completion of Courses?

Extra:

1. Do sociology curricula participate in the Knowledge Making process in your institutions. Would like to add contents that are not discussed in the adapted curriculum.
2. Do sociology curricula participate in the Knowledge Making process in your institutions. Would like to add contents that are not discussed in the adapted curriculum.
3. What are the challenges you face?
4. Do you have regular training programs for teachers?
5. Do you take part in research related activities?
6. Do you follow any other teaching materials besides the textbook?

Interview Questions for For Administrators

Research Question 1: Why should sociology be included in the high-school Curriculum?

1. Why Is Sociology Important for High-School Curriculum?
2. What are the developments in Sociology as a Curriculum?

   (Do Sociology get importance as a core subject as of now.

3. *Do sociology perceived as an important subject and must be implemented in every school as a core subject)*
4. How is sociology being taught in your school?

   (What kind of study material of Local Significance in the school, Are you taking the grand example of PAN India or Local Geography, Do you deviate from the Syllabus provided by the Board)

5. How does sociology reinforce democratic values in your school?
6. How do teachers play roles in the process of Socialization in school?

   (Playing, Mingling, Participation in the discussion, etc.)

7. How is Social Mobility emphasized in your Sociology curriculum?
8. How sociology helps your student to be prepared to adapt to any work culture.
9. What are your views about introducing sociology in lower classes?

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4. How do students of Meghalaya relate to the received notion of Religion? (significance of religion in Meghalaya)

5. How do Students of Meghalaya view the culture as understood as the Pan Indian phenomenon?

Research Question 3: Does Sociology taught in Meghalaya Reinforce tribal identity?

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Extra:

1. Do sociology curricula participate in the knowledge-making process in your institutions? Would like to add content that is not discussed in the adapted curriculum.
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3. Do you have regular training programs for teachers?
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5. Do your teachers follow any other teaching materials besides textbook

MEGHALAYA BOARD OF SCHOOL EDUCATION

HIGHER SECONDARY SCHOOL LEAVING CERTIFICATE EXAMINATION, 2022
(ARTS STREAM)

STATEMENT OF HSSLC EXAMINATION RESULTS FOR FIVE YEARS (2018-2022)

| Year of Examination	Category	Appeared	No. of Candidates Passed						Pass Percentage
			1st Div.	2nd Div.	3rd Div.	Comp.	Imprv.	Total	
2018	Regular	17808	1982	6147	6655	0	0	14784	83.02
	Non-Regular	3338	0	30	697	244	185	1156	34.63
	Total	**21146**	**1982**	**6177**	**7352**	**244**	**185**	**15940**	**75.38**
2019	Regular	19583	1766	6712	7506	0	0	15984	81.62
	Non-Regular	3577	0	26	509	240	559	1334	37.29
	Total	**23160**	**1766**	**6738**	**8015**	**240**	**559**	**17318**	**74.78**
2020	Regular	20133	1887	6466	8787	0	0	17140	85.13
	Non-Regular	4238	1	24	540	417	467	1449	34.19
	Total	**24371**	**1888**	**6490**	**9327**	**417**	**467**	**18589**	**76.28**
2021	Regular	20323	1814	6930	7906	0	0	16650	81.93
	Non-Regular	3944	0	17	255	404	713	1389	35.22
	Total	**24267**	**1814**	**6947**	**8161**	**404**	**713**	**18039**	**74.34**
2022	Regular	19593	2271	6769	7984	0	0	17024	86.89
	Non-Regular	3118	1	11	453	755	190	1410	45.22
	Total	**22711**	**2272**	**6780**	**8437**	**755**	**190**	**18434**	**81.17**

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			1st Div.	2nd Div.	3rd Div.	Comp.	Imprv.	Total	
2019	Regular	19583	1766	6712	7506	0	0	15984	81.62
	Non-Regular	3577	0	26	509	240	559	1334	37.29
	Total	**23160**	**1766**	**6738**	**8015**	**240**	**559**	**17318**	**74.78**
2020	Regular	20133	1887	6466	8787	0	0	17140	85.13
	Non-Regular	4238	1	24	540	417	467	1449	34.19
	Total	**24371**	**1888**	**6490**	**9327**	**417**	**467**	**18589**	**76.28**
2021	Regular	20323	1814	6930	7906	0	0	16650	81.93
	Non-Regular	3944	0	17	255	404	713	1389	35.22
	Total	**24267**	**1814**	**6947**	**8161**	**404**	**713**	**18039**	**74.34**
2022	Regular	19593	2271	6769	7984	0	0	17024	86.89
	Non-Regular	3118	1	11	453	755	190	1410	45.22
	Total	**22711**	**2272**	**6780**	**8437**	**755**	**190**	**18434**	**81.17**
2023	Regular	22689	1896	6964	10589	0	0	19449	85.72
	Non-Regular	2748	0	4	232	470	270	976	35.52
	Total	**25437**	**1896**	**6968**	**10821**	**470**	**270**	**20425**	**80.30**
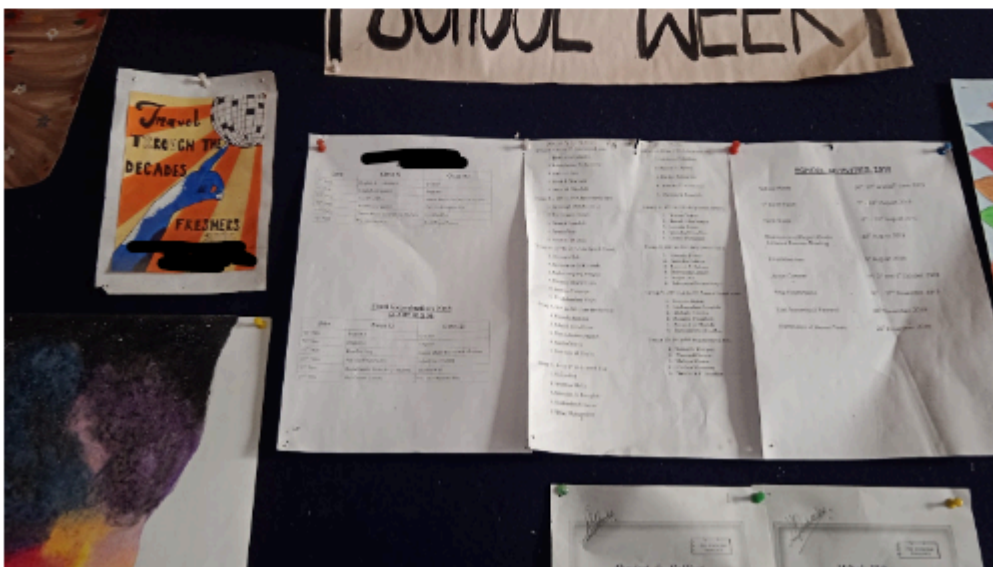
INTEGRATING SOCIOLOGY IN INDIAN HIGH SCHOOL CURRICULUM: A SOCIOLOGICAL EXPLORATION WITH SPECIAL EMPHASIS ON STATE OF MEGHALAYA

A Thesis

SUBMITTED TO THE

TILAK MAHARASHTRA VIDYAPEETH, PUNE

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In SOCIOLOGY

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BY

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DEPARTMENT OF SOCIOLOGY

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80_ Recommendation

Recommendations for Practical Implications

The Following Sections present the recommendations for Students, Teachers, school administrators, and State Education Boards for Further Study. The Researcher has come up with these recommendations after going through various literature, Interviews, and Social discourse however the researcher does acknowledge in humility that in the vast ocean of possibilities, these recommendations will find their way toward the improvement of the pedagogy of Sociology in Schools of Meghalaya and Northeast as a whole.

Recommendations for Sociology Students of Grades XI and XII

Traditional classroom settings, with either large size of classrooms, lower infrastructural facilities, or heavily loaded teachers with the pressure of completing the syllabus, it is likely will not accommodate the diversity of learners. Self-directed learning will help in fostering critical thinking skills. Being aware of their understanding level they will be able to engage in active classroom participation as a tool for enhancing the learning process, this will involve them in knowledge sharing and collaborative learning leading to well-rounded learning avenues. Based on the research findings the researcher would like to recommend the following recommendations (See Figure 5.1)

Self-Directed Learning: The students must not depend fully on the school to give information, the knowledge is at their disposal, learn to be active participants in acquiring skills that will enhance their personality as a whole.

Active Classroom Participation: The student must not be a passive participant in classrooms, rather they must respectfully indulge in discourse and discussion with the teachers and classmates.

Figure 5.1 Cultivating Active and Collaborative Learning

Recommendations for Teachers

School teachers' role is immensely important, as they prepare the foundations for the student's future educational journey. The base they created in early education creates interest in learners. They are more likely to choose a subject that is interesting at a later stage. The teacher's passion for teaching results in a better transfer of knowledge, and the enthusiasm resonates in subject choices and behavioral transformations. Tsikati (2019) affirms while referring to various literature, that the choice of a subject is based on the interest of the student, teacher, and others positive influences and good grades.

Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.2):

- **Continuous Learning:** Teachers need to spend time acquiring a sound knowledge of the subject and stay updated with the new trends and developments in the discipline.
- **Diverse Teaching Methods:** Teachers need to incorporate other teaching methods rather than relying heavily on lecture methods.
- **Utilization of Online Resources:** Teachers should explore various available resources online such as worksheets, movies, teaching materials, research tools, etc., and incorporate them into teaching methods.

Figure 5.2 Enhancing Teaching Practices in Sociology

- **Active Research Engagement:** Teachers should actively participate in research work and contribute to the learning community. As part of their job,

few methods have likely worked for them; they should share these in yearly teacher's meetings.

- **Quality over Quantity:** Teachers should not aim at covering material quickly, it will drive students to a passive critical attitude.
- **Community Engagement:** Teachers should take the opportunity to use the project work to enhance their critical thinking through indulgence in actively participating in societal issues of their vicinity.
- **Holistic Student Development:** Strategically teachers must spend time to equip students with the skill sets by socializing with students through various activities such as get-togethers, sports, tracking, and field trips.

Recommendations for Administrators

Administrators hold an important position in policy regulation. They have the responsibility to see that the system works efficiently. Each employee (teacher) of the organization looks toward the administrators (Principal, Headmaster) to understand their challenges, cater to their needs, and motivate them.

Based on the research findings the researcher would like to recommend the following recommendations (See Figure 5.3).

- **Teacher Workload:** Administrators must ensure that they do not overload the teachers, and the conducive class load must be worked out at par with scientific findings. There is a tendency of the organizations to overload the employees to increase the profit however it should be noted that this could only result in degradation of quality in the long run.
- **Infrastructural Support:** The Administrators must ensure that the teachers are given infrastructural support including a projector fitted in classrooms, personal laptop, printer, and remuneration for the internet connection, it needs to be understood that in the 21st century, these tools are not a luxury but a need. With these facilities given, accountability and proper maintenance also should be carried out regularly.

Figure 5.3 Administrative Priorities for Effective Teaching Environments

- **Classroom Quality:** Administrators must ensure that the quality of classrooms is of a high standard, the classrooms must be painted with bright colors and should have good aesthetic looks and clean classrooms enhance learning.

- **Training and Support:** Administrators must organize refresher training in regular intervals, the NCF should be discussed and should identify the challenges and work towards supporting teachers.

- **Research Participation:** Teachers should be encouraged to participate in research work and attractive remuneration should be given for their contributions.

- **Field Trips:** Administrators must set aside a budget for field trips for the students and these should be compulsory events.

Recommendations for Education Boards

Educational boards are the base of the entire educational structure, as they overlook the educational system of the region, state, and country. The educational board works to design policies and direct educational institutes towards its facilitations. Based on the research findings the researcher would like to recommend the following recommendations (Figure 5.4):

- **Infrastructure Standards:** Boards must ensure that the schools and teachers have the infrastructure to facilitate a conducive learning environment before granting permission.
- **Teacher Development:** The board should also show a keen interest in equipping teachers by organizing conferences and workshops.

Figure 5.4 Enhancing Educational Governance and Teaching Practices

- **Research Promotion:** Educational Boards should encourage administrators and teachers to engage in research work to create a research environment in their institutions.
- **Administrative Accountability:** The educational boards should oversee the accountability of the administrators.

- **Curriculum Development:** Educational boards should formulate the state curriculum framework to meet the state requirements. It should ensure that teaching materials have been designed based on the inputs from all the stakeholders. The recommendations of the National Curriculum Framework should also be taken into consideration.
- **Research and Survey:** The Educational Board should continue to do large-scale surveys and research on the status of teaching Sociology as the only available research at large scale was done in 1978 and 1982. It should also focus on highlighting the factually how much the recommendations made by these reports have been implemented.

**Recommendations for Future Study**

In the vast ocean of knowledge, there is a limitation on how much one research could contribute, the researcher feels that more research related to the pedagogy of sociology will benefit the stakeholders.

The researcher would like to recommend the following recommendations for further study (See Figure 5.5).

Research Avenues and Model Formulation

- **Regional Discourse in Northeast India:** Research can be carried out in the other states of Northeast India to understand the regional discourse of sociology.
- **Pan-India Pedagogy Development:** Research can be carried out at the Pan-India level to understand development in the pedagogy of sociology in schools.
- **Textual Material Analysis:** Research can be done towards the analysis of the textual material available for the discipline of sociology at the school level.
- **Quantitative Impact Analysis**: A quantitative study could be carried out to understand the Impact of the discipline among the school students.

Figure 5.5 Exploring Sociology in School Education
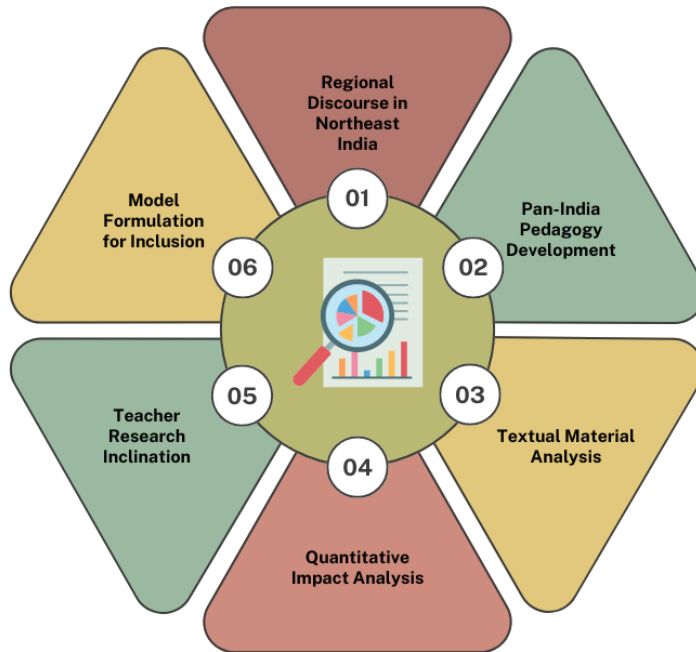
- **Teacher Research Inclination:** The study among the teachers to know their research inclination towards the field of contribution to the knowledge in sociology.

- **Model Formulation for Inclusion:** The study can be carried out to formulate a model to benefit the stakeholders towards the inclusion of Sociology at primary and the secondary school level in India.

Conclusions

Sociology (year of inclusion; 2014) is still in its infancy stage at schools in Meghalaya, highly dependent on CBSE and NCERT. There is a lot to be done in the development of this discipline especially in terms of our young learners.

If critical sociology is done in the classrooms of our educational institutions the problems such as the current restlessness could have sound individuals to deal with it. If the sociologists, research scholars, teachers, administrators, and authorities who regulate policies do their task with utmost diligence a lot of the problems and issues related to the northeast at large could be found.

The slow pace of educational boards in coming out with their own state framework takes a toll on the regional learner, dependency on the curriculum framework, syllabus, and textbooks prepared by the national board will only deprive the student of learning about their culture and identity first. It is not fair for the learner to keep aloof from his immediate societal systems.