

Social Science

DEMOCRATIC POLITICS-II

Textbook in Political Science for Class X



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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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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
20 November 2006

Director
National Council of Educational
Research and Training

Rationalisation of Content in the Textbooks

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises upon reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- High difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning.
- Content, which is not relevant in the present context or outdated.

This present edition, is a reformatted version after carrying out the changes given above.

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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 four 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 is about power sharing and accommodation among different social groups. The next chapter tells us how different political organisations and movements are important in democratic politics. The fifth chapter takes 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 fifth chapter on outcomes. 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, Malini Ghose, Alex M. George and Pankaj Pushkar read the drafts and made valuable suggestions. We would like to make a special mention of the untiring efforts of Alex and Pankaj, the two ‘super advisors’ of this book, to ensure that what is presented in the book was accurate, interesting and communicative. Parthiv Shah and Shroboni gave the book its attractive look. Irfan Khan once again created new-look Unni and Munni for you. Ahmed Raza of ARK Grafix provided with informative and appealing graphics and maps. We are highly thankful to the *Lokniti* and Centre for the Study of Developing Societies (CSDS) for providing a congenial home for the textbook development committee, for sparing space and resources for this enterprise during the last two years.

At the end of this academic year, you will be taking the Board examinations. We wish you all the best in your examinations. We wish and hope that the tour of democracy undertaken in these two books will help you overcome two most common reactions: that Political Science is boring and that politics is disgusting. We hope you will continue to take interest in a critical and balanced understanding of democratic politics either by opting for Political Science as a subject or by acting as a responsible citizen in future.

K. C. SURI
Advisor

YOGENDRA YADAV, SUHAS PALSHIKAR
Chief Advisors

How to Use this Book

This book retains several features with which you are familiar. These were introduced in your Political Science textbook for Class IX. This book also has some new features that you might wish to know about.

Overview comes at the beginning of every chapter. It tells you about the purpose of the chapter and what is covered in it. Please read the overview before and after reading the chapter.

Section and sub-section headings: Each chapter is divided into sections and sub-sections. A section heading spreads over both columns on the page. This indicates the beginning a major part of the chapter and often covers a topic specified in the syllabus. The sub-section heading in a column indicates one point under the section concerned.



Graphics, Collages, Photographs and Posters occupy more space in this textbook than they did in your textbook for Class IX. You would continue to find a wide range of political **Cartoons**. These images provide visual relief and some fun. But you should not merely 'see' these images and turn the page. You are expected to 'read' the meaning of these images. Very often politics is carried out not through words but through images. The captions and questions that often accompany these images help you to read these images.



Munni and Unni are back with you. Like you, they have also grown up a little since you met them in Class IX. They keep popping up and asking questions that you may have wished to ask. Do stop to engage with their questions. And don't hesitate to ask similar questions to your teachers and parents.



Plus boxes contain supplementary information related to the theme of the chapter. Sometimes the plus box has a story that invites you to reflect on the dilemmas concerning our social and political life. You are supposed to read and discuss these. But you need not memorise the information and contents of the plus box. Nor is there a 'correct' answer to some of the moral questions posed there. These are just meant to help you think hard. Each plus box carries a special + sign.

Let us watch television, Let us listen to radio, Let us read newspaper, Let us debate, Let's find out or Let's do it give students some activity in or outside the classroom. These activities become more meaningful when the students present their findings to the entire class and have the space for discussion. Where necessary, please feel free to substitute one type of media with another.



Glossary

Glossary appears at the margin of the page in which an unfamiliar word or expression comes in the text. Such a word is highlighted in the text. Remember, you don't need to learn the definition by heart. You just need to understand the word.



Let us revise usually comes at the end of every section. The questions invite you to apply the points learnt in that section to a specific situation. Teachers can come up with more such in-text exercises and use these to check the progress that everyone has made.

Exercises

Exercises come at the end of every chapter. You would notice that we have introduced some new kinds of exercises, particularly in multiple choice format, which require reasoning and application of mind. Once you become familiar with the format, you would enjoy the challenge.



Maps are essential not just for understanding geography but also for history and politics. That is why some of the information is presented by way of maps in this book. You are not expected to draw the maps, but understand the patterns depicted here.



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REQUEST FOR FEEDBACK

How did you like this textbook? What was your experience in reading or using this? What were the difficulties you faced? What changes would you like to see in the next version of this book?

Write to us on all these and any other matter related to this textbook. You could be a teacher, a parent, a student or just a general reader. We value any and every feedback.

Please write to:

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 ²[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.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)