



UNDERSTANDING INDIAN SOCIETY



SOCIOLOGY
Standard Twelve

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

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 and wild life 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.

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SOCIOLOGY

Standard Twelve



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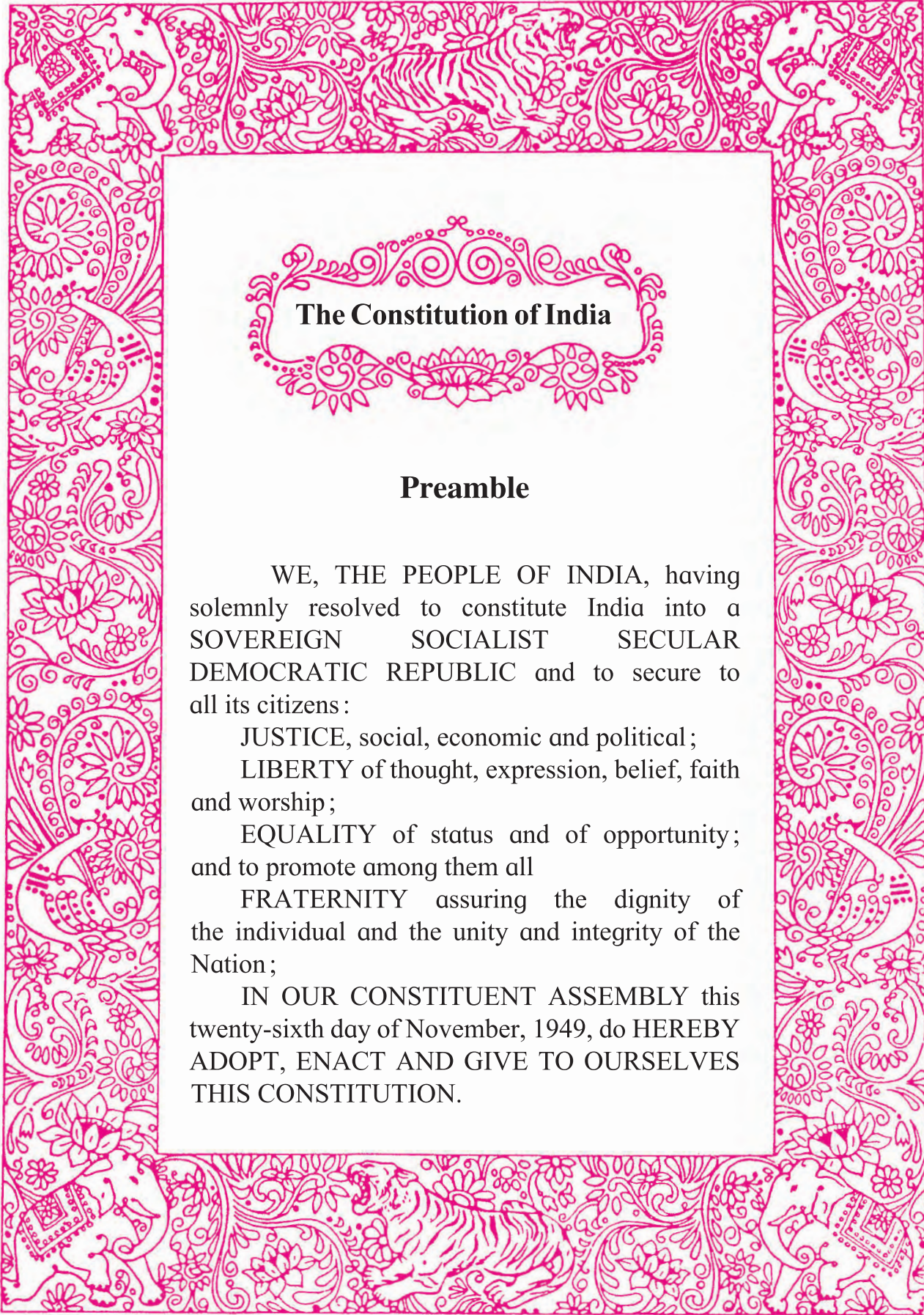
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The Constitution of India

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.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Student-friends,

In today's digital world, you must have felt the need to understand your own culture and society. Many people across the globe are struck by the diversity and plurality of Indian society and its inner strength.

As learners of Sociology, you may often not have answers to questions like, "What does it mean to be Indian?" "What are the factors that influence Indian society? What are the segments of Indian society and how are they connected? How has digitalisation affected our lifestyle?" and so on. It is at such moments that we realise the need to be consciously aware of what is happening in our society, the types of changes that are taking place and the challenges that lie within and without.

There are several debates on the various social processes and movements that have been taking place in India today. Have these weakened our country? Have they made us stronger than before? Understanding our pluralistic society and processes of change are extremely relevant at this juncture.

The Standard XI Sociology course introduced you to various key sociological concepts. In Standard XII, the focus will be on understanding different groups within our society, various social problems, social movements and social change from the viewpoint of the Indian context. We will not only learn about diversities in Indian society but also learn to understand and respect each cultural group in its own setting, with a view to promoting national unity.

Information boxes, activities provided in the textbook and the material available in the QR code should make the process of self-learning easier, interesting and it will also encourage active participation. It is hoped that this Sociology reader will facilitate a fairly comprehensive understanding of Indian society with its multiple layers and divergent cultures. We hope, you will appreciate the dynamic nature of Indian society from a refreshing and new perspective.



(Vivek Gosavi)

Director

Maharashtra State Textbook Bureau

Pune

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Bharatiya Saur Dinank : 2 Falgun 1941

- For the Teachers -

An Approach to Teaching Sociology

The course in Sociology introduces learners to Indian society. As Indian citizens, it is important for us to have a comprehensive understanding of the society in which we live – its various segments, its diversity and richness of culture, as well as social problems plaguing our society and various social movements that have pressed for changes that are taking place today. Such a study can be brought alive and made more interesting by using the instructional strategies suggested below:

1. **YouTube link-based discussion:** The teacher must first view selected YouTube clippings, share the link on the class WhatsApp group or screen the link in class/computer lab. Follow up immediately with a discussion or written assignment.
2. **Small-group Discussion:** Divide your class into small groups. Give a common topic for all groups for a 3-minute reflection followed by 10 minutes of group discussion. Each group should have a group representative who will present the three most significant points to the class. The teacher should prepare a blackboard summary of learning points.
3. **Peer Learning:** Learners can prepare PPTs or Charts on select topics of interest, which are directly or indirectly related to the Units of the syllabi. They should then present it in the classroom. The teacher can give relevant additional information.
4. **Debates:** Many topics lend themselves to discussion as there are often multiple points of view. This may be organized as a formal debate in the classroom.
5. **Cooperative Learning:** Collaborative learning strategies can be utilized for effective, creative and fun learning experiences. **Example:** Think-Pair-Share, Jigsaw, Inside-Outside Circle, etc.
6. **Activity Sheets/Exercises:** After every Unit, learners can undertake to develop revision exercises and share with the class. These can be discussed in class and can also be used as part of the revision for the Board Exam.
7. **Interviews:** Small surveys (Sample size=5) can be undertaken on a specific topic and report written on the findings of the study.
8. **Field Visit:** Small-group visits to an NGO, a village or tribal area, or a slum. Make a short film on your phone or write a report on the visit. Learners must share the film/findings with the class. The activity should be followed by a discussion.

At the end of each unit there are sample questions. It is not an exhaustive list. It is hoped that the teachers and learners will both develop a question bank *based on the pattern prescribed by the H.S.C. Board*. Teachers can encourage learners to apply their knowledge and develop skills rather than focus on rote-learning and memorisation. For this purpose, concept mapping, personal response questions and questions based on a passage have been included even in Class XII.

Best wishes for making the study of Indian society an exciting and memorable experience!

Competency Statements

No.	UNIT	COMPETENCY
1	Introduction to Indian society	- Describes the development of Indian society - Analyses factors that influence Indian society - Critically compares the influence of each period on Indian society - Infers the impact of various forces on Indian society
2	Segments of Indian society	- Describes the characteristics of tribal, rural and urban segments of Indian society - Compares the segments of Indian society - Identifies and categorises the challenges of Indian society - Considers solutions for problems of Indian society
3.	Diversity and Unity in Indian society	- Illustrates diversity of Indian society - Defends unity amidst diversity in Indian society - Critiques divisive factors in Indian society - Formulates ways to promote inclusivity and unity in Indian society
4.	Processes of social change in India	- Describes the processes of social change in Indian society - Assesses the impact of each process on Indian society - Compares the challenges posed by each process of social change - Proposes solutions to tackle problems that arise due to processes of social change in Indian society
5.	Social Movements in India	- Explains the meaning and nature of social movement - Describes various social movements in India - Assesses the usefulness of social movements - Evaluates the impact of social movements on Indian society
6.	Social Problems in India	- Demonstrates an understanding of social problems in India - Explains causal factors of social problems in India - Points out consequences of social problems on Indian society - Formulates solutions for social problems

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