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SOCIAL SCIENCE

DEMOCRATIC POLITICS-I

Textbook in Political Science
for Class IX



0972



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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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 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 and the Chief Advisors

for this book, Professor Yogendra Yadav and Professor Suhas Palshikar 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 Chairmanship 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

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A LETTER FOR YOU

Dear teachers and parents,

‘Civics is boring’. You may have heard this from your students or your child. You may have felt that they had a point. Syllabi of Civics in our country tend to focus on formal institutions of government. The textbooks are full of constitutional, legal and procedural details, presented in a dry and abstract manner. No wonder children experience disconnect between the theory they read in the textbook and what they see in real life around them. This is perhaps what makes Civics ‘boring’ for young adults in a country otherwise full of passion for politics.

The present textbook is a small step towards changing this. The impetus came from the National Curriculum Framework 2005 that provided the space and opportunity to bring about this basic change. The foreword to this book by the Director of the NCERT explains the philosophy of the new curriculum. It meant a complete overhaul of the traditional Civics syllabi. The change in the name – from Civics to Political Science – reflects the shift in the focus. The new syllabi recognise that the student at this stage is aware of and needs to know more about politics. Accordingly, the students in classes IX and X will be offered an introduction to various facets of politics. Democracy is the window through which they get to look at the theory and the practice of politics.

With this textbook you are going to take the students on a tour of a museum of contemporary democracy. You will first take them quickly through a series of stories from different parts of the world. Once they develop a sense and feel of democracy, you can ask some reflective questions: what is democracy? Why democracy? With this clarity you can take them to a gallery on constitutions. An understanding of what and how of the constitutions would prepare them for an exhibition on three aspects of democratic politics: elections, institutions and rights. You may encounter many contentious themes during this tour. Our attempt here is not to hand over a definite opinion to the students but to enable them to think on their own.

This textbook is meant to help the students enjoy this tour and to assist you in guiding them. It does not merely inform the students. It encourages them to think on their own. It interacts with them through questions, moves