

SOCIAL SCIENCE

DEMOCRATIC POLITICS-I

Textbook in Political Science
for Class IX



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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 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
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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

them with stories and pictures and tickles them with cartoons. It helps you in reviewing their progress and in getting them involved with activities. All these features have meant taking more space than used to be the case earlier. It is precisely to reduce the information load that the book takes more pages. Please do read 'How to use this book' on the following pages to be able to use these features of the book. The tour will continue in the textbook for class X and will focus more on the working of democracy. We hope this tour will create interest in them to understand politics more carefully and to help them become active and participant citizens.

This hope of ours rests on you. That is why this book makes more demands on you. You may have to learn more about new names, events and places. You may face questions that the textbook does not answer. You may have to guide the students through sensitive and passionate debates that naturally arise when we discuss politics. Just when you begin to feel tired or irritated, do entertain a thought. When your student asks a question that you find difficult to answer, when she seeks information that is not easy to find or expresses an opinion that you don't approve of, this may actually be a sign of your success as a teacher or a parent. As we all know, getting students to question is critical to their learning process both as a student and as citizens of a democracy. This is what the present book tries to cultivate.

The desire to get rid of the 'boring Civics' tag brought together, perhaps for the first time in our country, a group of political scientists, school teachers and educationists to think about how to teach politics to our next generation. You can read about this group, the Textbook Development Committee, on page xii. All these colleagues spared their valuable time and mental space for this unscheduled event in their academic calendar. Professor Krishna Kumar, Director NCERT, not only dragged some of us into this pleasant duty but also supported us at every stage. Professor Hari Vasudevan and Professor Gopal Guru provided this experiment the protection it needed. Professor Mrinal Miri, Professor G. P. Deshpande and other members of the National Monitoring Committee offered valuable inputs and criticisms. The experiment gained many friends on the way: Ambassador Jorge Heine, Arvind Sardana, Aditya Nigam, Suman Lata and Chandni Khanduja read different parts of the draft and provided valuable inputs. At many points it drew upon Lokniti research programme and Lokniti network of the Centre for the Study of Developing Societies for intellectual and logistic resources. Above all, this experiment drew upon the insights and energy of Alex M. George, Pankaj Pushkar and Manish Jain – three young educationists committed to a radical pedagogy — who taught us how to think about the challenge of school education. Designer Oron Das and cartoonist Irfan Khan and copy editor Devyani Onial helped us turn the idea of this book into a reality.

We sincerely hope that you and the students would enjoy this book and perhaps look at politics as something valuable, something worth taking seriously, something worth studying. We look forward to your feedback.

K. C. Suri
ADVISOR

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CHIEF ADVISORS

HOW TO USE THIS BOOK?

OVERVIEW comes at the beginning of each chapter. You can use it to understand the purpose of the chapter and how it links with the rest of the book. It also helps you explain the rationale behind the different sections of the chapter. If you are in doubt about what to teach, what to emphasise and what kind of questions to ask, please do refer back to the overview.

Sections and Sub-sections help you break the chapter into small bits that you can take up one by one. Each chapter is usually divided into four sections, each of which you can complete within about three periods. **Section Heading(s)** are numbered and announce the beginning of a fresh theme within the chapter. **Sub-section heading(s)** provide convenient breaks for you to sum up one point and move to the next. Boxes are very much part of the main text and are meant to be taught. They provide additional information or analysis that requires a little detour.

Each chapter begins with one or more real life stories or imagined dialogues. This is to create an interest and understanding of some central issues discussed in the chapter. Sometimes smaller stories or examples are used to lead the student into a section or sub-section. Please do tell this story in all its details. If you can, please add more details to those given here. You don't need to bother very much if the student does not grasp the full significance of the story at this stage. As the chapter develops, it draws upon from the initial story and moves from the concrete to the abstract. But please do not ask the students to memorise the facts and details of the story like the year, names of personalities or places, etc. The same applies to any other example used in this book. This would kill their interest and defeat the very purpose of using stories. If the story is good, some details will stay in their memory. Even if no details stay with them but they can draw the general point from any such instance, we have succeeded in our task.



Munni and Unni are two characters specially designed for this book by cartoonist Irfan Khan. The two of them keep appearing every now and then to ask all kinds of questions: impish, irrelevant, irreverent or even impossible. The questions are sparked off by the points made in the text. But in most cases you will not find the answer in the textbook itself. Munni and Unni are

there to assure the students that the kind of ‘funny’ thoughts that often come to their minds are not stupid and to give them the courage to ask such questions. They give you the space to take a detour and get into a side discussion that is often richer than the main one. Please do not use these questions for evaluation.

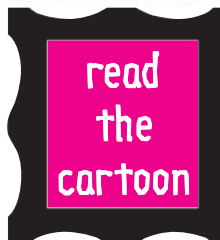
You would notice lots of cartoons and pictures in this book. This brings visual relief and some fun. But these images are meant to do more. These are parts of the teaching and learning process. The caption to each visual provides background information to help the student appreciate the message. It also asks them questions. Please do stop at each cartoon or visual and get the students involved in reading the message. If you can, please select some more cartoons from your regional languages and use them. Similarly there are several maps and many more references to countries unknown to the students. One of the aims of this book is to expand the student’s imagination beyond our own country. Please keep and refer to a recent political map of the world while teaching this book.

Check your progress questions come usually at the end of every section. These questions give you an opportunity to ensure that the students comprehend the things discussed in that section. These questions also indicate to you the kind of learning you might wish to emphasise. May we urge you to please make more questions of this kind so that the student can move away from learning by rote.

Activity may involve getting the students together within the classroom or doing things outside the classroom. You would need to guide them by assigning tasks to individuals or to groups. The activity and its location in the chapter is only suggestive. If you can think of an activity that relates better to students’ own life, please feel free to replace our suggestion with yours.

Glossary of unfamiliar words or concepts comes at the end of a chapter. Such a word appears in pink when it is used for the first time. Please encourage the students to refer to the glossary and learn to use the word in a different context. But there is no need for them to memorise the definition given in the glossary.

Exercises come at the end of each chapter. You would notice that there are many more questions here than used to be the case. You would also notice that the questions are of a different kind. These questions do not test the student’s ability to recall and reproduce what they have read in the Chapter. Keeping in with the approach of the new NCF, we have asked questions that require interpretation, application, analysis, and reasoning based on what they have learnt in the Chapter. You would need to spend some time with the students going over these exercises. Please feel free to come up with new and better questions than suggested here and use those for student evaluation.



exercises



Let us read the newspaper is both an exercise and an activity. You can use it to ensure that the students can apply what they have learnt to a different context. You can also use it to encourage the habit of newspaper reading. Where most students have access to news channels on television, you may supplement or modify the projects suggested here to include watching of news and current affair programmes. Here again, if you think a different project will suit your students' context and resources, you must be right. Please go ahead.

ACCESSING ONLINE INFORMATION

We are living in an era of information and communication revolution. Printed books, textbooks and the mass media such as newspapers and periodicals have ceased to be the only sources of information. Now millions of websites (World Wide Web) provide easy and instant access to a vast and diverse amount of online information. The World Wide Web has enabled a sudden and extreme decentralisation of information. Since many schools do not possess the latest encyclopaedias and traditional libraries, students and teachers may rely on the Internet to access the needed information.

While using this textbook, the teachers and students may sometimes feel that information provided in the book is, 'insufficient' for learning or classroom teaching. You may want to know more about certain ideas, concepts and events in different countries. We would suggest some of the ways you can use the Internet for this purpose.

You may find some information in free encyclopaedias like www.en.wikipedia.org or www.britannica.com. Search engines like [Google](#) and [Yahoo](#) can provide links to websites that are specifically dedicated to different topics that you may be interested in.

Similarly, several important newspapers and magazines are available online. Some of them allow you to access their archives without payments and registrations. Similarly a few TV channels also allow you to access information without registrations and payments.

Some other websites would be useful to know more about the various institutions discussed in the text. You could find the links to all the Indian government institutional websites from www.india.gov.in. Specifically http://india.gov.in/directories_gov.php will provide you the direct link to various institutions. Similarly various international organisations such as United Nations, International Monetary Fund (IMF), World Bank, human rights organisations such as National Human Rights Commission (NHRC) too have their own websites. Apart from Indian constitution you will also find constitutions of many countries also being available online. You can also look at parliaments around the world by following the link from Inter Parliamentary Union www.ipu.org/english/home.htm

Further you may want to use more images, pictures, or cartoons for discussions. You will find them in newspapers that are available online. Apart from it, you could also look at www.politicalcartoons.com for this purpose. Similarly, through searching "images" category of [Google](#) you could locate them.

You may find it useful to visit the websites like www.plato.stanford.edu, www.opendemocracy.net, www.brainyencyclopeid.com especially when you wish to get more clarity on certain theoretical aspects or to learn more about politics.

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.

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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)