

# POLITICAL SCIENCE (852)

## Aims:

1. To enable students to gain an understanding of basic concepts in Political Science.
2. To facilitate acquisition of knowledge and understanding of the practices of governance.
3. To develop logical reasoning, research and application skills.
4. To create awareness of rights and duties and to sensitise students towards social concerns.
5. To expose students to divergent views and encourage them to develop their own world view.

## CLASS XI

There will be **two** papers in the subject:

Paper I: Theory 3 hours ----- 80 marks

Paper II: Project Work -----20 marks

### PAPER I (THEORY) – 80 Marks

**Part I (20 marks)** will consist of **compulsory** short answer questions, testing knowledge, application and skills relating to elementary/ fundamental aspects of the entire syllabus.

**Part II (60 marks)** will be divided into **two** sections A & B. Candidates will be required to answer **three** questions out of **five** from Section A and **two** questions out of **three** from Section B. Each question in this part shall carry **12 marks**.

### SECTION A

#### Political Theory

##### 1. Introduction to Political Science

- (i) Meaning of Political Science; Scope of contemporary Political Science: Political Theory, Comparative Politics, International Relations, Public Administration and Political Economy. Nature of Political Science.

*Meaning of Political Science; Scope of contemporary Political Science with reference to Political Theory, Comparative Politics, International Relations, Public Administration and Political Economy. Nature of Political Science - Is Political Science a Science?*

- (ii) Fundamental Concepts

State and its elements; Difference between State and Society, State and Association, State and Government, State and Nation; Nationality.

*Definition of State and elements of the State: (a) Population (b) Territory (c) Government (d) Sovereignty. Definition of Society; Association; Nation and nationality. Differences between – State and Society; State and Association; State and Government; State and Nation.*

##### 2. The Origin of the State

Divine Origin Theory; the Social Contract Theory (Hobbes, Locke, Rousseau); the Evolutionary Theory.

*Various theories of the origin of State:*

*Divine Theory: brief history of this theory, divine rights of the kings - examples from modern monarchical states like England and Bhutan. Critical evaluation of the theory.*

*The Social Contract theory: Views of Hobbes, Locke and Rousseau; Critical evaluation of the theory.*

*Evolutionary Theory: factors for the growth of this theory such as kinship, religion, economic factors, wars and conflicts and the need for political power.*

##### 3. Political Ideologies

Liberalism, Socialism; Communism and Fascism.

*Liberalism, Socialism; Communism and Fascism: Meaning, features with reference to the purpose of the State. Critical evaluation of each ideology.*

#### 4. Sovereignty

Meaning, kinds and characteristics. A historical analysis and contemporary issues.

*Meaning, definition and characteristics. Kinds: Titular and Real, Legal and Political; de-jure and de-facto Sovereign, Popular Sovereignty. Is Sovereignty absolute and indivisible? Brief study of Austin's Theory and Pluralistic view of Sovereignty with reference to Laski and MacIver. Sovereignty in a globalised World: the role of non-state actors.*

#### 5. Law

Meaning; Sources and Kinds of Law.

*Meaning, definition of law. Sources - Customs, Usages, Religion, Judicial Decisions, Scientific Commentaries, Equity, Legislation. Kinds of law – definition and examples of Municipal, National, Constitutional and International Law, Statute Law, Ordinances.*

#### 6. Liberty

Meaning; Dimensions and kinds of Liberty; Relationship between Liberty and Law; safeguards of liberty.

*Definition and meaning of Liberty; Dimensions - negative and positive; kinds of Liberty - Civil, Political and Economic Liberty. Relationship between Liberty and Law: Does Law help or hinder Liberty? Safeguards of Liberty - fundamental rights. Separation of judiciary from executive, well-knit party system, economic justice for all, free press and media, vigilance by the people.*

#### 7. Equality

Meaning and kinds of Equality; Relationship between Equality and Liberty.

*Meaning and kinds of Equality– legal, social, political and economic; relationship between Equality and Liberty: How do they complement each other?*

#### 8. Justice

Meaning, Kinds and Contemporary theories.

*Meaning of Justice; kinds: Legal, Social, Economic and Political. Theories of Justice – John Rawls and Amartya Sen.*

## SECTION B

### Contemporary International Relations

#### 9. End of Cold War and its impact on the World Order

Disintegration of the Soviet Union and its impact on the World Order.

*Meaning of Cold War. Impact of disintegration of the Soviet Union on the World Order – end of Cold War confrontation, change of power equations in world politics, emergence of new countries. India's relations with Russia after Cold War (after 1991).*

#### 10. Unipolar World

U.S. unilateralism: case studies of U.S. intervention in Iraq and Afghanistan.

*Meaning of unilateralism.*

*Case studies of the following (causes, main events and consequences):*

*Iraq - Operation Desert Storm, Operation Iraqi Freedom; Afghanistan - Operation Enduring Freedom;*

*India's relations with USA after 1991.*

#### 11. Regional Cooperation

ASEAN and the European Union.

*Aims, achievements and challenges.*

#### 12. The Non-Aligned Movement

Relevance of Non-Aligned Movement.

*Meaning of Non-Aligned Movement (NAM); Relevance of NAM in the contemporary World. Role of India in NAM.*

### PAPER II (PROJECT WORK) – 20 MARKS

Candidates will be required to undertake **one** project which **may** be any one of the following:

- (i) A case study.
- (ii) Survey study with a questionnaire.
- (iii) Research based project with in depth analysis.
- (iv) Local/ national/ global political issue.
- (v) Book review/ film review/ documentaries/ posters/ newspapers/ advertisements/ cartoons and art.

The project must not be based primarily on the syllabus; students must be encouraged to produce original, creative and insightful perspectives on an allied aspect of the topic.

For example, if the theme is Fundamental Rights, the project could deal with violation, protection, court verdicts, Public Interest Litigations (PILs), etc. related to socially relevant issues.

**EVALUATION CRITERIA:**

**Mark allocation for the Project will be as follows:**

S. No.	Assessment objective	Criteria	Marks
1.	Process	Candidate should be able to: Identify the topic. Plan and detail a research project. Select and use appropriate research methods.	5
2.	Understanding, application of knowledge and Analysis	Candidate should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	5
3.	Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	5
4.	Viva	Range of questions based on the project only.	5
<b>TOTAL</b>			<b>20</b>

**List of suggested topics for Project Work:**

1. “The Kingdom of Freedom begins where the Kingdom of Necessity ends”.
2. Right to Freedom and role of Media.
3. The Right to Information – ensuring political accountability.
4. Citing relevant examples, discuss the relative importance of negative and positive liberty in the Indian context.
5. India’s response to ASEAN as a dialogue partner.
6. Relevance of SAARC as a forum of regional cooperation.
7. U.S. dominance in World politics in the Post Cold War era.
8. India’s role in Non-Aligned Movement.
9. Civil Society Movements - Role and participation in India.
10. Relevance of the United Nations in a Unipolar World.

**GUIDELINES FOR TEACHERS:**

1. It must be emphasized that the process of doing the project is as important as the final project.
2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.
3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.
4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.
5. The students should be guided on doing the research and looking at different types of evidence.
6. Books and suitable reference material could be suggested by the teachers and made available to the students.
7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.
8. Students must be cautioned against plagiarism and be penalized for the same.
9. Marks must be awarded for content and originality and not for decorative elements and embellishments.
10. Projects must be the original work of the student.

## CLASS XII

There will be **two** papers in the subject:

Paper I: Theory 3 hours ----- 80 marks

Paper II: Project Work ----- 20 marks

### PAPER I (THEORY) – 80 Marks

**Part I (20 marks)** will consist of **compulsory** short answer questions, testing knowledge, application and skills relating to elementary/ fundamental aspects of the entire syllabus.

**Part II (60 marks)** will be divided into **two** sections A & B. Candidates will be required to answer **three** questions out of **five** from Section A and **two** questions out of **three** from Section B. Each question in this part shall carry **12 marks**.

### SECTION A

#### Constitution and Government

##### 1. Forms of Government

Totalitarian and Authoritarian States, Liberal Democratic State, Unitary and Federal States, Parliamentary and Presidential forms of government.

*Meaning and features of Totalitarian State, Authoritarian State and Liberal Democratic State.*

*Comparison between Totalitarian and Authoritarian States. Historic and contemporary examples of each.*

*Meaning and features of Unitary and Federal States with reference to U.K. as a Unitary state, U.S.A. as a Federal State and India as a federal state with subsidiary unitary features, comparison between unitary and federal state.*

*Meaning and features of Parliamentary and Presidential forms of government (U.K. and U.S.A.). Comparison between Parliamentary and Presidential forms of government.*

##### 2. Constitution

Meaning; kinds of Constitutions: Written and Unwritten, Rigid and Flexible, Enacted and Evolved: merits and demerits. Amending procedures; Conventions.

*Meaning; kinds: Written and Unwritten, Rigid and Flexible, Enacted and Evolved: merits, demerits of each. Is the difference between Written and Unwritten, Rigid and Flexible a real one?*

*Amending procedures of the Constitutions of U.K., U.S.A and India.*

*Conventions: meaning and examples with reference to U.K., U.S.A. and India. The importance of Conventions in U.K.*

##### 3. Franchise and Representation

Universal Adult Franchise; Methods of Election; Constituency; Minority Representation. Political Parties; Party System.

*Universal Adult Franchise - meaning, reasons for widespread acceptance.*

*Methods of Election: Direct and Indirect – meaning with examples.*

*Meaning of Constituency, Single member and Multi-member with examples.*

*First Past the Post System – meaning, merits and demerits.*

*Minority Representation - meaning, rationale (Why is it important for minorities to be represented properly).*

*Methods of Minority Representation: Proportional Representation (List system and single transferable vote system), Cumulative Vote System, Nomination and Reservation.*

*Political Parties - meaning, definition and functions. Kinds – Single party, Bi-party, Multi-party system - meaning, merits and demerits.*

#### Organs of the Government

##### 4. The Legislature

Functions of Legislature; Unicameral and Bicameral legislatures. The legislature in India and U.S.A. - a comparative study.

*Meaning and functions of Legislature. Meaning of Unicameral and Bi-cameral legislature. The legislatures in India and U.S.A.- Composition (strength, method of election and tenure) and functions: legislative, constituent, executive (ways in which the legislature controls the executive), judicial, electoral and financial.*

*Composition and powers of the House of Representatives and the Senate, Lok Sabha and Rajya Sabha (including special powers).*

*Unique powers of the Senate, why is the Senate considered the world's most powerful second chamber?*

*Comparison of the Rajya Sabha and the U.S. Senate; Lok Sabha with the U.S. House of Representatives.*

## 5. The Executive

Functions; The Civil Services. Difference between the Political Executive and the Permanent Executive. Political Executive in India and U.S.A. - a comparative study.

*Meaning, and functions of the Executive. Meaning and role of Civil Services.*

*Difference between the Political and Permanent Executive in India. Political Executive in India and U.S.A. - a comparative study. Powers and functions of executive heads of India (President and Prime Minister), and U.S.A. (President). Constitutional limitations on the powers of the President of the USA.*

*Changing role of the Indian Prime Minister with reference to the past two decades.*

## 6. The Judiciary

Meaning and functions of Judiciary. Conditions of Independence of Judiciary. Judiciary in India and U.S.A. - a comparative study. Judicial Review.

*Meaning and functions of judiciary; conditions of independence of judiciary with reference to India and U.S.A. The Judiciary in India and U.S.A. – composition and powers of Indian Supreme Court and American Supreme Court. Judicial Review – meaning, principles (maxims) and critical evaluation with special reference to U.S.A. and India. Meaning of Judicial Activism and Judicial Restraint. Comparative study of Indian and US Supreme Courts - Which is most powerful and Why?*

## SECTION B

### Indian Democracy

## 7. Indian Constitution

### (i) Preamble

*Preamble and its importance. Meaning of the key words contained in the Preamble.*

### (ii) Salient features of the Indian Constitution.

*Written and Comprehensive; a Constitution drawn from several sources; Federal structure with Unitary spirit; Partly rigid and Partly*

*flexible; Fundamental Rights and Duties; Directive Principles of State Policy; Parliamentary form of Government; Single Citizenship; Bi-cameral legislature; Universal Adult Franchise; Single Integrated and Independent Judiciary; Judicial Review; Emergency powers; Special provisions for Schedule castes and Schedule tribes.*

## 8. Fundamental Rights and Directive Principles

Fundamental Rights and Directive Principles of State Policy.

*Fundamental Rights: meaning and importance of Fundamental Rights; detailed study of all Fundamental Rights in India.*

*Directive Principles of State Policy: meaning and purpose; classification, importance and implementation.*

*Relationship between Fundamental Rights and Directive Principles of State Policy.*

## 9. Local self-government

73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

*Key features of the 73<sup>rd</sup> and 74<sup>th</sup> Amendments. 11<sup>th</sup> and 12<sup>th</sup> schedules in brief.*

*Three tier systems of Panchayati Raj: Rural and Urban local bodies - their composition. Challenges and solutions.*

## 10. Democracy in India – a perspective of the challenges faced

- (i) Challenges faced by the Indian Democracy: Caste, Communalism, Regionalism and Political Violence. Strengthening Indian Democracy.

*Caste: meaning, role of caste in Indian Politics.*

*Communalism: meaning and effects on the functioning of Indian democracy.*

*Regionalism: meaning and causes; kinds of regional aspirations (language issues, sons-of-the-soil policies, river water disputes, demand for new states, secessionist demands); responding to regionalism.*

*Political Violence: meaning, forms, causes and effects.*

*Strengthening Indian Democracy: measures to overcome the challenges faced by Indian Democracy.*

## PAPER II (PROJECT WORK) – 20 MARKS

Candidates will be required to undertake **one** project which **may** be any one of the following:

- (i) A case study.
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- (iv) Local/ national/ global political issue.
- (v) Book review/ film review/ documentaries/ posters/ newspapers/ advertisements/ cartoons and art.

The project must not be based primarily on the syllabus; students must be encouraged to produce original, creative and insightful perspectives on an allied aspect of the topic.

For example, if the theme is Fundamental Rights, the project could deal with violation, protection, court verdicts, Public Interest Litigations (PILs), etc. related to socially relevant issues.

**The project will be assessed by the teacher and a Visiting Examiner appointed locally and approved by the Council.**

**Assessment of Project Work will be done as follows:**

1.	Internal Evaluation by Teacher	10 Marks
2.	Evaluation by Visiting Examiner	10 Marks
	<b>TOTAL</b>	<b>20 Marks</b>

### Internal Evaluation by Teacher

S. No.	Assessment objective	Criteria	Marks
1.	Process	Candidates should be able to:  Identify the topic. Plan and detail a research project.  Select and use appropriate research methods.	3

2.	Understanding application of knowledge and Analysis	Candidates should be able to:  Explain issues and themes clearly and in context.  Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	4
3.	Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	3
<b>TOTAL</b>			<b>10</b>

### Evaluation by the Visiting Examiner

S. No.	Assessment objective	Criteria	Marks
1.	Choice of Technique/ Detailed procedure & Presentation	Overall format, referencing (footnotes &/or bibliography), title page, header/footer, etc.	4
2.	Analysis and evaluation	Candidate should be able to:  Interpret, analyze and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	3
3.	Viva	Range of questions based on the project only.	3
<b>TOTAL</b>			<b>10</b>

### List of suggested topics for Project Work:

Given below is a list of suggested topics for Project work, along with guidelines.

1. Judicial Activism – two case studies in which the Judiciary has safeguarded the environment or human rights.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - Define Judicial Activism and the need for Judiciary to intervene in the work of Legislature and Executive and other matters of social concerns.
  - Positive role played by Judiciary in this direction to be highlighted with the help of two case studies based on environmental protection or safeguarding human rights.
  - Student's perception of the concept.
  - Valid suggestions for reforms in Judiciary.
2. Public accountability of Civil Servants in India – Is it a myth or a reality?
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - Meaning of Public accountability of Civil Servants to be explained.
  - Positive and crucial role of public servants in a democracy.
  - Loopholes in the existing bureaucratic set up.
  - Inferences can be drawn about Public accountability being a myth or reality from various sources like print/electronic media, film review, documentaries.
3. Party System in India – changing phases.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - A brief timeline of Party Systems since independence to be prepared.
  - Strengths and limitations of different systems to be highlighted.
4. Success and failure of various systems to be analysed with reference to the role of regional parties in coalition era.
  - Few examples to be explained with the help of statistical information.
  - Student's vision of rapidly evolving Party system in India.
4. Examine one Supreme Court case dealing with Fundamental Rights. Identify the issues of the case and analyse the final ruling.
  - Reason for selection of the topic
  - Framing the Research Question.
  - Hypothesis.
  - Nature and reasons of violation of Fundamental Rights to be explained.
  - A case study of violation and protection of Fundamental Rights in the light of the ruling given by the apex court to be analysed.
  - Remedial steps to be taken to prevent this problem to be suggested.
5. Role of Local Self Government institutions in women empowerment.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - Need for women empowerment to be explained with reference to a few examples.
  - Positive role played by local self-governments to be stated.
  - Collection of data based on statistics and analysis.
  - The project could be in the form of a case study for example - a film review, book review, advertisements, T.V. serials, documentaries, newspaper articles, journals.
  - Student's suggestions for more active participation of women in Indian electoral politics.

6. Explore the controversies around the development of a Uniform Civil Code mentioned in the Directive Principles.
  - Reason for selection of the topic.
  - Framing the Research Question
  - Hypothesis
  - Clarification of the concept of Uniform Civil Code with instances from world constitutions.
  - Need for a Uniform Civil Code with reference to Constituent Assembly Debates, historical perspective (parliamentary debates and judicial pronouncements), the present socio-political scenario and the stand of various political parties.
  - Controversies and reasons for non-adoption.
  - Student's view point and position on the issue.

Alternately this project could also be undertaken survey method or any other method.
7. Identify and explain the electoral reforms that are urgently needed in India.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - Define electoral reforms.
  - Urgency for electoral reforms.
  - Efforts made in the past.
  - Parliamentary debates on this issue.
  - Role of the Election Commission.
  - Stand of various political parties.
  - Judicial pronouncements.
  - Student's observations.
8. Discrimination faced by a girl child.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
- Gender as an identity.
  - Collection of data based on statistics and analysis.
  - The project could be in the form of a case study for example a film review, book review, advertisements, T.V. serials, documentaries
  - Inferences drawn.
9. Right to Education: To what extent has it benefited the slum children?
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - Constitutional provisions.
  - Parliamentary debates leading to the enactment of the right.
  - A case study of a slum area based on a survey.
  - Student's inferences.
10. Role of National Human Rights Commission in safeguarding the rights of the under-privileged.
  - Reason for selection of the topic.
  - Framing the Research Question.
  - Hypothesis.
  - United Nations Universal Declaration of Human Rights (1948).
  - Constitutional provisions.
  - Formation of National Human Rights Commission.
  - Its composition and functions.
  - Identifying the under-privileged and understanding their plight.
  - Efforts made by the NHRC (a minimum of two case studies).
  - Student's viewpoint.



### **GUIDELINES FOR TEACHERS:**

1. It must be emphasized that the process of doing the project is as important as the final project.
2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.
3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.
4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.
5. The students should be guided on doing the research and looking at different types of evidence.
6. Books and suitable reference material could be suggested by the teachers and made available to the students.
7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.
8. Students must be cautioned against plagiarism and be penalized for the same.
9. Marks to be awarded for the content and originality and not for decorative elements and embellishments.
10. Projects must be the original work of the student.