

----- Click on the -----
Download Link
To view the complete book

CONTEMPORARY WORLD POLITICS

TEXTBOOK IN POLITICAL SCIENCE FOR CLASS XII



12107



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

12107 – CONTEMPORARY WORLD POLITICS

Textbook for Class XII

ISBN 81-7450-693-4

First Edition

February 2007 Phalgunā 1928

Reprinted

January 2008 Pausā 1929
March 2009 Phalgunā 1930
January 2010 Maghā 1931
March 2013 Phalgunā 1934
January 2014 Maghā 1935
December 2014 Pausā 1936
January 2016 Pausā 1937
February 2017 Maghā 1938
January 2018 Maghā 1939
January 2019 Maghā 1940
December 2019 Pausā 1941
March 2021 Phalgunā 1942
December 2021 Agrahayana 1943

PD 70T RSP

© National Council of Educational
Research and Training, 2007

₹ 115.00

About the cover

The stamps on the cover page are
designed by the United Nations
Postal Administration portraying
various contemporary world issues.

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by
the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi
110 016 and printed at Arun Packers &
Printers, C-36, Lawrence Road
Industrial Area, Delhi -110 035

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

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 Division : Anup Kumar Rajput

Chief Editor : Shveta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Editor : Bijnan Sutar

Production Assistant : Prakash Veer Singh

Cover and Layout Illustrations

Shweta Rao

Irfaan

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 timetable is as necessary as rigour in implementing the annual calendar so that the required number of teaching days is 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 Sciences, Professor Hari Vasudevan, the Chief Advisors, Professor Yogendra Yadav and Professor Suhas Palshikar and the Advisor, Professor Kanti Bajpai 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 Resources 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

----- Click on the -----
Download Link
To view the complete book

© NCERT
not to be republished

Preface

Contemporary World Politics is part of the NCERT's effort to help students understand politics. Other books for students of Political Science in Classes XI and XII deal with various facets of politics — the Indian Constitution, politics in India, and political theory. *Contemporary World Politics* enlarges the scope of politics to the world stage.

The new Political Science syllabus has finally given space to world politics. This is a vital development. As India becomes more prominent in international politics and as events outside the country influence our lives and choices, we need to know more about the world outside. International affairs are discussed with great passion in India, but not always with sufficient understanding. We tend to rely on the daily newspaper, television, and casual conversation for our knowledge of how the world works. We hope this book will help students comprehend what is happening outside and India's relations with it.

Before we go any further, it is necessary to say something about why the book is titled 'world politics' rather than the more traditional 'international politics' or 'international relations'. In this world, the relationship between governments of different countries, or what we call international politics or international relations, is of course crucial. In addition, though, there are vital connections between governments, non-government institutions, and ordinary people. These are often referred to as transnational relations. To understand the world, it is not possible any longer to understand only the links between governments. It is necessary to understand what happens across boundaries also — and governments are not the only agents of what happens.

In addition, world politics includes politics within other countries, understood in comparative perspective. For instance, the chapter on events in the "second world" of the communist countries after the Cold War deals with internal developments in this region. The South Asia chapter presents the state of democracy amongst India's neighbours. This is the field of comparative politics.

The book is concerned with world politics as it is today, more or less. It does not deal with world politics through the 19th or 20th centuries. The politics of those eras is dealt with in the History textbooks. We deal with the 20th century only to the extent that it is the background to present events and trends. For instance, we begin with the Cold War because it is impossible to comprehend where we are today without an understanding of what the Cold War was and how it ended.

How should you use this book? Our hope is that this book will serve as an introduction to world politics. Teachers and students will use the book as a springboard to find out more about contemporary world politics. Each chapter will give you a certain amount of information. It will also, though, give you some useful concepts with which to understand the world: the Cold War; the notion of hegemony; international organisations; national security and human security; environmental security; globalisation; and so on.

Each chapter begins with an overview to quickly give you an idea of what to expect. Each chapter also has maps, tables, graphics, boxes, cartoons, and other illustrations to enliven your reading and to get you to reflect on world politics by provoking, challenging, or amusing you. The characters — Unni and Munni, introduced in earlier