



वशुधैव कुटुम्बकम्  
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# CBSE

## POLITICAL SCIENCE

### SYLLABUS 2024-2025

(Code No. 028)

### CLASS-XI



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## 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

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:<br/><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> |

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| <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> |

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| <ul style="list-style-type: none"> <li>• what do the directive principles contain?</li> </ul> <p>d) Relationship between fundamental rights and directive principles</p>   |   | <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> |



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| <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?<br/> b) What are the different types of executives?<br/> 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<br/> 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?<br/> 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?</p> <ul style="list-style-type: none"> <li>• Powers of Rajya Sabha</li> </ul>  | <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>  |

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| <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></p> <p style="text-align: center;"><b><u>Judiciary</u></b></p> <ul style="list-style-type: none"> <li>a) Why do we need an independent judiciary? <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> </li> <li>b) Structure of the Judiciary</li> <li>c) Jurisdiction of supreme Court <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> </ul> </li> <li>d) Judicial Activism</li> <li>e) Judiciary and Rights</li> <li>f) Judiciary and Parliament</li> </ul> | <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> |

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| <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?<br/> b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> <li>• Federalism with a strong central government</li> <li>• Conflicts in India's federal system</li> <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:<br/> <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?<br/> 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<br/> 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:<br/> <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>   |

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| <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<br/>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?<br/>b) How to amend the constitution?<br/>c) Why have there been so many amendments?<br/>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> |

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| <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> |

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

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| <p><b>1</b></p> <p><b><u>Political Theory: An Introduction</u></b></p> <p>a) What is politics?<br/>b) What do we study in political theory?<br/>c) Putting Political theory into practice<br/>d) Why should we study political theory?</p> | <p><b>Familiarize students with the:</b></p> <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>               | <p><b>After completion of the chapter, Students will be able to:</b></p> <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> |
| <p><b>2</b></p> <p><b><u>Freedom</u></b></p> <p>a) The Ideal of freedom</p>  | <p><b>Familiarize students with the:</b></p> <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> | <p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the ideal of freedom.</li> </ul>  |

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| <p>b) The sources of Constraints-Why do we need constraints?<br/> c) The Harm Principle<br/> 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><br/><b><u>Equality</u></b></p> <p>a) Why does equality matter?<br/> <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul> b) Three dimensions of equality<br/> c) Feminism, Socialism<br/> 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:<br/><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-<br/><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<br/>b) Full and equal membership<br/>c) Equal Rights<br/>d) Citizen and Nation<br/>e) Universal Citizenship<br/>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 XI**  
**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%       |

### 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><br>Contemporary World Politics          | 6                            | 3                              | 3                               | 1(Passage)                             | 2                      | 40               |
| <b>Book 2</b><br>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**  
**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
- 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 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:**

| <b>SL.NO.</b> | <b>COMPONENTS</b>     | <b>MARKS ALLOTTED</b> |
|---------------|-----------------------|-----------------------|
| 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 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.

## 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:**

| <b>Liberty</b>           | <b>Freedom</b>      |
|--------------------------|---------------------|
| • 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.