

UNDERSTANDING SOCIETY

TEXTBOOK FOR CLASS XI



11128



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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 for 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 book. We wish to thank the Chairperson of the advisory

group in Social Science, Professor Hari Vasudevan and the Chief Advisor for this book, 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 December 2005

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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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 '[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)

A NOTE TO THE TEACHER AND STUDENTS

In the earlier book our task was to introduce sociology. We had thus discussed the emergence of sociology, the key concerns of the discipline, its tools and methods of studying society. A central concern of sociology in its attempt to understand society was to understand the relationship between the individual and society. To what extent is the individual free to act and to what extent is the individual constrained?

In this book we seek to understand this relationship better by exploring the concepts of social structure, social stratification and social processes. We try and understand how groups and individuals are located within the social structure. And how they act and initiate social processes. How do they cooperate, compete and conflict? Why do they cooperate, compete and conflict differently in different kinds of society? Proceeding with the basic questioning approach of sociology dealt with in the earlier book we do not see these processes as natural and unchanging. But as socially constituted. We do not accept a naturalist explanation that may suggest that human beings are 'naturally' competitive or 'naturally' prone to conflict.

The concepts social structure and social processes draw attention to the fact that society is marked both by order and change. Some things remain the same. Some things change. A look at order and change in rural and urban societies help us look at these continuities and changes better.

We then proceed further to look at the fundamental relationship between society and the environment. And drawing from contemporary developments, attempt a sociological understanding of our environment.

In the earlier book we had dealt with the emergence of sociology and its attempt to understand modernity. Here, we are introduced to some of the key concepts that western and Indian thinkers developed to understand the structures and processes of modern societies. The idea is not to deal exhaustively with all their ideas, which would be impossible within the time and space available. But to focus on only some aspect of their work and hopefully communicate some sense of the richness of the ideas that the thinkers were engaging with. For instance we look at Karl Marx's ideas on class conflict, Emile Durkheim's ideas on division of labour and Max Weber's on bureaucracy. Likewise we look at G.S. Ghurye's ideas on race and caste, D.P. Mukerji's ideas on tradition and change and A.R. Desai's on the state and M.N. Srinivas' on the village.

In keeping with the questioning spirit of sociology, this book like the earlier one continuously engages with the reader to think and reflect, to relate what is happening to society and to us as individuals. The activities built into the text are therefore an intrinsic part of the book. The text and activities constitute an integrative whole. One cannot be done without the other. For the objective here is not just to provide ready made information to be learnt but to understand society. The dates that mark the life and works of the thinkers have been included only to provide a broad sense of the historical context of the thinkers.

This book tries to be interactive and introduces various activities that may help students engage with understanding society in a live manner. However, the most exciting and innovative part rests with the teachers and students. They will perhaps be able to introduce far more apt activities and examples. Indeed the idea is to initiate the interactive debate. This is just a beginning. And much of the most exciting learning process will take place in the classroom. Students and teachers will perhaps think of far better ways, activities and examples. And suggest how textbooks can be bettered.

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Constitution of India

Part IV A (Article 51 A)

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.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).