

# Political Science

Standard Eleven



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties- It shall be the duty of every citizen of India–**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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# Political Science

## Standard Eleven



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The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q.R.Code given on title page of the textbook. On this Q.R.Code audio-visual teaching-learning material of the relevant lesson will be available.

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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 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.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

India is my country. All Indians  
are my brothers and sisters.

I love my country, and I am proud  
of its rich and varied heritage. I shall  
always strive to be worthy of it.

I shall give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.

## Introduction

Dear Students,

You have been already introduced to 'Political Science' in Standard IX and X. The textbook for Standard XI has been written with the objectives of the modified syllabus (2012) in view. We are glad to hand over the textbook for Standard XI to you.

The content of this textbook is organised into four sections - Political Concepts, Comparative Government, Public Administration and International Relations. Each of these sections begins with an introduction. The main purpose in doing so to introduce the students to the principal concepts in these fields. All these concepts are to be viewed and studied in the context of the Indian system.

The boxes providing additional information, various activities provided in the textbook and the informative articles in the Q.R.Code will certainly make the process of self-study easier, interesting and encourage active participation.

Why do we study 'Political Science'? This book will provide you with some answers. It helps you to understand not only your own country but introduces you to the world out there. It will explain to you how the Indian Government works, your role as a citizen in the working of the government, various events that take place in the world and the tools to see, experience and analyse these events around you. It would make you a more empowered citizen who can aspire to do something good for the country.

The subject committee, study group, authors, the illustrator have taken great pains to prepare this book. The Bureau is grateful for their efforts.

Your suggestions and recommendations are most welcome. We will definitely consider relevant suggestions for incorporation.

We hope that the students, teachers and parents will welcome this book.



**(Dr. Sunil Magar)**

Director

Pune

Date : 20 June 2019

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## - For the Teachers -

### An Approach to Teaching of Political Science at Std XI

The approach of the syllabus for Std. XI and XII is holistic and integrated. Std. XI introduces the students to the different sub-fields of political science. The XIIth standard book follows through with some of the contemporary concerns in political science.

The different sub-fields of political science include Political Concepts, Comparative Government and Politics, Public Administration and International Relations. While each is an independent sub-field, they are all interlinked. Thus, when we approach the teaching of the subject it is necessary to draw the correlations between each of them. For example, concepts like Equality and Justice that are dealt with in the first section are relevant in the study of Comparative Government. They are also relevant to Development Administration. Similarly, when we study international events in the last section the information about the various governments given in the section on Comparative Government would be useful.

Some activities that go beyond traditional classroom teaching:

- Activity: The concept of the State is abstract. But the concept of government is concrete. It is necessary to understand the difference between them. Identify the various 'nations' in India. Find out why they are not 'states'.
- Classroom Discussion: Initiate a discussion on diversity in India. Explain this diversity in terms of religion, region, language, etc.
- Presentations: Take any of the concepts like Liberty, Rights, Equality and Justice. Prepare charts on the meaning of the concept and its application in India.
- Map work: Maps are a useful tool for both, the Section on Comparative Government and International Relations.
- Comparative Charts: It would be useful to ask the students to make comparative charts of the three countries.
- Field Visit: Visits to any Government office would be of use to understand the working of the government administration.
- Group Activity: A group can act as a Council of Ministers and prepare some policy document on any relevant issue.
- Mock United Nations: Take up any international issue. Get students to represent countries and argue their position on the issue.
- Some useful websites:
  - Indian Government : <https://www.india.gov.in/>
  - United States Government : <https://www.usa.gov/>
  - United Kingdom : <https://www.gov.uk/>
  - United Nations : <http://www.un.org/en/index.html>



## Competency Statement

No.	UNIT	COMPETENCY
1	Political Concepts	<ul style="list-style-type: none"> <li>• Explain the concept of the State and evolution of Modern State.</li> <li>• Understand the political concepts of Liberty, Equality, Justice and Rights.</li> <li>• Understand the development of Indian society in the context of these political concepts.</li> </ul>
2	Comparative Government and Politics	<ul style="list-style-type: none"> <li>• Explain the points of similarity and difference in the political system of USA, UK and India.</li> <li>• Understand the role of political parties and pressure groups in bringing about socio-political change and economic development.</li> <li>• Explain the changing role of Indian Judiciary.</li> </ul>
3.	Public Administration	<ul style="list-style-type: none"> <li>• Explain the basic framework of the Indian Administrative System.</li> <li>• Explain the role of Public Administration in the process of development.</li> <li>• Explain the correlation between the concerns of the people and changing role of administration.</li> <li>• Explain the importance of e-governance in India.</li> </ul>
4.	International Relations	<ul style="list-style-type: none"> <li>• Explain the importance of internationalism and international cooperation.</li> <li>• Explain the reasons behind the emergence of regional organisations in contemporary times.</li> <li>• Know the rationale of India's Non-Alignment Policy.</li> </ul>

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## Map of the world

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• **S.O.I. Note :** The following foot notes are applicable : (1) © Government of India, Copyright : 2019. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the “North-Eastern Areas (Reorganisation) Act. 1971,” but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

• It may be noted that any discrepancy in the standard colour scheme of the National Flag would be due to technological limitations.