

# Social Change and Development in India

TEXTBOOK IN SOCIOLOGY FOR CLASS XII



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TEXTBOOK IN SOCIOLOGY FOR CLASS XII



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**First Edition**

April 2007, Varanasi 1929

**Reprinted**

November 2007, December 2008

January 2010, January 2011

January 2012, May 2013

November 2013, December 2014

January 2016, February 2017

January 2018, November 2018

December 2018, August 2019

August 2021

**Revised Edition**

November 2022, Agra/Haryana 1944

**Reprinted**

March 2024, Chaitra 1946

PD 40T SU

© National Council of Educational  
Research and Training, 2007, 2022

₹ 130.00

Printed on 80 GSM paper with NCERT  
watermarkPublished at the Publication Division by the  
Secretary, National Council of Educational  
Research and Training, Sri Aurobindo  
Marg, New Delhi 110016 and printed at  
Nikhil Offset, 223, DSIDC Complex, Okhla  
Industrial Area, Phase-I, New Delhi 110020**ALL RIGHTS RESERVED**

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## 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-table 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 in making children's life at school a happy experience, rather than a source of stress or boredom. 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 hard work done by the textbook development committee responsible for this textbook. 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 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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## ACKNOWLEDGEMENTS

The many debts incurred in meeting the challenge of producing this textbook under a very tight schedule are gratefully acknowledged. First of all, thanks to all the colleagues of the editorial team and members who took out time from their other commitments to devote their energies to this task.

Yogendra Singh, *Professor Emeritus*, Jawaharlal Nehru University, New Delhi, and our *Chief Advisor*, was, as always, a pillar of support who gave us the confidence to proceed. He and Krishna Kumar, *Professor and Director*, NCERT, provided the *abhay hastha* that enabled and guided our collective efforts. Savita Sinha, *Professor and Head*, Department of Education in Social Sciences and Humanities, lent unstinting support. Shveta Uppal, *Chief Editor*, NCERT, not only facilitated our work but encouraged us to aim higher.

We are thankful to Seema Banerjee, *PGT*, Sociology, Laxman Public School, New Delhi; Dev N. Pathak, Bluebell International School, New Delhi; Nirmla Choudhary, *PGT*, Sociology, Nehru Adarsh Senior Secondary School, Delhi; and Kiran Sharma, *PGT*, Sociology, Government Boys Senior Secondary School, President Estate, New Delhi, for providing their feedback and inputs.

Special thanks are due to Shweta Rao, who took on the challenge of designing the book and made it possible to realise our efforts. Her contributions are visible on every page. The Council also acknowledges the support and contribution of Jesna Jayachandran, *Research Scholar* at the Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi.

Our special thanks to Satish Saberwal, *Professor*, and N. Jayaram, *Professor*, and members of the Monitoring Committee from whose meticulous comments and suggestions we benefited enormously.

Finally, we are grateful to all the institutions and individuals who allowed us to use materials from their publications, each of which is acknowledged in the text. The NCERT is specially grateful to R.K. Laxman for allowing us to use his cartoons; Malavika Karlekar for the use of photographs from her book, *Visualising Indian Women: 1875–1947*, published by Oxford University Press, New Delhi; Radha Kumar for letting us use visuals from her book, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*; and Ravi Agarwal for his collection of photographs. We have also used some material and photographs from *India Today*, *Outlook* and *Frontline*, *The Times of India*, *The Hindu* and *Hindustan Times*. The Council thanks the authors, copyright holders and publishers of these materials. The NCERT gratefully acknowledges the library of the Rail Museum, Chanakya Puri, New Delhi; Y.K. Gupta and R.C. Das of the Central Institute of Educational Technology, NCERT, New Delhi.

The Council acknowledges the contribution of Nazia Khan, *DTP Operator*, Dinesh Kumar, *In-charge*, Computer Station, and Rishi Pal Singh, *Senior Proofreader*, NCERT, in shaping this textbook. We are grateful to the Publication Department, NCERT, for all its support.

The Council acknowledges the valuable inputs for analysing syllabi, textbooks and the content, proposed to be rationalised for this edition by Manju Bhatt, Dehradun, Uttarakhand; Achla Pritam Tandon, *Associate Professor*, Sociology, Hindu College, University of Delhi, New Delhi; Seema Banerjee, *PGT Sociology*, Laxman Public School Hauz Khas Enclave, New Delhi, and Abha Seth, *PGT Sociology*, Kishangarh, Vasant Kunj, New Delhi.

## SUGGESTIONS FOR USE

You have already gone through the earlier book. You are therefore familiar with the spirit of the National Curriculum Framework that the textbooks seek to communicate. The idea is to move away from learning by rote. The effort in the textbook is to give "higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience". Every effort has been made to connect the subject matter to the contemporary social environment and to the everyday life of the child. Towards making this possible, we have boxes that draw from reports in newspapers, magazines, brief extracts from fiction, government reports, apart from the many examples to the everyday life of children. The exercises and activities in the textbook are, therefore, an essential part of the book. An effort has also been made to draw from sociological writings to give a flavour of sociological research.

This has been a challenging, sometimes difficult task for us and we are aware that your suggestions will go a long way to improve upon it. Please do write to us at the following address – The Head, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi 110 016. Or you can send e-mail to: [headeds@gmail.com](mailto:headeds@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 the textbook.



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# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **'[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 <sup>2</sup>[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. Subst. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subst. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)