

Social Change and Development in India

TEXTBOOK IN SOCIOLOGY FOR CLASS XII



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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
Bengaluru 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 : Anup Kumar Rajput
Division

Chief Editor : Shveta Uppal

Chief Production : Arun Chitkara
Officer

Chief Business : Vipin Dewan
Manager (In charge)

Assistant Editor : R.N. Bhardwaj

Production Assistant :

Cover and Layout

Shveta Rao

Illustrations

Blue Fish and Joel Gill

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
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TEXTBOOK DEVELOPMENT COMMITTEE

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

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

CHIEF ADVISOR

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

ADVISORS

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

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

MEMBERS

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

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

Carol Upadhyaya, *Visiting Associate Fellow*, National Institute of Advanced Studies, Bengaluru

Khamyambam Indira, *Assistant Professor*, North-east Regional Institution of Education, Shillong

Kushal Deb, *Associate Professor*, Department of Sociology, Indian Institute of Technology, Mumbai

Latha Govindan Nair, *Ex-teacher of Sociology*, Sardar Patel Vidyalaya, New Delhi

Nandini Sunder, *Professor*, Department of Sociology, Delhi School of Economics, University of Delhi, Delhi

Nitya Ramakrishnan, *Advocate*, Delhi High Court, Delhi

Sarika Chandrawanshi Saju, *Assistant Professor*, Regional Institution of Education, Bhopal

Tasong Newmei, *Assistant Professor*, North-east Regional Institution of Education, Shillong

MEMBER-COORDINATOR

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

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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: headaddress@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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CONTENTS

FOREWORD

v

SUGGESTIONS FOR USE

ix

Chapter 1

Structural Change

1 - 16

Chapter 2

Cultural Change

17-34

Chapter 3

The Story of Indian Democracy

35-54

Chapter 4

Change and Development in Rural Society

55-72

Chapter 5

Change and Development in Industrial Society

73-90

Chapter 6

Globalisation and Social Change

91-112

Chapter 7

Mass Media and Communications

113-134

Chapter 8

Social Movements

135-160

Glossary

161-163

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)