

Social Science

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DEMOCRATIC POLITICS-II

Textbook in Political Science for Class X



1072



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 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. We also wish to thank the Chief Advisors for this book, Professors Yogendra Yadav and Suhas Palshikar along with Advisor for this book, Professor K. C. Suri 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
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Director
National Council of Educational
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A Letter for You

Dear students, teachers and parents,

Political Science textbooks for Class IX and Class X together form an integrated whole. That is why we called them Democratic Politics-I and Democratic Politics-II. This book begins where the Political Science textbook stopped last year in Class IX. Last year the tour of democracy introduced you mainly to some basic ideas, institutions and rules of democracy. This year the focus shifts from the institutions to the process. The book introduces you to how democracy works in practice and what can be expected of it.

As a result of this shift, you would read much more directly about politics in this book. Politics is about how thinking human beings determine and change the way they live together. This involves ideas and ideals, cooperation and coordination. This also involves conflict and competition, self and collective interest. Therefore much of democratic politics is about power sharing.

This forms the subject matter of the first six chapters in this book. In these chapters, we explore various forms of sharing and shaping of power in a democracy. Chapters One and Two constitute the first unit that presents the idea of power sharing and elaborates it in the context of power sharing between different levels of government. The second unit, comprising chapters three and four, is about power sharing and accommodation among different social groups. The next two chapters make up the third unit. It tells us how different political organisations and movements are important in democratic politics. The seventh and the eighth chapters take up the larger questions with which we began our tour last year. Thus, what democracies have achieved and what is yet to be achieved is discussed in the seventh chapter on outcomes. This leads us, in the last chapter, to the challenges democracy faces in our times and the ways in which we can overcome them. Thus ends the tour of democracy we began last year. As we travel through the different chapters, the meaning of democracy expands.

This book is a continuation of the Class IX textbook in another sense as well. Last year the textbook had introduced a different style and form. Since we have had a very positive feedback from many of you regarding these features, we continue the experiment this year as well. This book also interacts with the students with the help of stories, illustrations, puzzles and cartoons. This time we have increased the visual elements and introduced a new feature called 'Plus Box'. Do read about all the old and new features in the 'How to Use this Book'. Above all, this book does not seek to teach and preach about democracy. It seeks to engage in a conversation with you. You would agree that this is a democratic way of thinking about democracy.

We were fortunate this year as well that some of the leading political scientists of the country agreed to join the Textbook Development Committee. We would like to express our deep appreciation of the support we received in preparing this textbook from Professor Krishna Kumar and Professor Hari Vasudevan and the advice received from the National Monitoring Committee. We would like to thank Professor Satish Deshpande for reading specific chapters and giving comments. A group of teachers and educationists comprising Anuradha Sen, Suman Lata, Manish Jain, Radhika Menon,