



वसुधैव कुटुम्बकम्  
ONE EARTH • ONE FAMILY • ONE FUTURE

# CBSE

## POLITICAL SCIENCE

### SYLLABUS 2023-2024

(Code No. 028)

### CLASS-XI & XII



## TABLE OF CONTENT

S. NO.	Content	Page No.
1	Rationale	3
2	Aims and Objectives	4
<b>CLASS XI</b>		
3	Rationalised Content	5
4	Course Structure	6
5	Course Content	7
<b>CLASS XII</b>		
7	Rationalised Content	21
8	Course Structure	22
9	Course Content	23
10	Question Paper Design Class XI & XII	34
11	Guidelines for Internal Assessment Class XI & XII	36
<b>ANNEXURE XI &amp; XII</b>		
12	Annexures –Additional Reference Material	41

## RATIONALE

A discipline of Social Science, Political Science deals with understanding the social structures and methods used to manage a government or State. It also encompasses the historical, philosophical, constitutional, and legal foundation of the political system. It further provides scope to identify the political values and ideas, governing institutions and their policy making process. The subject enhances the ability to address the functions and processes of government and politics in international, national, and state levels. It ensures that students acquire citizenship skills and engage as active citizens by appreciating human diversity. This subject is interdisciplinary by nature and draws upon other social disciplines or branches of knowledge and there by influenced by them in many ways. At the Senior Secondary level, the curriculum of Political Science is organized in a systematic manner to facilitate students to have an understanding of political ideas, ideologies, institutions, policies, processes, and behavior, as well as groups, classes, government, law, peace and war which are the bedrock of human society and polity. The contents enrich student's writing, communication, data analysis skills and also develop knowledge about current and past political events across the world. An earnest effort is directed towards laying the foundation for a serious engagement with the discipline and developing competencies that prepare students for higher education, learning, and acquiring knowledge.

## AIMS AND OBJECTIVES

### 1. Indian Constitution at Work:

- Understand the historical circumstances and the processes in which the Constitution was drafted.
- Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- Analyze the working of the three pillars of democracy: Legislature, Executive, and Judiciary and their role with changing times.
- Identify the key features of the Indian Constitution and compare these to other constitutions in the world.

### 2. Political Theory:

- Recognize the ideas, concepts, and values inherent in the political life of a citizen.
- Systematic reflection and critical analysis of the political phenomenon.
- Provides a clarity on what is 'political' in relation to 'social', 'economic', 'moral', and the like.
- Augment the ability of students to build a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable.

### 3. Contemporary World Politics

- Enables an understanding of the nature of political interactions amongst the sovereign states in the World.
- Trace the key political events and processes in the post-cold war era.
- Analyze the all-encompassing impact of various global institutions, processes, and events.
- Promote international understanding and respect for humanity.

### 4. Politics in India since Independence

- Understand and analyze constitutional institutions and their working in the post-independence era.
- Appreciate the contribution of political leaders in Nation Building.
- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.
- Acquaint the students to the changing trends and developments in India.

## CLASS XI

Links for NCERT Rationalised 2023-24 Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?keps1=ps-8>
2. <https://ncert.nic.in/textbook.php?keps2=0-10>

CBSSE

**CLASS XI**

**COURSE STRUCTURE**

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
<b>PART A- INDIAN CONSTITUTION AT WORK</b>			
1	Constitution: Why and How?	12	8
2	Rights in the Indian Constitution	8	
3	Election and Representation	14	6
4	Executive	14	12
5	Legislature	14	
6	Judiciary	14	
7	Federalism	14	6
8	Local Governments	10	4
9	Constitution as a Living Document	6	4
10	The Philosophy of the Constitution	6	
<b>No. of periods &amp; marks allotted to Indian Constitution at Work</b>		<b>112</b>	<b>40</b>
<b>PART B-POLITICAL THEORY</b>			
1	Political Theory: An Introduction	8	4
2	Freedom	10	12
3	Equality	12	
4	Social Justice	12	6
5	Rights	14	4
6	Citizenship	12	8
7	Nationalism	15	
8	Secularism	16	6
<b>No. of periods &amp; marks allotted for Political Theory</b>		<b>99</b>	<b>40</b>
<b>Total</b>		<b>211</b>	<b>80</b>

CLASS XI

COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
<b>PART A-INDIAN CONSTITUTION AT WORK</b>			
<p style="text-align: center;"><b>1</b></p> <p><b><u>Constitution: Why and How?</u></b></p> <p>a) Why do we need a Constitution?</p> <ul style="list-style-type: none"> <li>• Constitution allows coordination and assurance</li> <li>• Specification of decision-making powers</li> <li>• Limitations on the powers of government</li> <li>• Aspirations and goals of a society</li> <li>• Fundamental identity of a people</li> </ul> <p>b) The authority of a Constitution</p> <ul style="list-style-type: none"> <li>• Mode of promulgation</li> <li>• The substantive provisions of a constitution</li> <li>• Balanced institutional design</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Key aspects of the working of the Constitution.</li> <li>• Various Institutions of the government in the country and their relationship with each other.</li> <li>• Conditions and circumstances in which the Constitution of India was made.</li> <li>• Key features of the Indian Constitution and other Constitutions of the world.</li> </ul>	<p>Comparative Analysis: <i>Different constitutions</i></p> <p>Reading of the Preamble</p> <p>Group Discussions and Debates: <i>What happens in an organization in the absence of a set of rules and regulations to run it?</i></p> <p><i>How far our National Movement influenced the framing of our Constitution?</i></p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the need for a Constitution.</li> <li>• Understand the historical processes and the circumstances in which the Indian Constitution was drafted.</li> <li>• Critically evaluate how constitutions, govern the distribution of power in society.</li> <li>• Analyze the ways in which the provisions of the Constitution have worked in real political life.</li> </ul>

<p>c) How was the Indian Constitution made?</p> <ul style="list-style-type: none"> <li>• Composition of the Constituent Assembly</li> <li>• Procedures</li> <li>• Inheritance of the nationalist movement</li> <li>• Institutional arrangements</li> </ul> <p>d) Provisions adapted from Constitutions of different countries</p>			
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Rights in the Indian Constitution</u></b></p> <p>a) The importance of rights</p> <ul style="list-style-type: none"> <li>• Bill of Rights</li> </ul> <p>b) Fundamental rights in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Right to Equality</li> <li>• Right to Freedom</li> <li>• Right against Exploitation</li> <li>• Right to Freedom of Religion</li> <li>• Cultural and Educational Rights</li> <li>• Right to Constitutional Remedies</li> </ul> <p>c) Directive principles of state policy</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Fundamental Rights enshrined in the Constitution of India</li> <li>• Manner of protection of rights</li> <li>• Role of the Judiciary in protecting and interpreting these rights</li> <li>• Comparison between Fundamental Rights and the Directive Principles of State Policy.</li> </ul>	<p>Discussion: <i>Rights, the type of rights, why some rights are considered as fundamental?</i></p> <p>Lecture method</p> <p>Comparative analysis: <i>Rights guaranteed in India and other countries</i></p> <p>Brain storming: <i>Whether directive principles should take precedence over fundamental rights?</i></p> <p>Drama production</p>	<p><b>After completion of the chapter students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> </ul>



<ul style="list-style-type: none"> <li>• what do the directive principles contain?</li> <li>d) Relationship between fundamental rights and directive principles</li> </ul>		<p>Collage-Making: <i>Violations of rights</i></p>	<ul style="list-style-type: none"> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p><b><u>Election and Representation</u></b></p> <p>a) Elections and democracy</p> <p>b) Election system in India</p> <ul style="list-style-type: none"> <li>• First Past the Post System</li> <li>• Proportional Representation</li> </ul> <p>c) Why did India adopt the FPTP system?</p> <p>d) Reservation of constituencies</p> <p>e) Free and fair elections</p> <ul style="list-style-type: none"> <li>• Universal franchise and right to contest</li> <li>• Independent Election Commission</li> </ul> <p>f) Electoral Reforms</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Election process in India</li> <li>• Structure and functions of the Election Commission of India</li> <li>• Rationale of Free and Fair elections.</li> <li>• Need for electoral reforms.</li> </ul>	<p>Conducting mock elections</p> <p>Comparative analysis: <i>Election processes of different countries</i></p> <p>Reflecting on cartoons/ caricatures</p> <p>Group discussion: <i>Challenges and reforms</i></p> <p>Reflective inquiry: Recapitulating known facts</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different types and methods of election</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.</li> <li>• Demonstrate the innate role played by Election Commission</li> <li>• Compare election systems of different countries of the world.</li> </ul>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>Executive</u></b></p> <p>a) What is an executive?  b) What are the different types of executives?  c) Parliamentary executive in India</p> <ul style="list-style-type: none"> <li>• Power and position of President</li> <li>• Discretionary Powers of the President</li> </ul> <p>d) Prime Minister and Council of ministers  e) Permanent Executive: Bureaucracy</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Executive</li> <li>• Distinction between Parliamentary and Presidential forms of Executive</li> <li>• Power and position of the President of India.</li> <li>• Composition, powers and functioning of the Council of Ministers and the importance of the Prime Minister</li> <li>• Importance and functioning of the administrative machinery.</li> </ul>	<p>Comparative Analysis: <i>Different forms of Executive</i></p> <p>Interpretation of Cartoons/ caricatures</p> <p>Discussion and Debate: <i>Powers and functions of the Real and Nominal Executive</i></p> <p>Quiz</p>	<p><b>After completion of the chapter the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the meaning of Executive.</li> <li>• Compare and contrast the Parliamentary and Presidential Executive.</li> <li>• Analyze the composition and functioning of the executive.</li> <li>• Know the significance of the administrative machinery.</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Legislature</u></b></p> <p>a) Why do we need a parliament?  b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> <li>• Rajya Sabha</li> <li>• Lok Sabha</li> </ul> <p>c) What does the parliament do?  • Powers of Rajya Sabha</p>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Importance of Legislature.</li> <li>• Types of Legislatures- Unicameral and Bicameral.</li> <li>• Powers and functions of the Indian Parliament</li> </ul>	<p>Comparative Analysis: <i>Powers and functions of Lok Sabha and Rajya Sabha</i></p> <p>Passing of a Bill-Class activity/Mock Parliament</p> <p>Map activity: <i>Identification of states with bicameral legislatures</i></p> <p>Cartoon Interpretation</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the law-making process in India.</li> <li>• Differentiate between the powers and functions of Lok Sabha and Rajya Sabha.</li> </ul>

<ul style="list-style-type: none"> <li>• Special Powers of Rajya Sabha</li> <li>d) How does the parliament make laws?</li> <li>e) How does the parliament control the executive?</li> <li>f) What do the committees of parliament do?</li> <li>g) How does the parliament regulate itself?</li> </ul>	<ul style="list-style-type: none"> <li>• Law-making process and the different types of bills in India</li> <li>• Instruments of parliamentary control over the executive.</li> <li>• Composition, powers and functions of the Lok Sabha and Rajya Sabha.</li> </ul>		<ul style="list-style-type: none"> <li>• Examine the parliamentary control over the Executive.</li> <li>• Analyze the role of Parliamentary committees for the success of Indian democracy.</li> </ul>
<p style="text-align: center;"><b>6</b> <b><u>Judiciary</u></b></p> <p>a) Why do we need an independent judiciary?</p> <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> <p>b) Structure of the Judiciary</p> <p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> </ul> <p>d) Judicial Activism</p> <p>e) Judiciary and Rights</p> <p>f) Judiciary and Parliament</p>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Need of an independent Judiciary.</li> <li>• Different jurisdictions of the Supreme Court</li> <li>• Distinction between Judicial Activism, Judicial Review and Judicial Over-reach</li> <li>• Conflicts between Judiciary and Parliament.</li> </ul>	<p>Constructivist approach: <i>The importance of India's Judicial System.</i></p> <p>Moot Courts</p> <p>Discussion: <i>Enhancing assertiveness of the Indian Judiciary.</i></p> <p>Debates: <i>How far separation of Powers is practiced?</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> <li>• Analyze the reasons why Judiciary has become proactive.</li> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>

<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Federalism</u></b></p> <p>a) What is Federalism?  b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> </ul> <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> <li>• Centre-State Relations</li> <li>• Demands for Autonomy</li> <li>• Role of Governors and President's Rule</li> <li>• Demands for New States</li> <li>• Interstate Conflicts</li> </ul> <p>e) Special provisions</p> <ul style="list-style-type: none"> <li>• Jammu and Kashmir</li> </ul>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Key ideas &amp; basic concepts of federalism.</li> <li>• Provisions of the Indian Constitution regarding federalism.</li> <li>• Need to have a strong central government in India owing to its diversity and size.</li> <li>• Issues involving relations between Centre and States.</li> </ul>	<p>Cartoon interpretation</p> <p>Textual reading</p> <p>Group Discussion/Debate:  <i>Prevailing issues in Centre-state relations.</i></p> <p>Map activity</p>	<p><b>After completion of the chapter Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the basic features of a federation.</li> <li>• Identify the different levels of the government &amp; subjects on which the union and state governments can make laws.</li> <li>• Discuss the various constitutional provisions that led to a strong Centre in India.</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b><u>Local Governments</u></b></p> <p>a) Why local governments?  b) Growth of Local Government in India</p> <ul style="list-style-type: none"> <li>• Local Governments in Independent India</li> </ul> <p>c) 73rd and 74th amendments  d) 73rd Amendment</p> <ul style="list-style-type: none"> <li>• Three Tier Structure</li> </ul>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Importance and need for local government.</li> <li>• Functions and responsibilities of local government bodies</li> <li>• Significance of the 73rd and 74th Amendments</li> </ul>	<p>Recapitulation of definitions</p> <p>Timeline: <i>Depicting the emergence of local government.</i></p> <p>Flowcharts: <i>On the structural arrangement of Panchayati Raj.</i></p> <p>Concept maps:  <i>The functions of local government bodies at the rural and urban level</i></p>	<p><b>After completion of the chapter, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the Panchayati Raj system of local government in India, its emergence and significance</li> <li>• Identify the objectives, functions and sources of income of rural and urban local government</li> </ul>

<ul style="list-style-type: none"> <li>• Elections</li> <li>• Reservations</li> <li>• Transfer of Subjects</li> <li>• State Election Commissioners</li> <li>• State Finance Commission</li> </ul> <p>e) 74th Amendment f) Implementation of 73rd and 74th Amendments</p>	<ul style="list-style-type: none"> <li>• Merits and demerits of decentralization</li> <li>• Challenges faced by local government bodies</li> </ul>	<p>Group presentation: Amendments</p> <p>Debate/group discussion: <i>The merits and demerits of decentralization</i></p>	<p>bodies</p> <ul style="list-style-type: none"> <li>• Justify the significance of 73rd and 74th constitutional amendments</li> <li>• Acknowledge and examine the significance of decentralization</li> <li>• Introspect and realize the need to empower local government bodies</li> </ul>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b><u>Constitution as a Living Document</u></b></p> <p>a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? d) Contents of amendments made so far</p> <ul style="list-style-type: none"> <li>• Differing Interpretations</li> <li>• Amendments through Political Consensus</li> <li>• Controversial Amendments</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Working of the Indian Constitution</li> <li>• Response of the Indian Constitution to the changing circumstances</li> <li>• Process of amending the Indian Constitution</li> <li>• Different types of amendments</li> </ul>	<p>Brainstorming: <i>To assess the achievements and drawbacks of our Constitution</i></p> <p>Debate: <i>Should the Judiciary have the power to determine the validity of amendments?</i></p> <p>Discussion: <i>Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution.</li> <li>• Know the various amendments that have taken place and the controversies raised.</li> <li>• Appreciate why the Constitution is called a Living Document.</li> </ul>

<p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> <li>• Contribution of the Judiciary</li> <li>• Maturity of the Political Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the Judiciary in protecting and interpreting the Constitution</li> </ul>		
<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b><u>The Philosophy of the Constitution</u></b></p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> <li>• Constitution as Means of Democratic Transformation</li> </ul> <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> <li>• Individual freedom</li> <li>• Social Justice</li> <li>• Respect for diversity and minority rights</li> <li>• Secularism</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning and need for a political philosophy approach to the Constitution.</li> <li>• Intentions and concerns of those who framed the Constitution.</li> <li>• Philosophy of Indian Constitution.</li> <li>• Strengths and limitations of the Constitution.</li> </ul>	<p>Group discussion: <i>Guiding philosophy of the Indian Constitution</i></p> <p>Question Strategy</p> <p>Quiz</p> <p>Reading the work of Great thinkers</p>	<p><b>At the completion of the chapter, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the philosophical vision of our Constitution.</li> <li>• Recognize the core features of the Indian Constitution.</li> <li>• Evaluate the strengths and limitations of the Constitution.</li> </ul>

<ul style="list-style-type: none"> <li>• Universal franchise</li> <li>• Federalism</li> <li>• National identity</li> </ul> <p>d) Procedural Achievements e) Criticisms f) Limitations</p>			
---	--	--	--

### PART B- POLITICAL THEORY

<b>1</b> <u><b>Political Theory: An Introduction</b></u>	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Meaning and importance of political theory in Political Science.</li> <li>• Various political concepts</li> <li>• Contribution of Political Thinkers</li> <li>• Basic questions: <ul style="list-style-type: none"> <li>a. How should society be organized?</li> <li>b. Why do we need a government?</li> </ul> </li> </ul>	<p>Collecting political cartoons from various newspapers and magazines and discussing the issues raised</p> <p>Reading the works of great thinkers</p> <p>Quiz</p>	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the term politics and identify various political principles.</li> <li>• Explain the innate ideas of various Political theories.</li> <li>• Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau).</li> </ul>
<b>2</b> <u><b>Freedom</b></u>	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Struggle of Nelson Mandela and Aung San Suu Kyi against the unjust Political System.</li> </ul>	<p>Discussion: <i>Individual freedom</i></p> <p>Debate: <i>Does dress code curtail individual freedom?</i></p> <p>Comparative Analysis: <i>Negative and positive liberty</i></p>	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Appreciate the ideal of freedom.</li> </ul>

<p>b) The sources of Constraints-Why do we need constraints?  c) The Harm Principle  d) Negative and Positive liberty</p>	<ul style="list-style-type: none"> <li>• Concept of 'Freedom'.</li> <li>• Sources of Constraints and need for Constraints</li> <li>• Importance of freedom for Individuals and the society in general.</li> <li>• Differentiate between the Negative and Positive liberty.</li> <li>• Harm Principle as advocated by J.S Mill</li> </ul>	<p>Examine current case studies related to the topic.</p> <p>Quiz</p>	<ul style="list-style-type: none"> <li>• Critically evaluate the dimensions of negative and positive liberty.</li> <li>• Demonstrate spirit of enquiry</li> <li>• Explain the ideas introduced by J.S. Mill in Harm Principle.</li> <li>• Assess the possible limitations on freedom resulting from the social and economic structures of society.</li> </ul>
<p style="text-align: center;"><b>3</b> <b><u>Equality</u></b></p> <p>a) Why does equality matter?  <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul> b) Three dimensions of equality  c) Feminism, Socialism  d) How can we promote equality?</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Concept of Equality.</li> <li>• Different dimensions of equality—political, economic, and social</li> <li>• Various ideologies of Socialism, Marxism, Liberalism and Feminism.</li> <li>• Different methods to promote equality.</li> </ul>	<p>Discussion and debate: <i>Promotion of equality</i></p> <p>Reading the works of great thinkers.</p> <p>• Reflective Enquiry and Recapitulation</p> <p>Skit on Equality</p> <p>Role play</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the moral and political ideals of equality.</li> <li>• Assess how equality is perceived through different ideologies</li> <li>• Recognize the means and methods to promote equality.</li> </ul>



			<ul style="list-style-type: none"> <li>Evaluate the possible solutions to minimize inequality.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>Social Justice</u></b></p> <p>a) What is Justice?</p> <ul style="list-style-type: none"> <li>Equal Treatment for Equals</li> <li>Proportionate Justice</li> <li>Recognition of Special Needs</li> </ul> <p>b) Just distribution</p> <p>c) John Rawls Theory of Justice</p> <p>d) Pursuing Social Justice</p> <p>e) Free Markets versus State Intervention</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Meaning of Justice</li> <li>Principles of justice followed in different societies</li> <li>Concept of distributive and proportionate justice</li> <li>Arguments of John Rawls 'on fair and just society.</li> <li>Advantages and limitations of free market</li> </ul>	<p>Debate: <i>Free Markets versus State Intervention</i></p> <p>Quiz</p> <p>Comparative Analysis: <i>Dimensions of justice</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Classify the different dimensions of justice.</li> <li>Appreciate the measures taken by the government of India to secure social justice.</li> <li>Enlist the basic minimum requirements of people for living a healthy and productive life.</li> <li>State John Rawls' theory of veil of ignorance.</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Rights</u></b></p> <p>a) What are Rights?</p> <p>b) Where do rights come from?</p> <p>c) Legal rights and the state</p> <p>d) Kinds of rights</p> <p>e) Rights and responsibilities</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Definition and significance of rights.</li> <li>Rights as guaranteed to all the citizens</li> </ul>	<p>Discussion: <i>Importance of rights</i></p> <p>Collaborative Learning- <i>Assigning task for acquiring information on different types of rights.</i></p> <p>Comparative analysis: <i>Different type of rights</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Define rights</li> <li>Identify the need for rights and its importance to mankind.</li> </ul>

	<ul style="list-style-type: none"> <li>• Importance of Human Rights</li> <li>• Different kinds of rights- Political, Civil, Socio-Economic, Cultural and Educational.</li> </ul>		<ul style="list-style-type: none"> <li>• Explain why rights need to be sanctioned by law.</li> <li>• Describe the features of different kinds of rights.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>Citizenship</u></b></p> <p>a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Debates associated with citizenship</li> <li>• Relationship between the citizen and the nation; and different criteria of citizenship adopted by various countries.</li> <li>• Issues about refugees or illegal migrants</li> <li>• Concept of Global Citizenship</li> </ul>	<p>Discussion: <i>Norms of granting citizenship put forth by different countries</i></p> <p>Debate: <i>Should India grant dual citizenship?</i></p> <p>Interpretation of newspaper articles</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of citizenship.</li> <li>• Contribute to meaningful discussion on ways of granting citizenship.</li> <li>• Discuss the probable solutions or alternatives to solve citizenship issue.</li> <li>• Analyze the problems to be surmounted to strengthen links between the people and governments</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Nationalism</u></b></p> <p>a) Introducing Nationalism</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Emergence and phases of nationalism</li> </ul>	<p>Recapitulation of definitions.</p> <p>Group interaction: <i>The factors that help in creating the sense of</i></p>	<p><b>After completion of the chapter, students will be able to:</b></p>

<p>b) Nations and Nationalism</p> <ul style="list-style-type: none"> <li>• Shared Beliefs</li> <li>• History</li> <li>• Shared National Identity</li> </ul> <p>c) National self-determination</p> <p>d) Nationalism and Pluralism</p>	<ul style="list-style-type: none"> <li>• Distinction between state, nation, and nationalism</li> <li>• Concept of National self-determination</li> <li>• Difference between Nationalism and Pluralism</li> </ul>	<p><i>collective identity</i></p> <p>Textual explanation</p> <p>Debate: <i>Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?</i></p>	<ul style="list-style-type: none"> <li>• Understand the concepts of nation and nationalism</li> <li>• Assess the strengths and limitations of nationalism.</li> <li>• Identify and build an understanding on the factors related to creation of collective identities</li> <li>• Examine the concept of national self-determination</li> <li>• Acknowledge the need to make nations more democratic and inclusive</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b><u>Secularism</u></b></p> <p>a) What is Secularism?</p> <ul style="list-style-type: none"> <li>• Inter-religious Domination</li> <li>• Intra-religious Domination</li> </ul> <p>b) Secular State</p> <p>c) The western model of secularism</p> <p>d) The Indian model of secularism</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Secularism</li> <li>• Inter-religious and Intra-Religious Domination.</li> <li>• Characteristics of a Secular State</li> </ul>	<p>Discussion and Debate: <i>On Indian Secularism</i></p> <p>Inquiry based learning</p> <p>Comparative Study: <i>The Western model and the Indian model of secularism.</i></p>	<p><b>After completion of the chapter, student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Secularism.</li> <li>• Differentiate between Inter-religious and Intra-Religious Domination.</li> </ul>

<p>e) Criticisms of Indian secularism</p> <ul style="list-style-type: none"> <li>● Western Import</li> <li>● Minoritism</li> <li>● Interventionist</li> <li>● Vote Bank Politics</li> </ul>	<ul style="list-style-type: none"> <li>● Western and Indian Model of Secularism.</li> <li>● Limitations of Indian Secularism</li> </ul>		<ul style="list-style-type: none"> <li>● Recognize the concept of a Secular State.</li> <li>● Compare Western and Indian Model of Secularism.</li> <li>● Make an appraisal of Indian Secularism.</li> </ul>
---	---	--	---

**Prescribed Textbooks:**

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Added Reference Material available with the document in the Annexure

**Note:** The above textbooks are also available in Hindi and Urdu versions.

## CLASS XII

Links for NCERT Rationalised 2023-24 Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?leps1=ps-7>
2. <https://ncert.nic.in/textbook.php?leps2=ps-8>

CBSSE

**CLASS XII**  
**COURSE STRUCTURE**

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
<b>PART A-CONTEMPORARY WORLD POLITICS</b>			
1	The End of Bipolarity	15	6
2	Contemporary Centres of Power	18	6
3	Contemporary South Asia	18	6
4	International Organizations	10	6
5	Security in the Contemporary World	10	6
6	Environment and Natural Resources	12	6
7	Globalisation	12	4
	Total	<b>95</b>	<b>40</b>
<b>PART B-POLITICS IN INDIA SINCE INDEPENDENCE</b>			
1	Challenges of Nation-Building	16	6
2	Era of One-Party Dominance	8	4
3	Politics of Planned Development	12	2
4	India's External Relations	20	6
5	Challenges to and Restoration of the Congress System	12	4
6	The Crisis of Democratic Order	15	4
7	Regional Aspirations	15	6
8	Recent Developments in Indian Politics	20	8
		<b>118</b>	<b>40</b>
	<b>TOTAL</b>	<b>213</b>	<b>80</b>

**CLASS XII**  
**COURSE CONTENT**

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
<b>PART A-CONTEMPORARY WORLD POLITICS</b>			
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b><u>The End of Bipolarity</u></b></p> <p>Topics to be focused:</p> <p>a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Balkan States</li> <li>• Central Asian States</li> </ul> <p>f) India's relations with Russia and other post-communist countries</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Historical facts and processes of formation of Soviet Union.</li> <li>• Causes and consequences of the Disintegration of the Soviet Union</li> <li>• Shock Therapy and its consequences.</li> <li>• Tensions and Conflicts which occurred in the former Soviet Republics.</li> <li>• Relationship between India and the post-communist countries</li> </ul>	<p>Group Discussion: <i>Causes and consequences of disintegration of USSR</i></p> <p>Documentaries-<i>Past &amp; present situations in USSR/Post Soviet Republics</i></p> <p>Analysis of relevant newspaper articles</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the basic features of the Soviet System.</li> <li>• Discuss the background and outcome of disintegration of the Soviet Union.</li> <li>• Examine the consequences of unipolar world</li> <li>• Assess the features of Shock Therapy</li> <li>• Probe into the recent happenings in the Post-Communist Countries.</li> <li>• Trace the developments between India&amp; Russia</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Contemporary Centres of Power</u></b></p> <p>Topics to be focused:</p> <p>a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Alternative centres of power.</li> <li>• European Union and ASEAN as alternative centres of power.</li> <li>• Economic rise of China and its impact on world politics.</li> <li>• Relations of India with China.</li> </ul>	<p>Discussion: <i>Importance on regional organisations</i></p> <p>Comparative study: Economic growth of China, Japan and South Korea.</p> <p>Use of timeline</p> <p>Inquiry based learning</p> <p>Map activity</p> <p>Interpretation of cartoons/ Pictures/ Newspaper clippings</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the importance of European Union and ASEAN.</li> <li>• Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>• Summarize India's relations with China.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Contemporary South Asia</u></b></p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• South Asian region.</li> <li>• Nature of Political systems in the countries of the region.</li> <li>• Reasons that contributed to Pakistan's failure in building a stabled democracy.</li> <li>• Factors that led to struggle for democracy in Bangladesh.</li> <li>• Developments leading to the transition from Monarchy to a</li> </ul>	<p>Map activity</p> <p>Comparative Analysis: <i>Political systems of South Asian countries</i></p> <p>Use of Historical data</p> <p>Interpretation of cartoons/Pictures /Newspaper clippings</p> <p>Discussion: <i>Current economic crisis in Sri Lanka and Pakistan</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; locate the seven countries of the South Asian region.</li> <li>• Appreciate the mixed record of democracy in the South Asian region.</li> <li>• Examine the role of Political leaders</li> <li>• Reflect upon the causes of various conflicts and</li> </ul>



	<p>Democracy in Nepal.</p> <ul style="list-style-type: none"> <li>Continuation of democracy since independence despite serious ethnic conflict in Sri Lanka</li> <li>Relations between India and its neighbours</li> <li>Importance of regional cooperation in South Asia</li> <li>Role of big powers like USA and China in the South Asian region.</li> </ul>	<p>Quiz</p>	<p>movements in this region.</p> <ul style="list-style-type: none"> <li>Justify the creation of SAARC</li> <li>Understand the involvement of US and China in South Asia.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b><u>International Organizations</u></b></p> <p>Topics to be focused:</p> <p>a) Meaning and importance of International Organisations  b) Evolution of the UN  c) Structure and function of International Organisations  d) Principal Organs of UN  e) Reform of the UN after Cold War  f) Reform of Structures, Processes and Jurisdiction of the UN  g) India and the UN Reforms</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Important events in World History</li> <li>Need for formation of International Organizations</li> <li>Functioning of International Organizations</li> <li>Organs and agencies of the United Nations</li> <li>Need for reforms in the changing world</li> <li>United Nations in a unipolar world</li> </ul>	<p>Discussion and debate: <i>Necessary reforms of the UN</i></p> <p>Interpretation of cartoons /Newspaper clippings</p> <p>Quiz</p> <p>Model United Nations</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Define International Organization</li> <li>Appreciate the role of United Nations and its agencies</li> <li>Reflect on the events taking place in the post-cold war era</li> <li>Understand the need for reforms in the United Nations</li> </ul>

<p>h) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.</p> <p>i) NGO: Amnesty International, Human Rights Watch.</p> <p>j) Implications and Future of International Organizations</p>			
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Security in the Contemporary World</u></b></p> <p>Topics to be focused:</p> <p>a) Meaning and Type of Security.</p> <p>b) Traditional concept of security</p> <p>c) Non-tradition notions of Security.</p> <p>d) New Sources of Threats</p> <p>e) Cooperative Security</p> <p>f) India's Security strategy</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and types of security</li> <li>• External and Internal notions of security</li> <li>• Emerging challenges of new Threats-Human rights, terrorism, migration, health, epidemics</li> <li>• Need for Cooperative security</li> <li>• Components of India's security strategy</li> </ul>	<p>Discussions and debates: <i>New sources of threat</i></p> <p>Comparative analysis: <i>Security concerns of different countries</i></p> <p>Interpretation of cartoons/Pictures</p> <p>Collaborative concept mapping: <i>India's initiatives and policies towards security.</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the causes of security threats</li> <li>• Enhance analytical skills to provide solutions to security concerns.</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring security today.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>Environment and Natural Resources</u></b></p> <p>Topics to be focused:</p> <p>a) Environmental Concerns</p> <p>b) Global Commons</p> <p>c) Common but differentiated Responsibilities</p> <p>d) India's Stand on Environment Issues</p> <p>e) Environmental Movements</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Global commons</li> <li>• Responsibilities of developed and developing countries towards the conservation of the environment</li> <li>• Efforts taken by India at resource conservation and sustainable development</li> </ul>	<p>Presentation: Environmental issues</p> <p>Recapitulation</p> <p>Debate and discussion: <i>Indigenous communities of the world and their concerns</i></p> <p>Newspaper activity to inculcate concern, awareness and</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Enlist and explain the facts related to global environmental issues</li> <li>• Recognize and understand the need to conserve critical resources</li> <li>• Demonstrate knowledge</li> </ul>

<p>f) Resource Geopolitics g) Rights of Indigenous peoples</p>	<ul style="list-style-type: none"> <li>• Need to conserve critical resources like oil and water</li> <li>• Environmental movements</li> <li>• Concerns of indigenous communities, the role of governments and international organizations in protecting their rights.</li> </ul>	<p>environmental morality</p>	<p>and appreciation towards India's responsibility in protecting environment</p> <ul style="list-style-type: none"> <li>• Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development</li> <li>• Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Globalisation</u></b></p> <p>Topics to be focused:</p> <p>a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalization e) India and resistance to globalisation</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Concept of Globalisation.</li> <li>• Causes of Globalisation.</li> <li>• Political, economic, and cultural consequences of Globalisation.</li> <li>• Impact of Globalisation on India.</li> <li>• Resistance to globalisation and its future course.</li> </ul>	<p>Group discussion: <i>Positive and negative impact of globalization.</i></p> <p>Interpretation of Cartoons</p> <p>Question strategy</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the significance of Globalization</li> <li>• Elucidate the political, economic, and cultural dimensions of Globalisation.</li> <li>• Critically evaluate the impact of globalisation on India.</li> </ul>

			<ul style="list-style-type: none"> <li>• Draw attention to resistance movements to Globalisation and envisage its future trends.</li> </ul>
<b>PART B-POLITICS IN INDIA SINCE INDEPENDENCE</b>			
<b>1</b> <u><b>Challenges of Nation Building</b></u>	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Nature and challenges of Nation building</li> <li>• Causes and consequences of Partition of India.</li> <li>• Process of integration of princely states</li> <li>• Important role of Sardar Vallabhai Patel in the integration of princely states</li> <li>• Reorganisation of states</li> </ul>	Documentaries Discussion: <i>Causes and consequences of Partition</i> Live Experiences- <i>Meeting People who lived through this period.</i> Cartoon Interpretation Map Activity	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyse the challenges which Independent India faced.</li> <li>• Describe the factors that led to the partition of India.</li> <li>• Explain the circumstances under which different princely states signed the Instrument of Accession.</li> <li>• Assess how language became the basis of reorganisation of the states.</li> <li>• Evaluate the role played by leaders in Nation Building.</li> </ul>
<b>2</b> <u><b>Era of One-Party Dominance</b></u>	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Challenge of establishing democracy in India.</li> <li>• Process of ensuring free and fair Elections.</li> </ul>	Group Discussion: <i>Recent changes in the electoral process</i> Comparative analysis: <i>Ideology of different political parties</i>	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Appreciate the sustenance of democratic politics in the country.</li> </ul>

<p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> <li>• Nature of Congress dominance</li> <li>• Congress as social and ideological coalition.</li> <li>• Tolerance and management of Factions</li> </ul> <p>c) Emergence of opposition parties.</p>	<ul style="list-style-type: none"> <li>• Nature and dominance of Congress party during the Post-Independence Period.</li> <li>• Emergence and role of opposition parties</li> </ul>	<p>Maps/Cartoons</p> <p>Question strategy</p> <p>Quiz</p>	<ul style="list-style-type: none"> <li>• Evaluate the electoral politics post-Independence</li> <li>• Assess the dominance of the Indian National Congress from 1952 to 1967.</li> <li>• Evaluate the role of Opposition parties</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Politics of Planned Development</u></b></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> <li>• Ideas of Development.</li> <li>• Planning</li> <li>• Planning Commission</li> </ul> <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> <li>• The First Five Year Plan.</li> <li>• Rapid Industrialisation.</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Nature of conflict in achieving the twin objectives of economic growth and socio-economic justice.</li> <li>• Two models of development</li> <li>• Design or plan of development.</li> <li>• Emergence aims and objectives of the first two five-year plans.</li> <li>• Replacement of Planning Commission by National Institution for Transforming India (NITI Aayog)</li> </ul>	<p>Debate and Discussion: <i>First three 5-year plans.</i></p> <p>Comparative analysis: <i>The Left and Right ideology.</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the varied option considered by the government to balance growth and socio-economic justice.</li> <li>• Know the difference between Left and Right Ideology</li> <li>• Understand the need for the formation of the Planning Commission.</li> <li>• Appreciate the need for strategic long-term development programme and policies</li> </ul>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>India's External Relations</u></b></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p> <ul style="list-style-type: none"> <li>• Nehru's role</li> <li>• Distance from two camps.</li> <li>• Afro Asian Unity</li> </ul> <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> <li>• The Chinese Invasion 1962</li> <li>• War and Peace with Pakistan</li> <li>• Bangladesh War 1971</li> </ul> <p>d) India's Nuclear Policy.</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Objectives and Principles of India's foreign policy</li> <li>• India's role as a founder of NAM and in forging Afro-Asian unity</li> <li>• Sino-Indian relationship – Pre and post 1962 invasion and its profound impact on Indian politics</li> <li>• India-Pakistan relationship since independence</li> <li>• Components of India's nuclear policy</li> <li>• Shifting alliances in World Politics</li> </ul>	<p>Presentation: <i>NAM founders, objectives, principles and its relevance in contemporary world politics</i></p> <p>Group discussion: <i>India's relations with China and Pakistan (past, present and future)</i></p> <p>Debate: <i>India's stand on shifting alliances</i></p> <p>Research and Report Writing</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the significance of NAM</li> <li>• Interpret, compare and contrast multi-lateral aspects of Indo-China relationship</li> <li>• Demonstrate knowledge on Indo-Pak wars</li> <li>• Appreciate the steps taken by Indian government to develop military capacity</li> <li>• Reflect and introspect on the choices that the country must consider for the cause of development and peace building</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Challenges to and Restoration of the Congress System</u></b></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> <li>• From Nehru to Shastri</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Challenge of Political Succession after Nehru</li> <li>• Split in Congress and opposition unity</li> </ul>	<p>Use of timeline</p> <p>Comparative analysis: <i>Political Succession</i></p> <p>Group discussion: <i>Changing electoral performance of the</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the challenges of political succession after Nehru.</li> <li>• Evaluate the opposition</li> </ul>

<ul style="list-style-type: none"> <li>• From Shastri to Indira Gandhi</li> <li>b) Fourth General Election 1967 <ul style="list-style-type: none"> <li>• Context of the Election.</li> <li>• Non Congressism</li> <li>• Electoral Verdict</li> <li>• Coalitions</li> <li>• Defections</li> </ul> </li> <li>c) Split in the Congress <ul style="list-style-type: none"> <li>• Indira vs the Syndicate</li> <li>• Presidential Election 1969</li> </ul> </li> <li>d) The 1971 Election and Restoration of Congress <ul style="list-style-type: none"> <li>• The outcome and after</li> <li>• Restoration?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New Congress led by Indira Gandhi</li> <li>• Restoration of the Congress system.</li> </ul>	<p><i>congress</i></p> <p>Interpretation of cartoons</p> <p>Map Activity</p>	<p>unity and the Congress split as a challenge to Congress dominance.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the new Congress and the old Congress.</li> <li>• Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her</li> <li>• Analyze the process of restoration of the Congress system</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>The Crisis of Democratic Order</u></b></p> <p>Topics to be focused:</p> <p>a) Background Emergency.</p> <ul style="list-style-type: none"> <li>• Economic Context.</li> <li>• Gujarat and Bihar Movements</li> <li>• Conflict with Judiciary</li> </ul> <p>b) Declaration of Emergency</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Economic conditions before Emergency.</li> <li>• Gujarat and Bihar movements.</li> <li>• Conflict between Executive and Judiciary.</li> <li>• Consequences of</li> </ul>	<p>Group discussion: <i>Based on Newspaper articles and other media information with respect to emergency</i></p> <p>Quiz</p> <p>Cartoon Interpretation</p> <p>Map Activity</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the causes and consequences of Emergency</li> <li>• Examine the lessons of Emergency</li> <li>• Evaluate the rule of Janata</li> </ul>

<ul style="list-style-type: none"> <li>• Crisis and response</li> <li>• Consequences</li> </ul> <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> <li>• Lok Sabha Elections 1977</li> <li>• Janata Government</li> <li>• Legacy</li> </ul>	<p>Emergency.</p> <ul style="list-style-type: none"> <li>• Lessons of Emergency.</li> <li>• Lok Sabha Elections-1977.</li> </ul>		<p>Government</p>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Regional Aspirations</u></b></p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> <li>• Indian Approach</li> <li>• Areas of Tension</li> <li>• Jammu and Kashmir</li> <li>• Roots of the Problem</li> <li>• External and Internal disputes</li> <li>• Politics since 1948</li> <li>• Insurgency and After</li> <li>• 2022 and Beyond</li> </ul> <p>b) Punjab</p> <ul style="list-style-type: none"> <li>• Political Context</li> <li>• Cycle of Violence</li> <li>• Road to Peace</li> </ul> <p>c) The Northeast</p> <ul style="list-style-type: none"> <li>• Demand for autonomy</li> <li>• Secessionist Movements</li> <li>• Movements against outsiders</li> <li>• Assam and National</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Rise of regional aspirations and government's response</li> <li>• Underlying reasons for demands for regional autonomy</li> <li>• Success of Indian government in recognizing regionalism as a part and parcel of democratic politics.</li> </ul>	<p>Group discussion:</p> <p><i>Demands of Autonomy</i></p> <p><i>in different parts of the country.</i></p> <p>Comparative analysis:</p> <p><i>Government's response to regional aspirations</i></p> <p>Quiz.</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the implications of regional demands.</li> <li>• Analyse the importance of integrity in India.</li> <li>• Appreciate the initiatives taken by the government in dealing with regional aspirations</li> </ul>



Integration.			
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b><u>Recent Developments in Indian Politics</u></b></p> <p>Topics to be focused</p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> <li>• Alliance Politics</li> </ul> <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> <li>• Mandal Implemented</li> <li>• Political Fallout</li> </ul> <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> <li>• Ayodhya Dispute</li> <li>• Demolition and after</li> </ul> <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Nature, trends and developments in Indian politics and its impact</li> <li>• Era of Coalitions-National Front, United Front, United Progressive Alliance, National Democratic Alliance</li> <li>• Implications of Coalition politics</li> <li>• Political Rise of Other Backward Classes</li> <li>• Decline of Congress system and rise of NDA led by Bhartiya Janta Party</li> <li>• Emergence of growing consensus</li> </ul>	<p>Comparative analysis: <i>Different developments taking place in present scenario with that of twentieth century.</i></p> <p>Timeline</p> <p>Interpretation of Cartoons/Caricatures</p> <p>Quiz</p> <p>Reflective Enquiry</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand momentous changes taking place in the nation since 1989</li> <li>• Trace the rise and growth of BJP.</li> <li>• Identify the areas of growing consensus</li> </ul>

**Prescribed Books:**

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Added Reference Material available with the document in the Annexure

**Note:**

The above textbooks are also available in Hindi and Urdu versions.

**CLASS XI-XII**  
**QUESTION PAPER DESIGN**

S. No.	Competencies	Marks	Percentage
1	<b>Knowledge and Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	<b>Understanding:</b> Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	<b>Applying:</b> Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	<b>Analysis and Evaluation:</b> Classify, compare, contrast, or differentiate between pieces of information; organize and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

**Note: Competency based questions for the examinations to be conducted in the academic year 2023-24 will be 40% in class XII**

### QUESTION PAPER DESIGN

Book	Objective Type/ MCQ (1 Mark)	Short Answers Type I (2 Marks)	Short Answers Type II (4 Marks)	Passage /Map / Cartoon based (4 Marks)	Long Answers (6 Marks)	Total Marks
<b>Book 1</b> Contemporary World Politics	6	3	3	1(Passage)	2	40
<b>Book 2</b> Politics in India since Independence	6	3	2	2(Cartoon and Map)	2	40
<b>Project/Practical</b>						<b>20</b>
<b>Total No. of Marks and Questions</b>	<b>1x12=12</b>	<b>2x6=12</b>	<b>4x5=20</b>	<b>4x3=12</b>	<b>6x4=24</b>	<b>80+20=100</b>

➤ **Scheme of Options:**

- Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C (Short Answer Type II in one or two questions) and Part-E. (Long Answers in all the questions)
- In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.
- Map question can be given from any lesson of Book 2(Politics in India since Independence); but weightage of lessons should remain unaltered.
- Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained.

**CLASS XI & XII**  
**GUIDELINES FOR PROJECT WORK**

**Project Work: 20 Marks**

**Rationale**

Political Science as a field of study in senior secondary classes enable students to get an exposure to political activities and processes that they are exposed to in everyday life. The study of political science has emerged as a multifaceted discipline, involving a contemporary interdisciplinary approaches and empirical framework, emphasizing more on field work rather than theoretical perceptions. The connect between government and citizen ensures the emergence of an active and reflective citizens and vibrant democracy. CBSE has therefore incorporated project work in Political Science to enable students to extend their interest beyond textbooks and provide them with a platform to gather information, value the decisions made to shape the community and visualize future course of action to be taken to ensure healthy democracy.

**Objectives of project work:**

- To enable learners to probe deeper, initiate action and reflect on knowledge and skills acquired during the course of class XI and XII
- To analyze and evaluate real world scenarios using social constructivism, a theory based on observation and scientific study
- To become independent and empowered to choose their topic and gather data from a variety of source, investigate varied viewpoints acquired during the course XI-XII and arrive at logical deductions.
- To enquire into, and reflect on, issues independently /in collaboration with others and identify the limitations
- To develop 21st century skills of communication, cooperation, coordination, critical thinking, creativity and collaboration to produce an extended and independent work.

### **Role of the teacher:**

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

### **Project overview:**

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.

### Viva-Voce

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her original work.
- In case of any doubt, authenticity should be checked and verified.

**The marks will be allocated under the following heads:**

SL.NO.	COMPONENTS	MARKS ALLOTTED
1.	INTRODUCTION/OVERVIEW	2
2.	VARIETY OF CONTENTS	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	<b>TOTAL</b>	<b>20</b>

**Class XII:** Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE. The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

**Class XI:** Assessment will be done by internal examiner.

## Suggested Topics

### CLASS XI

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

### CLASSXII

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

### **Focus on any one of the following (current updates should be highlighted):**

- a) Relationship between India and Russia
- b) Relationship between India and China
- c) Relationship between India and Pakistan
- d) Relationship between India and Bangladesh

7. ASEAN

8. European Union and BREXIT
9. BRICS
10. SAARC
11. India's Nuclear Policy
12. United Nations with focus on India's candidature in Security Council.
13. UN Agencies – UNICEF, UNESCO, WHO
14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies  
(please collect newspaper clippings for the same)
15. Partition of India-Theory behind it and its legacy
16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
18. Emergency – A blot on Indian Democracy
- 19.NDA III and NDA IV – Social and Economic welfare programmes.



## ANNEXURE

**NOTE: The additional reference material is for classroom transaction and will not be assessed in the Board examination.**

### ADDITIONAL REFERENCE MATERIAL

#### CLASS XI

#### Part A - Indian Constitution at Work

##### Chapter -3: Election and Representation

##### Sub-Topic: 'Electoral Reforms in Indian Politics'

Electoral Reforms in the 21<sup>st</sup> Century include use of EVM [Electronic Voting Machine], VVPAT [Voter Verifiable Paper Audit Trail] and NOTA [None of the Above]. Restriction on exit polls, ceiling on election expenditure has been raised from 70 lakhs to 95 lakh rupees in bigger states like Maharashtra, Madhya Pradesh, Uttar Pradesh, West Bengal and Karnataka. And 54 lakhs to 75 lakhs in Smaller States which include Goa, Sikkim, Arunachal Pradesh and UTS for the Lok Sabha elections. For Assembly elections, expenditure limits have been enhanced from 28 lakh rupees to 40 lakhs in bigger states and from 20 lakhs to 28 lakhs in smaller states and the use electoral bonds in election funding are some of the major reforms initiated by the Election Commission of India that have sought to bring about revolutionary changes in the electoral process and the voter behavior in contemporary India.

##### Chapter 6: Judiciary

##### Sub-Topics: 'Judiciary Overreach'

When judiciary assumes the roles and functions of the legislature and executive, thus diluting the concept of separation of powers, it becomes judicial overreach. Unrestrained activism on the part of judiciary often leads to its overreach.

We all know that Article 142 and judicial review have been put to many constructive uses but some actions like declaring the NJAC (National Judicial Appointment Commission) unconstitutional as it tried to apply checks on judicial power highlight the need for judicial restraints in the exercise of judicial review.

### **Chapter 7: Federalism**

#### **Sub-Topics: 'Quasi Federalism'. 'Competitive Federalism'**

**Quasi Federalism:** In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong centre with comparatively less strong units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

**Cooperative Federalism:** Cooperative federalism is the concept which reflects the relationship between the Union and the States where both come together and resolve the common problems with each other's cooperation in amicable manner thus contributing towards the growth of a strong federation. It shows the horizontal relationship between the Union and the States where none is placed over and above on the other. To ensure this strong relationship between the two, the Indian constitution has evolved and incorporated certain instruments and agencies like the Inter-State Councils, Zonal Councils, the 7th Schedule, etc.

**Competitive Federalism:** Competitive federalism places all states vis a vis the Union on equal and competing footing where the best performing states can take the maximum benefits of the resources, services and taxes. It ensures a healthy competition among states leading towards better performance and delivery which constitute important part of governance. The post- liberalization era reflects the trend of competitive federalism where states are more autonomous, accountable, and efficient in their functioning.

## Chapter 9: Constitution as a Living Document

### Sub-Topics: Constitution Amendments

As of 2021, there have been total 105 amendments of the Constitution of India.

Source: <https://legislative.gov.in/amendment-acts-102-to-onwards>

### Part B- Political Theory

#### Chapter 2: Freedom

##### Sub-Topics: 'Liberty vs Freedom'

We hear a lot around us that people appear to use the word liberty and freedom as synonyms of each other. But there are some fundamental differences between these two concepts that must be understood. Liberty comes from the Latin word "libertatem" which means "condition of a freeman". While freedom come from the English word "freedom" which means "state of free will". Liberty is power to act and express oneself according to one's will while freedom is the power to decide one's action. Freedom is more concrete concept than liberty which is more associated with an individual's connection with the state rather than with other individuals and circumstances. State guarantees freedom through the liberty it grants to its citizens.

**The difference between these two concepts can briefly be outlined as follows:**

Liberty	Freedom
• Condition of a freeman	State of freewill
• Power to act	Power to decide
• Free to do something	Free from something

The common feature between these two concepts is that both remain unconstrained, which means that their realization is free from any constrain. Further, both follow rightful or ethical conformity in terms of their realization.

## Chapter 4: Social Justice

### Sub-Topics: 'Different Dimensions of justice'

Till now we have tried to understand what the term justice means. After considering this, we need to know different dimensions of justice which may help us in establishing a just society. Legal, social, political and economic justice are the key dimensions of justice. Here, we will try to understand these dimensions in some details.

**Legal Justice:** It is a narrow concept of justice which is associated with the legal system and legal procedure existing in a society. The court of law interprets the law and applies it after hearing the partners involved in a dispute. Here, justice is what administered by the court of law and the interpretation of the judge is considered to be an embodiment of justice.

**Political Justice:** In any democratic society political justice means providing equal political rights. Political justice stands for a free and fair participation of people in the political sphere. Universal adult franchise is the expression of political justice. Equality of opportunity in getting elected and in holding public offices, freedom of expression and association are important pillars of political justice.

**Social Justice:** It means to end all types of social inequalities and to provide proper opportunity to every citizen in every sphere of life, to develop her/his personality to ensure equality of law, prohibition of discrimination, social security, provision of equal political rights, etc. The concept of social justice is based on the belief that all human beings are equal and no discrimination should be made on the ground of race, religion, caste, gender and place of birth.

**Economic Justice:** It means to provide equal opportunities to everyone to earn her/his livelihood. It also means to help such people who are not able to work and earn their livelihood. The basic need of every person such as food, cloth, shelter and education should be fulfilled. It stands for by assuring adequate means of livelihood to all, by making provisions for equal pay for equal work, fair distribution of resources, equal economic opportunity to all, etc.

While the concept of political justice is closely linked with the ideal of “liberty”, economic and legal justice with “equality” and social justice with “fraternity”, a just combination of all these four dimensions will help in achieving justice in life.

**Chapter 5: Rights**  
**Sub-Topics: 'Human Rights'**

Human rights are those rights which all human beings are entitled by virtue of being human. It is based on the principle of respect for the individual. The fundamental assumption behind the concept of human rights is that every person is amoral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc.; these are also fundamental because once given, these cannot be taken back.

Although the presence of human rights can be traced to the ancient Indian philosophy and culture, the concept formally originated at the international level in 1948 with the UN Declaration of Human Rights listing 30 rights for all people across the globe.

**Chapter 7: Nationalism**  
**Sub-Topics: 'Multiculturalism'**

Multiculturalism in the general sense is the coexistence of people of different religions, cultural groups and communities in all countries of the globe. Originated in the 1970s with a counter-culturalism and human rights movement in opposition to the homogenization of other cultures in favor of the white culture of America and Europe, multiculturalism broadly comprises the principles of both 'acceptance' and 'reverence'. It expects all countries of the globe to give equal acceptance and reverence to the cultural groups. In the India context, the concept of multiculturalism is identified with the notion of "Salad Bowl", advocated by social scientist, Ashish Nandy. It shows that different cultural groups within a nation maintain their identity with their respective distinct forms.

## **CLASS XII (2023-24)**

### **Part A: Contemporary World Politics**

#### **Chapter-1: The End of Bipolarity**

##### **Sub-Topic: 'Arab Spring'**

The 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterized as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption, unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

#### **Chapter-2: Contemporary Centre's of Power**

##### **Sub-Topic: 'BRICS'**

The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in 2006 in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year 2009. The key objectives of BRICS are primarily to cooperate and distribute mutual economic benefits among its members besides non-interference in the internal policies of each nation and mutual equality. The 11th conference of the BRICS concluded in Brazil in 2019, chaired by Brazilian President Jair Bolsonaro.

##### **Sub-Topic: 'Russia'**

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics].

Russia's GDP is currently 11th in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

#### **Sub-Topic: 'India'**

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than 135 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new Centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important Centre of power in the present world.

#### **Sub-Topic: 'Israel'**

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21st century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

## **Chapter-4: International Organisation**

### **Sub-Topic: 'UNESCO'**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on 4 November 1946. With its headquarter in Paris, France, UNESCO is a special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

### **Sub-Topic: 'UNICEF'**

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946 by the United Nations General Assembly as a body whose main task was to collect emergency funds for children and to help in their development work all across the world. Apart from this, UNICEF helps and encourages the works that promote children's health and better life in all parts of the world. With its' headquarter in New York, United States, UNICEF has been working successfully in almost all 193 countries of the world.

### **Sub-Topic: 'ILO'**

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

## **Chapter-5: Security in the Contemporary World**

### **Sub-Topic: 'Terrorism'**

Terrorism refers to systematic use of brutal violence that creates an atmosphere of fear in society. It is used for many purposes, very prominently the politico-religious purposes.



**There could be three broad meanings of terrorism:**

- A systematic use of terror, often violent, especially as a means of coercion.
- Violent acts which are intended to create fear (terror); are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians).
- Acts of unlawful violence and war.

There is not a single nation in the world that does not suffer from terrorism. Although some countries have tried to divide terrorism into good and bad terrorism, India has always denied this distinction. India's current Prime Minister Narendra Modi has also clarified that terrorism cannot be divided into good or bad; it is a global problem and should be combated collectively.

**Part B: Politics in India since Independence**

**Chapter-1: Challenges of Nation Building**

**Sub-Topic: 'Patel and National Integration'**

The first deputy Prime Minister and Home Minister of India, Sardar Vallabhbhai Patel, emerged as a major leader of the freedom movement after the Kheda Satyagraha (1918) and the Bardoli Satyagraha (1928).

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence.

Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to merge with India. Keeping well-versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar Patel could not succeed in integrating Kashmir fully with India. However, Patel will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

### **Chapter-3: Politics of Planned Development**

#### **Sub-Topic: 'NITI Aayog'**

After independence, a Planning Commission based on socialist model was formed for the planned development of India. But in the era of globalization, especially in the 21st century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on 15 August 2014, Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January 2015 with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

The Prime Minister of India is the ex-officio Chairman of NITI Aayog and he appoints the Vice Chairperson of NITI Aayog. The first Vice Chairperson of NITI Aayog was Arvind Panagariya. Shri Suman Bery is the current Vice Chairperson of NITI Aayog.

To harmonize the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

### **Sub-Topic: National Development Council (NDC)**

The National Development Council (NDC) or Rashtriya Vikas Parishad is the apex body for decision creating and deliberations on development matters in India, presided over by the Prime Minister. It was set up on 6 August 1952 under the chairmanship of India's first Prime Minister Pandit Jawaharlal Nehru to strengthen and mobilize the effort and resources of the nation in support of the Five Year Plans made by Planning Commission. The Council comprises the Prime Minister, the Union Cabinet Ministers and Chief Ministers of all States or their substitutes, representatives of the Union Territories and the members of the NITI Aayog (erstwhile Planning Commission).

#### **Objectives of the Council:**

- To secure cooperation of the states in the execution of the plan
- To strengthen and mobilize the effort and resources of the nation in support of the Plan
- To promote common economic policies in all vital spheres and
- To ensure the balanced and rapid development of all parts of the country.

#### **Functions of the Council:**

- To prescribe guidelines for the formulation of the National Plan, including the assessment of resources for the Plan;
- To consider the National Plan as formulated by the NITI Aayog.
- To make an assessment of the resources required for implementing the Plan and to suggest measures for augmenting them.
- To consider important questions of social and economic policy affecting national development; and
- To review the working of the Plan from time to time and to recommend such measures as are necessary for achieving the aims and targets set out in the National Plan.
- To recommend measures for achievement of the aims and targets set out in the national Plan.

## **Chapter-4: India's External Relations**

### **Sub-Topic: 'India-Israel Relation'**

Nearly 45 years after independence, due to various reasons, India's foreign policy with Israel remained largely unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in 1992.

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 2017 and 2018. The two nations have started cooperation in various fields like cultural exchange, security and defense, counterterrorism, space research, water and energy and agricultural development.

### **Sub-Topic: 'India's Nuclear Program' (Updates)**

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of No First Use. But in view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

## **Chapter-6 The Crisis of Democratic Order**

### **Sub-Topic: Jaya Prakash Narayan**

Jaya Prakash Narayan is known for three key contributions: Fight against Corruption, Principle of Communitarian Socialism and Championing of 'Total Revolution'.

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He the office of Lokpal against corruption. His principle of

Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and rashtra – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/ mohalla samities in democratic politics, and his call for Upper Ke Log to join political struggle for a clean politics in the country.

The essence for transformation according to Jaya Prakash Narayan revolves around 'Man' who could be the real catalyst of change in India.

#### **Sub-Topic: 'Ram Manohar Lohia and Socialism'**

Ram Manohar Lohia has been one of the main proponents of socialism in India. He championed the idea of 'Democratic Socialism' while associating his socialism with democracy. Lohia considered both capitalism and communism equally irrelevant for Indian society. His principle of Democratic Socialism has two objectives - the economic objective in form of food and housing. And the non-economic objective in form of democracy and freedom.

Lohia advocated Chouburja Rajneeti in which he opines four pillars of politics as well as socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and Chouburja Rajneeti, Lohia supported a 'Party of Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

#### **Sub-Topic: 'Deendayal Upadhyaya and integral Humanism'**

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is

called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

**The philosophy of Integral Humanism is based on the following three principles:**

- Primacy of whole, not part
- Supremacy of Dharma
- Autonomy of Society

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called Chhitti, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system. DeenDayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

#### **Sub-Topic: 'Democratic Upsurges'**

Increasing participation of the people in the democratic politics of the country is broadly characterised as democratic upsurge. Based on this principle, social scientists have characterized three democratic upsurges in post- independence history of

India.

The 'First Democratic Upsurge' could be attributed from the 1950s till 1970s which was based on the participation of Indian adult voters to the democratic politics both at the Centre and in states. Falsifying the western myth that the success of democracy requires modernization, urbanization, education and access to media, the successful holding of elections to both Lok Sabha and legislative assemblies all across states on the principle of parliamentary democracy were the testimony of India's first democratic upsurge.

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country.

The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of survival of the fittest but rather the survival of the ablest. It underlines three shifts in India's electoral market: from State to Market, from Government to Governance, from State as Controller to State as Facilitator. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real game changers in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

## **Chapter-7: Regional Aspiration**

### **Sub-Topic: 'The Kashmir Issue'**

Since its integration with the Union of India, Kashmir has remained one of the burning issues in post-independence India. The problem became more complicated when it was accorded a special status in the Constitution through Article 370 and Article 35A – the former giving it special powers like having its separate Constitution/Constituent Assembly/Flag, new nomenclature for Chief Minister as Prime Minister and Governor as Sadr-e-Riyasat, and the non-enforcement of most of the Union laws in the state while the later imparting it special citizenship rights prohibiting the non-Kashmiris from buying property in the state.

It was against the special status of the state of Jammu and Kashmir that there was a clarion call for abrogation of Articles 370 and 35A. Others equated Article 370 and 35A as 'constitutionally recognized separatism'.

It was against this backdrop that current NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on 9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

## **Chapter-8: Recent Development in Indian Politics**

### **Sub-Topic: 'NDA III & IV'**

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a strong government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national



party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

The 2019 Lok Sabha elections, the 17th since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the aftermath of Mrs Indira Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one-party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

#### **Sub-Topic: 'Issues of Development and Governance'**

In addition to schemes already existing, several socio-economic welfare schemes have been initiated to make development and governance accessible to the masses such as –

*Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Bachao Beti Padhao, Ayushman Bharat Yojana, etc.* All these schemes are intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.