

POLITICAL SCIENCE

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.

A brief overview of the Cold War (for reference only). 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.

10. Unipolar World

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

Meaning of unilateralism.

Case studies of the following:

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

11. Regional Cooperation

ASEAN and the European Union,

Aims, achievements and challenges.

12. The Non Aligned Movement

Relevance of Non Aligned Movement

Relevance of Non Aligned Movement (NAM) in the contemporary World.

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
TOTAL			20

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.