

***Teacher Text***

***Political  
Science***

**Class - XII**



**Government of Kerala**  
**DEPARTMENT OF EDUCATION**

State Council of Educational Research and Training (SCERT), Kerala

2015

***Teacher Text Development Team***

***Abhilash kumar.K.G***

*HSST, Political science, DGHSS Thanur, Malappuram*

***Faizal.R***

*HSST, Political science, GHSS for Girls Parayanchery, Calicut*

***P.N.Muraleedharan Nair***

*HSST, Political science, N.S.S.H.S.S Anickad, Kottayam*

***Nazar Kunnummal***

*HSST, Political science, FMHSS Koompara, Kozhikode*

***Dr. P.T Sreekumar***

*HSST, Political science, K.K.M HSS Vandithavalam, Palakkad*

***Rageesh.K***

*HSST, Political science, GVHSS Madappally*

**Academic Co-Ordinator**

**Manoj.K.V**

Research Officer, SCERT Kerala

**State Council of Educational Research and Training (SCERT)**

Poojappura, Thiruvananthapuram 695012, Kerala.

website : [www.scert.kerala.gov.in](http://www.scert.kerala.gov.in)

email : [scertkerala@gmail.com](mailto:scertkerala@gmail.com)

phone : 0471-2341883, Fax : 0471-2341869

## ***Foreword***

*Dear Teacher,*

*Kerala School Curriculum 2013 is learner centred process-oriented activity based and outcome focused and a comprehensive one that takes into consideration Pre-primary level to Higher Secondary level. It laid emphasis to the acquisition of new learning skills which enable the learner to face the challenges of the new era. Our curriculum is developed, imbibing new thoughts in Educational Psychology and philosophy.*

*The textbook Political science was prepared by NCERT in the backdrop of NCF-2005. The SCERT adopted the textbook without any change in syllabus or content master.*

*As you know the process of transacting the curriculum is challenging as it demands higher level of professionalism and dedication on the part of the teacher who plays a pivotal role.*

*The teacher Text in Political science for second year Higher Secondary course offers additional inputs to teachers, innovative teaching learning strategies and new assessment criteria with a view to provide quality education to all.*

*Suggestions for improvement and refinement are most welcome.*

*With regards,*

**Director**  
**SCERT, Kerala**



# Contents

## **Part-A**

---

*General Approach*

*Assessment Approach*

*Subject Approach*

*Syllabus*

*Learning Outcomes*

*Scheme of work*

## **Part-B**

---

# General Approach

## Introduction

The National Curriculum Framework 2005 sowed the seeds for many reforms in the field of education in India. Subsequently, NCERT prepared textbooks for various subjects based on NCF 2005. Later the, Kerala Curriculum Framework 2007 was formed and the curriculum upto high school level was revised. The Right to Education Act of 2009, Prof. P.O.J.Labba Committee Report related to Higher Secondary Education and Dr. P.K.Abdul Aziz Committee Report related to a comprehensive curriculum revision - all pointed towards the necessity of curriculum reform.

In the 1990s, a new curriculum with comprehensive changes in learning and pedagogy was introduced at the primary level. Based on this activity-based, process-oriented and learner-centred curriculum, Continuous and Comprehensive Evaluation (CCE) and grading system were implemented. Subsequently, this method was introduced at the Higher Secondary level too.

## Significance of Curriculum Revision

Though activity-based pedagogy has already been introduced at the higher secondary level, a comprehensive revision of curriculum has not been implemented yet. The ongoing syllabus revision interacts with contemporary events and takes into consideration the nature of the learner. As a stepping stone to the higher education sector, the higher secondary curriculum should be raised to international

*The curriculum, syllabus and textbooks being followed for more than five years should be revised and reformed urgently by SCERT.*

***Prof.P.O.J.Labba Committee***

*As a knowledge society, it is of paramount importance to basically restructure and reform the curriculum to face the challenges posed by the times.*

***Dr. P.K.Abdul Aziz  
Committee***

standards. International standards do not refer to the standard of education set by any particular country. On the other hand, it must inculcate in the learner the ability to take his life forward wherever he is, after the completion of his higher secondary education. It is the sum-total of all the experiences and knowledge to be picked up by the learner for meeting the needs. This emphasizes the need to provide internationally accepted teaching-learning models to our students. The curriculum revision has been envisaged as an attempt in that direction.

**RIGHT TO EDUCATION ACT - 2009**

**Section - 29 (Chapter 5)**

**Curriculum and evaluation procedure**

- (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:
  - (a) conformity with the values enshrined in the Constitution;
  - (b) all round development of the child;
  - (c) building up child's knowledge, potentiality and talent;
  - (d) development of physical and mental abilities to the fullest extent;
  - (e) learning through activities, discovery and exploration in a child-friendly and child-centred manner;
  - (f) medium of instruction shall, as far as practicable, be in child's mother tongue;
  - (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
  - (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

The curriculum should be revised ensuring the above-mentioned factors, and the revision of the curriculum has to be viewed against this backdrop.

## **Kerala School Curriculum (2013) - Chief characteristics**

### **The curriculum**

- is learner-centred, process-oriented, activity- based and value oriented.
- gives stress to the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.
- lays stress on the skills to be attained by the learner in values and attitude.
- is based on the philosophy of constructivism.
- gives teachers freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.
- is flexible to implement various teaching - learning strategies recognizing the learning outcomes, nature of the content and the different levels of the learners. Discovery learning, Concept attainment model, Inductive method, Meta cognition, Co-operative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.
- is comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.
- designs innovative learning strategies as well as assessment activities for children with special educational needs.
- ensures a Continuous and Comprehensive Evaluation (CCE) focused on learning outcomes.
- stresses Health and Physical Education, Art Education and Work Education.
- lays stress on Right-based Education in the light of Right to Education Act, 2009.
- provides an opportunity to the learner to experience necessary safety, care and security both at school and in the classroom by raising the teacher to the level of a mentor.
- lays stress on the Code of Professional Ethics for school teachers.
- helps to acquire new learning skills which enable the learner to face contemporary challenges.

- is intended to inculcate human values in the learners.
- ensures equity and equality among the learners.
- ensures the harmony of head, heart and hand and aims at a comprehensive development envisioned to make learning natural.

### **Curriculum Approach**

Our curriculum has been developed, imbibing new thoughts in educational psychology and philosophy. The idea of constructivism put forth by NCF 2005 is the basis for the Kerala School Curriculum 2013 too. In constructivism, learning is the process of the construction of knowledge.

The striking features of the curriculum transaction approach are:

- i. Activity - based
- ii. Process- related
- iii. Ensure learning
- iv. Focus to attain learning outcomes
- v. Environment- friendly
- vi. Highlights development areas
- vii. Suitable for the nature of the learner
- viii. Integrates learning and assessment

A learning process based on constructivism is the foundation of the curriculum. A distinguishing feature of this approach is that knowledge is constructed naturally by creating challenging learning activities and considering the acquired knowledge and conceptual background of the learner.

### **Learning Experiences**

The acquired knowledge skills and interests differ from learners coming from different backgrounds. So it is very important to facilitate learning experiences imbibing these changes and considering individual differences and multiple intelligences of the learners.



## Learning Environment

The classroom should be designed to keeping in mind the interest and development of the learner so as to ensure his/her participation in various learning activities. Every activity should be learner-oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner-centred and activity-based, taking into consideration the development and growth in the learning ambience rests with the teacher.

## Learning Process

- Each learner constructs knowledge by linking it with his/her previous experiences.
- Knowledge construction occurs at the level of the individual through meaningful societal interventions.
- Learning is made effective through multi-sensory experiences which consider various learning styles, learning pace etc.
- Learning becomes more effective through co-operative learning in an environment conducive for co-operation.
- Learning materials should be meaningful generating interest in the learner.
- Spiralling of learning experiences will make learning more effective.
- By ensuring flexibility of learning activities and possibilities of adaptation, learners requiring special educational needs and with different aptitudes may be attended to.
- Each learner should get learning experiences necessary to ensure learning outcomes.
- Learning and Assessment should be complementary.
- Everybody can attain learning outcomes by adopting suitable teaching- learning strategies that consider content and learning requirements of the learner.
- The learning process should be decided keeping in view the comprehensive development of each learner.

### **Learning Outcomes**

As per the rules of the RTE Act, the idea of learning outcomes was introduced in the Kerala School Curriculum 2013. Knowledge of learning outcomes is essential to plan the teaching-learning process and evaluation, in a precise and practical manner. Learning outcomes are the aims to be achieved by the learner during the various stages of school education. Precise and accurate statements based on the knowledge, skills, attitudes, values etc. to be acquired by a learner in a particular subject-area are called Learning Outcomes.

The learning outcomes should be stated based on performance that can be observed and measured. An analysis of the learning outcomes will help assess the knowledge, skills, values and attitudes that should be acquired by the learner at the end of each unit, class and stage have been acquired or not. Precise and clear assessment activities can be planned, based on specific learning outcomes.

### **Information and Communication Technology**

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The immense possibilities of ICT can be used to transact any subject at the higher secondary level. Through this, it can also be ensured that learners acquire ICT skills. The main features of ICT are stated below.

### **Art Education**

Arts evolved as a part of providing enjoyable experiences in the progress of man as a social animal.

The experiences gathered during various phases of life touch human minds aesthetically. All the art forms that evolved from ancient times were visual and auditory. It had the power of rejuvenating the human mind. This is the unique characteristic of art.

Art education at the higher secondary level aims to develop the creative skills acquired by the learner and to create in him a broader outlook about art and literature. Also an aptitude for higher studies

and research in the field of arts has to be developed in them. In order to develop observation skill, ability to appreciate and sense of imitation among learners, art education is essential. It also helps learners to develop abilities to think and respond differently, to ensure social intervention and to make learning more productive. Activities in art help to make children work hard and diligently, and also channelize their enthusiasm in the right direction.

### **Health - Physical Education**

The term health refers to the complete state of physical, mental, emotional and spiritual well-being. Therefore health is essential for the existence of an individual. So proper implementation of health and physical education is essential. The minimum physical fitness required for every individual in the society in order to exist should be ensured. For this, health and physical education should be imparted scientifically and comprehensively from a very early age. The views of National Curriculum Framework 2005 regarding need based and integrated approach should be given special attention and emphasis.

Along with the knowledge of content areas, performance excellence and physical fitness are also to be assessed. The health-physical education envisioned in Kerala School Curriculum 2013 and initiated at the primary level, gets perfected at the higher secondary level only. Learning activities should be planned so as to enable learners excel in this field to explore up to the level of international possibilities. The physical fitness, training excellence and knowledge of content areas acquired hitherto promote holistic well-being.

### ***Objectives of Health - Physical Education***

- To get an awareness about sports, values and ethics.
- To gain expertise in athletic skills and to scientifically analyse them.
- To gain expertise in major games.
- To get practical training in self defence techniques.
- To understand aggression, balanced or controlled aggression etc.
- To realise the consequences of the use of drugs.

- To create the right understanding about sexual health.
- To acquire scientific practical ability to intervene effectively during life rescue missions.
- To get an awareness about the changes in the respiratory and cardio-vascular system that can be brought through exercise.
- To give training using safe and effective exercise pattern.

### **Work Education**

The confluence of knowledge acquired through hearing, sight and work makes construction of knowledge possible in a learner. Contemporary learning process evolves through enquiry and experiences. Work education is essential to integrate and develop emotional and cognitive domains.

A work education integrated with the subjects of higher secondary curriculum, will be more appropriate.

### ***Objectives of Work Education***

- Readiness to work
- Development of values and attitudes
- Development of a balanced personality
- Self-sufficiency in the field of production
- Human skill development
- National development

### **Inclusive Education**

In the classroom, an atmosphere that is congenial to all learners without excluding any one must be created. In our schools there are two categories of students, one who requires more consideration, help and attention and the other who requires normal help and attention. Only by addressing this can we ensure equitable quality education.

### **Areas which help to develop values, attitudes and commitments**

Areas such as awareness of humanitarian and constitutional values, attitudes that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

**Democratic Outlook**

While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to establish a democratic approach through democratic platforms.

**Constitutional Values**

The values and objectives that are upheld by our Constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

**Secular Attitude**

Subject areas which help in developing a secular attitude have to be included.

**Tolerance**

The curriculum should aim at developing the quality of tolerance towards those who disagree with you.

**Constructive and Creative Thinking**

There is a need to develop creative thinking and the urge for discovery among learners. There should be possibilities for creative enquiry in the content areas and learning strategies of the curriculum. The different levels of multiple intelligences should also be considered.

**Respect for one's cultural heritage**

Respectful attitude to one's cultural heritage and history is one of the aims envisioned by the curriculum.

**Equality**

It is essential to ensure equality in learning activities, which are provided to the learners.

**Leadership Quality**

There is need to design learning strategies that would help in shaping leaders who are capable of facing the challenges of this millennium. In the classroom, opportunities must be created to develop leadership qualities among children.

**Life Skill Education**

Life skills such as self awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions and coping with stress should be developed in learners. These life skills help the learner to face life with self-confidence.

**Civic Sense**

Just as the state has certain duties to the citizens, the citizens also have some duties to the state. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

**Respect for Elders**

Respect for elders is the keystone of our civilization. In all cultures, old people are venerated and given due consideration. An important characteristic of the elder people is that they are a store house of experiences. Our cultural life being continuous and heritage-oriented, the age-old experiences and knowledge are handed down from one generation to another. Factors which encourage learners to express respect for elders through co-operative interventions should be made part of the transaction of content.

**Human Rights**

Human rights are the rights of individuals to lead a life of dignity. The human rights which got universal acceptance through the United Nations Declaration of Human Rights should be given importance in the curriculum.

**Child Rights**

It is our duty to protect every right of the child.

**Awareness about Environment**

Basic awareness about nature and the need to protect natural resources should be included from the primary level itself. Children should be made to understand that environmental hygiene is as important as personal hygiene and that sense of hygiene is one of the basic factors of civic sense. They should understand that nature and natural resources are not meant just for the consumption of

human beings and that any change in the balance of nature will have far-reaching consequences. They should carry out activities which make protection of natural resources and environmental hygiene a value-system and an attitude.

### **Water Literacy**

Children must be made to understand that water is precious by creating awareness about the availability of water, conservation of water and the need to keep it free from pollution.

### **Peace Education**

The basic idea of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values like avoiding conflicts and situations leading to conflicts, peace and harmony.

### **Legal Literacy**

Knowledge and awareness about law is essential for all citizens of a democratic country. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics etc. can be organized to create awareness of law.

### **Cyber Literacy**

The misuse of ICT and related crimes are on the rise. Awareness should be created among children on these activities. They should be given a clear idea about the proper use of Internet, e-mail and social networking sites. The curriculum should facilitate creating awareness among children regarding the punishment for cyber crimes and the ethics in the use of internet etc.

### **Media Literacy**

Media exerts a great influence on our society. It is impossible even to imagine a day without visual media. Visual media has tremendous influence on children. Therefore, the content area of the curriculum should contain various factors required to create critical media literacy.

### **Perspective on Sustainable Development**

The curriculum should spread the awareness that this earth exists

not just for the benefit of mankind. An understanding regarding the environmental challenges, human interventions which cause harm to environment, and how nature can be protected from such destructive activities etc. is the need of the hour. The curriculum should also uphold the enquiry how environment and development can go hand in hand and perspectives regarding sustainable development and views. One of the aims of the curriculum is to present perspectives on consistent development and create a comprehensive awareness about environment.

### **Adolescent Education**

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers. It is also important to address the doubts of learners regarding health and hygiene in a scientific manner.

### **Consumer Culture**

Facts concerning the negative aspects of consumerism have to be included in the curriculum. Consumer laws and our rights as consumers should be dealt with in the curriculum.

### **Anti-drug and intoxicant attitude**

We should realise the harmful effect of alcohol, drugs, tobacco and other narcotics on the health of children. The future generation should be saved from the evil tentacles of this menace. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, as examples, can be included in the content areas.

### **Gender Justice**

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

### **Frugality**

Children should be taught the basic lessons of frugality at the primary level itself. Explain the importance and relevance of the habit of frugality. Students can also be given practical training in frugality.



### **Road Safety**

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop the civic awareness that the road is a public place and that everybody has the right to use it. Activities related to road safety should also be given importance.

Learning experiences in these areas should be incorporated naturally in the transaction of the curriculum. While choosing the concepts of various subjects and arranging learning activities, enough consideration should be given. Knowledge, skill and attitude should be stressed in the process of teaching learning process. It should also be possible to perform continuous evaluation to find out whether the objectives have been accomplished. Activities of various clubs, SPC, NCC, Scouts and Guides, JRC, Vidya Rangam, Kalasahithya Vedi, Gandhi Darshan etc., can be platforms to develop values, attitudes and commitment.

### **Right Based Education**

UNESCO had taken initiatives to decide on the rights of children and spread them world wide. As a result of this, legislation has been made in many countries to protect the rights of children. The Right to Education Act passed in 2009 in India, is an important milestone in this matter. The responsibility of protecting the rights of children becomes the duty of adults. Right to Education can be divided into three areas.

- Participation
- Provision
- Protection

#### ***Participation***

- My opinion is sought when decisions concerning me/ children are taken.
- My interests are given priority when decisions are taken.
- I am given the opportunity to participate in activities which are compatible with my ability and limitations.
- I am able to go through a learning process which is flexible enough to nurture my abilities and overcome my limitations.

- My opinions are given due respect and value.
- My friends and I get active participation in the activities in class.
- I get opportunities to display my talent and abilities.

#### ***Provision***

- I get the service of teachers who have the required qualification and who constantly update their knowledge.
- I get learning -experience in the prescribed time.
- I get a classroom ambience conducive to physical and psychological growth.
- My teachers are able to make learning materials required for learning activities available.
- I get materials and opportunities for the growth of art and physical education.
- I also get career guidance for securing employment in future.

#### ***Protection***

- I do not experience any kind of discrimination in or out of school.
- I am not ignored by any one in any manner.
- I am not harassed either physically or mentally.
- I can interact with my teachers without any fear.
- Though I am a child, every one respects and values my privacy.
- I am convinced that I will be safe both at home and at school.
- My school lends me a helping hand to further strengthen and empower me when I face physical and emotional problems.

If these are the rights of children, how far can I ensure these rights? What steps should I take further to ensure these rights? Every teacher should think about this.

#### **Mentoring**

RTE considers the teacher as a 'mentor'. Mentoring has much relevance and significance in the comprehensive school development project.

The teacher - student relationship has undergone significant changes. A teacher should function not as a person who distributes/ dispenses

knowledge, but as a facilitator who co-ordinates the various opportunities of students to gain knowledge.

In reality, school is a second home for the child and teachers are the members of his/her family. A teacher should understand that all children do not receive love, consideration, security, appreciation and recognition etc., equally at home. The responsibility of a teacher becomes complete only when he/she realises this and is able to express these feelings accordingly to each child. Only then will a school become a home.

Only when a teacher becomes a mentor and a facilitator who helps gain learning outcomes, he/she will be a teacher of the new era.

When the teacher becomes a co-guardian, children get guidance, advice, support and opportunity to improve. The teacher as mentor should make interventions in the role of an experienced predecessor. Assistance for awareness and counselling are part of this. An effective mentor can bring out the hidden talents of a child.

**Through mentoring:**

- the teacher and the student enjoy proper learning experiences.
- the knowledge-area of the child and the teacher widens.
- the bond between the student and the school is strengthened.
- personality development and learning development of the child are ensured.
- collective thinking, decision- making and collective effort are made possible.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of the learner in arts and sports can be assessed.

Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous assessment. Notes related to mentoring experiences should be recorded in the Cumulative Record. All the teachers in the school should act as mentors of students. All learners should get an experience of mentoring. The class may be divided into small groups and different teachers can be given the responsibility of evaluating the progress of each group.

## Code of Professional Ethics for School Teachers

### 1. Responsibility towards Students

The teacher;

- 1.1 *Treats all students with love and affection.*
- 1.2 *Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.*
- 1.3 *Facilitates students' physical, social, intellectual, emotional, and moral development.*
- 1.4 *Respects basic human dignity of the child in all aspects of school life.*
- 1.5 *Makes planned and systematic efforts to facilitate the child to actualise his/her potential and talent.*
- 1.6 *Transacts the curriculum in conformity with the values enshrined in the Constitution of India.*
- 1.7 *Adapts his/her teaching to the individual needs of students.*
- 1.8 *Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.*
- 1.9 *A teacher refrains from subjecting any child to trauma, fear, anxiety, physical punishment, sexual abuse and emotional and mental harassment.*
- 1.10. *Protects a child from all forms of sexual abuse.*

### 2. Obligations towards parents, community and society

A teacher;

- 2.1 *Establishes a relationship of trust with parents/guardians in the interest of the all round development of students.*
- 2.2 *Desists from doing anything which is derogatory to the respect of the child or his/her parents /guardians.*
- 2.3 *Strives to develop respect for the composite culture of India among students.*
- 2.4 *Keeps the country top most in mind, refrains from taking part in such activities as spreading feelings of hatred or enmity among different communities, religious or linguistic groups.*

### 3. Obligations towards the profession of teaching and towards colleagues:

A teacher:

- 3.1 *Strives for continuous professional development.*
- 3.2 *Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stake holders.*
- 3.3 *Takes pride in the teaching profession and treats other members of the profession with respect and dignity*
- 3.4 *Refrains from engaging himself/herself in private tuition or private teaching activity.*
- 3.5 *Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.*
- 3.6 *Refrains from making unsubstantiated allegations against colleagues or higher authorities.*
- 3.7 *Avoids making derogatory comments about colleagues, especially in the presence of pupils, parents or colleagues.*
- 3.8 *Respects the professional standing and opinions of his/her colleagues*
- 3.9 *A teacher maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.*

### **Teacher Planner**

Teacher planner is a record of daily teaching planning. The teacher should develop the process page by carrying out the activities given in the teacher text and text book with the aim of achieving learning outcomes. However, these activities should be done in a flexible manner, adopting techniques suitable for the students of her class.

The process page should contain planning that includes assessment along with learning activities. Information obtained through continuous assessment should also be included on the feedback page.

A teacher planner should contain learning activities conducive for precise and meaningful concept- formation. The teacher should prepare a reflection note based on the information gathered through learning activities and assessment implemented in a week. It should be discussed in SRG/ Subject Council. Further planning notes should be made by the teacher based on these notes.

The format of a teacher planner is given below.

***Teacher Planner***

Name of the unit/ lesson	:
Date	:
Expected time	:
Learning outcomes	:
Concepts / Ideas	:
Skills	:
Language elements (only for language )	:
Discourses (only for language )	:
Values, Attitudes	:
Learning aids	:
Expected Products	:

**Process Page**

Process containing activities and assessment.

**Assessment Page**

Assessment details should be included here.

## Reflections

### My findings, realisations

(Based on the ideas obtained through the assessment of learning activities)

- 
- 
- 
- 

### Extended Activities and Remedial Measures - Hints

- 
- 
- 
-

## ASSESSMENT APPROACH

Learning is a natural and continuous process. For effective learning, learning experiences should be based on specific objectives and centred on learning outcomes. Teachers and learners should be aware of the concepts and skills to be acquired through learning. Learning strategies should be planned according to the learning outcomes associated with each lesson. They should be linked to real life situations and presented to the learners.

How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of assessment.

Assessment **of** Learning is the process of assessing the learning outcomes acquired after the transaction of a unit. The proficiency of the learner and his level of excellence are evaluated here. This is just one phase of assessment.

There is also a process of correction which involves a critical self analysis of the concepts and awareness gathered through learning and internalizing the changes. This can be considered as self-assessment. Thus, learning takes place through self-assessment. This can be called Assessment **as** Learning. The learner becomes aware of how to learn more effectively (Learning to Learn) through this.

Assessment for learning and assessment as learning should be intensely emphasised to make learning more effective. The approach which gives importance to assessment process for making learning more effective must be adopted.

### **Continuous and Comprehensive Evaluation (CCE)**

Learning is a continuous process taking place in the learner. Hence, the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we have adopted a continuous and comprehensive evaluation system.



## CCE Areas

CCE is carried out in two areas;

1. Cognitive area
2. Socio - emotional area

### Assessment regarding development in cognitive domain

The subjects taught at higher secondary level like Language, Science Humanities, Commerce, Health and Physical Education come under cognitive area. Learning outcomes acquired in each subject should be evaluated. Two types of evaluation are suggested here.

1. Continuous Evaluation (CE)
2. Term Evaluation (TE)

### Continuous Evaluation (CE)

Three types of CE are suggested.

1. **Learning Process assessment**
2. **Portfolio Assessment**
3. **Unit based assessment**

#### 1. Learning Process Assessment

Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has evaluated various factors like the participation of the learner in the learning process, excellence of the learner in performance and presentation, creativity of the learner, acquisition of desired skills etc. The indicators given below can be used for evaluation.

1. Participation in activity
2. Conceptual understanding
3. Acquisition of skills
4. Performance / Presentation
5. Recording / Preparation

When the process -assessment is carried out, the assessment done should be based on each indicator. For example, when evaluation for the indicator 'participation in activity' is done, the learners should be categorized as excellent, good, average and those who need improvement. This has to be recorded in the page for assessment in

Teacher Planner. All learners have to be assessed and recorded with reference to each indicator in every term.

Opportunity for self-assessment, peer assessment and teacher-assessment should be given in process-assessment.

### **Activity log**

Activity log is an important document required for the assessment of the cognitive area. It helps to complete various activities according to learning processes. The creativity of the learner, thought processes, language skills, socio- emotional domain etc are reflected in the activity log. An activity log should contain details like the various strategies adopted for the transaction of lesson. The additional information given by teachers to strengthen the learning process too can be recorded in the activity log.

## **2. Portfolio Assessment**

Portfolio is the collection of all products formed during the various stages of learning activities. It has the duty to give a learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.

- o Activity log
- o Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.
- o Creative works
- o Work sheets

The following indicators can be used for portfolio assessment.

- o Clarity of concept
- o Attainment of concepts
- o Appropriate design
- o Completion
- o Originality

### **Method to calculate scores of learning process and portfolio**

It is not necessary to record the score of all students calculated using indicators given for each activity. Performance of an entire term should be evaluated using the indicators. The notes in teacher planner, records in activity log etc should be consolidated at the

end of each term and learners should be categorised on the basis of their participation as Excellent, Good, Average, and Need improvement and 4/3/2/1 scores should be given accordingly. All five indicators have to be considered and score should be given for each indicator. The maximum score can be calculated as 20.

### **3. Unit based Assessment**

In a unit, activities for various learning outcomes are distributed in an inter-related manner. This is comprehensive in nature. While assessing a unit, this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of creative writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit can be used. Unit assessment should take place naturally along with learning.

For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These grades have to be recorded in the prescribed format. As there is more than one assessment in a term, the average of the assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators suitable for the tools used in assessment.

#### **Open Book Assessment**

An “open book assessment” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking. The open material may take one of the main forms; a textbook or alternative reference materials, or the students’ own notes. The types of material allowable must be made explicit to all students in advance of the assessment. Open-book assessments often comprise tasks based on a problem or argument to which the student is then required to respond, employing their knowledge of the subject and making use of the reference material as appropriate. Unit based assessment can be done in the form of open book assessment. It can be given after completing the unit, integrating all the learning outcomes. This assessment can be given for individual attempt first. Then the same can be allowed to be discussed in groups. Thus learning can be ensured in every learner.

### **Advantages of open-book Assessment**

- They assess not only students' capacity to construct a coherent response to the assessment task, but also require a demonstration of their ability to use resource material effectively.
- By allowing students access to relevant reference material, open-book assessments reduce the need to memorise information, and can therefore allow students to concentrate on demonstrating their ability to understand and apply this information to the question.
- By providing students with reference material prior to the assessment, it may give them greater confidence when taking these assessments and therefore produce a more accurate account of their achievements.
- Students can use revision time more constructively, focusing on reinforcing their understanding of the subject rather than attempting to memorise information.
- Home assignments and other learning experiences already prepare the students to solve problems with the assistance of external resources, so open-book assessments are quite natural in nature.

### **Preparing for an Open Book Assessment**

- Read the chapters ahead of time. Don't expect to find quick answers during the assessment.
- Know where to find everything. Observe the concepts and make your own outline. This reinforces the structure of the content in your mind.
- Mark all important terms with sticky notes and flags. If the teacher allows it, mark your texts wherever you notice important concepts and terms.
- Review notes for themes. Your teacher's comments usually provide an overview of the themes and concepts that appear on assessment. You won't always get this by reviewing the book alone.
- Make your own notes if allowed, and write down important formulas or concepts that you've covered in class.

### **Method of calculating CE**

The maximum score for learning process, portfolio and unit based assessment will be 20 each in every subject. Term level recording can be done calculating the average of them. To consolidate these marks, the format given in Annexure - 1 can be used.

### **Term Evaluation (TE)**

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. The assessment of languages should be made considering areas like discourses, language elements, language skills based on the learning outcomes in the units considered in each term. Question models can contain various questions which stress the content areas and skills. For other subjects, assessment should be done based on the content- area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

The question paper should be prepared after first preparing a design and then a blue print of question paper giving proper weights to units and learning outcomes, various thinking skills and different form of questions. Suitable scoring key and marking scheme should be prepared for each question and assessment should be done based on this scheme. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done in the questions.

### **Details of thinking skills**

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. While setting the question paper, due weight should be given to the thinking skills, so as to ensure meaningful learning in every learner. Coverage of the range of skills has to be ensured in the question paper which expects the learners to respond within a stipulated period of time of assessment, keeping in view the difficulty level.

According to Anderson and Krathwohl ('A Taxonomy for Learning, Teaching and Assessing – Revised Blooms taxonomy') the range of categories, specific thinking skills/processes with its alternative processes/terms is given as follows;

CATEGORY/ PROCESSES	ALTERNATIVE TERMS
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, substantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle can be asked to state the underlying principle or concept the student is uses to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given to and find out the net profit.)

3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determin how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies which best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

### Health - Physical Education - Assessment Method

Health - physical education will be considered as a cognitive area from 2014-15 academic year. During the adolescent stage, the physical and mental development of a child strengthens further. The

learners should be given the opportunity to get a proper awareness of health habits and the need to engage in physical activities. A performance assessment of the health - physical education is suggested. Details regarding this are given in the higher secondary level source book.

### **Assessment in Socio - Emotional Area**

Assessment of social and emotional areas is as important as that of cognitive areas. Skills relating to Learning to know, Learning to do, Learning to live together and Learning to be should be considered here. The assessment of social and emotional areas should consider the following skills.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem solving skills
7. Decision making
8. Critical thinking
9. Creative thinking skills
10. Self- awareness

The assessment should be carried out by teachers handling various subjects in cognitive areas. This assessment should be carried out as part of the learning process assessment in each subject. Along with the assessment of process skills, the assessment of related values and attitudes too should be done.

The skills in the socio - emotional area that can be beneficial for the proficiency of the learner should be identified and marked. The skills beneficial to each learner should be encouraged. The teacher can record these proficiencies in the Teacher Planner and the consolidated information in Annexure - 2.

### **Artistic, Social, Cultural and Vocational Proficiencies**

To ensure the all-round development of a learner at the higher secondary level, not only appreciative, creative and artistic skills should be encouraged but an attitude towards undertaking social-cultural services should be inculcated. Every learner should get an



opportunity at least once in a month to participate in such activities. Higher Secondary Youth Festival, Career Guidance, Social Extension activities, National Service Scheme, N.C.C and various clubs should be made use of towards this effect.

All students at the higher secondary level should participate in atleast one of these activities. The proficiency of the learner in participating can be given a special grade certificate.

For Excellence in activity	- A grade
Good	- B grade
Satisfactory	- C grade
Participation	- D grade

### Assessment - Annual Consolidation

The annual overall score of CE is the best score obtained by the learner in 3 terms. This can be entered in the column titled 'Final Score' in the format given in Annexure - 2. It is the total CE score of the learner in each subject. Now find the TE of each subject and find the total score adding CE and TE. This is the total score of a learner in one subject. In the case of subjects with practicals, the final score is calculated by including the score for practicals too.

### Grading Scheme

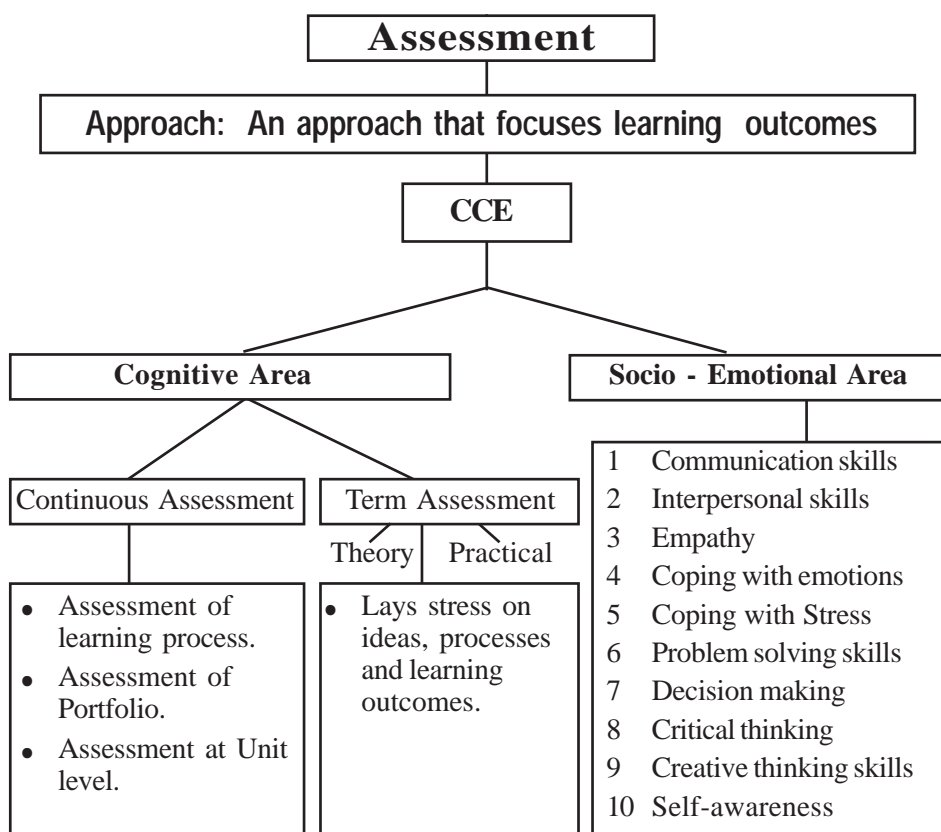
Higher Secondary level employs grading system to assess subjects in cognitive area. 9 Point Absolute Grading is used for this.

The table given below can be used for this.

Score Percentage	Grade
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
40-49	C
30-39	D+
20-29	D
Below 20	E

To be eligible for higher studies, the learner in the higher secondary should get a minimum of D+ (30-39 %) for each subject in the combined score of CE +TE (Public exam). In addition, he should score a minimum of D+ for TE too.

*The formats for assessment are given as Annexure I and II.*



## SUBJECT APPROACH

### TEACHING-LEARNING PROCESS IN POLITICAL SCIENCE

We have made a quick overview of the bold initiatives under taken in the field of education and curriculum development in India and particularly in Kerala. The approach to curriculum revision on the basis of *Kerala Curriculum 2013* has also been discussed. Corresponding to this, necessary changes in the teaching learning process of political science at the higher secondary level have been adopted. Accordingly we have decided to bring *Teacher Texts* for all subjects including political science to familiarize different strategies in the teaching learning process at plus one level.

### Objectives of Learning Political Science

The *Kerala Curriculum 2013* has marked certain modifications in the objectives of study of political science according to the National Curriculum Framework (NCF) 2005. They can be illustrate as follows

- To internalize the important ideas and concepts in political science
- To know how societies and institutions are organized on the basis of power.
- To internalize different theories in the study of political science.
- To develop logical thinking and analytical ability
- To know how theories helps in the development of the discipline of political science
- To develop ability to formulate theories and propose solutions to political issues
- To enhance critical thinking and creative thinking
- To develop skill of problem solving
- To identify a political issue by differentiating it with a nonpolitical issues.
- To study the impact of various political developments.

- To understand why and how certain political development has been occurred.
- To realize the importance of democratic transformation.
- To enable the learner to develop a comparative analysis.
- To develop a positive attitude towards democratic process and institutions.
- To explore the possibilities of alternatives.
- To acquire individual qualities, which are necessary to lead a healthy civic life.
- To explore the career possibilities in the study of political science.
- To support spirit of enquiry and research studies in the discipline
- To evaluate the merits and demerits of various political issues
- To develop a positive attitude towards various progressive concepts like liberty, equality, justice etc
- To understand the importance of human rights, the challenges against it and steps to protect it.
- To develop an international outlook.
- To understand the need for international co-operation in solving the problems which cause threat to humanity.
- To understand the role of international organizations in fostering international peace and security.
- To understand the effective ways for power sharing.
- To explore the ways for meaningful and effective participation of people in politics and administration.
- To explore the possibilities of making of political science more systematic and scientific.
- To understand the challenges of human security.
- Find effective ways to integrate the theoretical aspects of political science in politics.
- To understand the role and importance of constitution in the organization and working of political institutions.

- To explore the possibilities of technology in various political process including administration for wellbeing of the people.
- To evaluate the effectiveness of various political theories and principles and to adopt the most suitable one for their political systems.
- To understand the interconnectivity among political, social and economic issues.
- To explore different aspects of environmental politics
- To understand the challenges caused by environmental degradation and its impact on world politics.

In order to attain maximum exploration of these objectives the discipline of political science administers various methods and strategies. These methods and strategies are varied according to the Political situations and problems.

### **Methods and Approaches in Political Science**

Approaches and methods are used interchangeably in academic field, but both are entirely different and needs a detailed description. O P Gouba in his *An Introduction to political Theory (2009)* differentiates them. To him method is *a particular way of doing something* or deals with how to enquire a problem. It is defined as the procedure of enquiry by which reliable knowledge could be obtained and reliable conclusions could be drawn. An approach is a wider term which comprehends not only the method but also the focus of our study in order to understand the given phenomenon. An approach decides *what to enquire* in a problem (O.P.Gouba; 2009).

Many scholars have classified the approaches in political science on the basis of the age in which they emerged such as traditional and modern. Traditional approaches include philosophical approach, historical approach, legal/juridical approach and institutional / structural approach. Modern approaches include Marxian approach, behavioral approach, post behavioral approach, political-economy approach, comparative approach, geo-political, feminist approach, ecological approach, eco-feminist approach, subaltern approach etc. Modern approaches generally use an

interdisciplinary method in order to strengthen the objectivity of studies in political science. It negated the compartmentalization of various disciplines such as philosophy, history or economics. But at the same time these approaches are loaded with predetermined ideological value orientations. That is why the differentiation of empirical and normative approaches has been emerged in political science. Empirical approach gives emphasis to determine the facts and explain a given political phenomenon on the basis of what actually happened. It is scientific and describes the data on the basis of sensual experiences. Logical thinking, reasoning and systematic presentations are explicit features of empirical approach. On the other hand normative approach is speculative, give emphasis to values rather than facts. It is critical of the existing society and prescribes what should be the future society. Normative approach clearly suggests the right and wrong of political situations apart from the mere narration of facts.

The age of behavioral revolution had presented many models of political analysis in the field of political science. The behavioral political scientists stressed on the political system and political process rather than political structures. They administered scientific, empirical and interdisciplinary approaches and methods to transform the discipline in to a pure science. *System Analysis* of David Easton, *Structural-Functional approach* by Gabriel Almond, *Communication Model* by Karl Deutsch and *Decision Making analysis* are some among them.

### **Strategies in Political Science**

Strategies used in the learning process of political science are sometimes misread as approach. Strategies are tools deployed by political scientist to collect relevant information for understanding a political phenomenon as suggested by the approach and the uniqueness of the problem. Thus, approach plays a dominant role in the selection of strategy. Data collected using improper strategy will lead to misinterpretation of situation and distortion of knowledge. In political science we deploy various strategies like observation, interview, survey, field study, content analysis, case

study, project and so on. A detailed description of these tools has been made at the repository of CE activities.

The advent of *behaviorism* can be considered as land mark in the study and development political science. Behaviorism gave importance to political process than to political institutions. Similarly the *power approach* also made a shift in the study of shaping and sharing of power. In that sense we can see politics in every aspect of human life. Even the so called non political institutions like family, caste, religion etc began to be considered as institutions of power and hence political. So institutions are viewed in terms of power. In short all power centers have become the object of study of political science. These power centers studied not in terms of its structure but in terms of process all these aspects made the study of political science more live and dynamic. The emphasis on process and power made teaching of political science more challenging since political process are wide and varied. Multiple challenges are faced by teachers and they requires multiple skills to overcome that. A single strategy is not sufficient to overcome these hurdles.

The two books prepared by NCERT for second year political science students at the higher secondary level are in conformity with the National Curriculum Framework (NCF) 2005. Among others the NCF 2005 recommends the following.

- Discourage rote learning
- Learners' life must be linked to the life outside the school
- The curriculum must be process oriented and activity based
- Life oriented
- Learner friendly
- Develop creative and critical thinking
- Discourage sharp boundaries between different subject areas etc...

These aspects are clearly reflected in the two text books prepared for second year. Let us examine one by one.

### Part 1: Politics in India since Independence.

Political Science text book at higher Secondary level has four parts. The first two parts at the Plus One level gave emphasis to constitutional aspects and the theoretical foundations. The other two at the Plus Two level analyses issues and political developments at national and international level.

The book titled Politics in India since Independence presents an over view of political developments in the post independent era. The process oriented nature of this text book helps the learners in erecting knowledge. The relevant News Paper clippings, Cartoons, Films, Videos etc. mentioned in text book enables the learner to familiarise the concepts from his own life situations. The thought provoking questions and comments of Unni and Munni promotes the skill of critical thinking.

The first three chapters deal with the major challenges India faced during the initial years of independence. The first chapter discusses the issues involved in the process of nation building. Further it describes the bold steps we adopted to tackle these challenges. The chapter on Era of One Party Dominance examines the hindrances that we faced in establishing democracy and describes how India transcended it. The challenge of ensuring socio economic welfare is the main focus of the third chapter. The political contestations of planning and other policies and programmes are analyzed here. The attention of fourth chapter is on evolution and growth of India's foreign policy . The situation under which our foreign policy was formulated and It's objectives are the core areas of this unit.

The fifth and sixth chapter consolidates the political events after Nehru era and its influence on India's political sphere. The decline of the congress system after Nehru and restoration under Indira Gandhi are included in fifth chapter. The crucial phase of Indian democracy is critically examined in the sixth chapter titled the Crisis of Democratic Order.

The rise of popular movements and the emergence of regional aspirations opened a new democratic space for political struggles and debates. The focusing area of seventh chapter is major popular



movements in India and its contributions in protecting the interest of marginalized groups. The chapter on Regional Aspirations gives an in-depth analysis of issues and political struggles involved in fulfilling regional sentiments.

The unusual unexpected and complex nature of political developments of last two decades is the main thrust area of the last chapter. The caste and communal polarization, political instability and consensus on economic reforms are elaborately discussed here

## **Part II: Contemporary World Politics**

Students of Political Science cannot ignore the broad frame work of world politics. The second book broadly assesses the global politics since 1945 in general and Post Cold War era in particular. The process oriented nature of the book make it attractive and helps the learner in generating knowledge.

The first chapter of the book is titled The Cold War Era describes the areas of tensions and conflicts between two power blocs since 1945. The chapter further discusses Non Alignment Movement (NAM) and demand for NIEO, as a serious challenge to bipolarity.

The second chapter estimates the reasons behind the end of cold war due to the disintegration of Soviet Union and its role in shaping the new world order. The third chapter mainly focuses on the American hegemony and its multi dimensional nature. In addition to this the chapter list out strategies and policy options for overcoming this hegemony.

Even though American hegemony is a concrete reality, there are certain power centers which can challenge the dominance of USA. The regional forums like EU, ASEAN and emerging powers like China are analyzed as alternative centers of power in fourth chapter.

The fifth chapter elaborates the issues relating to conflict and cooperation in South Asia and its importance in International politics. The chapter on International organization evaluates the changing role of UN in a uni-polar world. The demand for restructuring UN system in accordance with the realities of contemporary world are also discussed here.

Today security is a major thrust area of Political Science. Nations as well as individuals faces several security threats. The chapter on Security in the Contemporary World elaborates traditional and nontraditional notions of security. India's security policy is also discussed here.

The chapter on Environment and Natural Resources analyses the politics involved in environmental issues. In addition to this the chapter also discusses the struggle among nations to own and control the depleting strategic resources. This book ends with the chapter on globalization, its consequences and resistance against globalization.

### Support System

#### a) Textbook

Textbook is one among the various learning materials. It should have co-relation with secondary school curriculum and is sequential growth and development. The interactive and learner centred approach should be followed in the textbook. Textbook for arousing curiosity among learners and provoke their thought with logical questions. The text book should provide adequate experiences and living examples. It should have the scope for ample learning experiences of both individual and group. It should contain various types of illustrations and indications for further learning. It should also be flexible and appropriate to accommodate valuable the facts derived by the learner.

#### b) Hand book/ Sourcebook

Handbook/ Sourcebook provide all kinds of support systems for the effective transaction of curriculum. It should be able to convey specific subject approaches and techniques. It provide suitable learning experiences, examples and indications for further learning. Sourcebook contain activities leading to competency and skill. It should enable the teacher to internalise the learning processes. It includes curriculum objectives and teaching strategies of the topic concerned.

**c) Library**

A proper library is essential for cultivating the habits of general reading. Without this many of the learning activities suggested can't possibly be implemented. Individual work, group projects, many academic hobbies and co-curricular activities postulate the existence of a good and effectively functioning library. Therefore a library is essential for putting progressive methods into practice.

Library should be equipped with newspapers, journals, magazines, periodicals, research publications, study reports, documents etc.

All these should be arranged systematically, so that they are easily accessible to the learner. Internet facilities are to be provided. Library should be attached with reading rooms. Specific time may be provided to use library and reading rooms.

**d) Laboratory**

In order to develop the inquisitive nature of the learner Political Science laboratory. Following are essential for a good Political Science Laboratory; multimedia, internet, Over Head Projector, CD Roms, L.C.D, Maps, charts, pictures, collections etc. In addition to this facilities like the laboratory for documentation of various collections, projects and assignments of the learner for further reference is also essential.

**Additional Support Systems**

Organise cluster meetings of Political Science teachers, at Education District and subdistrict level within frequent intervals. District Level Resource Groups should be formed to give on the spot support assistance to teachers. Demonstration and Lecture classes by external experts/ should be arranged at subdistrict level. Interfaculty exchange programmes may be arranged for learners at district level with the help of local self government. EDUSAT facilities may be utilised for class room practice. Debates and lectures on topics contemporary/ local/ regional/ national importance may be conducted.

Copies of source book and other necessary supporting materials will help the teachers a lot inservice training and short term refresher

courses during the academic year for updating the content and learning strategies are also useful. The support of local bodies to improve academic activities and infrastructure facilities can be utilised.

The teacher can utilise available resources and resource persons in the locality.

The teacher can seek assistance of clubs, reading rooms and voluntary organisations functioning in the neighbourhood for conducting surveys and projects in political science.

### **Learning Activities**

Learning activities should be strictly in accordance with the curriculum objectives of Political Science. They should;

- relate the learning experience with local issues and problems.
- make the study of Political Science more effective through the use of modern technologies.
- to help the teacher to analyse the current issues and arrive at conclusions
- make sure that learning takes place at individual and group level. While adopting enquiry method and problem solving method.
- be flexible to suit the local conditions.
- Provide place for projects, seminars, assignments, field studies, interviews, debates, survey etc can be adopted as learning activities.
- appropriate to their age and environment.

### **Evaluation**

Continuous and comprehensive evaluation will help to assess the learning activities. For continuous evaluation the approach paper of National Council framework suggests semester system at higher secondary level. Both summative and formative evaluation techniques can be utilised.

In continuous evaluation, projects, seminars, debates, surveys,

assignments, discussions, field trips, quiz, interviews, mock parliament, role play, observation of days etc should be considered. In evaluation, make sure that the objectives are achieved only through the process.

The following are the skills/competencies/aptitudes/attitudes/values which are to be acquired and strengthened by the learner through the learning of Political Science

- Skill in group activity
- Communication skill
- Leadership qualities
- Logical and rational thinking
- Power of observation.
- Problem solving
- Skill to analyse
- Skill to arrive at conclusions
- Presentation skill
- Research aptitude
- Ability to analyse maps, pictures, graphs, diagrams etc.
- Social commitment
- Service mindedness
- Ability to comprehend ideas and formation of values.

### Project

In the study of Political Science, projects have great importance. Political Science is conceived in terms of projects and learners are trained to proceed systematically through various stages of learning. While doing this the learners also get experience to tackle the issue they face in their day to day life.

In other words, project is a problem solving method. The main features of a project are;

- Developing concepts, values and attitudes
- Systematic planning and its execution
- Timely evaluation, necessary alternations and forward plunge.

Project can be regarded as an institutional self instruction. It is useful in the development of a number of process skills. Project ensures active participation of the student in learning activities. It is a sequence of activities of a learner to collect, tabulate analyse and interpret relevant data. So as to evolve findings to solve the felt problem. Learning by doing and learning by living are two cardinal principles of this method.

### How can a project be executed?

As a creative way of self learning, project helps the students to develop the full potential through the various stages.

Major steps involved in a project are:

#### **Finding out a Problem**

This is the first and important stage of a project. It may occur naturally through discussion.

#### **Defining the Objectives**

State the objectives of the project simply and clearly.

#### **Formation of Hypothesis**

Draw temporary solutions and conclusion on the basis of the primary information.

#### **Methods and Tools**

Methods of data collection and tools have to be decided in accordance with the objectives and in the light of the hypothesis.

#### **Execution of the project/ Data collection**

When the plan of the project is ready, the class is ready for its execution. Groups can be formed for data collection whenever necessary.

#### **Tabulations, Analysis and consolidation of data**

How the information gathered and intended to be analysed are to be decided beforehand. The acceptability of the hypothesis is to be examined by consolidating, arranging in tabular form. Classifying, comparing and analysing the information obtained.

#### **Conclusion**

Conclusions are to be arrived at by analysing the similarities dissimilarities and relations obtained from the analysis and examining the hypothesis.

**Application**

The suggestions that arise from the project must be used for problem solving at appropriate situations.

**Preparation of Report**

A project report should be prepared after completion of the study. Ideas can be communicated to and shared with others through presentation of the project report.

**The Project Report may contain:**

- Title (Topic/Problem)
- Introduction (Need and significance)
- Objectives
- Hypothesis
- Method of study
- Tools used
- Analysis and Interpretations
- Conclusions
- Suggestions
- References
- Appendices (Questionnaire, Interview schedule, Observation schedule, Checklist etc.)

The project method helps to acquaint the students about the scientific method of learning. It promotes self study habits among the learners. It is very helpful to find solutions for local problems.

**Seminar**

Seminar is a learning strategy involving an in-depth analysis of specific topic and presented as a paper for the benefit of others. A seminar paper should be one prepared after careful planning and study and it can be improved through discussion/ interaction in which all students can participate. It helps the learner to improve his/her communication skills and provides oppurtunities for collection of secondary data and for drawing conclusions. A paper can be prepared either individually or collectively according to general agreement. Data can be collected from library, publications,

Audio- Visual media, interviews, field visits etc. Each group may present at least one seminar paper. Each student should get opportunity to participate in discussions led by a moderator elected by students themselves. Each student should keep a seminar report covering the new ideas that emerged from the discussions and also the suggestions of the teachers which also is to be evaluated. Topics chosen for seminars may be of contemporary importance and should have social relevance. In Political Science there is enough opportunity to prepare and present seminar papers.

### **Stages of Seminar**

#### **Selection of Topic:**

The topic of seminars should be relevant to the subject of study. It can be selected through discussion with the co-learners.

#### **Finding out sub topics or different areas**

#### **Assigning sub topics to different groups**

#### **Collection of relevant information**

Information required for seminar materials can be collected from various sources. If needed, the teacher may distribute materials or suggest materials.

#### **Presentation of the draft paper**

Based on the information collected the presenter may prepare a draft paper and submit it to the teacher for comments. Revise the on draft paper based in the comments by the teacher and finalise the paper.

#### **Presentation of the Seminar paper**

The students/ group leader shall present the paper in the seminar. Students can raise doubts or supplement. Teacher can also contribute or correct. This will be followed by a general discussion and the moderator sums up the deliberations.

#### **Feed back/ Evaluation**

Both teacher and students evaluate the programme.

#### **Each student prepares a seminar report.**



## Discussion

Discussion is a strategy in which students learn by sharing experiences and opinions with each other. The teacher has to plan the lesson carefully to obtain the desired learning outcomes. Proper guidance is to be given to make the discussion effective.

The group interacts in response to questions. The flow of communication can be smoothened among all the learners.

## Organisation of Discussion

The following stages are involved on the organisation of discussion.

### **1 Introduction**

It can be initiated by the teacher.

The topic for discussion may be pinpointed and the key areas highlighted

### **2 Development**

At this stage the teacher can use

- Lead points
- Follow up interactions

### **3 Transitions**

All this stage, the key points may be reviewed. Participation of all learners may be ensured.

### **4 Summarisation /Conclusion**

At this stage the teacher may provide additional support material to ensure the achievement of the objectives.

## Debate

Debate is one of the effective learning strategies for Social Science classes, especially in Political Science. It is based on the modern psychological concept of **social constructivism**. Debate is a creative and collective process of eliciting all related facts of a topic. It also enables the participants to enrich their knowledge through healthy dialogues. In a debate, there will be minimum two groups and a moderator. The skills of critical thinking, positive interaction etc of the students can be developed through this learning method. It avoids stage fear of students and enhances substantiating abilities of the learner.

## Stages

### **1 Topic selection**

The topic of the debate should be relevant and having potential for different view points.

### **2 Selection of panels**

At least two panels of students may be selected to argue for and against the topic. Special care should be taken to select the students keeping balance with their individual differences like intelligence, gender, social status in the class.

### **3 Selection of a moderator**

A student representative should be selected to moderate the session where as the teacher will act as a guide. At the initial stage teacher may act as the moderator.

### **4 Collection of information**

The panel of students should be guided by the teachers to collect enough information from news papers, Magazines, Websites, Govt. reports, TVs, Radios etc.

### **5 Conducting the debate**

The teacher acts as an overall guide and a student representative as moderator will facilitate the debate. Both the panels can raise their views and arguments on the topic. The rest of the students can participate as observers. They can make interventions to present their views only with the permission of the moderator. The moderator should be well aware of all the aspects of topic but should take an impartial and independent position. He should be able to inspire the panels to elicit as much information as possible and in case of necessity from the observers also. The moderator should take special caution to control and avoid any sort of personal conflicts.

### **6 Conclusion**

The Moderator should conclude the debate by expressing his final version based on the views evolved from the debate. Then the teachers can make his/her observations comments and suggestions.

## Field trips

Field trip is a short visit to a local area with specific objectives. Field trip provides direct and contrived experiences to the learners. It is

based on the principle of '*Seeing is better than hearing*' It gives an opportunity to students to observe the real life situation of the topic. It also enables the students to retain the learning longer and to make the topic more interesting.

Field trips give an opportunity for the students to understand the real life situation. However there is slight difference between these two. On the other hand study tour is a trip with more than one object. It requires extensive planning and preparations.

### Stages

- 1 Selection of venue
- 2 Getting permission from the authority.
- 3 Planning and Scheduling of the trip – Which consists of preparation of tool for study whom to be introduced date, time , expenses etc.
- 4 Assigning task to the group leaders
- 5 Actual visit
- 6 Monitoring the visit by the teachers
- 7 Reporting
- 8 Evaluation

### Survey

Survey can be considered as an appropriate tool for collecting data, especially in Social Science subjects. Questionnaire should be prepared on the basis of the objectives of study. Questions should be self explanatory to the respondent. The questions should be presented in a clear and simple language and should not try to change the attitude of the respondent.

Questionnaire, at a glance should be attractive to others and should not be crowded with content. Attention also is to be given to the format and size of the font.

### Preparation of questions

- One should not ask the same question in different ways. But if we want to ensure the relevance of the response you can use this strategy.
- It should be clear and brief

- It should be sequenced in an easy to difficult level.

### Different types of questions

- Open ended questions
- Closed questions

Second type of questions help to codify the information without difficult. But the first type helps the respondent to react, logically. So it is better to use both types of questions in combination.

While designing questions you should take more care to avoid communicational barriers or you may be lead to wrong conclusions. Asking questions is the easiest way to collect and compile data.

### Interview

Effective implementation of an interview requires a thorough preparation. They are:

- Decide your interviewers
- Get permission from the person you want to be interviewed.
- Decide the place and time with the consent of the person interviews concent of interviewed.
- Prepare questions for interview
- Sequencing questions
- Ensure the quality of questions
- Avoid repetition of questions.
- Decide the responsibility of team members.
- Collect more information about the interviewers

The interview may be started with a formal introduction and also describe the necessity of the interview in a few sentences. Then questions can be asked. Ask additional questions as probing questions to seek additional information or clarification.

- Avoid report fairing of questions
- Responses should be collected simultaneously

### After Interview

- Elaborate interview point just after interview

- Ensure that you have received relevant materials required for the study.

Then prepare an interview report .

### Document Analysis

Referring to authentic material is also a way for collecting information required for study purpose. Important sources for document analysis are:

- Books
- Websites
- News papers and periodicals
- Records
- Letters, Proclamation, Notice
- Biography, Diary
- Government publications

### Brain storming

Brainstorming is one of the best methods for solving problems. It facilitates generation of ideas quickly. It stimulates fresh ideas and enables participants to break loose from fixed ways of responding to problems.

#### Rules for Brain storming

- 1 No response is wrong
- 2 Welcome as many responses as possible, quantity is required
- 3 Every response is accepted without discussion or judgement (free wheeling)
- 4 No criticism is allowed
- 5 Allow to work on others idea

Once brainstorming has elicited quantity sufficient number of responses, the students may be guided to use their analytical and synthesis skills to determine the best ideas.

#### Steps in brain storming

The following steps may be used to run a brain storming session;

- 1 Presentation of the problem
- 2 Provide relevant information

- 3 Record the ideas put forth by the participants
- 4 Combine similar ideas
- 5 Evaluate each idea/solution
- 6 Selection of the best solution

It is important to note that the last step is not an essential part in brainstorming when it is used as an instruction strategy.

### **Role Play**

In role-play the students have to project themselves into simulated interpersonal situations and act out the part of the persons and situations assigned to them. It is a very useful strategy to develop interpersonal skills and strengthen learning in identified areas.

### **Collections**

Collection is a continuous learning activity which ensures students participation and involvement in whole. In Political Science, collection can be of pictures, Political ideas, documents etc. Collection of materials provides direct experience to learners. An exhibition can be conducted to display the collected materials which strengthen various concepts among learners.

### **Assignments**

Assignment is some specific work assigned to the students as part of their academic enrichment. These are learning activities undertaken as a continuation of classroom activities to realise the curriculum objectives. They should be completed in a time bound manner. They help to lead the learner to higher level of learning from the present status. It may vary from writing an essay to organising project works. Challenging assignments can motivate the students to involve in group dynamics and achieve fruitful results. The teacher may act as a guide.

Assignments may be given on individual or group basis. Assignments include preparation of notes, charts, models, collection of documents. Assignments develop skills of reference observation, enquiry and reporting etc It ensure the affective utilization of the leisure time of students.

# LEARNING OUTCOMES

## Part I

### POLITICS IN INDIA AFTER INDEPENDANCE

*On successful completion of the chapter, the learner:*

#### Unit 1- Challenges of Nation Building

- 1.1 List out major challenges faced by India.
- 1.2 Critically evaluate the process and consequences of partition.
- 1.3 Describe the role of Sardar vallabhbhai pattel in the integration of princely states and evaluate it's importance.
- 1.4 Narrate the stages of Re-organization of states in India and judge the feasibility of small states.

#### Unit 2- Era of One Party Dominance

- 2.1 Describes the hindrances in establishing democracy in India.
- 2.2 Explain the nature of congress dominance in first three general elections.
- 2.3 List out the factors that led to the establishment of congress dominance.
- 2.4 Evaluate the INC as a social and ideological coalition.
- 2.5 List out major opposition parties and its leaders.
- 2.6 Differentiate the programmes, policies and ideology of various opposition parties.

#### Unit 3- Politics of Planned Development

- 3.1 Evaluate Political Contestation behind various ideas of Development.
- 3.2 Explain the role of planning commission in development.
- 3.3 Differentiate first and second Five year Plans.
- 3.4 Evaluate Key controversies related to Development strategies.

- 3.5 List out major outcomes of Fiver Year Plans.
- 3.6 Evaluate the role of planned development in India's Developmental Process.

#### Unit 4- India's External Relations

- 4.1 Describe the internal and external factors that shaped India's foreign policy.
- 4.2 Define non alignment:-
  - *Recreate the role of Nehru in the formation of Indian foreign policy*
  - *List out the major events that led to the formation of non-alignment*
- 4.3 Explain the causes of India China war and evaluate it's impact on domestic politics.
- 4.4 List out the treaties between India and Pakistan
- 4.5 Analyse the gray areas of India Pak relation.
- 4.6 Critically evaluate India's nuclear policy.

#### Unit 5- Challenges to and Restoration of the Congress System

- 5.1 Narrate the political history from Nehru to Indira Gandhi.
- 5.2 Explain the context of general election 1967.
- 5.3 Define the termslike coalition, defection and non-congressism.
- 5.4 find out the name of leaders of syndicate
- 5.5 Evaluate the reason for the congress split in 1969.
- 5.6 Describe the ideological struggle in congress split.
- 5.7 Explain the context of 1971 election.
- 5.8 List out the parties included in grand alliance.
- 5.9 Alalyse the electoral verdict of 1971 election
- 5.10 Critically evaluate the restored congress system.

#### Unit 6- Crisis of Democratic Order

- 6.1 Describe the various incidents that led to the declaration of emergency.



- 6.2 State the declaration of emergency and evaluate its consequences.
- 6.3 Assess divergent opinion relating to emergency.
- 6.4 List out the lesson of Emergency.
- 6.5 List out the reasons for the victory of Janantha party in 1977 election
- 6.7 Evaluate Janata government and consequent changes in Indian political system after 1977.

### **Unit 7- Rise of Popular Movements**

- 7.1 Differentiate partisan and non partisan movements.
- 7.2 Narrate the issues involved in Chipko movement.
- 7.3 Estimates the role of dalit movements in India particularly dalit panthers.
- 7.4 Describe the growth and characteristics of BKU.
- 7.5 Evaluate the role farmer's organization in Indian politics.
- 7.6 Narrate the anti arrack movement in Andra Pradesh.
- 7.7 Find out the link between arrack movement and women empowerment.
- 7.8 Describe the context for NBA.
- 7.9 Critically evaluates the impact of Sardar Sarover project and the resistance against it.
- 7.10 Concludes that a popular movement fosters democracy and politicises the concept of development.

### **Unit 8- Regional Aspirations**

- 8.1 Describe the areas of tension related to regional aspirations.
- 8.2 Justify the Indian approach towards regional aspiration
- 8.3 Analyse various issues related to regulation I Kashmir
- 8.4 Explain how India constitution incorporated article no. 370 and 371
- 8.5 Evaluate the political development Kashmir since 1948
- 8.6 List out issue related to Punjab crisis

- 8.7 Evaluate the bold steps taken by central government under Rajeeve Gandhi to resolve the Punjab issue.
- 8.8 Narrate the cycle of vehicle in Punjab
- 8.9 Describe the various issue in north east region
- 8.10 Critically examine the demand for Autonomy in North east.

### **Unit 9- Recent Developments in Indian Politics**

- 9.1 State the political changes at the end of 1980 and evaluate now these changes influence Indian politics?
- 9.2 Explain the declaim of congress party and emergency of alliance politics ?
- 9.3 Explain the causes for the political rise of OBC  
-Analyse the emergence of delit politics in India
- 9.4 Evaluates the serious issues in India secularisms  
- Discuss how caste and communal elements used for vote bank politics  
- Evaluate that secularism and commercial harmony are important for survival of Indian democracy.
- 9.5 Discuss the changes in Indian party systems since 1989
- 9.6 Critically examine the consensus political emerged among the political parties in India

### **Part II**

### **CONTEMPORARY WORLD POLITICS**

#### **Unit 10- The Cold War Era**

- 10.1 Explain Cuban missile crisis and its impact on cold war.
- 10.2 Describe the emergence of power blocs and evaluate the Arenas of cold war.
- 10.3 List out various events connected with cold war.
- 10.4 Explain the formation of NAM and evaluate its relevance in post cold war era.
- 10.5 Describe the importance of NIEO and reasons for its failure.

- 10.6 Summarize the role of India in reducing cold war tension.
- 10.7 Evaluate the importance of Arms control treaty.
- 10.8 List out different arms control treaties during the cold war period.

#### **Unit 11- End of Bipolarity**

- 11.1 Evaluates the uniqueness of Soviet system and critically examine its weaknesses .
- 11.2 Explain efforts of Mikhail Gorbachev to reform Soviet system and the process of disintegration. Describe the reasons for the disintegration of Soviet Union and evaluate its consequences.
- 11.3 Discuss the process of Shock therapy in post communist states and evaluate its consequences.

#### **Unit 12- US Hegemony in World Politics**

- 12.1 Describes the beginning of New World Order.
- 12.2 List out the historic incidents which led to the establishment of new world order.
- 12.3 Evaluate the various aspects of US hegemony in world politics.
- 12.4 Critically analyse the hegemony of US and find out the strategies to overcome the hegemony.
- 12.5 List out the factors which limit the American hegemony.
- 12.6 Describe the aspects of India's changing relation with US.

#### **Unit 13- Alternative Centres of Power**

- 13.1 Evaluate the capabilities of European Union as an alternative center of power.
- 13.2 List out the integration process of Europe and the formation of EU.
- 13.3 Evaluate ASEAN strength as an alternative center of power.
- 13.4 Summarise evaluation of ASEAN.
- 13.5 Explain the growth of Chinese economy and the prospects of china as an alternative centre of power.
- 13.6 Evaluate the India China relations.

## Unit 14- Contemporary South Asia

- 14.1 Identify South Asian nations.
- 14.2 Describe the divergent socio political features of South Asian nations.
- 14.3 Describe the factors that contributed to the failure of stable democracy in Pakistan.
- 14.4 Analyse the factors that lead to formation of Bangladesh and their experience in democracy.
- 14.5 Explain the main challenges for establishment of democracy in Nepal.
- 14.6 Critically evaluate ethnic conflicts and achievements of Srilanka in Economic field.
- 14.7 List out the conflicting areas of India Pakistan relation.
- 14.8 Asses the possibilities of co-operation between India and Pakistan since independence.
- 14.9 Evaluate India's relations with neighboring Nations like Nepal Bhutan, Bangladesh and Srilanka.
- 14.10 Analyse the role of SAARC in building peace and co-operation in the region and the initiatives for establishing SAFTA.

## Unit 15- International Organisations

- 15.1 Explain the need and importance of international organizations.
- 15.2 List out the principal organ of the UNO.
- 15.3 Describe the evaluation of UNO and state its main objectives .
- 15.4 Explain the need and importance of UN reform.
- 15.5 Critically evaluate whether suggested reforms are in accordance with the contemporary realities and check If it will elaborate the jurisdiction of UNO.
- 15.7 Justify India's demand for permanent membership In UN security council and analyse the changing role of UNO in unipolar world.

**Unit 16- Security in the Contemporary World**

- 16.1 Describe the meaning of security.
- 16.2 Classify the threats of security as Traditional and Non - traditional aspects.
- 16.3 Explain the internal and external notions of security.
- 16.4 Describe the features of Non Traditional Notion of Security.
- 16.5 Evaluate the New Source of treat.
- 16.6 Evaluate the important of co-operation on security in the contemporary world.
- 16.7 List out the various components of India's security strategy.

**Unit 17- Environment and Natural Resources**

- 17.1 List out various global Environmental problems.
- 17.2 Estimate the important of Rio submit 1992 and critically evaluate the developmental practices recommended under agenda 21.
- 17.3 Locate areas that come under global commons and asses agreements for the protection of global commons.
- 17.4 Evaluate the demand for common but differentiated responsibility.
- 17.5 Define the common property Resources and state the institutional arrangement for its management.
- 17.6 Evaluate India's stand on environmental issues.
- 17.7 List out the initiatives of India in the field of environmental protection.
- 17.8 Describe the role of various environmental movements in the protection of our earth.
- 17.9 Explain the concept of resource Geopolitics.
- 17.10 Analyse the importance of resource /geopolitics in contemporary world.
- 17.11 Describe the rights of indigenous people around the globe.

**Unit 18 Globalisation**

- 18.1 Describe the multi dimensional nature globalization.
- 18.2 Identify the impact of globalization in real life.
- 18.3 Explain the factors that influenced the concept of globalization
- 18.4 Critically evaluate the political consequences of globalization.
- 18.5 Analyse the economic impact of globalization
- 18.6 Evaluate the cultural consequences of globalization.
- 18.7 Describe the impact of globalization on Indian economy.
- 18.8 List out international movement against globalization .
- 18.9 Explain the role of socio political movements of India in resisting globalization.

## Scheme of Work - XII Political Science, Part I - POLITICS IN INDIA AFTER INDEPENDENCE

Term & Month	Units	Name of Unit	Number of Periods	Weight to unit
1 <sup>st</sup> term June, July and August	1	Challenges of Nation Building	16	6
	2	Era of One Party Dominance	15	4
	3	Politics of Planned Development	14	4
	4	India's External Relations	16	5
	5	Challenges to and Restoration of the Congress System	15	4
	6	Crisis of Democratic Order	16	6
	7	Rise of Popular Movements	15	4
II <sup>nd</sup> Term	8	Regional Aspirations	16	5
	9	Recent Developments in Indian Politics	15	5
		<b>Total</b>	<b>123</b>	<b>43</b>

Septem ber, October	1	The Cold War Era	13	4
	2	End of Bipolarity	13	4
	3	US Hegemony in World Politics	14	5
	4	Alternative Centers of Power	14	5
Novem ber And Decemb er	5	Contemporary South Asia	13	4
	6	International Organizations	13	4
III <sup>rd</sup> Term January and Februar y	7	Security in the Contemporary world	13	4
	8	Environment and Natural Resources	12	3
	9	Globalization	13	4
<b>Total</b>			<b>118</b>	<b>37</b>
<b>Total Text Book I &amp; II</b>			<b>241</b>	<b>80</b>

## Unit 1:

### Challenges of Nation Building

#### Introduction

Being an independent state, India faced many challenges. The challenges that a new state faces depends on its socio-political, historical and economic factors. The case of India was also same but distinct in certain aspects. This is chapter mention about the three major challenges faced by India particularly the challenge in nation building . This chapter also addresses the vigilance of our national leaders in maintaining unity without hampering the diversity of India.

#### Unit frame

**Total Time: 16 periods**

Concept/Process Skills	Process/Activities with Assessment	Learning outcomes
Challenges of Independent India. <ul style="list-style-type: none"> <li>• Maintaining unity</li> <li>• Establishment of Democracy</li> <li>• Ensuring Development</li> </ul>	Showing Video of Nehru's speech "Tryst with destiny" Interactive session leading to familiarization of three challenges.	List out major challenges faced by India.
Partition <ul style="list-style-type: none"> <li>• Process of Partition</li> <li>• Consequences of partition</li> </ul>	Photo exhibition showing consequences partition and Guided Discussion /Material Review. <b>Assessment</b> <ul style="list-style-type: none"> <li>• Participation.</li> <li>• Ability in collecting relevant Photos and materials</li> <li>• Logical arrangement.</li> <li>• Presentation of ideas.</li> <li>• Discussion note</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• Observation.</li> <li>• Analytical.</li> <li>• Comprehension.</li> <li>• Creativity.</li> </ul>	Critically evaluate the process and consequences of Partition.
Integration of princely states <ul style="list-style-type: none"> <li>• Governments approach               <ul style="list-style-type: none"> <li>• Hyderabad</li> <li>• Manipur</li> </ul> </li> </ul>	Map analysis of India Before and 'After Independence' on page No.15 Seminar on Integration Princely states. <b>Assessment</b>	Describe the role of Sardar Vallabhbhai Patel and evaluate the importance of Integration



	<ul style="list-style-type: none"> <li>• Initiation of Learner.</li> <li>• presentation .</li> <li>• information's collected .</li> <li>• seminar Report.</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Comprehension.</li> </ul>	
Re organization of states Visual Andhra movement State Reorganization Act.	'State re-organization should be continued or not' <b>Assessment</b> <ul style="list-style-type: none"> <li>• Logical argument</li> <li>• Conceptual clarity</li> <li>• Timely intervention</li> <li>• Debate Report</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Judging</li> <li>• Critical thinking</li> </ul>	Narrate the stages of reorganization of states in India.  Judge the feasibility of small states.

### Activity Detailing

#### *Debate*

By showing the Video/photos of peoples' movements demands for new states like the teacher invites the attention of learners. Then the teacher can raise questions like

- On what basis states were created in India?
- What were the incidents that led to the creation of such states?

By raising such relevant questions the teacher should initiate the learners for a Debate. The teacher should divide the class into two groups. A moderator and a few peer evaluators should also be selected. One group can present arguments for linguistic states. The second group presents argument in favor of small states. Let all the learners read the relevant pages of the text and direct them to collect enough information beyond the text. After collection of information the learner, can sit in their groups for consolidating their ideas.

Then actual debate may be conducted in the classroom. On finishing the debate the teacher invited peer evaluators to present their findings. Teacher should consolidate the session with enough additions. All the learners should prepare a debate report.

## TE Questions

1. Who made the famous speech “tryst with destiny,” addressing the constituent Assembly on 15<sup>th</sup> August 1947.

- |                     |                        |
|---------------------|------------------------|
| c) Jawaharlal Nehru | b) Dr. Rajendra Prasad |
| d) Dr. B.R Ambedker | d) Lord Mount Batten.  |

Score 1

2. Through which theory it was stated that “India consisted of not one but two people’

- |                        |                              |
|------------------------|------------------------------|
| a) Hindu Muslim theory | b) The Diarchy in provinces. |
| b) Two Nation theory   | d) Hindu Sikh theory         |

Score 1

3. Khan Abdul Gaffer Khan is known as?

- |                    |                  |
|--------------------|------------------|
| a) Bengal Gandhi   | b) Modern Gandhi |
| b) Frontier Gandhi | d) Kerala Gandhi |

Score 1

4. Which of the following statement is true regarding Integration of Princely States?

- a) All princely States must join India
- b) All princely states must Join in Pakistan
- c) All princely states can either join India, Pakistan or can stand independently.
- d) All princely states will become independent states.

Score 1

5. Who among the following played crucial role in the Integration of Princely States.

- a) Jawaharlal Nehru
- b) V.K. Krishna Menon
- c) Sardar Vallabhbhai Patel
- d) Dr. Rajendra Prasad.

Score 1

6. Which of the following statements are correct in relation to interim government’s approach towards integration of princely states?

- 1. The people of most princely states clearly wanted to become part of the Indian union.

2. Government was flexible in giving autonomy to some regions.
3. In the backdrop of Partition the integration and consolidation of the territorial boundaries of the nation has assumed supreme importance?
  - a. 1 and 2 is correct
  - b. 2 and 3 is correct
  - c. 1, 2 and 3 are correct
  - d. 1 and 3 is correct

Score 1

7. Hyderabad Nizam's Paramilitary force which tried suppressing the people's movement was known as?
  - a. Razakars
  - b. Internal Security Force
  - c. Black force
  - d. Hyderabad Paramilitary Force

Score 1

8. The Vishala Andhra movement demanded .
  - a. The division of Andhra Pradesh into Telumgana and Andhra Pradesh
  - b. Creation of new state merging all south Indian States.
  - c. Formation of Andhra State by merging all Telugu speaking areas.
  - d. Autonomy for Andhra Pradesh.

Score 1

9. Who among the following died after 56 days of fasting demanding creation of Andhra Pradesh?
  - a. Potti Sriramalu
  - b. N.T Rama Rao
  - c. Jaya Prakash Narayan.
  - d. Shyama Prasad Mukherjee

Score 1

10. Find out the princely state which became a part of India after a plebiscite?
  - a. Hyderabad
  - b. Manipur
  - c. Travancore

d. Junagadh

Score 1

11. Independent India faced a number of challenges List out the three prominent challenges?

Score 3

12. The demand for the creation of Pakistan was based on 'Two Nation Theory'. Who put forward the theory? Give a briefly description?

Score 1+2=3

13. The partition of India on the basis of religious majority was not an easy one. Evaluate the process of Partition?

Score 4

14. The partition of India was an abrupt, unplanned and tragic one. On the basis of this statement explain the consequences of partition?

Score 5

15. Sardar Vallabhai Patel played a prominent role in the integration of princely states. Describe the role of Patel in integration of India?

Score 4

16. The merger of Hyderabad was not an easy one, Describe the merger of Hyderabad to Indian Union?

Score 4

17. The formation of Andhra Pradesh laid the path for linguistic states. Discuss the role of Vishal Andhra Movement in the formation of linguistic states?

Score 5

18. The Re organization of States is still continuing. This may leads to the creation of small states? Express your views on the creation of small states? Give reason?

Score 4

**Answer Key**

1. Jawaharlal Nehru. Score 1
2. Two Nation Theory Score 1
3. Frontier Gandhi Score 1
4. All princely states can either join India, Pakistan or can stand independently. Score 1
5. Sardar Vallabhbhai Patel. Score 1
6. 1 and 3 is correct Score 1
7. Razakars Score 1
8. Formation of Andhra State by merging all Telugu Speaking areas. Score 1
9. Potti Sriramalu Score 1
10. Junagadh Score 1

11. Maintaining unity

Establishing democracy

Ensuring development

Score 1x3=3

12. Muslim League

Score 1

Hindus and Muslims in India are two people

They have separate religion and culture.

Score 2

13. Muslim Majority area North West given to Pakistan

- Punjab and Bengal to be divided and Muslim majority areas to be given to Pakistan
- Khan Abdul Gaffer Khan opposed partition and two nation theory.
- Bifurcation of Punjab and Bengal were not over on 15<sup>th</sup> August
- Partition also meant decision of administrative apparatus

Score 1x4=4

14.

- Transfer of population
- Communal Violence's
- Displacement
- Migration of Hindus and Muslims and life in refugee camps.
- Creation of minorities

Score 1x5=5

15.

- Sardar Vallabhahai Patel, V.P. Menon and Mount Batten together prepared instrument of accession.
- Diplomatic approach of sardar Patel.
- All Princely states except Hydra bad, Junagadh, Manipur and Kashmir

Score 4

16.

- Decision of Hyderabad to stand Independent
- Standstill agreement
- People's movement for merger
- Suppression of people's movement using Razakars.
- Military action by India

Score 1x4=4

17.

- Demand for formation of linguistic states.

- Pre Independence outlook
- Approach of political leadership after Independence
- Vishal Andhra Movement
- Formation of Andhra Pradesh

Score 1x5=5

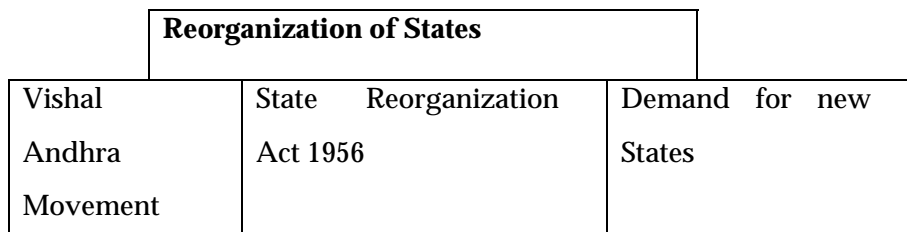
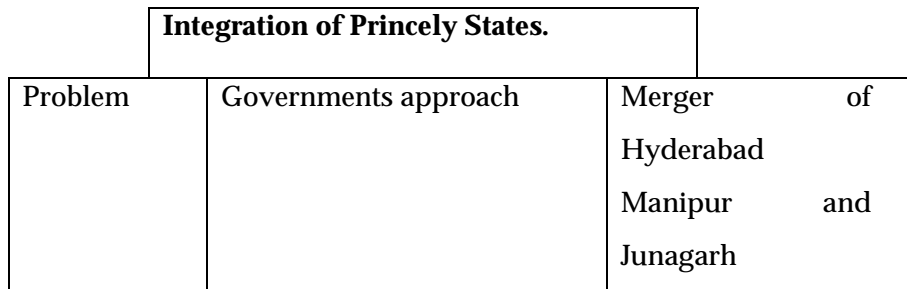
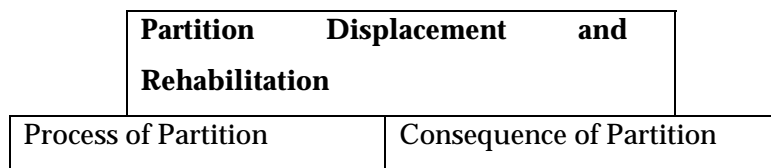
18.

- Approach to formation of Linguistic states
- Demand for new states
- Small states helps development
- More political participation

Score 1x4=4

**CONCEPT MAP**

**Challenges of Nation Building**



Reference:

## Unit 2

### The Era of One Party Dominance

Establishing democracy in a developing society like India was a big challenge for our national leaders. India struggled a lot in institutionalizing democracy because of the socio-political and cultural settings existed here. The founding fathers of our constitution have envisaged an effective mechanism for institutionalizing democracy through free and fair elections.

To a certain extent our electoral procedure has limited the deepening of democracy throughout the length and breadth of our society as a way of life, but succeeded in ensuring electoral democracy in a third world country like India. This chapter examines the issues involved in administering a western model of democracy in Indian context. Even though there are certain black spots in Indian democratic system it provides ample space for different sects in our society to compete for their share in power. The bold steps taken by our political system to tackle these challenges, the features of our one party dominance, opposition parties of that period etc are discussed in this chapter.

**Unit frame**

**Total Time: 15 periods**

Concept/Process Skills	Process/Activities with Assessment	Learning outcomes
Challenge of building democracy	Chart reading (quotations of organizer magazine, a British member of Indian Civil Service and an Indian Editor) Guided discussion. <b>Assessment</b> <ul style="list-style-type: none"> <li>• Responses</li> <li>• Participation in discussion</li> <li>• Discussion note</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Logical explanation.</li> </ul>	Describes the hindrances in establishing democracy in India.
Congress Dominance in First Three General Elections <ul style="list-style-type: none"> <li>• Nature of dominance</li> </ul>	Map reading on Congress dominance 1952-1967 (p. 31 of text)	Explain the nature of congress dominance in first three general elections.

<ul style="list-style-type: none"> <li>• Congress as a Social and ideological coalition</li> <li>• Tolerance and management of factions.</li> </ul>	<p>Interactive discussion Symposium</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity</li> <li>• Style of presentation</li> <li>• Ability to establish arguments</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Comprehension</li> <li>• Logical thinking</li> </ul>	<p>List out the factors that led to the establishment of congress dominance. Evaluate the INC as a social and ideological coalition.</p>
<p>Emergence of opposition parties</p> <ul style="list-style-type: none"> <li>• Socialist Party</li> <li>• The Communist Party of India</li> <li>• Bharatiya Jana Sangh</li> <li>• Swathantra Party</li> </ul>	<p>Group wise table preparation and presentation Table should include the following Formation, Ideology, Programmes and policies, Prominent leaders and Symbols</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Logical arrangement</li> <li>• Participation</li> <li>• Layout</li> </ul> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Designing</li> </ul>	<ul style="list-style-type: none"> <li>• List out major opposition parties and its leaders during initial period of our democracy.</li> <li>• Differentiate the programmes, policies and ideology of various opposition parties.</li> </ul>

### Activity Detailing

#### *Symposium on congress dominance in the first three general elections*

**Planning and preparation:** after the map reading an interactive discussion takes place through which teacher introduces the topic. Then teacher lead the class for the preparatory session of the symposium on the content area. The whole class is divided into four groups and each group is directed to prepare papers on following topics.

Group I - Introduction

Group II - Nature of Dominance

Group III – Congress as Social and Ideological Coalition

Group IV – Tolerance and Management of Factions

**Presentation:** On the day of symposium the members of first group controls the agenda and dais. Each group presents comprehension of their work. Other groups can make comments and supplement the content. Finally teacher makes clarification and concludes the symposium.



## Teacher Assessment Check List

Sl. No	Item	Complete	Partial	Need improvement
1	Chart reading was enough for introduction			
2	Interactive discussion was capable for content transaction			
3	Map reading on Congress dominance was apt for introducing the content			
4	Symposium was effective for presenting various aspects and factors of congress dominance.			
5	Group wise table preparation found suitable for discussing the opposition parties in India during the initial years of democracy.			

## T. E. Questions

1. Which of the following statement is correct in relation to Indian constitution?

- Constitution of India adopted on 26th November 1949
- Constitution of India adopted on 26th January
- Constitution was adopted on 15th August
- Constitution of India adopted on 29th November 1950

Score 1

2. Select the name first Chief Election Commissioner of India?

- TN Seshan
- A. Sambath
- Sukumar sen
- Jawaharlal Nehru

Score 1

3. What are the challenges faced by India in establishing democracy and how we faced it?

Score 4

4. "Jawaharlal Nehru would live to confess the failure of universal adult franchise in India". Critically evaluate the statement on the basis of our experiment with first general election?

Score 4

5. First three general elections marked the feature of congress dominance. List out the factors that contributed to the dominance of congress party?

Score 3

6. "The extent of victory of the congress during the first three general elections was artificial and boosted by our electoral system". Why? Give reasons.

Score 2

7. Assertion (A): One party dominance in India is unique one.

Reason (R): In India one party dominance is established without hampering democracy.

- a) A is true and R is false
- b) A is false and R is true
- c) A and R are true and R is correct explanation of A
- d) A and R are true and R is not correct explanation of A

Score 1

8. Match the following

Name of Party	Ideology	Leaders
Swathantra Party	One party, one culture and one nation	S. A. Dange
Socialist Party	Less involvement in economy	Deen Dayal Upadhaya
CPI	Democratic Socialism	K. M. Munshi
Jana Sangh	Socialism	S. M. Joshi

Score 4

9. Congress was a social and ideological coalition during the initial years of independence. Evaluate the statement?

Score 4

**Answer Key**

- 1. Constitution of India adopted on 26th November 1949
- 2. Sukumar Sen
- 3. Preparation of electoral roll  
Delimitation of Constituencies  
Election of 3200 MLAs and 489 MPs  
Provide training for 3 lakh polling officers and polling staff
- 4. Brief description of the hurdles in establishing democracy and explain the measures India adopted to check it.
- 5. Indian National Congress has inheritance legacy of the nationalist movement.  
It is the only party having organizational setup all over the country.  
Popular and charismatic leaders like Jawaharlal Nehru  
First Past the Post System.
- 6. Limitations of FPTP  
In 1952 congress get only 45% of votes but 75% of seats.
- 7. A and R are correct and R is the correct explanation of A.
- 8.

A	B	C
Swathantra Party	Less involvement in Economy	K M Munshi
Socialist Party	Democratic Socialism	S M Joshi
CPI	Socialism	S A Dange
Jana Sangh	One Party One Culture One Nation	Deena Dayal Upadhaya

9. Socially accommodated peasants and industrialists, urban dwellers and villagers.

Ideologically revolutionary and pacifist, conservative and radical, extremist and moderate, right and left and so on.

### Additional inputs

**NOTA (None of The Above):-** In India NOTA was applied as per the direction of the Supreme Court of India in September 2013 in response to a PIL filed by PUCL (The People's Union for Civil Liberties). The NOTA enable the voter to cast a negative vote and thereby reject all the candidates contesting. In the General Election 2014 election commission has incorporated the NOTA key in EVM. Some scholars in political science read it as a bold step to the strengthening of Indian democracy.

<http://www.elections.in/none-of-the-above-option.html>

**Bharathiya Jantha Party:** BJP has its roots in Jana Sangh which formed in 1951. Before the election of 1977 (after emergency) Jana Sangh with many other parties formed Janatha Party and came to power at centre. The failure of Janatha experience revived the Jana Sangh into BJP. In 1984 election they get only two seats and 7.74% of votes. Then the politicization of Ayodhya dispute and the ideological spread of BJP helped them to won 85 seats in 1989 elections. In 1991 BJP was able to secure 120 seats. In 1996 after eleventh Lok Sabha elections they formed government at the centre. But lack of majority the government collapsed after 13 days. They came to power after 1998 general election under Mr.A B Vajpayee but lost confidence of the House in 1999. In 1999 election BJP led National Democratic Alliance (NDA) came to power and completed the term. But NDA lost power to Congress led UPA in 2004 and 2009 Lok Sabha elections. The Last general election brought back NDA to power under the leadership of Mr.Narendra Modi.

**Aam Aadmi Party (AAP)** founded in 2012, politicized version of India Against Corruption movement. It is a movement turned political party. In its first electoral experience at Delhi Legislative Assembly it had won 28 out of 70 seats. Even though they don't have majority, formed government because no other party get majority. But after 49 days in power they resigned. In 2015 legislative election to Delhi they won 67 seats and formed government .

### **Reference:**

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, **India Since Independence**, Penguin Books India, 2008.

Niraja Gopal Jayal (ed.), **Democracy in India**, Oxford University Press, New Delhi, 2007.

Peu Ghosh, **Indian Government and Politics**, PHI Learning Private Limited, New Delhi, 2012.

Rajani Kothari, **Politics in India**, Orient BlackSwan, Hyderabad, 2009.

### Unit 3

#### POLITICS OF PLANNED DEVELOPMENT

##### Introduction

Ensure Economic development was one of the challenges before Independent India. Development is a contentious issue before India because of the colonial Exploitation. There were a number of developmental models before India, but the challenge was to select the most appropriate one. In this chapter we discuss about the developmental approach adopted by India mainly with the intention of eradication of poverty. Further we discuss about various political debates on priorities of development, First and Second Five Year Plans and outcome of the planning.

##### Unit frame

**Total Time: 15 periods**

Concepts/ideas	Process/Activity with Assessment		Learning Outcome
Political contestation on Development Ideas of Development	News/Videos Related to Political contestation on development in Kerala. Eg:- Aranmula, Plachimada, Kasthuri Rengan Report. Interactive discussion on issue related to developmental projects.		Evaluate Political Contestation behind various ideas of Development.
	<b>Assessment</b> Assimilation of concepts. Participation. Charity of Ideas.	<b>Skill</b> Observation Logical Arguments	
Planning and Early Initiatives First Five Year Plan Rapid industrialization	Project: Planning Commission and development of India "A comparative study of first and second Five year plan" <b>Assessment</b> Collection of Data Logical Arrangement Project Report		Explaining the role of planning commission in development. Differentiate first and second Five year Plans.
	<b>Skill</b> Research Aptitude. Comparison. Enquiry. Reasoning.		
Key Controversies Agriculture versus	Debate : "Agriculture versus Industry" and Public Versus Private sector		Evaluate Key

industry Public Versus Private Sector	<b>Assessment</b> Logical arguments Timely Intervention Style of Presentation Debate Report	<b>Skill</b> Presentation Communication Problem solving	controversies related to developmental strategies.
Major Out comes Foundations Land reforms The Green revolution Later Development	Assignment : On major outcomes of five year Plans		List out major outcomes of Fiver Year Plans. Describe the role of planned development in India's Developmental process.
	<b>Assessment</b> Logical arrangement of facts. Conceptual clarity. Preparation of Assignment writing.	<b>Skill</b> Observation. Reference. Enquiry.	

### Activity Detailing

The Teacher motivate learner by asking Questions based on previous knowledge like .

What is importance of planning?

What are the functions of Planning Commission?

What you mean by Five Year Plans?

After that the learners are asked to prepare a project individually on the topic: *Planning Commission and development "A Comparative study of first and second five year plans.*

Teacher explains how a project can be executed and the guidelines.

- Preparation of report :-

Project report should be prepared after completion of the study. Teacher familiarizes to learner a sample project report. Teacher instructed to refer materials like year books, planning commission report, web wised data, interview with subject expert, News, Views, Daily and Journals etc.

Then Teacher decides a day for submit findings and report in class and finally teacher makes additional inputs if needed and completes the project.

### Additional inputs

#### **NITI AYOJ.**

National Institute for Transforming India Ayog is a Policy Think Tank of Government of India that replaced the Planning Commission of India; Union Government of India announced formation of NITI Ayog on 1<sup>st</sup> Jan 2015. The Prime Minister of India as head and chairperson of NITI Ayog.

Official website [www.niti.gov.in](http://www.niti.gov.in)

#### **Structure of Niti Aayog**

Chair person : Prime Minister

CEO: IAS Officer :

Vice Chairperson :  
 Ex-officio members : four members  
 Special Invitees :  
 Full time member:  
 Governing Council: All Chief Ministers and Lieutenant Governors of States and Union Territories.

**The Central Government has appointed Aravind Panagariya as Vice Chairperson of NITI Ayog in 2015.**

**TE Questions:-**

1. Development, though an economic issue is politically relevant for India. Discuss the importance of development in Indian context? Score2
2. Which are the models of development before India at the time of independence? Why we adopted mixed economy Score3
3. "The approaches of First and Second Five Year Plan were entirely different" compare the major differences? Score 5
4. Which of the following developmental plan was proposed by a section of big industries in 1944?  
 a) Gandhian Plan      b) Bombay Plan      c) Second Five Year plan      d) First Five Year Plan Score1
5. Some of the major outcomes of the developmental planning are given below, briefly explain with relevant examples?  
 a) Foundations      b) Land Reforms      c) The green revolution Score 6
6. From which country India adopted the concept of Five year plan?  
 a) Canada      b) America  
 c) France      d) USSR score1
7. Write the programme which India adopted to resolve the food crisis of 1960s. List out any two pros and cons of the programme score 5
8. Establishment of planning commission was major initiatives in the field of development in India; briefly explain the scope of planning commission? Score 5
9. Match the column A with B and C

A	B	C
I. K.N.Raj II. Vargees Kurian III. Mahlanobis	I. White Revolution II. Industries III. Agriculture	Ananth First Five Year Plan Second Five Year Plan

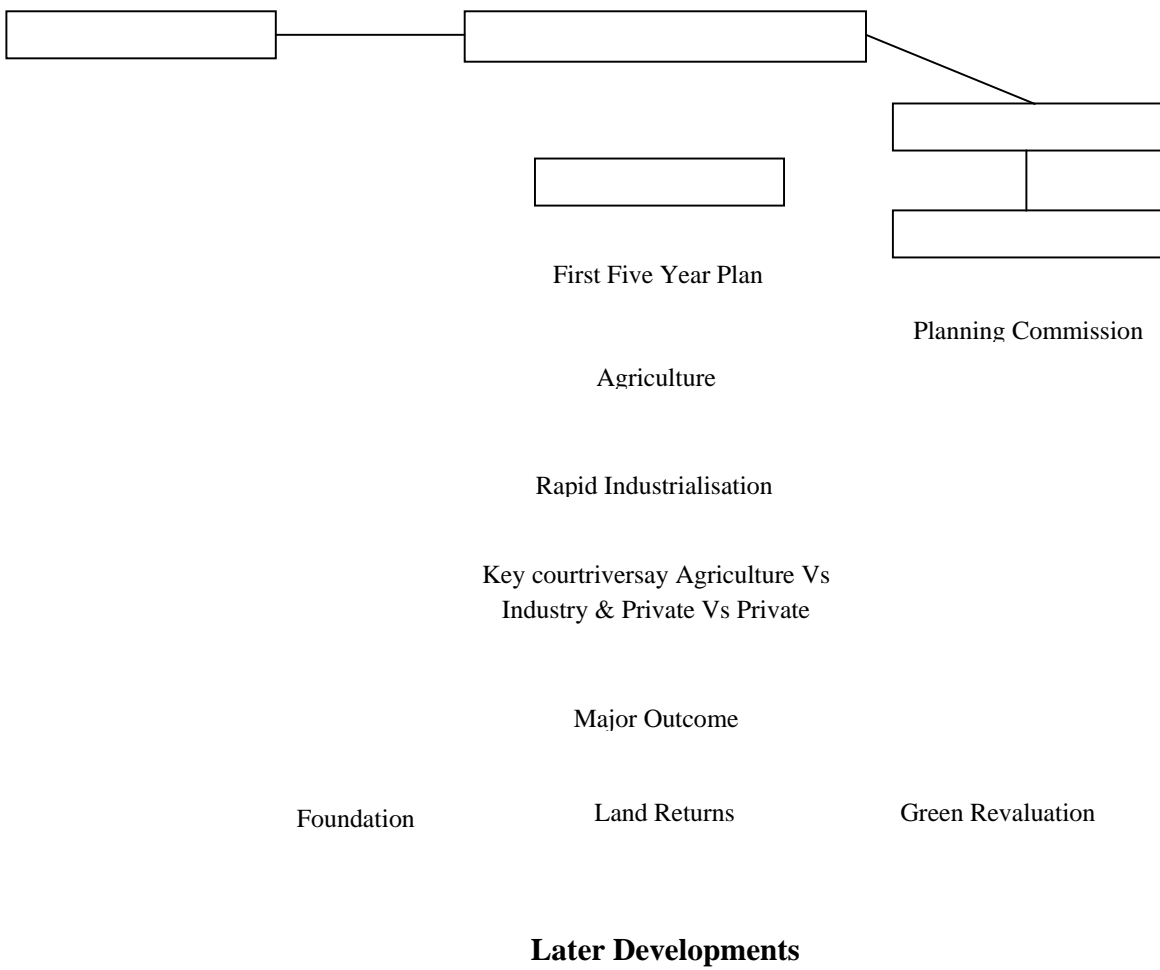
**Answer Key**

1. score 2
2. a) Capitalist model and socialist model Score 1
- b) Explain mixed economy 2 score 3 (3)
3. Approaches of First Five Year Plan 2
- Approaches of Second Five Year Plan 2
- Comparison 1 score 5
4. b) Bombay Plan
5. Major industries 2
- Land Reformers 2
- The Green revolution 2
- score 6
6. a) USSR
7. Green Revolution
- Negative 1
- a) Rich peasant and large land loads were beneficiaries 1
- b) Growth mainly with production 1
- Positive
- a) Organized poor peasants 1
- b) Rise of middle section and medium size holdings 1 score 5
8. State shall to promote the welfare of the people
- Adequate means of livelihood
- The material resources distribute for common good score 2
9. Match the column A with B and C

<b>A</b>	<b>B</b>	<b>C</b>
K.N.Raj	Agriculture	Fist Five Year Plan
Dr.Vargees Kurian	White Revaluation	Ananth
Mahanalobis	Industry	Second Five Year Plan

3x1=3

**Concept Map**



**Reference:**

**Francis R Frankel, India's Political Economy/Oxford University Press Delhi 2005**



**Unit: 4**

**India’s External Relations**

As a newly independent nation India had to take much care and attention while determining its external relations .Frank to say it was highly difficult for any nation to keep itself away from the shadow of cold war politics .But the political leadership in India took a bold decision to keep ourselves away from

Cold war tensions mainly with the intention of protecting national interest .We enters into this chapter with a brief analysis of internal and external factors that influenced India’s foreign policy Formation and Nehru’s role in it .The chapter discuss in detail the incidents that influenced our relationship with China and Pakistan. It also gives an overview of India’s nuclear policy in the light of international realities.

**Unit frame**

**Total Time: 16 periods**

<b>Concept/ ideas</b>	<b>Process activity wit assessment</b>	<b>Learning outcome</b>
Evolution of Indian foreign policy National and international context	Call the attention of learners by showing the picture of Indian Prime Minister and US president in joint sitting of parliament followed by an interactive session	Describe the internal and external factors that shaped India’s foreign policy
Non-alignment Nehru’s role Distance from two camps Afro Asian unity	Role play on Nehru as chief architect of India’s foreign policy <i>Assessment</i> Presentation Willingness of learners Contribution of ideas Ability in script writing Report <i>Skill</i> Co-ordination Presentation Analytical capacity	Define non alignment <ul style="list-style-type: none"> <li>• Recreate the role of Nehru in the formation of foreign policy of India</li> <li>• List out the major events that led to the formation of non-alignment</li> <li>• Describe the role of Nehru in the formation of foreign policy</li> </ul>
Peace and conflict with china Chinese invasion 1962	Cartoon reading and presentation of worksheet Assessment	Explain the cause of India China war and evaluate its impact on domestic politics

Border disputes Tibetan issue Impact of war	Logical completion of work sheet Skill Analytical capacity	
War and peace with Pakistan Bangladesh war 1971	Seminar presentation <b>Assessment</b> Seminar report. Conceptual clarity. Presentation. <b>Skill</b> Communication. Logical and critical thinking.	List out the war and treaties between India and Pakistan Analyse the gray areas in India Pak relation
Nuclear policy	Guided discussion <b>Assessment</b> Discussion notes Comprehension of ideas <b>Skill</b> Communication	Evaluate India's nuclear policy

## Activity detailing

### Cartoon reading

Preparatory session: The teacher show the cartoon in Page No. 70 and 71. After a brief introduction teacher ask them to collect as many cartoons related to India china relations with special emphasis on 1962 war. After completing the cartoon collection, the learners are directed to sit in group and give direction to analyse. The cartoon reading can be done with the help of the worksheet given below

#### *Worksheet*

1. Identify the figure
2. What are the situation and theme of cartoon
3. Write the context of the cartoon
4. Identify the facts and issues behind the cartoon
5. Interpretation in different sense and issue identified.
6. Cartoon reading report

#### **NAM Summits 2014:**

Now NAM consist 118 nations and only 25 nations represented its first meeting at Belgrade in 1961. There is general conference of Foreign Ministers of member states in every three years. The most recent were in Algeria on May 2014. There is a committee and working

group act as its task force. Now Hassan Rouhani from Iran is the Secretary general to NAM.

### T E Questions

1. Identify the first conference of non-alignment movement ?
  - a. Asian Relation conference
  - b. Belgrade conference
  - c. Yalta conference
  - d. Bangkok conference score 1
2. The area of Indian Territory which China occupied and built strategic road.
  - a. Leh
  - b. Krakonam
  - c. Kargil
  - e. Aksai Chin score 1
3. One among the political party in India support pro-US foreign policy.
  - a. CPI
  - b. Socialist party
  - c. Swathantra party
  - d. Congress party
4. Match the following A with B and C.

Years	Treaty	Leaders
1954	Bangladesh	Zunfekar Ali Bhutto
1965	Pancha sheel	Mujeeb Rahman
1971	Thashkend Ageement	Zhon-En-lai
1972	Shimla agreement	Ayoob Khan

- 5 Explain India's approach to nuclear energy?
- 6 What are the major objectives of Nehru's foreign policy?
- 7 Explain the role of Nehru in the formation of Indian foreign policy?
- 8 Explain India China relation in the light of 1962 invasion?
- 9 India and Pakistan considered as in born enemies. These two nations entered war with each other caused major challenges to regional peace. Explain India-Pak relations in the light of this statement.

### Answer Key

1. B, Belgrade conference
2. D, Aksai Chin
3. C, Swathantra Party

4.

- 1954 – Panchasheel – Zhon –En- Lai
- 1965 – Thashkent agreement – Ayob Khan
- 1971 – Bangladesh – Mujeeb Rahman
- 1972 – Shimla agreement – Zulfier Ali Bhutto

5

- atom for peace
  - emerge a nuclear nation
  - no first use 1+1+1=3
- 6

- Preservation of territorial integrity
  - Protect sovereignty
  - Economic development 1+1+1=3
- 7

- Nehru’s leadership 2
- Afro Asian unity 2 4

8.

- Boundary disputes
  - Tibetan issues
  - Impact of war in domestic polities 2x3 – 6
- 9

- Causes of war
- Cause of war and peace 1972 3+3 = 6

Teachers Assessment Check list

Transact the content area within time	Completely	Partially	Need improvement
Ensure the students participation, promote learner and give individual and group attention throughout the learning process.			
The activities adapted are enough for content transaction			
The tutorial provided or collected by the learners are relevant			
The learning activities are sufficient for develop skill of learner and tools for assessment			

**Unit 5**  
**Challenges to and Restoration of the Congress System**

**Introduction**

After independence Indian National Congress came to power in India both at centre and states. A dominated Indian politics for a long time. We generally call it as the era of one party dominance. But later, when political competition became more intense Congress faced challenges from within and outside the party. This was due to the failure of the congress to accommodate all kinds of differences and social sects. The main areas focused in this chapter are the political transition took place in India after Nehru, opposition unity, the split in the congress party and resultant challenges to congress dominance. In addition to this Indira Gandhi's leadership in the congress Party, restoration of the Congress under the leadership of Indira Gandhi.etc are also analysed here.

**Unit Frame**

**Total Time: 15 periods**

Concept/ ideas	Process/ Activity with Assessment	Learning outcomes
Challenge of Political Succession- Period of Jawaharlal Nehru From shastri to Indira Gandhi	Presentation of video clip 'Indian Vote Katha' Part I & II followed by an interactive discussion with learners. <b>Assessment</b> Participation Presentation Assimilation of concept <b>Skill</b> Communication. Comprehension	Narrate the political history from Nehru to Indira Gandhi.
Fourth General election 1967. Context of the election Economic crisis . Price rice and people	Group discussion with distributed materials Map reading of 1967 assembly polls results. <b>Assessment</b>	List out the contexts of general election 1967 Define the terms like coalition, defection and non-congressism.

<p>protest Communist and socialist struggles for greater equality Hindu Muslim communal riots Opposition unity and non-congressism Electoral verdict . Coalition . Defection.</p>	<p>Participation in activity Conceptual understanding Presentation Completion of ideas</p> <p><b>Skill</b> Communication Map reading</p>	
<p><b>Split in the congress</b></p> <ul style="list-style-type: none"> <li>• Indira Vs Syndicate</li> <li>• Ten point programmes</li> <li>• Presidential election of 1969</li> </ul>	<p>Presenting pictures and cartoons of Indira Gandhi and syndicate leaders in the class followed by an interactive session Presentation of chart showing ten point programme and presentation of discussion note</p> <p><b>Assessment</b> Participation in the discussion Conceptual understanding Presentation Appropriate design Discussion note Originality</p> <p><b>Skill</b> Communication</p>	<p>Listing the important leaders of syndicate Evaluate the reason for the congress split in 1969 Describe the ideological struggle in congress split</p>
<p>The 1971 election and Restoration of the congress system Election contest between congress 'R' and congress 'O' Grand Alliance The election result restoration of the congress party</p>	<p>Material review and guided discussion</p> <p><b>Assessment</b> Participation in discussion Conceptual understanding</p> <p><b>Skill</b> Communication</p>	<p>Explain the context of 1971 election List out the Political parties included in the grand alliances Identify the personalities behind the slogan-Indira Hatao and Garibi Hatao Explain the meaning of restoration of congress system.</p>

## Activity Detailing

## Video clip with interactive discussion

### *Challenge of political succession, period of Nehru, from Shastri to Indira Gandhi*

The teacher can introduce the topic by eliciting some responses from the learner based on their previous knowledge. The learners are already familiar with the era of one party dominance. Then, ask questions like;

- When was the first general election held in India?
- Which party came to power at the centre after the first three general elections?
- What was the reason for the congress dominance in the first three general elections?

After getting the possible answers of the learners, teacher present the video clip titled 'Indian Vote Katha' first two parts which shows the problems related with partition, attempts for the first general election in India and the formation of government at the centre lead by Nehru, Lal Bahadur Shastri and Indira Gandhi respectively.

After the presentation of video clips learners can present their views in the class room. Then the teacher provides printed materials connected with the topic and ask them to read the content. Then through an interactive discussion teacher concludes the session by highlighting the period of Nehru, Shastri and Indira Gandhi.

### TE Questions

1. The slogan of 'Jai Jawan, Jai Kisan' and 'Garibi Hatao' is associated with two prime ministers of India. Identify their name. score2
2. Lal Bahadur Shastri was the prime minister of India after Nehru. During Shastri's prime minister ship the country faced two major challenges. score2  
What are these two Challenges?
3. The period of 1960's as labeled as the dangerous decades for Indian democracy. Why this period was called as dangerous decade? score2
4. Some of the major concept developed during the 4<sup>th</sup> general election period were given below.? Prepare a short note on them?  
(a) Non congressism score2  
(b) Coalitions score2  
(c) defections score2
5. List out the major provisions in the ten point programmes introduced by Indira Gandhi in 1967? score6
6. The real challenge to Indira Gandhi came from within the party. She had to deal with syndicate in the congress party/ Based on this statement answer the following?  
(a) Who were the syndicate leaders score2  
(b) What role they played in the congress party score3  
(c) What strategy was adapted by Indira Gandhi to tackle the syndicate score3
7. The main reason for the congress split in 1969 was the issue related with presidential election of 1969? Discuss The major issue which led to the split of congress party in 1969. score 4





6. a. K. Kamaraj  
 s. Nijallingappa  
 s.k Pattil  
 N.Sanjeeva Reddy 1/2x4 – 2  
 b. Control of Party's organisation 1  
 - led by K.kamarai 1  
 - played a role in the installation of Indira Gandhi as prime minister score1  
 c. Adopted a very bold strategy side lined syndicate.  
 - Adapted left oriented government programmes score1  
 - Converted simple power struggling to ideological struggle score1  
 7. Problem related with Indira Gandhi and syndicate score 2  
 - Presidential election of 1969 and related issues score2  
 8. C. Indira Gandhi  
 9.

Ram manohar Lohia	Socialist	Non congressism
K. Kamaraj	Syndicate	Former congress president
Indira Gandhi	Garibi Hatao	Ten Point programmer
Aya Ram Ganga Ram	Defection	Floor-crossing of the elected representation

Score 4x1 = 4

10. Not a revival of old congress party but reinvention of the party 1  
 - party relied entirely on the popularity of supreme leader 1  
 - Make organisational structure and did not have many faction 1  
 11. 2. A and b.

1

**Teacher assessment checklist**

	Fully	Partially	Need improvement
Checked the previous knowledge of the learner before entering in to the lesson			
The learner allowed to present their views after the presentation of video clips in the class			
The ICT used are suitable to transact the content.			
Proper guidance was given to the learner at the time of group discussion			
Proper help was given to locate the map			
The selected activities are suitable to transact the lesson			

## Unit 6 The Crisis of Democratic Order

Democratic politics in India faced a crucial challenge in June 1975 by the declaration of National emergency. Though the constitution permits the government to impose such emergency the question is whether it was proper or not. In this chapter the main focus is the phase of emergency its back ground and consequence. It also proved the strength of Indian democratic system. The lesson that Indian democracy learned from the experiences of emergency also discussed.

### Unit Frame

**Total Time: 16 periods**

Concept/idea	Process/ Activity with assessment	Learning outcomes
Background of emergency Economic context Gujarat and Bihar movements Conflict with Judiciary Naxalite movement	Panel Discussion <b>Assessment</b> Participation in groups Sharing of ideas Conceptual understanding Collected documents	Describe the various incidents that led to the declaration of emergency
Declaration of emergency Crisis and responses Consequences	Documents analysis <b>Assessment</b> Presentation of ideas Conceptual clarify Discussion note Collected data <b>Skill</b> Presentation Communication Critical thinking Analytical	Evaluate the crisis led to the declaration of emergency and its consequences
Controversies regarding Was emergency necessary Lesson of emergency	Debate on was Emergency proper or not <b>Assessment</b> Logical arguments consolidation of ideas	Assess divergent opinion relating to emergency List out the lessons of Emergency

	style of presentation debate note <b>Skill</b> Critical thinking Comprehension	
Politics after emergency Lokh Sabha election 1977 Janata Government Legacy	Seminar on Political developments after emergency <b>Assessment</b> Material collection contribution of ideas Seminar report <b>Skill</b> Analytical Presentation Comprehension	List out the reasons for the victory of Janatha party in 1977 election Evaluate Janata government and consequent the charges in Indian political system after 1977

### Activity detailing: Document Analysis

*Preparatory session:* The teacher should invite the attention of students to the subject matter by showing a few paper cuttings, magazine etc. Briefly discuss the Allahabad high court Judgment on electoral victory of Indira Gandhi and its political consequences. The Learners should be divided into two groups. The following topic can be given to each group.

G.1. Crisis and response

G.2. Consequences

Direct each group to collect maximum, News paper cutting, photos, cartoons articles, relevant pages from books etc. relating to the assigned topic.

After collecting enough material the learners should be directed to sit in groups. Let them read and analyse the documents collected. Necessary support and assistance must be given by the teacher. During group work each student must be directed to note down the points and explanations in their activity log. After analysing the entire documents consolidate the points and prepare report.

Each group presents their findings; the rest of the groups can seek clarifications and can raise questions. The group members should answer them. After the presentation of all groups completed the teacher should consolidate and fill up gaps if any. All students prepare an *Analysis Report* and submit before teacher.

### TE Questions

1. From the list given below find out the condition of Jayaprakash Narayanan to take up the leadership of Bihar movement.
  - a. The movement will make use of any means to over throw the government in power?
  - b. The movement will continue till the prices old essential commodities are brought down.
  - c. The movement will remain non-violent and will not limit itself to Bihar.
  - d. The movement will end when the congress government in Bihar is dismissed. **score1**
2. Find out the person who called for "Total Revolution"?
  - a. Jayaprakash Narayanan

- b. Charu majumdar  
c. Maorarji Desai  
d. Indira Gandhi **score1**
3. Total revolution means?  
a. Over throw of government through armed revolution  
b. change in social economic and political spheres in order to establish true democracy  
c. Total change in agriculture  
d. Revolution under leadership of communist party **score1**
4. Find out the person who led the people march to the parliament in 1975?  
a. Morarji Desai  
b. Jayaprakash Narayanan  
c. George Fernandez  
d. A.K Gopalan **score1**
5. The president who issued the proclamation of emergency on 25<sup>th</sup> June 1975?  
a. Dr. Rajendra Prasad  
b. N. Sanjeeva Reddy  
c. Dr. S. Radhakrishnan  
d. Fakhruddin Ali Ahammed **score1**
6. A commission appointed by Janata government to inquire into the allegations during emergency?  
a. Shah commission  
b. Nanavathi commission  
c. Sreekrishna commission  
d. Emergency commission **score1**
7. The first non congress ministry in centre headed by whom?  
a. V.P. Singh  
b. Adal Bihari Vajpayee  
c. Morarji Desai  
d. Deve Gouda **score1**
8. The opposition political parties fought the Loksabha elections 1977 raising the slogan of?  
a. Garibi Hatao  
b. Bekari Hatao  
c. Jaijawan Jai kisan  
d. Save democracy **score1**
9. Which of the following is the constitutional reason for declaration of emergency under article 352?  
a. It the nation faces external threat or a threat of international disturbances?  
b. It the nation faces acute financial crisis  
c. It the constitutional machinery in a state tail to discharge its functions  
d. It the ruling party loses its majority in Lok sabha **score1**
10. On the midnight of 25 June 1975 President Fakhruddin Ali Ahmed proclaimed national emergency. Explain the reason for the declaration of emergency? **Score4**
11. The declaration of emergency in 1977 affected normal life of people in various ways. What were the major consequences of emergency? **Score5**
12. There were two divergent opinions or views regarding the declaration of emergency. Explain the views of congress and opposition regarding emergency? **Score2**
13. The emergency provided an opportunity for the rectification of some ambiguities regarding article 352. What was the ambiguity? How was it rectified? **Score 2**
14. The effect of emergency on Indian party system was unexpected. What were the effects? **Score3**
15. The formation of Janata Party in 1977 was anew experiment which proved successful. In the light of this statement write a short note on formation of Janata Party? **Score2**

## Answer Key

1. C, the movement will remain non-violent and will not limit itself to Bihar.
2. A, Jayaprakash Narayanan
3. B, Change in social economic and political spheres in order to establish true democracy.
4. B. Jayaprakash Narayanan
5. D, Fakhruddin Ali Ahmed
6. A, shah commission
7. c, Morarji Desai
8. d, save democracy
9. a, if the nation faces external threat or a threat of international disturbances
10.
  - Economic Context
  - Gujaral and Bihar movement
  - The Naxalite movement
  - Conflict with Judiciary
11.
  - Arrest of opposition leaders
  - Censorship on press
  - Banning of organisations
  - Extensive use of preventive detention
  - Suspension of fundamental rights
12.
  - Arguments of congress and CPI
  - Arguments of opposition parties
13.
  - Internal disturbances changed to armed rebellion
  - Advice president must be given in writing by the ministers
14.
  - formation of Janata party
  - Electoral victory of Janata Party
15.
  - Competition among prominent leaders.
  - Inability of Janata government to bring fundamental change
  - Split in Janata party
16.
  - Merge of opposition parties and formation of Janata party

## Unit 7

### Rise of Popular Movements

In 1970s politics around the world witnessed the emergence of new sects of movement called New Social Movements (NSMs). The NSMs have raised issues like environment, peace, apartheid, human rights and development and so on. These are new in the sense that they are novel in their organisation, structure, activities and tried to problematise the issues which were ignored by mainstream political parties, trade union movements and class movements etc. In India by late 1990s the marginalised sections like Dalith, Women, Adivasis, fishermen has lost their faith in political parties as well as the system to address their grievances. These trends lead to the emergence of NSMs in India. In addition to the theoretical and political aspects of popular movements the chapter discusses the movements like Chipko, Narmada, Dalith Panthers, Fish Workers Forum, Anti Arrack Movement and Bharatiya Kisan Union.

#### Unit Frame

**Total Time: 16 periods**

Idea/Concept	Activity/Process with Assessment	Learning Outcomes
Nature of popular movements. Party based Movements. Non party movements. Chipko Movement	Role play of “News Room Discussion” including live telecast from the agitation cite. <i>Assessment</i> Conceptual clarity Participation Procedure <i>Skill</i>	Differentiate partisan and non partisan movements. Narrate the issues involved in Chipko movement.

	<p>Dramatisation</p> <p>Logical arguments</p> <p>Critical thinking</p> <p>Interpersonal skills</p>	
<p>Dalith Panthers</p> <p>Orign and Activities</p>	<p>Collage making by pictures and news paper cuttings of activities against daliths in India. Discussion and presentation of content area by different groups.</p> <p><b>Assessment</b></p> <p>Communicability of college</p> <p>Participation</p> <p>Report</p> <p><b>Skill</b></p> <p>Creativity</p>	<p>Estimate the role of dalith movements in India and particularly that of dalith movements.</p>
<p>Bharathiya Kisan Union</p> <p>Growth</p> <p>Characteristics</p>	<p>Display chart on agitations and activities of BKU including photographs.</p> <p><b>Assessment</b></p> <p>Logical arrangement of ideas</p> <p>Initiative of the learners</p> <p>Clarity of ideas</p> <p><b>Skill</b></p> <p>Comprehension</p> <p>Design and layout</p>	<p>Describe the growth and characteristics of BKU.</p> <p>Evaluate the role farmer's organisation in Indian politics.</p>
<p>Anti Arrack Movement</p> <p>Origins</p> <p>Linkages</p>	<p>Street play/ dramatisation/ screening of Documentary.</p> <p><b>Assessment</b></p> <p>Ability in Script writing</p> <p>Initiative of the learner</p> <p>Contribution of ideas</p> <p><b>Skill</b></p>	<p>Narrate the anti arrack movement in Andra Pradesh.</p> <p>Find out the linkages between prohibition on arrack and women empowerment.</p>

	Script writing Presentation	
Narmada Bachao Andolan Sardar Sarovar Project. Debates and Struggles.	Project <i>Environment, Displacement and Development: a Study on Sardar Sarovar Project.</i> <b>Assessment</b> Process and procedure of project. Participation Report <b>Skill</b> Research Aptitude Logical presentation Planning and execution.	Describe the issue of Narmada. Critically evaluates the relation between development and displacement and its connection with environment
Lessons from popular movements	Debate on the topic: <i>Popular Movements Fosters Democracy.</i> Vs <i>Popular Movements Hinders Development.</i> <b>Assessment</b> Conceptual Clarity Ability to establish arguments Timely intervention Arguments and counter arguments. <b>Skill</b> Logical and Critical Thinking Presentation	Concludes that popular movements fosters democracy and politicises the concept of development

### Activity Detailing

### News Room Discussion



The nature of popular movement, party based movement, non partisan movement and chipko movement can be presented through a news room discussion. Further the live telecast from the chipko agitation site will provide ample chance to transact the content area.

***Planning:***

Teacher divides the class into five groups and each group their duties.

Group I – Preparation of script for news room discussion

Group II –Dramatizing the chipko agitation.

Group III – Preparing materials for academicians, politician and leader of chipko who participates in the discussion.

Group IV – Selects individuals to play the role and rehearse the discussion.

Group V -Perform the duties of reporters, cameramen and provides infrastructure and evaluates the programme.

***Execution:***

After completing the rehearsal on the day of news room discussion the class should arrange in order to perform both news room and agitation site at the same time. The news reader introduces the issue and the participants in the discussion. The reporter at the agitation site reports the issue and interviews the activist in order to get the core in chipko issue. Then the discussion move to differentiate the partisan and non partisan movements. The academicians in the panel will help to differentiate them.

***Evaluation:***

There should be an evaluation by the students and the teacher before concluding the session. Learner submits the report of the news room activity.

**T. E. Questions**

1. Popular movements are part of non party movements. Differentiate them with party based movements?

Score 6

2. Which of the following movement used *tree hugging* as a means of agitation?

- a) Narmada Bachao Andolan
- b) Bharatiya Kisan Union
- c) Chipko Movement

d) Mazdoor Kisan Sakthi Sanghathan.

Score 1

3. Chipko movement is the first noted environmental movement in many ways. Narrate the peculiarities of Chipko movement?

Score 3

4. Atrocities against daliths were part of caste system in India. In 1972 dalith youths of Maharashtra formed an organisation to fight against dalith atrocities. Identify the organisation and describe the activities of it?

Score 1+3=4

5. Identify the political party supported by the Daliths in India?

- a) Swathantra Party.
- b) Republican Party of India.
- c) Dalith Panthers
- d) Communist Party of India.

Score 1

6. Anti Arrack movement is not only a movement for banning liquor but also a movement for women empowerment. Evaluate?

Score 4

7. The agitations of Bharatiya Kisan Union once again pushed the debate between industry and agriculture in to the fore of Indian politics. The agitations of BKU were notable in many aspects including its mode of operation of struggles. Describe the growth and characteristics of BKU

Score 4

8. The Narmada Bachao Andolan has politicised the issue of environment, development and displacement. It prompted us to rethink our concepts on environment and development. Discuss the issues and debates involved in Sardar Sarovar Project?

Score 6

9. Match the following.

<b>A</b>	<b>B</b>
Narmada Bachao Andolan	Protection of trees
National Fish workers Forum	Sardar Sarovar Project
Mazdoor Kisan Sakthi Sanghathan	Meerut agitation
Bharatiya Kisan Union	Right to information
Chipko Movement	National Strike on July 2002

Score 5

10. Expand the following.

- a) BKU
- b) NBA
- c) NFF
- d) MKSS

11. "Popular movements hinder democratic process and development". Critically evaluate the statement and justify that popular movements fosters democracy?

Score 6

**Answer Key**

- 1. Features of party movements. 2 score
  - Features of non-party movements. 2 score
  - Difference between them. 2 score
- 2. Chipko Movement - Score 1.
- 3. Brief description of Chipko movement and its features. 3 score
- 4. Dalith Panthers 1 score
  - Activities of Dalith Panthers. 3 score
- 5. Republican Party of India. 1 score
- 6. Brief description of Anti Arrack Movement 2 score
  - Evaluating the Anti Arrack Movement as a movement for women empowerment. 1 score
- 7. Describe the growth and of BKU. 2 score
  - Characteristics and mode struggles of BKU 2 score
- 8. Narrating the Narmada issue 2 score
  - Discussing the issues of environment, development and displacement. 4 score

9. Match the following.

<b>A</b>	<b>B</b>
Narmada Bachao Andolan	Sardar Sarovar Project
National Fish workers Forum	National Strike on July 2002
Mazdoor Kisan Sakthi Sanghathan	Right to information
Bharatiya Kisan Union	Meerut agitation
Chipko Movement	Protection of trees

5x1=5 score

10)

- a) Bharatiya Kisan Union
- b) Narmada Bachao Andolan
- c) National Fish worker' Forum
- d) Mazdoor Kisan Sakthi Sanghathan

4x1=4 score

11) Critical Estimation of the statement.

2 score

Lessons of popular movements.

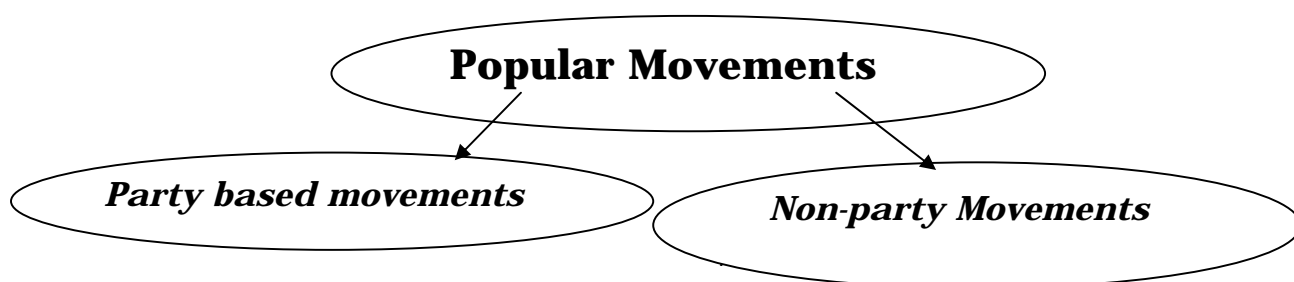
2 score

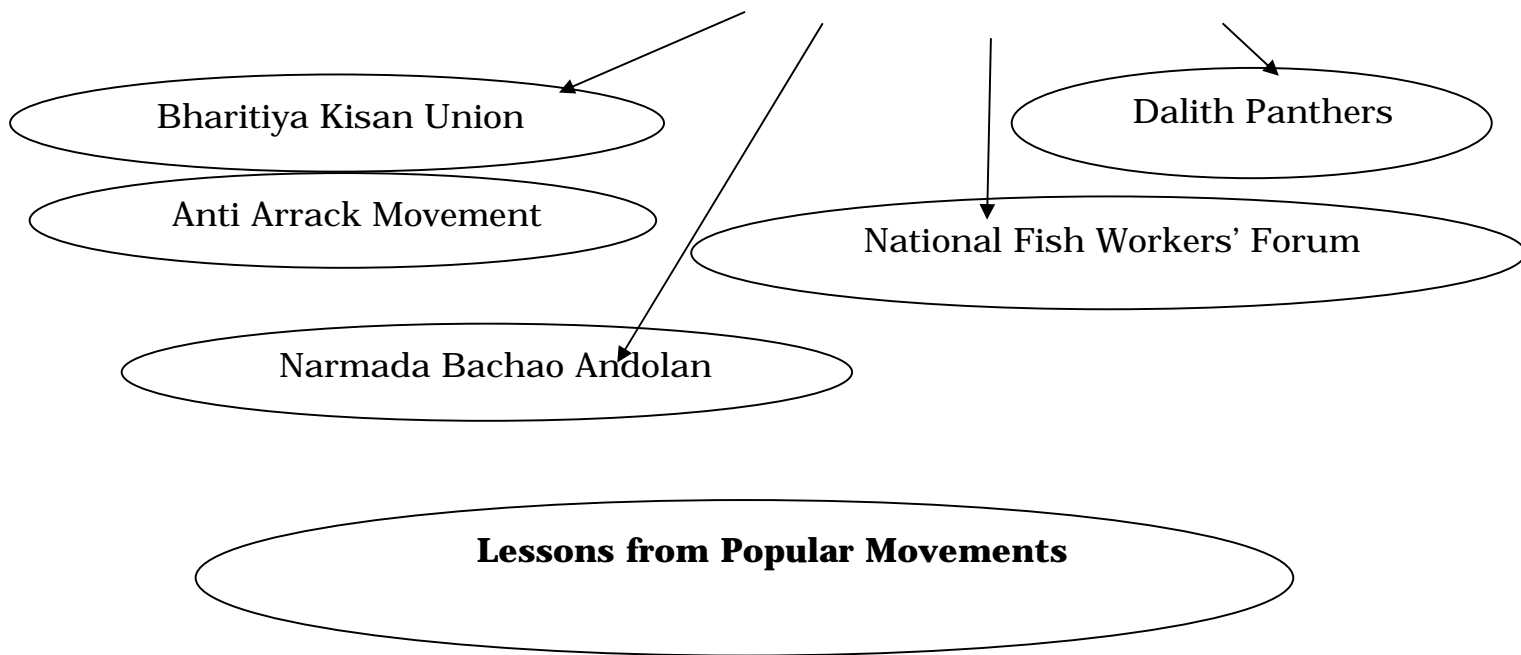
Justify that popular movements fosters democracy. 2 score

### Teacher Assessment Check List

S l . N o	Item	Comple te	Parti al	Need impro veme nt
1	News room activity on Chipko has succeeded in introducing the topic and transacting the content area			
2	Collage making is enough to familiarize the dalith panthers.			
3	Chart making and display was apt for teaching Bharatiya Kisan Union			
4	Street play is suitable for inviting the attention of the learner to the topic Anti Arrack Movement			
5	Project on "Environment, Displacement and Development: a Study on Sardar Sarovar Project" has elaborately discussed the issues involved in it.			
6	Debate on lessons of popular movements was fruitful for discussing the topic.			

### Concept Map





**Reference**

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, **India Since Independence**, Penguin Books India, 2008.  
 Niraja Gopal Jayal (ed.), **Democracy in India**, Oxford University Press, New Delhi, 2007.  
 Rajani Kothari, **Politics in India**, Orient BlackSwan, Hyderabad, 2009.

---

**Unit 8**

**Regional Aspirations**

**Introduction**

Nation building is a continuous process. When one issue is resolved another one emerges. In 1970s our democracy faced one major challenge in the form of national emergency. The democratic culture of Indian society helped us to transcend this challenge and bring back democracy. In 1980s we faced many another challenges which can be called as regional aspirations, particularly movements for autonomy, separatism and so on. In this chapter we analyse the internal and external disputes in Kashmir, the Punjab crisis, movements in the north east region etc. All these issues emphasized in the necessity of redefining the centre-state relations .Further we discuss the impact of these regional aspirations on the democratic process in India.

**Unit Frame**

**Total Time: 16 periods**

Idea/Concept	Process Activity with Assessment	Learning outcome
--------------	----------------------------------	------------------

<p>The Region and the nation</p> <ul style="list-style-type: none"> <li>• Indian Approach</li> <li>• Areas of tension</li> </ul>	<p>Documentary/short film representing regional issues in India</p> <p>Interactive discussion</p> <p><b>Assessment</b></p> <p>Clarity of idea</p> <p>Discussion point</p> <p><b>Skill</b></p> <p>Logical thinking</p> <p>Coping with emotion</p> <p>Communication</p>	<p>Describe the areas of tension in Indian politics</p> <p>Justify the Indian approach towards regional aspiration</p>
<p>Jammu and Kashmir</p> <p>Roots of problem</p> <p>External and internal disputes</p> <p>Political development in Kashmir since 1948</p> <p>Insurgency and after Separation and beyond</p>	<p>Seminar on Kashmir issue.</p> <p><b>Assessment</b></p> <p>Preparation and presentation</p> <p>Seminar report</p> <p>material collected</p> <p><b>Skill</b></p> <p>Logical arrangement</p> <p>Interactive skill</p> <p>Reasoning and critical thinking</p>	<p>Analyse various issues related to regionalism in Kashmir</p> <p>Evaluate why Indian constitution incorporated article no. 370 and 371</p> <p>Describe the political development Kashmir since 1948</p>
<p>Punjab Crisis</p> <ul style="list-style-type: none"> <li>• Political context</li> <li>• Cycle of violence</li> </ul>	<p>Document analysis of the content</p> <p><b>Assessment</b></p> <p>Logical arrangement of ideas.</p> <p>Referred material</p> <p><b>Skill</b></p> <p>Reasoning</p> <p>critical thinking</p>	<p>List out issues related to Punjab crisis</p>
<p>Road to peace</p>	<p>Time line preparation related to Punjab issue</p> <p><b>Assessment</b></p> <p>Logical arrangement</p> <p>Effectives of time line</p> <p>Data collected</p> <p><b>Skill</b></p> <p>Planning and organisation</p> <p>Logical thinking</p>	<p>Evaluate the bold steps taken by central government under Rajeev Gandhi to resolve the Punjab issue.</p> <p>Narrate the cycle of violence in Punjab</p>

<p>Issues in North East</p> <ul style="list-style-type: none"> <li>• Demand for Autonomy</li> <li>• Secessionist movements</li> <li>• Movements against outsiders</li> </ul>	<p>Map reading: Political map reading of north east Symposium: "Issue and politics in the north east" <b>Assessment</b> Conceptual clarify Logical arrangements symposium report <b>Skill</b> Interpersonal skill leadership qualities.</p>	<p>Describe the various issue in north east region Critically examine the demand for Autonomy in North east.</p>
<p>Lessons from regional aspirations</p>	<p><b>Chart preparation:</b> Group wise Chart preparation is related to various lessons of regional aspiration <b>Assessment</b> Communicability of chart Discussion points Materials collected <b>Skill</b> Presentation in chart Ability to consolidate</p>	<p>List out the various lessons from regional aspiration. Evaluate the regional aspiration as a part of democratic process.</p>

### Activity Detailing

#### *Time line predation*

"Road to peace in Punjab since 1970's"

Teacher start with an interactive discussion in class room related the topic Punjab issue. Then instruct to prepare a time line related to the Punjab issue sine 1970s and gives on guideline how to prepare a time line.

The Teacher directs the learner to read content part in the Text book and find out important points like Akalidal movement, Ananthpur Sahib Resolution, Operation Bluestar, assassination of Indira Gandhi, Rajeev Gandhi-Longowal peace talks and Punjab accord etc.

After completing the time line preparation teacher asked the students to present them randomly in the class. Then teacher rectify errors if any and conclude the session.

#### **Telungana as 29<sup>th</sup> state**

On 2 June 2014 Telungana was separated from Andhra Pradesh and become 29<sup>th</sup> state of

Indian Union. The city of Hyderabad is the capital. Hyderabad will continue to serve as the joint capital city for Andhra Pradesh and Telungana for a period of not more than ten years. Legislative as Bicameral (119 to 40 seats) There are 17 Lok Sabha constituencies and official language Telugu and Urdu.  
 Official website. [www.telugana.gov.in](http://www.telugana.gov.in)

### TE QUESTION

1. Indian democracy allows political expression of regional aspiration but it does not look upon them as anti-national. Evaluate the above statement and make a brief note on regional aspiration in India? Score 3
2. Analyse internal and external disputes in Kashmir special reference with Article no. 370 in Indian constitution. Score 3
3. "Kashmir issue is not just a dispute between India Pakistan it has also internal and external dimension" Discuss. Score 5
4. Write a note on operation 'Bluestar'. Score 2
5. What were the main provision of Punjab accord and how far the agreement succeeded for Punjab disputes? Score 5
6. "Regional aspiration is anti-national" Do you agree the statement. Give reason for your answer? Score 3
7. Identify the name of "Anti-Sikh' violence enquiry commission. Score 1
8. Briefly discuss the issue of north east? Score 3
9. Refer latest issue related to regional aspiration, Kashmir, North, East and south region? Score 2
10. Briefly explain the Punjab issue on the basis of the following hints?
  - a. Ananthapuri Sahib resolution
  - b. Operation Blue star
  - c. Punjab accord Score 6
11. Identify the leader of Mizo national front? Score 1
12. Regionalism implies?
  - a. ) Secessionism b. ) Separation c. ) Integrated development of community
  - d). All the above Score 1
13. Assertion (A) the state of Jammu and Kashmir holds a peculiar position under the constitution of India.  
 Reason (R): The Jurisdiction of parliament in relation to Jammu and Kashmir is confined to matters enumerated in the concurrent list only.
  - a. A and R one true and R is the correct explanation of A
  - b. If both A and R are true but R is not the correct explanation of A.
  - c. If A is true but R is false
  - d. If A is false but R is true score 2
14. Write the explanation of the following Abbreviation?
  - a. ) MNF b.) AASU c.) AGP d) DMK e) J&K score 5



15. Make a time line issue related to Jammu and Kashmir since 1948-2015

score 3

TE Answer Key

1. Indian approach towards regionalism
  - Approach to diversity
  - Aspiration and specific regional politicsscore 3
2. The special status has to opposite reaction
  - Special federal status guaranteed by article 370
  - Great state anatomyscore 3
3. Roots of the Kashmir problem
  - External and internal disputes
  - Polities in Kashmir 1948score 5
4. Explain 'operation Blue star' score 2
5. List out the Agreement provision
  - Chandigarh transfer to Punjab
  - Separate commission appointed
  - Tribunal set up for sharing Ravi Bcas river water.
  - Militancy in Punjabscore 5
6. Yes/No
  - Justify your comment related to Indian Democratic political processscore3
7. Nanavation Commission score 1
8. Issues related in 'Seven sisters'
  - Manipure, Megalaya, Nagaland, Tripura, Mizoram, Arunachal Pradesh, Assam
  - Demand for autonomy
  - Secessionist movementsscore 3
9. Refer latest issues related to regional aspiration
  - Kashmir, Norht, East and Southscore 2
10. Explain Ananthapuri Sahib Resolution score 2
  - Explain Operation Blue star score 2
  - Explain Punjab Accord, Rajeev Gandhi Long wall score 2
11. A. Laldenga score 1
12. D. All the above score 1
13. C score 2
14. MNF: Misso National front
  - AASU: Assam students Union
  - AGP: Assam Ganaparishath
  - DMK: Dhravida Munneta Kazhukam'
  - J & K: Jummu and Kashmirscore 5
15. Time line preparation for Kashmir issue related to role and election since 1948. Score 3

Time line

## Unit 9

### Recent Developments in Indian Politics

The last chapter of this book briefly discusses the political developments during the last two decades in India. The developments during this period are product of several political incidents. Various issues that come under this chapter have marked long term impact on Indian politics. The chapter gives a bird's eye view on the political context of 1990s. In addition to this the chapter elaborates the era of coalitions, political rise of OBCs, the issue of communalism and finally the emerging areas of consensus in Indian politics.

**Unit Frame**

**Total Time: 15 periods**

Concept /idea	Process / Activity with Assessment	Learning Outcome
Context of 1990s <ul style="list-style-type: none"> <li>• Defeat of congress party</li> <li>• Mandal issue</li> <li>• New Economic reforms</li> <li>• Assassination of Rajiv Gandhi</li> <li>• Demolition of Babari Mazjid</li> </ul>	Showing Documentary 'Indian Vote Katha Part VII' Content Review and Discussion <i>Assessment</i> Comprehension of Idea Skill Content analysis	Explain the political context of 1990s
Era of coalitions <ul style="list-style-type: none"> <li>• Decline of congress</li> <li>• Alliance politics</li> </ul>	Present a seminar on the topic. <i>Assessment</i> Participation Logical Argument <i>Skill</i> Communication Presentation	Describe the issues which determined the Indian politics for the last two decade.
Political rise of OBCs <ul style="list-style-type: none"> <li>• Mandal implemented</li> <li>• Political fallouts</li> </ul>	News review of the Mandal Issue and court verdicts. Followed by a group discussion and presentation. <i>Assessment</i> Comprehension Selection of News and views	Evaluate the impact of mandal commission report on Indian politics

	<i>Skill</i> Content Analysis	
Communalism, secularism and Democracy <ul style="list-style-type: none"> <li>• Ayodhya dispute</li> <li>• Demolition and after</li> <li>• Anti Muslim riots in Gujarath</li> </ul>	Photo exhibition on the content area. <i>Assessment</i> Photo collected Logical selection of photos <i>Skill</i> Reading a picture	<ul style="list-style-type: none"> <li>• List out the major issues involved in communalism.</li> <li>• Explain the challenges faced by Indian secularism.</li> <li>• Asses the connection between communalism, secularism and democracy</li> </ul>
Emergence of New consensus <ul style="list-style-type: none"> <li>• Lok Sabha Elections 2014</li> <li>• Growing Consensus</li> </ul>	Discussion and presentation <i>Assessment</i> Presentation Content analysis <i>Skill</i> Communication	Describe the emerging consensus among political parties in India.

### Activity Detailing

#### Photo Exhibition and review of news and views on Mandal issue

In august 1990, the National Front government decided to implement the recommendations of Mandal commission pertaining to reservations for OBCs at Central government and its undertakings. This decision sparked agitation and violent protests in many cities of north India. To present the content area teacher assigns the students to collect news and pictures related with the Mandal issue. Web source can be used for collecting data. After collection the pictures and news are selected for exhibition. The selected clipping should be related to the content area. After the presentation of news and views a review and followed by group discussion and presentation of the topic has to be done by the students,

#### TE Questions

1. Towards the end of 1980s India witnessed several political developments that determined the future of Indian politics. Briefly explain the using following hints.
  - Defeat of congress
  - Mandal issue
  - Economic reforms

- Assassination of Rajiv Gandhi
- Ayodhya Dispute

Score 8

2. “With the Lok Sabha election of 1989, a long phase of coalition politics began in India.” Substantiate the Statement.

Score 4

3. Arrange the following Prime Ministers on chronological order

- A B Vajpayee
- Narasimha Rao
- Manmohan Singh
- V P Singh

Score 4

4. Evaluate the impact of Mandal Commission Report on shaping the politics of OBCs in India

Score 3

5. Match the column A with B and C (One Score Awarded for matching A with B and C)

A	B	C
Kanshi Ram	Liberalisation	Political Consensus
B P Mandal	BSP	Second Backward Class Commission
New Economic Policy	OBC	Daliths

Score 3

6. In the contemporary politics of India there was an emerging consensus among political parties on many issues. Give brief note on the areas of consensus.

Score 4

7. ‘In an era of coalition politics parties are aligned not on the basis of ideology’ explain with suitable examples.

Score 3

8. Discuss the issues involved in threat towards secularism in India.

Score 4

### Answer key

1. Explanation of any four given points will be awarded full mark. Score 4x2= 8

2. Discussion on coalition governments of 1989, 1996, 1999 and 2004. Score 4

3.

- V P Singh
- Narasimha Rao
- A B Vajpayee
- Manmohan Singh

Score 4

4. Describe mandal commission report Score 1  
 Political rise of OBCs Score 2

5.

A	B	C
Kanshi Ram	BSP	Daliths
B P Mandal	OBC	Second Backward Class Commission
New Economic Policy	Liberalisation	Political Consensus

Score 1x3=3

6.

- Agreement on NEP
- Acceptance of the political and social claims of OBCs
- Acceptance of the state level parties in governance of the country
- Pragmatic Considerations rather than ideological positions

Score 1x4= 4

7. Parties with conflicting ideologies are part of NDA and UPA with any example Score 3

8. Describe any two of the following

- Ayodhya issue
- Demolition of Babari mazjid
- Gujarat riot

Score 2

## Concept mapping

### *Recent Developments in Indian politics*

Congress Defeat and Era of Coalitions

Mandal issue and rise of OBC

New economic reforms

Ayodhya dispute and secularism

Political alliances without ideological agreement

## **PART II**

### **Unit 10**

#### **The Era of Cold War**

The second part of the plus two political science text deals with contemporary world politics. The Era of contemporary world politics starts with the cold war. So it is extremely important to have discussions in connection with the cold war. The end of Second World War (1939-45) marked the beginning of cold war. During the cold war the world was divided in to two power blocs, ie the American bloc and the soviet bloc. The American bloc was based on capitalist ideology, and the soviet bloc built up on socialist ideology. Both these power bloc strengthened their power by creating military alliances. So this chapter mainly focuses on the various aspects of cold war. The non-aligned movement which originated during the cold war was a real challenge to the dominance of the two super powers. Now a day's non-aligned countries try to establish a 'New International Economic' order as a means for attaining economic development and political independence. India is playing a leading role in the non-aligned movement. This chapter also provides information about the formation of non-aligned movement, its objectives and relevance in the present day world politics.

**Unit Frame**

**Total Time: 13 periods**

<b>Concept/idea</b>	<b>Process/Activity Assessment</b>	<b>with</b>	<b>Learning Outcomes</b>
---------------------	--	-------------	--------------------------

<p><b>Cuban missile crisis</b></p>	<p>Showing pictures and photos connected with Cuban missile crisis and presentation of video clippings followed by interactive discussion and consolidation by the teacher</p> <p><b>Assessment</b> Participation in the discussion Conceptual understanding Performance</p> <p><b>Skills</b> Communication Critical thinking,</p>	<p>Explain the Cuban missile crisis and its impact on cold war.</p>
<p><b>Cold war</b> The emergence of two power blocs Military alliance Arenas of the cold war</p>	<p>Map reading and time line preparation of events during cold war.</p> <p><b>Assessment</b> Participation Presentation Conceptual understanding Arrangement of facts Time bond appropriate design completion.</p> <p><b>Skill</b> Communication Critical thinking Self awareness</p>	<p>Describe the emergence of power blocs and evaluate the arenas of cold war. List out various events connected with cold war.</p>
<p><b>Challenge to Bipolarity</b> Formation of NAM  New international Economic order</p>	<p>Preparation of the project and its presentation on the topic. The role of NAM i and its present relevance</p> <p><b>Assessment</b> Clarity of the concept, presentation, Appropriate design originality, completion</p> <p><b>Skill</b> Problem solving Creative thinking Critical thinking</p>	<p>Explain the formation and role NAM and its relevance in post cold war era</p> <p>Describe the importance of NIEO and reasons for its failure</p>
<p>India and the cold war</p>	<p>Material review , Group preparation and presentation</p> <p><b>Assessment</b></p>	<p>Summarize the role of India in reducing the cold war tension.</p>

	Conceptual understanding Participation presentation <b>Skill</b> Communication Interpersonal skill	
Arms control treaties LT BT NP T SALT – I SALT – II START – I START – II	Video clipping showing the atrocities of second world war followed by interactive discussion leading to the need for restriction of destructive weapons. Power point presentation of different arm control treaties. <b>Assessment</b> Conceptual understanding, participation. <b>Skill</b> Empathy, critical thinking copying with emotions	Evaluate the importance of Arms control treaty List out different arms control treaties in the cold war period.

### Activity detailing

#### Preparation of the Project

##### *Preparatory session*

This activity is designed to familiarise the learner to the role of NAM and its relevance in post cold war era. For this a general discussion can be elicited from the learners leading to the topic. After selecting the topic the class together prepares given objectives can take as a guideline.

##### **Objective of study**

- To identify the importance of NAM and its leaders
- To identify the role of NAM in the cold war period – how NAM was a challenge to bipolar world.
- To assess the role of NAM in establishing a new international Economic order.
- To familiarise them relevance of NAM in the post cold war period.

On the basis of primary information collected, the learner can draw temporary conclusions on the topic. The hypothesis can be either positive or negative.

- NAM was a real challenge to bipolar world
- NAM lost its earlier relevance in the post cold war period



Then the learner advised to select methods and tools for data collection. Once the methodology of the project is selected the active participation of the learners can be ensured in various stages for the execution of the project. For this the class can be divided into four groups for data collection. Topics can be assigned to them in the following.

First group – NAM, its origin and importance

Second group – Policy of non Aligned movement

Third Group – Role of Nam in developing a new international Economic order.

Forth group – Post cold war relevance of NAM

As the next step the collected data should be analysed and tabulated, consolidated. Based on the conclusions they must be asked to prepare projects reports.

**TE Questions**

1. The Cuban missile crisis increased tension during cold war. Evaluate the circumstances which led to the Cuban missile crisis. score 5
2. “Cold war was not simply a matter of power rivalries of military alliances but an ideological diplomatic conflict between two super powers.” In the light of the statement describe various aspects relating to cold war?

score4

3. During cold war the super powers formed a number of military alliances. Find out the U S led military alliances from the list given below?  
A) WARSAW PACT B) NATO C) SEATO D) NIEO

1) A and B is correct 2)B and C correct 3) C and D 4) A and D score1

4. Arrange the following in chronological order.
  - First NAM summit in Belgrade
  - Formation of NATO
  - Disintegration of Soviet union and end of cold war

Cuban missile crisis. score1x4 - 4

5. Non-alignment is not policy of isolationism or neutrality. Comment your views on this statement? score 4

6. List of some countries and leaders who played a leading role in the formation of NAM is Arrange them correctly in the table given below.

India, Indonesia, Egypt, Ghana, Yugoslavia, Josiph Broz Tito, Gamal Abdel Nasser, Kwama Nkerumah, Jawaharlal Nehru, Sukarno

Country	Leaders

--	--

Score 5

7. India's policy of non- alignment was criticized on a number of counts. What were the main criticisms leveled against India's policy of non-alignment? score3
8. Non-alignment movement which originated in the Era of cold war lost its significance with the end of cold war. Do you agree with this statement? Why? score3
9. Which of the following statements are correct with regards to nuclear non-profanation treaty (NPT)
- It is one of the ARMS CONTROL TREATY DURING COLD WAR.
  - Signed on 1<sup>st</sup> July 1968
  - Signed by USSR President I Gorbachev and US President George Bush (Senior) on 31<sup>st</sup> July 1991.
  - It banned the nuclear weapon tests in the atmosphere and outer space?
- a. 1      b. 1 and 2      c. 1,2,3      d. 1,2,3,4 score1
10. 'The cold war produced an arms race as well as arms control. Analyse the reasons for these developments. score3

**Answer Key**

1. Cuba was an ally of soviet union
- placing of nuclear missiles in Cuba by Soviet Union
  - Demand of US president – John F Kennedy to remove nuclear weapons from Cuba.
  - Rivalry between USA and Soviet Union on placing of nuclear weapons.....
  - Strengthening of nuclear tension between super power
- 1x5 - 5
2. End of second world war and then emergence of two super power – USA and USSR
- Formation of western and eastern alliances
  - American bloc based on capitalist ideology and soviet bloc based on socialist ideology
  - Ideological conflict between capitalism and socialism score 4
3. 2,B and C are correct Score 1
4. Formation of NATO
- First NAM summit in Belgrade
  - Cuban missile
  - Disintegration of soviet union and end of cold war 1x4 - 4
5. Non alignment is not isolation since isolationism means remaining aloof from world affairs.
- Non alignments demands the active participation on the issues affecting the world.
  - Non-alignment is not neutrality, it refers to a policy of staying out of war.
  - Non- aligned countries worked to prevent war 4
- 6.

Country	Leaders
India	Nehru
Egypt	Gamal Abdul Nassar

Ghana	Kawmen krumah
Yugoslavia	Joseph Broz Tito

Score 1x5= 5

7. India's non alignment was said to be unprincipled.
  - India often refused to take a firm stand on crucial international issues.
  - India was in consistent and took contradictory postures e.g. indo soviet treaty of friendship in August 1971. score 3
8. Lost some of its centre relevance but non alignment contained some core values and enduring ideas
  - Non aligned countries try to establish a new international Economic order
  - Increasing economic relevance
  - NAM is committed to work for the removal of economic equalities between developed and developing countries score 3
9. B - 1 and 2
10. Mutual suspicions between the super powers to led them to stoke pile arms  
Arms race lead to mutual destructions the super powers decided to collaborate in limiting certain kinds of nuclear and non-nuclear weapons. score 3

The non-aligned movement is a group of state which is not formally aligned with or against any major power bloc. As of 2012 the movement has 120 members and 17 observer countries. The countries of the non-aligned movement represent nearly two thirds of under developed nations members and contain 55 of the world population. Membership is particularly concentrated in countries considered to be developing or part of the third world.

**16<sup>th</sup> Summit of the non-aligned movement**

16<sup>th</sup> summit of the non-aligned movement was held, from 26<sup>th</sup> 31<sup>st</sup> August 2012 in Tehran Iran. The summit was attended by leaders of 120 countries including 24 presidents, 3 kings 8 prime ministers and 50 foreign ministers.

The leaders' summit took place on 30 and 31 August. Egyptian president Mohammed Morsi, officially handed the presidency of NAM to Iranian president Muhammad Ahamadi Nejad, during the inaugural ceremony of leaders meeting. Iran will hold the NAM presidency for three years until the 17<sup>th</sup> summit in Venezuela in 2015.

## Unit 11 The End of Bipolarity

### Introduction

The collapse of soviet system was one of the surprising and most dramatic events of 1990's. The entire second world under the leadership of Soviet Union disappeared from world politics. The cold war politics which emerged after the Second World War was replaced by American Hegemony. In this chapter we discusses about the soviet system and its disintegration. We also discuss about what happened to the second world after the collapse of communist regime.

**Unit Frame**

**Total Time: 13 periods**

<b>Concept/Idea</b>	<b>Process/Activity with Assessment</b>	<b>Learning Outcome</b>
Soviet System Features of soviet system Second world/Socialist bloc Weaknesses of soviet system	Presentation of video/ pictures of toppling the Berlin wall Guided discussion on Soviet System <b>Assessment</b> Participation Presentation <b>Skill</b> Observation Analytical	Evaluates the uniqueness of Soviet system and critically examine weaknesses.
<b>Gorbachev and the disintegration.</b>  Reasons for disintegration of soviet union  Consequences of disintegration  End of cold war change in world politics emergence of new states	Seminar on Reasons and consequences of disintegration  <b>Assessment</b> Participation Initiation of the learner Conceptual clarity Seminar report  <b>Skill</b> Comprehension Reasoning Analytical	Explain efforts of Mikhail Gorbachev to reform Soviet system and the process of. disintegration Describe the reasons for the disintegration of Soviet Union.  Evaluate the consequences of disintegration
<b>Shock Therapy in Post Communist states</b>  Consequences of Shock therapy	<b>Chart preparation</b>  <b>Assessment</b> Participation Nationality Arrangements of facts <b>Skill</b> Creativity	Discuss the process of shock therapy in Post communist states.  Judge the effect of shock therapy in post communist states

<p><b>Tensions and conflicts</b></p> <p>India and Post Communist States.</p>	<p>Map reading and guided discussion Guided discussion on India soviet relation.</p> <p><b><u>Assessment</u></b> Comprehensiveness of the list Originality Conceptual clarity</p> <p><b><u>Skill</u></b> Creativity Presentation Participation</p>	<p>Locate the position of conflicting areas and find out the reason for such conflict.</p> <p>Explain the relation of India with post communist countries.</p>
--	--	--

**Activity detailing**

The class in general discusses the Economic approach of Post Communist Regime. The learners identifies that all these nations changed their economic approach from state controlled socialism to capitalism. The teacher can raise the question do you know how these nations changed their economic policy from socialism to capitalism? To analyse this process and its consequences the can be adopted as a tool.

The class can be divided into two groups and the following topics may be assigned for group work.

**Group 1:-**Shock therapy

**Group 2:-** Consequences of shock therapy

The learners sit in groups read the relevant areas of the text and consolidate ideas for preparation of chart. Then the group together prepares the chart and presents it.

After presentation the learners can seek clarifications on the concepts and ideas included in the chart. This should be followed by teacher consolidation.

**T.E Questions.**

1. Find out the leader of Soviet Union during the years of disintegration?
  - a. V.I. Lenin
  - b. Mikhail Gorbachev
  - c. Joseph Stalin
  - d. Leonid Brezhnev
2. It is said that the reforms introduced by Gorbachev led to the disintegration of Soviet Union. Critically evaluate this statement and analyse the disintegration of soviet system?

score5

3. The Soviet system had certain unique features. Describe the major features of Soviet system

score4

Score 4

4. Describe the consequences of disintegration of Soviet Union based on hints given below?

- End of cold war
- Emergence of new states
- Emergence of Unipolar system.

Score3

5. Find out the International financial institution that influenced the shock therapy in communist region. List out the features of shock therapy and evaluate its consequences. post

Score5

### Answer Key

1 \*Mikhail Gorbachev

2. \* Reforms introduced by Gorbachev

\* Critical evaluation Economic stagnation

\* Used much resource for military purpose and development of satellite states.

\* Slow and stifling administration

\* Rampant corruption

\* Party bureaucracy

3. \* great power after Second World War

\* More developed than rest of the world except USA

\* Ensured minimum standard of living to all citizens

\* gave primacy to state and Party

\* planned economy controlled by state

4. Explanation of give points.

5. \* IMF world and bank

\* Transition from socialism to capitalism

\* Free trade and F.D.I

\* Economic link to west

\* Privatisation

\* Value of ruble declined

\* Social welfare system destroyed.

## **Unit 12**

### **US Hegemony in World Politics**

The disintegration of USSR and the unification of Germany in late 1980s are not mere historical incidents. These made long term and short term implications in world politics. The power blocks and the balance of power existed since 1945 come to an end. The cold war power relations were replaced by American dominance in world politics. The dominance of America has many faces. It holds military, economic and cultural hegemony over the rest of the world. This chapter elaborates how this hegemony was established and its features. Further it discusses issues which drives the post cold war era in general and that of USA in particular.

**Unit Frame**

**Total Time: 14 periods**

<b>Idea/ Concept</b>	<b>Process/Activity with assessment</b>	<b>Learning Outcome</b>
<p><b>Beginning of the new world order</b></p> <p>First Gulf war</p> <p>Clinton years.</p> <p>9/11 and the Global War on Terror.</p> <p>Iraq invasion.</p>	<p>Presentation of video related to 9/11 or Iraq invasion or picture exhibition. Then an interactive session the video and the content area.</p> <p><i>Assessment</i></p> <p>Interpretation of video</p> <p>Ideas imbibed from video.</p> <p>Participation in discussion.</p> <p>Points presented during discussion.</p> <p><i>Skill</i></p> <p>Understanding a video</p> <p>Communication</p> <p>Logical argument</p>	<p>Describes the beginning of New World Order.</p> <p>List out the historic incidents which led to the establishment of new world order.</p>
<p><b>US Hegemony</b></p> <p>Hegemony as hard power.</p> <p>Hegemony as structural power.</p> <p>Hegemony as soft power.</p> <p>Constraints on American Power.</p>	<p>Project on “ Study of US Hegemony in World Politics”</p> <p><i>Assessment</i></p> <p>Conceptual clarity</p> <p>Process and procedure</p> <p><i>Skills</i></p> <p>Research aptitude</p> <p>Problem solving</p>	<p>Evaluate the various aspects of US hegemony in world politics.</p>
<p>How can hegemony overcome</p>	<p>Prepare an assignment on “how can overcome US hegemony”.</p> <p><i>Assessment</i></p>	<p>Critically analyse the hegemony of US and find out the strategies to overcome the</p>

	Comprehension Conceptual clarity Precision of ideas <i>Skills</i> Presentation of ideas Neatness Timely completion.	hegemony.
Constrains of American Power	Group discussion and presentation	List out the factors which limit the American hegemony.
India's relation with US	Show the picture of Indian Prime Minister meets, the US President. And conduct a guided discussion on the content area. <i>Assessment</i> Interpretation of picture Participation in discussion <i>Skill</i> Picture reading	Describe the aspects of India's changing relation with US.

## Activity Detailing

### Group discussion

As an activity of learning process group discussion is not a new one. It is an all pervasive learning strategy in the sense that all other learning strategies include group discussion in varying degrees. But the scientific use of the strategy makes it more vibrant and encourages the students in a class. Here the content area of *constrains on American power* is selected for group discussion.

### *Planning:*

Teacher invites the attention of the class by raising certain question on US hegemony. Then divides the class in to three groups and give one constrain for each group to discussion.



### *Execution*

Give 10 or 15 minutes for group discussion. Intervention and clarification must be made by the teacher. Give five minutes to each group for presentation. Doubts raised by other groups are to be answered. The session completes after consolidation by the teacher.

### **T E Questions**

- 1) The first Gulf war of 1990 also known as?
  - a) Operation Iraqi freedom.
  - b) Operation desert storm.
  - c) Operation enduring freedom.
  - d) Operation blue star.

Score 1

2. The role of America in providing global public goods helped them in establishing hegemony as a structural power. Describe the different aspects of US hegemony?

Score 8

3. American hegemony has certain internal and external constrains. Evaluate constrains on American domination?

Score 6

4. There are differences of opinion on India's relation to USA. Critically estimate the choices before India in our relation to USA?

Score 5

5. Countries of the world follow different strategies to overcome the hegemony of USA. Evaluate the strategies for overcoming US hegemony?

Score 6

6. Briefly explain "global public goods" with suitable example?

Score 3

7. 'Manufacture of consent' is the cultural dimension of US dominance Analyse the cultural sphere of American hegemony?

Score 4

8. Match the following

A	B
Operation Desert Storm	Global war on terror after 9/11
Operation infinite Reach	UN military operation on Iraq 1990
Operation Enduring Freedom	US invasion on Iraq 2003
Operation Iraqi Freedom	Missile Strike on Al-Qaida in Sudan and Afghanistan

Score 4

9). 'Bandwagon' strategy is a technique used by some countries of the world in a uni polar world. Briefly explain 'Bandwagon' strategy?

**Answer Key**

- 1) Operation desert storm. 1score
- 2)
  - Introduction on American Hegemony 2 score
  - Hegemony as hard power 2 score
  - Hegemony as soft power 2 score
  - Hegemony as structural power 1 score
- 3)
  - Division of power among the three branches of government 2 score
  - Open nature of American society. 2 score
  - Constrains from NATO 2 score
- 4)
  - India keep aloof from USA 2 score
  - Growing Indo-US relation as a historic opportunity. 2 score
  - India should take the lead in developing world. 2 score

5)

- Bandwagon strategy 2 score
- Hiding strategy 2 score
- Resisting American Dominance 2 score

6)

- Defining global public goods 2 score
- Internet/Sea-lanes of communication 2 score

7)

- Hegemony as soft power 2 score
- Hegemony implies class ascendancy in cultural and ideological spheres.

2 score

8) Match the following

A	B
Operation Desert Strom	UN military operation on Iraq 1990
Operation infinite Reach	2003 Missile Strike on Al-Qaida in Sudan and Afghanistan
Operation Enduring Freedom	Global war on terror after 9/11
Operation Iraqi Freedom	US invasion on Iraq

4 score

9) Brief explanation of taking advantage of the opportunities that American hegemony creates.

2 score

### Unit 13

#### Alternative Centers of Power

##### Introduction

The decline of second world and the emergence of a uni-polar world largely changed the international political scenario. Quiet naturally the world began to search the possibilities of challenging American dominance. Since there was no powerful nation to replace soviet union, the

search in ended in the analysis of possible nations or group of nations which can be presented as alternative centers of power .In this context the chapter projects European union, ASEAN and china as potential center of power who can challenge American hegemonies. The chapter also analysis India’s India, relations with china and this prospects in a multi-polar world.

**Unit Frame**

**Total Time: 14 periods**

<b>Concepts/idea</b>	<b>Process/ Activity with Assessment</b>	<b>Learning Outcomes</b>
European Union European integration Evolution of U E Capabilities of EU As an Alternative centre of power.	Map Analysis (Political Map of Europe )  Interactive discussion  Time line preparation of European union evolution <b>Assessment</b> Participation in the discussion Conceptual understanding Logical arrangement <b>Skills</b> Ability to analyse map Critical thinking Interpersonal skill Data interpretation	Evaluate the capabilities of European Union as an alternative center of power.  List out the integration process of Europe and formation of European Union.
<b>ASEAN</b> Emergence of ASEAN Three pillars of ASEAN Vision 2020	News room discussion, live interview with expert in foreign affairs. Cartoon reading related to ASEAN. <b>Assessment</b> Prepared questionnaire Recorded answer Readability of cartoon cartoon collection  <b>Skill</b> Interview skill Communication Critical thinking Self awareness	Evaluate ASEAN ‘S Strength as a alternative centers of power.  Summarize evolution process of ASEAN
The rise of the Chinese Economy Open door policy Growth of Chinese	Cartoon reading /assignment on “The rise of Chinese economy and India-china relation” <b>Assessment</b>	Exemplifying Chinese politics and programme for economic development

economy India China Relations	Reading of cartoons, Assignment report <b>Skill</b> Power of observation Logical arrangements enquiry	Evaluate the India China relation were great powers in Asia
----------------------------------	---	---

### Activity detailing

#### Assignment

“Rise of China’s economy”

China has been fastest growing economy in the world. It’s economy projected to overtake the USA as the world largest economy by 2040.China adopted a distinct strategy for it’s on development .After an interactive session, the class came to the conclusion preparing an assignment on individual basis, for the effective transaction of the content area. The class in general discuss the content part and fixes concepts to be included. In the assignment report writing should be given as home work

After preparing the assigned work through a random selection among the student they should present their report in class which should be followed by a teacher consolidation.

#### 26<sup>th</sup> ASEAN Summit

The 26<sup>th</sup> ASEAN summit held at Kulalumpur in Malaysia on 26-28 April 2015.In the light of the anticipated official launch of regional integration this year, establishment of ASEAN Community by Dec 2015 will be on top of the leaders agenda for this summit .The summit also discussed the ASEAN community’s post 2015 vision. One of the key documents adopted in the summit is the” Kulalumpur Declaration on a people oriented –people centered ASEAN”.

#### T.E. Questions

1. America extended financial help for reviving European economy after 1945.Find out the name of the plan under which America extended the financial help? What was the collective security structure formed under it? Score 2x1=2

2. Given below are some stages of the formation of European Union. Arrange them chronologically?

- A). European Economic Community (E E C). B) The European coal and steel community  
C European Union EU D). ‘European community (E.C) Score2

3. The European Union has economic, political diplomatic and military influence in international politics.' substantiate the statement? Score 2

4. ASEAN is the fastest growing economy in the world. Based on this statement explain, how ASEAN can be an alternative centre of power? Score 5

5. The fast growing economy of China has great potential to challenge the American Dominance in a unipolar world. Do you agree with the statement? Justify? Score 5

6. Write the expression of following abbreviations?

a) EU b) ASEAN c) SAARC d) SEZ score 4

7. ASEAN community comprises of three pillars which are they? Explain the objectives of each pillar? Score 6

8. Write a short note on ASEAN vision 2020?

### **Answer Key**

1. Explain Marshal Plan and NATO
2. ECSC  
EEC  
EC  
EU
3. Biggest economy  
Euro as a Currency  
Dominance in UNO  
Nuclear power  
Second Largest Military power
4. ASEAN countries  
Pillars of ASEAN  
Economic strength of ASEAN  
ASEAN vision 2020
5. Chinese economic development  
Special economic zone  
Population and infrastructure  
Role in UNO.
6. a. European Union  
b. Association of South East Asian nations  
c. South Asian Association for Regional Co-operation.  
d. Special Economic Zone.

7. Pillars of ASEAN  
 1- ASEAN Security community - settlement of regional dispute  
 2-ASEAN Economic community – create a common market production base within ASEAN state.  
 3-ASEAN Socio cultural community. - Socio cultural development of among the ASEAN member state.
8. Explain ASEAN vision 2020.  
 Negotiation over conflict in the region.  
 Free trade area FTA

**Unit: 14**

**Contemporary South Asia**

South Asia is a region of countries laying south of Himalayas and surrounded by Indian Ocean. South Asia comprises of seven countries sharing common culture heritage, similar social habits and same economy. One fifth of world population lives in this region. On the other hand these nations are facing the problem of poverty, illiteracy and economic backwardness. In the beginning most of these nations adopted democracy, but democratic government often unstable and trebled except India and Srilanka. The focus of the chapter is on South Asia in general and socio political situation each south Asian country in particular. The relation of India with South Asian nations and efforts for peace and co-operation is also analysis.

**Unit Frame**

**Total Time: 13 periods**

<b>Concept/Idea</b>	<b>Process/Activity with Assessment</b>	<b>Learning Outcome</b>
<b>South Asia</b> South Asian countries Kinds of political system Democratic experiment	Show the pictures of national flag of seven nations in south Asia. Time line presentation of south Asia since 1947. <u><b>Assessment</b></u> Time line Data collected <u><b>Skill</b></u> Comprehension Chronological arrangement.	Identify South Asia's nations Distinguish the features of different South Asian nations.

<p><b>Military and democracy in Pakistan.</b> Political Development Factors contributed for failure of stable democracy</p>	<p>Prepare picture album of Leaders and their period. Raising reflective question to find out the failure and survival of democracy. <b>Assessment</b> Relevant questions. Originality of pictures Logical Arrangement <b>Skill</b> Creativity Enquiry</p>	<p>Describe the factors that contributed to the failure of stable democracy in Pakistan.</p>
<p><b>Democracy in Bangladesh</b> Formation of Bangladesh Establishment Democracy</p>	<p>News review Followed by an interactive session <b>Assessment</b> Presentation of ideas participation in discussion <b>Skill-</b> communication</p>	<p>Analyse the factors that lead to the formation of Bangladesh and their experiences in democracy.</p>
<p><b>Monarchy and democracy in Nepal</b> Democratic Movement in Nepal</p>	<p>Reading the content area/ Material review <b>Assessment</b> Ability to review Assimilation of concept Conceptual understanding <b>Skill</b> Draw conclusion Observation</p>	<p>Explain the main challenges for Establishment of democracy in Nepal.</p>
<p><b>Ethnic conflict and democracy in Srilanka</b> Causes of Srilankan Problem Ethnic Conflict Achievements in Economic field</p>	<p>Video clipping 'Operation Reversena' Or Events showing militant nationalism in Srilanka led by LTTE followed by an interactive session. <b>Assessment</b> Discussion mote Comprehension of idea <b>Skill</b> Observation draw conclusion</p>	<p>Critically evaluate the process and effects of the Srilankan ethnic conflicts.</p>



<b>India Pakistan conflicts</b> Kashmir issue Water disputes Nuclear power competition Pak supported terrorism	Power point presentation discussion on areas of conflicts  <b>Assessment</b> Participation Conceptual understanding Performance in discussion <b>Skill</b> Critical thinking Draw conclusion	List out the conflicting areas of India Pakistan relation Asses the possibilities of co-operations since independence
<b>India and its other neighbors</b> India and Bangladesh India and Nepal India and Bhutan India and Srilanka.	<b>Map reading</b> South Asia, Political and physical Guided discussion <b>Assessment</b> Discussion note <b>Skill</b> Locating the map	Evaluate India's relations with neighboring nations like Nepal, Bhutan, Bangladesh and Srilanka etc.
<b>Peace and co-operations</b> SAARC SAFTA	Showing the SAARC emblem / power point presentation related with aims and objectives of SAARC. <b>Assessment</b> Comprehension of idea <b>Skill</b> observation	Analyse the role of SAARC in building Peace and co-operation in this region. And the initiative for establishing South Asian free trade area

### Activity detailing

The teacher start with discussion in class room related to democratic politics of Pakistan and identifies the major areas of conflicts and co-operation with India.

Then the class is divided in to five groups and assigned the area of topic

- Border issue
- River water issue
- Nuclear power competition
- Pakistan support terrorism
- Area of co-operation with India and Pakistan.

After the Presentation of topic and its consolidation the learners are asked to write a report on this.

### SAARC Decades

1991-2000– decade for girl children

2001-2010 – decade for child rights

2011-2020 – decade for regional co-operation.

### TE Questions

1. Which nation's democratic movement is associated with seven party alliances?
  - a. Bhutan
  - b. Maldives
  - c. Bangladesh
  - d. Nepal score1
2. Tamil Eelam is associate with?
  - a. DMK
  - b. LTTE
  - c. Awami League
  - d. Maoist group score1
3. The democratic politics in Pakistan is not always stable .Identify the factors that have contributed to Pakistan"s failure in building a stable democracy? Score 4
4. Based on the hints provided Write the main areas of co-operation and conflicts between India and Bangladesh?
  - Border issue
  - River water issue
  - Trade argumentsScore3
5. Write a short note on the India's relation with Nepal score 3
6. 'Nepal's transition to democracy is not complete 'based on the above statement critically examine the development of democracy and its experience in Nepal?Score 4
7. Explain the causes for the ethnic problem in Srilanka? 4
8. Expand the term SAFTA? 1
9. The SAARC as a regional organisation for co-operation. Critically evaluate the role of SAARC?score4

**Answers key.**

- |  |         |
|--|---------|
| 1. Nepal   | score1  |
| 2. LTTE  | score1  |
| 3. Dominance of the military,<br>Clergy, land owning Aristocracy.<br>Lack of genuine international support .                             | score 4 |
| 4  |         |
| • Border issue   |         |
| • River water issue  |         |
| • Trade arguments  |         |
| score 3  |         |
| 5. Special relationship:-citizens of the two countries can travel and work each other without visa.<br>Trade relation<br>Naxalite threat |         |
| 6. Moving towards the formation of a constituent assembly.<br>Some sections in Nepal wanted to retain Monarchy.<br>Maoist role           |         |
| 7. Differents between Sinhala and Tamils<br>Discrimination towards Tamils.   | score4  |
| 8. South Asian Free Trade Agreement  | score 1 |
| 9. Role of SAARC<br>India's dominance in South Asia  |         |
| Failures to solve Issues' Between India and Pakistan   | score4  |

## Chapter 15

### International Organisations

#### Introduction:

International organisations play a magnificent role in the contemporary world politics. All important international organisations that exist today are established after the Second World War. The UNO which was founded as successor of League of Nations is the most prominent one. It was established in 1945 immediately after the Second World War. The primary objective of UN is to maintain international peace and security. International organisations help with matters of war and peace. They also help countries co-operate to make better living conditions for us all. The major thrust areas discussed in this chapter are

- The evolution of UN' its objectives and principal organs
- Reform of the UN to meet the new challenges The role of India in the united nations,
- The UN in a uni-polar world

#### Unit Frame

**Total Time: 13 periods**

Concept/ ideas	Process/ activity with assessment	Learning outcome
Why international organisation	Showing pictures and cartoons highlighting the atrocities of wars. Interactive discussion leading to the necessity of an international organisations Assessment Participation in the discussion, conceptual understanding, recording Skill Empathy, creative thinking Critical thinking	Explain the need and importance of international organisations
Evolution of UN principal organ of UN - General assembly Security council Economic and social council Trusteeship council International court of Justice Secretariat	Group discussion with distributed materials and presentation of discussion note Presentation of a time line on the evolution of UN Assessment Participation in the discussion, conceptual understanding, presentation  Originality Skill Communication Interpersonal skill	List out the principal organs of the UN Describe the evolution of UNO and state the main objectives of UNO
Reform of the UN after the cold war	Panel discussion based on restructuring of UNO Assessment	Explain the need and importance of UN reform

Reform of structures and process Reform of UN security council the Jurisdiction of the UN	Participation Presentation of the content area Performance, logical arguments	Critically evaluate whether the suggested reforms are in accordance with contemporary realities and check it will elaborate the jurisdiction of UNO
India and the UN reform Demand for permanent membership in security council Difficulties in attaining permanent membership	A debate on the topic India's demand for permanent membership in UN security council Assessment Participation, logical arguments, contribution of ideas, critical thinking, timely intervention, debate report Skill Communication Comprehension, logical thinking, critical thinking	Justify India's demanded for permanent membership in UN security council
The UN in a unipolar world	Preparation of project based on the topic 'The UN in a unipolar world war and its relevance'. presentation of project report Assessment Clarity of the concept, appropriate design, completion of the project, originality of the project, data collected Skill Problem solving , observation	Evaluate the importance and changing role of UN in a unipolar world

### Activity detailing

#### *Debate*

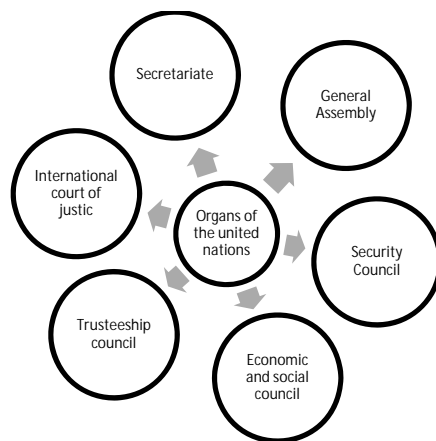
#### *Preparatory session*

This activity is designed to familiarise the learners on India's demand for the permanent membership in UN Security Council. This topic is very relevant in the contemporary scenario, because there have been demands for UN reforms. For this the learners are classified in to two groups .The first group presents arguments in favor of India's demand and the second group will raise arguments against it. A student moderator should be selected to moderate the session. After collecting information , Provide sufficient time for interaction and sharing of their views setting of arguments and counter arguments .on the day fixed for the debate both the groups raise their views. First group can forward their arguments in the following form

- India is second most populous country in the world comprising almost one fifth of the world population.
  - India is the world's largest democracy.
  - India has participated in the initiatives of UN.
  - India is a leading emerging economy in the world.
  - A substantial contributor to the UN budget.
  - A nation that respect human rights.
- The second group can form their arguments to counter this in the form of-
- India's neighboring country Pakistan reluctant to see India become a permanent member of the Security Council.
  - Some countries are concerned about India's nuclear capabilities.
  - India's difficulties with Pakistan will make India ineffective as a permanent member.
  - If India is included then other emerging powers will have to be accommodated like Brazil, Germany, and Japan etc.
  - Representative from Africa and South America should be included in the expansion.
- The teacher can acts as an overall guide in the debate. The moderator should be well aware of the all aspects of the topic and should take an independent stand in the debate. The moderator should conclude the debate based on the views evolved from the debate. Then teacher can make his/her observations and suggestions.

### TE Questions

1. Ban Ki Moon of South Korea is the present secretary general of UNO. Who was the first secretary general of UNO.
2. Given below are some facts related with the evolution of UN. Arrange them chronologically
  - Signing of the Atlantic charter by the US president and British prime minister
  - The UN was founded
  - Tehran conference declaration of the three powers (US, Britain and Soviet Union)
  - UN conference at Sanfrancisco
  - Signing of UN charter by 50 nations. 1/2x5 (2 1/2)
3. Based on the given diagram write a note on the principal organs of the United Nations.



6 marks

4. Mark correct or wrong against each of the following statement.. below about UN secretary general
  - A. Present secretary general Ban Ki Koon is the eighth secretary general of UN.
  - B. The first Asian secretary general belongs to China.
  - c. Kofi. A. Annan from Ghana has created the global fund to fight AIDS.

d. Kurt valdeim from Austria issued a report, 'An agenda for peace'

1x4 = 4

5. Reform and improvement are fundamental to any organisation to serve the needs of a changing environment. The UN is not an expectation. Comment your view on this statement.

4

6. India is emerging as a great power in the international power politics. So India needs a permanent membership in the UN Security Council. How would you support India's candidature for the permanent membership of UN secretary council? Give reasons?

5

7. Write a note on WTO (World Trade Organisation) 2

8. In a unipolar world US power cannot be easily checked by the UN. Do you agree with this statement? Why? 4

9. The UN constitution is known as ..... 1

10. India has supported the restructuring of the UN on several grounds

- Write Indias role in UN reforms 5

11. The UN was established in 1945 immediately after the Second World War. Explain the various developments that led to the evolution of united nation? 5

12. Find the odd one

IMF, WTO, ECOSOC, WHO 1

13. Veto power is a special power granted to the permanent members of UN Security Council. Based on this answer the following

a. who were the permanent members of UN security council 2 1/2

b. what is veto power 2

c. What are the fuctions of UN security council 3

### Answer Key

1. Trygve lie 1x1 -1

2. Signing of the Atlantic charter by the US president and British Prime Minister

- Tehran confrence declaration of the three powers (US, Britain, and soviet union)

UN conference at Sanfrancisco

- Signing of UN charter by 50 nations

- The UN was founded

1/2x5-21/2

3. General Assembly

Representative of all member state

Legislative organisation of UN

### Security Council

Executive organ of UN

15 members – 5 permanent 10 non permanent

Economic and social council

- Members are elected by the general assembly

- Socio economic cultural and humanitarian development of member states

Trusteeship Council

- Administration and supervision of UN trust territories suspended on 1 November 1994.

The international court of justice

- Judicial organisation of UN

- 15 judges elected for 9 years

Secretariat

- Administrative organ of the UN

4. A. True

B. False

C. True

D. False

1X4=4

5. UN established in 1945  
The world realities are changed after cold war  
E.g. Collapse of Soviet Union  
Emergence of unipolar world  
US hegemony  
Emerging economic in Asia and Africa
6. A. India is the second most populous country in the world  
b. World's largest democracy  
c. India's role in US peace keeping operations  
d. Emerging economic power  
e. Major military power  
f. Substantial contributor of the UN budget any five (1x5=5)
7. International organisation which sets the rules for global trade. This organisation was set up in 1995 as the successor to the general agreement on trade and tariff (GATT)
8. After disintegration of soviet union in 1991 America changed as the only super power  
- The military economic and technological power of US.  
- The international organisation like IMF, IBRD and WTO are under the control of US-  
- America largest financial contributor of UN America has veto power
9. UN charter
10. A strengthened and revitalized UN is necessary in a changing world  
- India supports an enhanced role for the UN in promoting development co-operation among states.  
- India supports an increase in the number of both permanent and non permanent members  
- India wishes to be permanent member in a restructured UN.
11. Signing of the Atlantic charter in 1941 August by US president and British prime minister  
- 1943 Dec Teheran conference declaration  
- 1945 Feb Yalta conference  
- 1945 April May San Francisco conference  
- 1945 June Signing of UN charter by 50 nations  
- 1945 October 24 th UN was founded
12. ECOSCO 1
13.  
A. United States, Russia, the United Kingdom, France, China  
b. Special power granted to permanent members of UN Security Council power of permanent members to cast negative voting.  
c. Exclusive organ of the UN  
- Primary responsibility is to maintain international peace and security.

**UN Welcomes South Sudan as 193<sup>rd</sup> Member state:**

14-July 2011 The General Assembly of UN admitted the Republic of South Sudan as 193<sup>rd</sup> member of United Nations, welcoming the newly independent country to the community of nations-The latest country to join the world body had until now been Montenegro, which became the 192<sup>nd</sup> UN member state on 28<sup>th</sup> June 2006, just weeks after it gained its independent from Serbia.



**Unit: 16**  
**Security in the Contemporary World**

**Introduction:-**

Security implies freedom from threats. Nation security is a precondition for the prosperity of nation as well as its citizens. So the term security is a debatable issue both national and international Politics. Even though security seems to be something that is not a business of ordinary citizen, as a democratic citizen we need to know more about it. This chapter's emphasis is on two notions of security i.e. **traditional and nontraditional**. The traditional conceptions of security consider military threat as the greatest threat to security. But nontraditional concept of security focuses on changing nature of security problems. Some of the new threats like terrorism, human right violation, health epidemic, etc are discussed in detail. This chapter analysis India's security concerns and components of India's security strategy.

**Unit Frame**

**Total Time: 13 periods**

<b>Concept/Idea</b>	<b>Process/Activity/Assessment</b>	<b>Learning Outcome</b>
<b>Security</b> - meaning Traditional Nations of Security -External and internal ,traditional security and co-operation	Show video /pictures of India Pakistan war Group Discussion on security and Traditional Notions of Security. External and Internal <u><b>Assessment</b></u> Comprehension of Idea Discussion note Review Report <u><b>Skill</b></u> Interpersonal skill Decision making skill Critical thinking	Describe the meaning of security  Classify threats of security as traditional and nontraditional  Explain internal and external notion of security

<p><b>Non-Traditional</b></p> <p>Notions of security</p> <ul style="list-style-type: none"> <li>*Human security</li> <li>*Global security</li> </ul> <p>New Source of Threats</p> <ul style="list-style-type: none"> <li>*Terrorism</li> <li>*Human Rights violation</li> <li>* Global Poverty</li> <li>* Migration</li> <li>* Health epidemics</li> </ul>	<p><b>Seminar on</b> “Non Tradition Notions of Security and New source of Threat”</p> <p><b><u>Assessment</u></b></p> <p>Seminar Report Collected Document</p> <p><b><u>Skill</u></b></p> <p>Interpersonal skill Communication skill Enquiry skill</p>	<p>Describe the features of Non Traditional Notion of Security.</p> <p>Find out the New Source of threat</p>
<p>Co-operative security</p>	<p>Fact file preparation</p> <p><b><u>Assesment</u></b></p> <p>Collected facts Appropriation of ideas</p>	<p>Evaluate the importance of co-operation on security in the contemporary world</p>
	<p><b><u>Skill</u></b></p> <p>Enquiry , observation</p>	
<p><b>India’s security strategy</b></p>	<p>Interactive Discussion and chart preparation.</p> <p><b><u>Assessment</u></b></p> <p>Clarity of idea Completion of chart Collected Document</p> <p><b><u>Skill</u></b></p> <p>Enquiry Observation Logical Argument</p>	<p>List out the various components of India’s security strategy.</p>

**Activity Detailing**

**Fact File Preparation; Importance of Co-operative Security**

As a preliminary step class teacher check previous knowledge of the learner and lead them to the need for a fact file preparation to assess the issue .Then ask learner to collect pictures, abstract of agreements, articles etc for making a fact file on importance of co-operative security.

Teacher should provide proper guidance and list of journals, website with specific areas international organization UNO, WHO, World Bank, IMF and Nongovernmental organization (Amnesty international, trade union, business co-operations, etc. for the preparation of fact file). After collection of facts, the class discusses the content matters of material collected and arrange them in proper order. At the time presentation of fact file the learner should elaborate logic behind the inclusion of every fact. At last teacher finalise the fact file and consolidates the presentation.

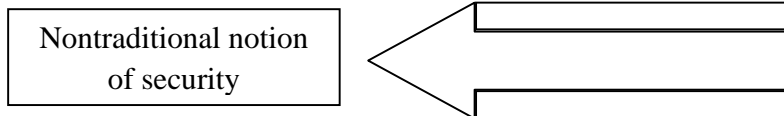
**TE Questions**

1. Security implies freedom from threats, but all threats are not security threats. Comment?  
Score3
2. In the traditional conception of security, the greatest danger to a country is from  
Score3
3. Based on the hints provided write a note on the elements of traditional security policy hints –  
- Deterrence  
- Defense  
- Balance of power  
- Alliance building score 5
4. Match the following.

A	B
Confidence building measures Arms control Disarmament Global security	International terrorism Biological weapon convention START Process of exchanging information between countries.

4

5. Complete the flow chart.



1

6. There are different notions regarding security. They are traditional and nontraditional. What is the difference between traditional and nontraditional notion of security?4
7. Expand the following  
START, CWC, BWC, NPT 4
8. Traditional security accepts confidence building as a means of avoiding violence. How can it be use as means to avoid war and violence among nations?3
9. The nontraditional conceptions-both human security and global security – focus on the changing nature of threat to security. Based on this statements examine the new source of threats? 6
10. The idea of global security emerged in response to the global nature of threats? Comments?3

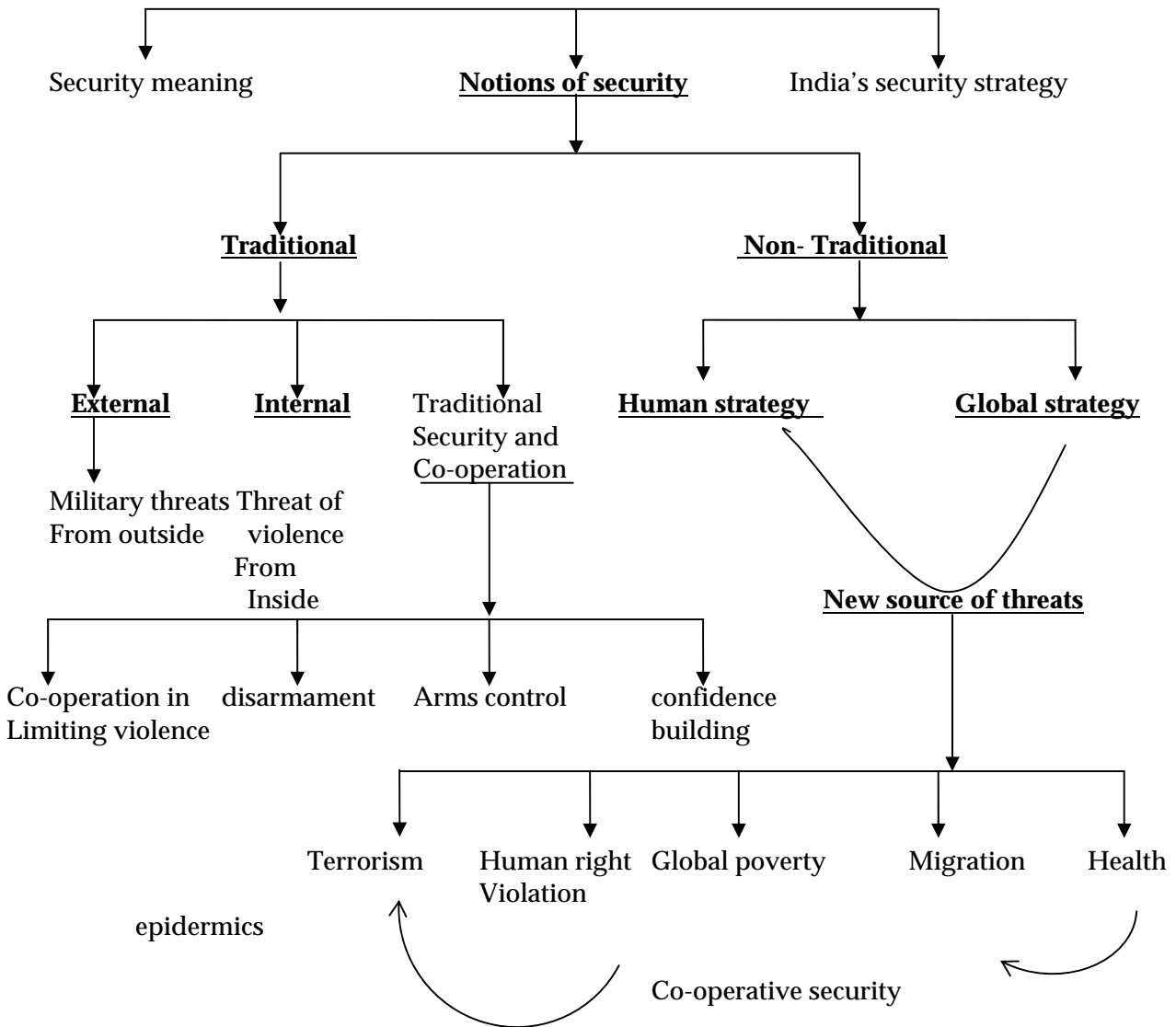


c. strengthen international agency

d. develop economy

CONCEPT MAP

SECURITY IN THE CONTEMPORARY WORLD



Unit 17

Environment and Natural Resources

Environmental issues and movements for environmental protection added a new phase in the social and political life of contemporary world. Such issues are the thrust area of discussion among intellectuals, politicians, government heads and the corporate leadership. The UN lead International conferences and agreements also high light the importance of environmental issues.

The chapter on environment and natural resources gives an overview of environmental concerns of the world and reminds us the need for protection of global commons. The chapter elaborates north south division on environmental issues, common property resources and India's stand on environment issues. It also gives a briefing on environment movements, vulnerability of resource geopolitics and the rights of indigenous people.

**Unit Frame**

**Total Time: 13 periods**

Concept / Idea	Process/activity/assessment	Learning outcome
Environmental concern in Global politics Rio summit 1992 Agenda 21 Sustainable Development	Video/Picture exhibition on Environmental issues Group Discussion <b>Assessment</b> Relevance of picture collected communicability of pictures Conceptual understanding <b>Skill</b> Interpretation of pictures Presentation skill	List out various Environmental problems Estimate the importance of Rio summit 1992 list out various recommendation of Agenda21 define sustainable Development
The protection of Global commons Common But Differentiated Responsibility Common property Resources	Seminar Topic "content Area" <b>Assessment</b> Seminar Report Participation Logical Arguments Comprehensiveness <b>Skill</b> Interactive skill Critical Thinking Decision making skill Communication	Describe the concept of Global commons list out the items in Global commons. Evaluate the idea of common But differentiate Responsibility Define the common property Resources

<p>India's stand on Environmental issues</p>	<p>Interview with Environmental Activist / Subject Expert</p> <p><b>Assessment</b></p> <p>Prepaid Questionnaire Participation</p> <p>Timely intervention</p> <p><b>Skill</b></p> <p>Critical thinking skill</p> <p>Communication</p>	<p>Evaluate India stand on environmental issues</p> <p>List out the initiatives of India in the field of environmental protection.</p>
<p>Environment movement</p>	<p><b>Chart preparation</b> : (Select Data for chart preparation)</p> <p><b>Assessment</b></p> <p>Clarity of chart</p> <p>Logical Arrangement of chart</p> <p><b>Skill</b></p> <p>Enquiry skill</p>	<p>Analyse the activities of environmental movements.</p>
<p>Resource Geopolitics</p>	<p>Animated Video/ Cartoon</p> <p>Reading</p> <p><b>Assessment</b></p> <p>Selected Cartoon/ Videos</p> <p>Communicability of Cartoon/ Video</p> <p>Critical Thinking</p> <p><b>Skill</b></p> <p>Comprehensiveness</p> <p>Interpretation of Cartoon</p>	<p>Define the concept of Geopolitics</p> <p>Analyse the importance of resource /geopolitics in contemporary world</p>

<p>The indigenous people and their rights indigenous people in India</p>	<p>Collection of picture and details of indigenous people all over the world followed by discussion of their Rights. <b>Assessment</b> Relevance of pictures / Data collected Interpretation of picture <b>Skill</b> Observations Enquiry Communicative skill</p>	<p>Describe the rights of indigenous people around the glob</p>
--	---	---

### T. E questions

1. Environmental and resource issues are major area of attention in world politics. Write two issues and explain its influence on environment? score3
  
2. The book limits to Growth which discusses environmental issues is published by which of the following think tank?
  - a Club of England      b The club of Rome      c Rio summit
  - d Brundtland report score1
  
3. In 1992 the first Earth summit was held under the leadership of UNO. The Summit was held at?
  - a Newyork- America      b Paris,-France      c Rio de- Jenero Brazil
  - d London- England. **Score 1**
  
4. Some statements are given below. Arrange them properly in the given table.



- a) Rich and developed countries of first world b) developing countries of third world.  
 C) Concerned with Ozone depletion and global warming d) Concerned with economic development and environmental management.

Global North	Global South

**score4**

5. The Rio Summit recommended a a list of developmental practices. This is popularly known as?

- a Agenda 20                      b Agenda 21      c Agenda 22

- d Vision 2020 score 1

6. India’s stand on environmental issues is always positive, briefly explain the different

Programmes adopted by India for environmental protection? score 4

7 “There are difference of opinion between developed and developing nations on protection of environment” based on the statement discuss the notion of common but differentiated responsibility score 4

8 Expand the abbreviations UNFCCC, WMC Score 2

9 ‘Resources are the base for imperialist expansion and interstate rivalry ‘comment? Score 3

**Answer key**

1. Barely expanding cultivable area

- Lack of safe drinking water

- Loss of biodiversity
- Depilation of zone
- Coastal pollution

Write two and explain

2. Club of Rome

3. Rio de Janeiro, Brazil

4

Global North	Global South
a	b
c	d

5 Agenda 21

6. A) National auto fuel policy

B) Use of renewable Energy

C) National Mission for biodiesel plant

D) India support for UN effort

7. Meaning of common but differentiated responsibility

8. A) United Nations Frame work Convention on Climate Change

B) Western Mining Corporation

9. Issues related with water and oil resources

## Chapter 18

### Globalisation

#### Introduction:

Globalization is a multi-dimensional concept. It basically denotes the integration of world economies under overall frame work of World Trade Organization. In Indian concept it means

making Indian economy as an integral part of world economy by breaking all barriers of free movement of goods, technology, labor and capital from India and to rest of the world.

This chapter gives an overview on globalization examine its meaning causes and consequences. We assess the resistance of globalization as well as analyze how it affects developing nations like India.

## Unit frame

Concept /idea	Process activity with assessment	Learning outcomes
<b>Globalization</b>	Show pictures/Videos relating to Global food culture. Interactive discussion on the topic “globalization “  <b>Assessment</b> - Response of student - General awareness  <b>Skills</b> - Communication - Observation	<ul style="list-style-type: none"> <li>• Describe the multi dimensional nature globalization</li> <li>• Identify the impact of globalization in real life.</li> </ul>
<b>Causes of globalization</b> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Advanced communication system</li> </ul>	Assignment on Causes of globalization  <b>Assessment</b> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Assimilation of Concept</li> <li>• assignment</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Draw conclusion</li> </ul>	Explain the factors that influenced the concept of globalization
<ul style="list-style-type: none"> <li>• Political consequence</li> <li>• economic consequences</li> <li>• Cultural consequences</li> </ul>	<b>Debate</b> on consequences of globalization  <b>Assessment</b> Participation Presentation Logical thinking Timely intervention <b>Skill</b> Justification Categorizing	<ul style="list-style-type: none"> <li>• Critically evaluate the political consequences of globalization.</li> <li>• Analyse the economic impact of globalization</li> <li>• Evaluate the cultural consequences of globalization.</li> </ul>

	Comprehension	
India and globalization	Material review	Describe the impact of globalization on Indian economy
<ul style="list-style-type: none"> <li>• Resistance to globalization</li> <li>• India and resistance to globalization</li> </ul>	Panel Discussion <b>Assessment</b> Conceptual clarity Discussion note <b>Skill</b> Intrapersonal Comprehension	<ul style="list-style-type: none"> <li>- List out international movement against globalization</li> <li>- Explain the role of socio political movements of India in resisting globalization.</li> </ul>

## Activity Detailing

### Debate

#### Cultural consequences globalization

A debate can organize to transact “cultural effects of globalization”. The students can be grouped into two either by random or by choice. The teacher instructed to refer content matter in the text, relevant newspaper reports, magazine etc.. In the day of debate a panel of students should be formed to evaluate the performance of the learners and the transaction of content .Teacher should be monitored and add any suggestion if required.

After the completion of debate ask the students to prepare debate note.

#### TE question

1. Define the concept of globalization and the causes for its origin?  
Score 3
2. What are the economic implications of globalization? Score 3
3. “All over the world the old ‘welfare state is giving way to a mere police state’ in the light of this statement critically evaluate the role of state in the era of globalization?  
Score 3
4. Resistance to globalization in India has come from different sections of society .examine India’s resistance to globalization? Score 3
5. Write a note on World Social Forum Score 2

6 Write a note on cultural consequence of globalization?

score 3

**Answer Key**

1. Define the concept of globalization.
  - developmental technology
  - flows of capital and commodities
  - advanced communication system
- 2 Hints - economic gains
  - neocolonialism
  - deregulations of policy
- 3 -traditional notion of sovereignty changed  
Welfare state changed to minimal state
  
- 3 Erosion of state capacity
  - Welfare state gives way to minimal state
  - State, as unchallenged political community
- 4 -economic liberalization -policy of privatization
- 5 - Movement against WTO. Privatization; liberalizations policy
- 7 -westernization-cultural dominance of USA -cultural homogenation
- 8

Concept map

-----

GLOBALISATION

-----

- Concept of globalization
- Causes of globalization
- Political consequences
- Economic consequence
- Cultural consequence
- Resistance to globalization
- India and globalization