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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 Suhas Palshikar and
Professor Yogendra Yadav 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
Preface

The NCERT this year has introduced a separate paper on Political Theory for students of Class XI. This change has come as a part of the larger project to revise and redesign the school curricula. Previously students were exposed to political ideas and theories primarily through the study of political ideologies, such as, Liberalism, or Marxism, or Fascism. Concepts like freedom and equality entered the picture only indirectly in terms of their place in a given system of ideas. In the new course the central focus is on concepts rather than ideologies. The objective of the course is to introduce students to some of the important ideas and concepts which form a part of the living tradition of political thought in the world.

In the writing of this book the approach which was followed was to try and involve the students in the process of learning, both as recipients and creators of knowledge. The objective was to encourage students to do political theory by training them to scrutinise and reflect upon the ways we make sense of and conceptualise our world, as well as to develop and extend their understanding. Hence, even as each chapter begins with some minimum, and at times commonsensical, understanding of a concept, it tries to introduce students to different dimensions of the concept and give them a feel of the range of ideas that can be marshaled while taking positions and offering reasons.

For all of you, the students, who will study political theory and be examined in this subject, we hope will be this approach to the study of political theory more engaging. We wanted you not only to learn about the ideas which have been developed by thinkers over the ages but also to be able to respond to them on the basis of your own experience of the world. As you will see, the concepts included in this book – freedom, equality, rights, nationalism – are used in everyday life not only by politicians and governments but by all of us. We speak frequently of our freedoms and rights, of the fairness and unfairness of things, of our desire to be treated equally, of our sentiments about nationalism or peace, or other such ideals. The concepts that we are going to study in this book are thus already part of our lives. We apply them in our personal life, in the family, in the school, or among our friends, and we also use them when we take positions on public policies or political debates.

The starting point of our study is not therefore unfamiliar. But we hope that through the study of political theory you will be able to refine your
ideas and express them with greater precision and clarity. If, at the end of
the year, you are able to critically reflect on your beliefs and ideas and offer
reasoned and compelling arguments in defence of your position, we think
that this experiment would have been successful. The side comments,
suggestions for activities, and exercises in each chapter were designed to
indicate how these concepts could help you interpret the often-confusing
world in which we live. As with all such new projects, mistakes might have
been made but we look forward to feedback from you.

Even though students were the major focus of our thinking when planning
the book we recognise the crucial role that teachers play in the learning
process. We hope that the book will also empower teachers to use it not as a
repository of truths but as a starting point for generating a creative classroom
environment. The different exercises and activities included in each chapter
were intended not as directions for what the teachers have to do in their
classes. Rather they were meant to be indicators of how the ideas in a chapter
and the book as a whole could be appropriated and developed.

We might also add that in addition to the main text, boxes have been
introduced in each chapter to draw your attention to the political thought
and contribution of a particular theorist or of a system of ideas. These too
were conceived as ways of enriching and deepening the discussion, without
compelling the student to commit to memory who said what, when and why.
We do hope that the teachers will assess students in terms of their ability to
think for themselves by understanding the different aspects and dimensions
of a given concept rather than for their skill in rehearsing and reproducing
all the possible arguments and usages of a concept discussed in the text.
Such an open-ended approach may present a challenge both for teachers
and students but it should become an integral part of our educational system.

In this short preface, rather than prescribing what needs to be done,
and how, we have tried to share with you how we approached the writing of
the book. From teachers also we would appreciate feedback about the book
and its design.

Writing the book was a collective enterprise of a number of people and it
involved a continuous dialogue regarding the meaning of concepts and how
they could be taught. We recognised both the need to listen to each other as
well as to convince others of our point of view. The end result is before you
and we will wait to get your response.

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2020-21
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The design of this book has the stamp of Shweta Rao and if the book has an attractive look that compels you to leaf through it, it is on account of her efforts.

The contribution of M.V.S.V. Prasad, Assistant Professor, Department of Curriculum Studies, NCERT, in reviewing and updating the current edition is appreciated.
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [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)