

Indian Society

TEXTBOOK IN SOCIOLOGY FOR CLASS XII



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एन सी ई आर टी
NCERT

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OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangalore 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shweta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager (In charge) : Amitabh Kumar

Assistant Production Officer : Sunil Kumar

Cover and Layout

Shweta Rao

Illustrations

Nidhi Wadhwa

Cartography

Cartographic Design

FOREWORD

The National Curriculum Framework (NCF) 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-tables is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or problem. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hardwork done by the textbook development committee. We wish to thank the Chairperson of the advisory group in Social Sciences, Professor Hari Vasudevan, and the Chief Advisor for this textbook, Professor Yogendra Singh, for guiding the work of this committee. Several teachers also contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to

the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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HOW TO USE THIS TEXTBOOK

This is the first of the two textbooks for Class XII in Sociology. It is designed to address the spirit of the new guidelines issued by the National Curriculum Framework 2005, as well as the specific objectives of the Sociology curriculum adopted by the NCERT (Box 1).

Box 1: Objectives of the Sociology Curriculum, NCERT 2005

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

Indian Society builds on the two textbooks for Class XI, and complements the second textbook for Class XII — *Social Change and Development in India*. The specific correspondence of chapters and sections to the NCERT syllabus is indicated in Box 2. This is a suggested correspondence; teachers may also find other sections to be relevant or useful for particular segments of the syllabus.

Box 2: Correspondence with the NCERT Sociology Syllabus

(Chapters and sections of this textbook relating to syllabus topics are indicated in brackets after each syllabus section)

Unit I: Structure of Indian Society

- 1.1 Introducing Indian Society (Ch.1; 'Colonialism and the Emergence of New Markets' in 4.1; 'Communities, Nations and Nation-States' in 6.1)
- 1.2 Demographic structure (Ch. 2)
- 1.3 Rural Urban Linkages and Divisions (Ch. 2.6; section on 'Weekly Tribal Market' in 4.1)

Unit II: Social Institutions: Continuity and Change

- 2.1 Family and Kinship (Ch. 3.3, Ch.5.3)
- 2.2 The Caste System (Ch. 3.1; 'Caste-based markets and trading networks' in 4.1; Ch. 5.2)

2.3 Tribal Society (Ch. 3.2; section on 'Weekly Tribal Market' in 4.1)

2.4 The Market as a Social Institution (Ch. 4)

Unit III : Social Inequality and Exclusion

3.1 Caste Prejudice, Scheduled Castes and Other Backward Classes (Ch. 5.1, 5.2)

3.2 Marginalisation of Tribal Communities (Ch. 5.1, 5.2)

3.3 The Struggle for Women's Equality (Ch. 5.3, Ch.3.3)

3.4 The Protection of Religious Minorities (Ch. 6.1, 6.3)

3.5 Caring for the Differently Abled (Ch. 5.4)

Unit IV: The Challenges of Unity in Diversity

4.1 Problems of Communalism, Regionalism, Casteism (Ch. 6, Ch. 5.1, 5.2)

4.2 Role of the State in a Plural and Unequal Society (Ch. 6, 6.1, Ch. 5.1, 5.2)

4.3 What we share (Ch. 6, 6.1, 6.4)

Unit V: Project Work (Ch. 7)

Suggestions for Use

As already mentioned, this textbook is intended to reflect the spirit of the new National Curriculum Framework, where the emphasis has been on reducing the curricular burden on the child, specially in the form of information to be reproduced. Moreover, an effort has been made to relate the subject matter to the contemporary social environment and to the everyday life of the child. These features necessarily involve changes in the content and format of the textbook, and, of course, in the way that the classroom use of the textbook is to be structured. While each school, each teacher and each class will doubtless evolve their own ways of using this textbook, it is broadly true that the NCF will shift emphasis towards classroom discussion, activities and projects, and away from information-absorption and reproduction.

In addition to these general features of the NCF which will affect all subjects, there are some features specific to the content of this textbook which may require special handling. The obvious candidates are the chapters on caste and other forms of inequality, and those on minorities and related issues (Chs. 3, 5 and 6). Depending on the composition of the class, teachers will have to devise their own methods of dealing with sensitive material without making any section of students feel embarrassed. However, at the same time students from dominant sections of the society should also be challenged to question their common sense and to rethink many taken-for-granted issues and opinions. It is partly in view of these considerations that Ch. 3 is very light on activities, leaving it to the teacher to devise suitable ones for the specific class and the situation in which she/he is teaching.

Apart from this exception, however, the text tries to be activity based. Activities are inserted quite deliberately and are intended to be an integral part of the textbook. Teachers and students are welcome to modify them to suit local situations, but please do not skip them! There are different kind of activities. One kind which is new is called an 'Exercise'. It is based on a specific text or table given in the text, and requires students to answer very specific questions. These should be taken as *mandatory*. Information boxes that are meant to provide contextual material that is not part of the evaluative content (i.e., students will not be examined on this material) are coloured (i.e., any colour other than shades of grey, which are the standard shades for boxes).

In order not to overburden the text, we have not inserted too many references or citations. The references given at the end of each chapter are thus intended to be more of a bibliography rather than simply a list of citations. However, citations are given where specific information or quotations are involved. Teachers are of course welcome to use any additional readings or texts they find useful. There is a consolidated glossary at the end of the textbook, and students should be encouraged to refer to it. Terms explained in detail in the text are generally not included in the glossary. Many, but not all, of the words that are included in the glossary appear in bold when they are first used in the textbook. Remember, every word that appears in bold type will be found in the glossary, but the glossary includes many more words as well.

A special word on projects and practical work. This feature is a new one, and involves a significant change in the evaluation procedure. Since at least twenty per cent of the total marks for sociology are to be devoted to this section, close attention should be paid to this. Chapter 7 provides some suggestions, along with a brief recap of the methods discussed in the Class XI textbook (Ch. 5 of *Introducing Sociology*). In view of the scheduling of project work, Chapter 7 is perhaps best discussed relatively early in the course (rather than at the end of all the other chapters), preferably after Chapter 2 and 3 have been discussed. The class can revisit Chapter 7 at the end of the textbook, but selection of projects and work on them should start much earlier. The project suggestions are merely indicative; please feel free to devise your own, keeping in mind the constraints and methodological considerations mentioned in Chapter 7.

This is NCERT's first attempt to take on board the concerns of the new NCF for Class XII. We are already aware of some ways in which this textbook could be further improved, and we are also confident that during the coming year, teachers and students will come up with many more suggestions and comments that will help us revise it. Please do write to us at the following postal address: The Head, Department of Education in the Social Sciences, NCERT, Shri Aurobindo Marg, New Delhi-110016. Or you can send email to: headdress@gmail.com. We look forward to your responses, and specially your critical comments, including suggestions for improvements in the layout and format. We promise to acknowledge all useful suggestions in the next edition of this textbook.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY COMMITTEE FOR SOCIAL SCIENCES TEXTBOOKS AT THE HIGHER SECONDARY LEVEL

Hari Vasudevan, *Professor*, Department of History, University of Kolkata, Kolkata.

CHIEF ADVISOR

Yogendra Singh, *Emeritus Professor*, Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi.

ADVISORS

Satish Deshpande, *Professor*, Department of Sociology, Delhi School of Economics, University of Delhi, Delhi.

Maitrayee Chaudhuri, *Professor*, Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi.

MEMBERS

Amita Baviskar, *Professor*, Institute of Economic Growth, Delhi.

Anjan Ghosh, *Fellow*, Centre for Studies in Social Sciences, Kolkata.

Carol Upadhyia, *Fellow*, National Institute of Advanced Studies, Bangalore.

Khamyambam Indira, *Assistant Professor*, North East Regional Institute of Education, NCERT, Shillong.

Kushal Deb, *Professor*, Department of Humanities and Social Sciences, Indian Institute of Technology, Mumbai.

Manju Bhatt, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi.

Tasong Newmei, *Assistant Professor*, North East Regional Institute of Education, NCERT, Shillong.

MEMBER-COORDINATOR

Sarika Chandrawanshi Saju, *Assistant Professor*, RIE, Bhopal.

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CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties – It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

