



Sociology

Standard Eleven

FAMILY
SOCIETY THEORY
SOCIAL LAW
URBAN
CONFLICT
CRIME
EQUALITY
CULTURE
RELIGION
NATURAL CALAMITY
MEDIA
CLASS
COMMUNITY
GENDER

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.

The coordination committee formed by G.R.No.Abhyas-2116/(pra.kra43/16)SD-4 dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 20.6.2019 and it has been decided to implement it from the academic year 2019-2020.

SOCIOLOGY

Standard XI



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.



D6L9J1

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q.R.Code given on the title page of the textbook. On this Q.R.Code audio-visual teaching-learning material of the relevant lesson will be available.

First Edition : 2019

Reprint : December 2020

© Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

Sociology Committee

Dr. Vaishali Diwakar, Chairperson
Dr. Vaishali Joshi, Member
Dr. Sujata Gokhale, Member
Dr. Pralhad Mane, Member
Smt. Varsha Sarode, Member
secretary

Sociology Study Group

Dr. Salma Aziz
Shri. Ivan John
Dr. Vyankatesh Kharat
Dr. Renuka Badvane
Shri. Chandrakant Khandagle
Dr. Prakash Khetri
Shri. Adhikrao Hajare
Shri. Sunil Shinde
Dr. Hemant Sonkamble
Shri. Madanmohan Vishwakarma
Smt. Surekha Kingaonkar
Shri. Ronald Lewis
Shri. Gunvantrao Kalgapure
Dr. Shrikant Parkhi
Shri. Dayashankar Vaidya

Authors

Dr. Vaishali Diwakar
Dr. Vaishali Joshi
Dr. Vijay Marulkar

Cover and Illustrations

Shri. Devdatta Balkawade

Typesetting

DTP Section,
Balbharati, Pune

Paper

70 GSM Creamwove

Print Order

N/PB/2021-22/Qty.- 8,000

Printer :

M/s. Sai Offset, Kolhapur

Coordination

Smt. Varsha Sarode
Assistant Special Officer, History and Civics

Production

Sachchitanand Aphale
Chief Production Officer
Prabhakar Parab, Production Officer
Shashank Kanikdale,
Asst. Production Officer

Publisher

Vivek Uttam Gosavi, Controller
Maharashtra State Textbook Bureau,
Prabhadevi, Mumbai - 400 025.



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

Friends,

Today in the world of advanced technology and science, we often encounter questions like the need for studying social sciences, particularly Sociology. Your friends and family may ask you about its practical relevance. You may not have definitive answers to their questions. Probably you will answer vaguely that Sociology is the science of society. Then, you may be bombarded with a new series of questions, such as, “Don’t we know our society? What is the need to study society?” This textbook will help you answer these questions in a concrete manner.

The flood of scientific information and technological revolution has now made our lives much easier. At the same time, we are increasingly becoming aware that technology alone is not enough to lead a fulfilling life. As humans, we all need to reach an understanding of various events happening around us.

Many sociologists had predicted that technology may put our social relations and transactions on a drab and impersonal plane. It may lead to a weakened social fabric. However, this fear proved to be false. It only changed the ways and methods of social transactions. It became more complex. It became obvious that only technology is not enough to fathom the changing social scenario. Relevance of Sociology under the changed circumstance has assumed new dimensions. Sociology studies various social issues systematically. Issues at the individual level are not the subject of sociological studies.

This textbook introduces various key concepts and the foundational structure of Sociology to students. It will help to understand that social norms and taboos shape our perception of day-to-day realities and practices. Understanding diverse social groups and their issues makes us more balanced in our viewpoint and teaches us to respect the diverse needs and orientation of each group.

The boxes providing additional information, various activities provided in the textbook and the material in the Q.R. code will certainly make the process of self-study easier, interesting and encourage active participation.

Sociology endows students with skills that are essential for acquiring critical insights and analytical studies. These skills are useful in many different fields like human resource management, voluntary sectors, journalism, media operations, planning and development, social counselling, research, policy making etc. A vast array of career opportunities is available with the systematic knowledge of Sociology. We hope that this textbook will help students to look at social realities with a more balanced perspective.



(Dr. Sunil Magar)

Director

Maharashtra State Textbook Bureau

Pune

Date : 20 June 2019

Bharatiya Saur Dinank : 30 Jyeshtha 1941

- For the Teachers -

For Teachers: An Approach to Teaching Standard XI Sociology

The Standard XI course in Sociology introduces learners to the exciting field of Sociology. There is a tendency to think that the subject is merely based on commonsense; but this is because it relates so closely to our lived realities. It becomes imperative for teachers to show appropriate linkages between sociological concepts and everyday life. The study of society and human social relationships can be brought alive by using one or more of the following methods or instructional strategies.

- **Cooperative Learning:** Collaborative learning strategies can be utilized for effective, creative and fun learning experiences. Example: Think-Pair-Share, Jigsaw, Inside-Outside Circle, etc.
- **YouTube link-based discussion:** The teacher must first preview 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.
- **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 prepares a blackboard summary of learning points.
- **Peer Learning:** Learners can prepare PPTs 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.
- **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.
- **Interviews:** Small surveys (Sample size = 5) can be undertaken on a specific topic and report written on the findings of the study.
- **Field Visit:** Small-group visits to an NGO, a village or tribal area, or museum. Make a short film on your phone or write a report on the visit. Learners must share the film/findings with the class. This activity should be followed by a discussion.
- **Activity Sheets/Exercises:** After every Unit, learners can undertake to develop revision exercises and share with the class. These can be discussed in the class or given as home assignment.

At the end of each unit there are sample questions. It is not an exhaustive list. We hope that learners and teachers will both help to develop a question bank of resources. The nature of questions may be varied too. Within the broad framework nearly equal weightage is given to each unit. Teachers are encouraged to make use of creative questions that demand creative and personal responses to questions. We want to encourage our learners to be able to develop skills to apply their knowledge rather than engage in mere rote-learning. For this purpose we have specially introduced concept mapping, personal response questions and questions based on a passage.

Make the study of Sociology a joyful and memorable experience! Best wishes.

• **Competency Statements** •

No.	UNIT	COMPETENCY
1	Introduction of Sociology	<ul style="list-style-type: none"> • Explains the meaning, nature and the emergence of Sociology. • Analyses the importance and applicability of Sociology.
2	Contribution of Western and Indian Sociologists	<ul style="list-style-type: none"> • Understands the contribution of Western sociologists to the development of Sociology. • Understands the contribution of Indian sociologists to the development of Sociology.
3	Basic concepts in Sociology	<ul style="list-style-type: none"> • Explains the basic concepts in Sociology • Understands the interrelations between individual and society. • Explains the components of social structure. • Classifies and compares the components of social structure.
4	Social Institutions	<ul style="list-style-type: none"> • Understands the changing nature of social institutions. • Critically analyses the role played by social institutions in shaping human social life.
5	Culture	<ul style="list-style-type: none"> • Discusses the meaning of culture and its importance in human life. • Classifies different elements and types of culture and to describes their interrelations. • Understands hybridization of culture.
6	Socialization	<ul style="list-style-type: none"> • Understands the process of socialization. • Compares the agencies of socialization. • Evaluates the effect of agencies of socialization.
7	Social Stratification	<ul style="list-style-type: none"> • Describes the nature of social stratification. • Explores various determinants of social stratification. • Examines the effects of social stratification.
8	Social Change	<ul style="list-style-type: none"> • Explains the meaning and characteristics of social change • Identifies factors responsible for social change. • Develops a constructive attitude towards a changing society.

Contents

Section I

1: Introduction to Sociology 1

2: Contribution of Western and Indian Sociologists 12

3: Basic Concepts in Sociology 22

4: Social Institutions 35

5: Culture 51

6: Socialization 62

7: Social Stratification 72

8: Social Change 82

Section II

Passages 93