POLITICAL SCIENCE

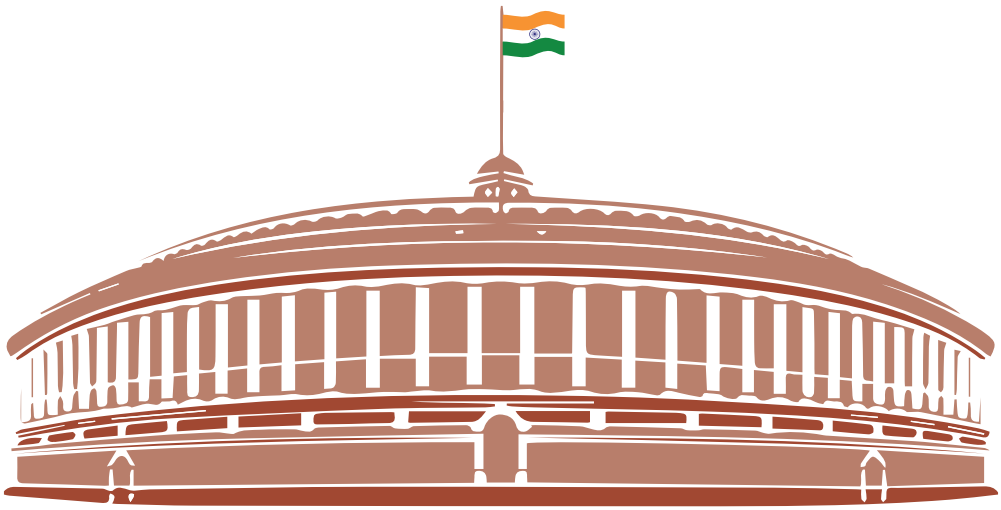
HIGHER SECONDARY FIRST YEAR

Teacher's Handbook

GOVERNMENT OF TAMIL NADU

POLITICAL SCIENCE

Teachers Handbook



HIGHER SECONDARY FIRST YEAR

Volume - I & II

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Untouchability is Inhuman and a Crime

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POLITICAL SCIENCE

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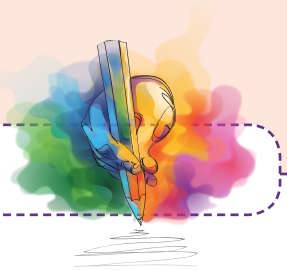
1. PREFACE



Dear Teachers,

Political science is a social science which deals with systems of governance, and the analysis of political activities, political thoughts and political behavior. As political scientist Harold Lasswell has explained, politics is the process of determining who gets what, when they get it, and how they get it. This is why Aristotle viewed political science as the master science - because politics affects pretty much every other human social endeavor. Political science helps us to understand politics.

Political Science is that branch of the social sciences that studies the state, politics, and government. Political Science deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behavior. The Greek thinker, Aristotle, defined political science as the study of the state.

Political Science is not a standalone field and it intersects many other branches like sociology, economics, history, anthropology, public policy among others. Political scientists are much sought after these days because of the changing landscape of politics across the world and since the society wants to understand how the political world works, they need someone to explain the nuances of the political economy. Any casual perusal of the newspapers and the television channels reveals that political scientists are at the forefront of debates and discussions for their knowledge and expertise.

According to Garner, "Political Science begins and ends with the state" The 'state' is the central theme of Political Science. It is the study about the state, its origin, its nature, its structure, and its functions and so on. Modern political scientists have also emphasized the element of power in the study of the subject. Abraham Kaplan, Harold. D. Lasswell defined politics as the "study of shaping and sharing of power".They suggest that struggle for power is the subject matter of the study of politics.

Since this struggle takes place at all levels-domestic, local, regional, national and international – politics becomes universal activity. So the study of political science or politics include not only state and government but also an enquiry into the struggles for power that takes place at all levels beginning from the household to the world at large. Hence a comprehensive view of the subject of political science involves everything connected with the life of man in the process of making himself.

PREFACE

The objective of this handbook is to help teachers in imparting quality and value based education in classes. The handbook orients teachers towards the new text book prepared in keeping with recent ICT development, e-governance and paradigm shifts in Politics and to meet the current challenges to enhance the successful Political Science teaching. The handbook contains explanatory notes, practical suggestions for classroom exercises and evaluation methods. In particular, evaluation has been built into the teaching-learning process so that the learning gaps of the students are addressed then and there. Periodical and chronological assessment is recommended to gauge the learning capacity of students as well as their special needs. It also serves the purpose of monitoring the changes taking place in student's learning progress.

The facts in the texts of the lessons are presented objectively, coherently and, to the extent possible, lucidly. The explanation of events may sometimes become difficult for learners and for this reason, at the end of each lesson glossaries of unfamiliar terms has been included. Box items are provided to give interesting information relating to the subject matter. The teachers may, accessing net sources, think of snippets and anecdotes relevant to the text and use them for classroom teaching. Furthermore, the source of information relevant to concepts of political science to be taped from internet browsing through via access of Wikipedia. The list of books given in the textbook is intended for the reference of both teachers and learners. Wherever possible, maps have been provided to make sense of references to places, society, state and their Political and Topographical locations. The Google Earth Maps, and Wikimapia will be of great use in this regard.

Today, as we see, there are larger audiences for watching programmes on Television and Audio-Video channels. If the sequence of events covered in the lessons are explained with the aid of audio/visual media, then the students are sure to develop interest in Political Science. With this end in view QR (Quick Response) Codes are provided along with each lesson. These can be read using smart phones, laptops and other similar devices. QR Codes link archives, libraries, museums and the like in the virtual world. Teachers using the laptop can download a QR Code Scanning Programme, available free of cost, and explore the wide range of educational resources available in the web sites. At home the students can also scan QR Codes in the lessons and access the supporting online resources directly.

Greatings

Material Developers

2. HOW TO USE THE BOOK-?

Introduction
A brief abstract of the unit.

Learning objective
Describes about what students are expected to learn by the end of every unit.

Do you know
A piece of information which provides surprise element for the students.

Knowledge Boxes
Additional inputs to the content are provided.

Activity
To explore further about the subject in order to get better understanding of the subject.

Debate
A formal discussion need to be conducted by the students on a particular issue to in order to arrive at a synthesis about that issue.

Case study
A research strategy and an empirical inquiry that investigates a phenomenon within to a real life context.

Conversation
Exchange of ideas which will give better clarity to the subject.

Quotable quote
Quotes of eminent political thinkers that help to bring enlightenment among students.

QR Code
To motivate the students to further explore and enrich the concept

Diagrams
Thematic representation that illustrates the political happenings which will link the theory with practice.

Glossary
Helps the students to become familiar with newly introduced, uncommon and specialised terms.

Evaluation
To check the understanding of the students and helps in arriving at most suitable conclusions.

Reference
List of books that can be referred when there needs a better understanding.

Further readings
Books that will enlarge the knowledge of subject in study.

Web links
List of digital resources

ICT
Lead to improved students learning and better teaching methods.

Key Terms
Helps the students to know the Tamil translation of key terms.

3 Introduction to Lessons

The Political Science textbook for Std. XI, based on the new syllabi, is presented in two volumes. This first volume contains/consists of seven units lessons pertaining to introduction to Political Science, State, Basic concepts of Political Science – Part-I, Basic concepts of Political Science – Part II, Democracy, Forms of Government and Political Thought are there the each and every lesson is comprised of various sub-themes of Political Science like meaning, nature, scope, importance, types, approaches, advantages, disadvantages, theoretical knowledge, concepts, criticism and challenges respectively. The first two units extensively focus on meaning, importance and various approaches of Political Science as well as the State in detail. These topics of lessons are holistically enrich the knowledge of basic concepts of Political Science and its relationship with other social sciences. The next two units of lessons concentrate on basic concepts of Political Science . These lessons deal with the concepts Sovereignty, Equality, Liberty, Law, Citizenship, Rights, Political obligation and Property in an extensive manner. The concept democracy is dealt exclusively in a separate lesson. It deals with the various theories, achievements and challenges of democracy including with the Indian perspectives. Similarly, Government is dealt exclusively in a separate lesson. It comprised of forms of Government which provides the meaning, importance and types of Government. Final part of lesson focuses on Political thought which envisages the Ancient, Medieval and Modern Political thinkers from Plato to Karl Mark.

This second volume contains/consists of eight units. Each and every lesson is comprised of various sub-themes of Political Science with concept definitions, scope, importance, criticisms challenges and etc. The first two units pertaining to Political Ideologies (Part-I) and Political Ideologies (Part-II) extensively focus on different ideologies - Liberalism, Socialism, Communism, Nationalism, Fascism and Nazism, Anarchism, Feminism, Communitarianism, Post modernism and Environmentalism. These topics of lessons holistically enrich the knowledge of students on the basic ideologies of Political Science and its relationship with the society and its contribution to society.

The next two units of lessons concentrate on the very basics of a democracy – Public Opinion, Party System, Election and Representation. Through these two lessons students will be able to have a complete understanding on the essentials of democracy.

The Local Government is dealt exclusively in a separate lesson. It deals with the meaning, nature and importance of local government, Classification of local

government, local governments around the world, and 73rd and 74th Constitutional Amendments. The functioning of local government in Tamilandu and contemporary issues in the local governments are given in separate topics with examples.

Similarly, the subject 'Social Justice' is introduced to the students by providing information on the social hierarchy, varna system, significance and need for social justice, the negative consequences of caste system in India and constitutional provisions against discrimination based on caste. The lesson further deals with the social movements of Tamilnadu which makes the Tamilnadu as pioneering state in ensuring social justice. The political developments in Tamilnadu and political thoughts are always associated with the social emancipation. This 'Political Developments in Tamilnadu' and 'Tamilnadu Political Thought' are dealt in separate lessons.

Unit-1 Introduction to Political Science

It is concentrating the etymological evidence of Political Science and elaborately focuses on definition, nature and scope of Political Science. Further, it deals with the argument of whether Political Science is an art or Science. Further, it has enriched the knowledge about the various approaches to the study of Political Science in detail. The relationship with other Social Science are also highlighted.

Unit-2 State

It envisages meaning and definition of state along with the functions and its essential elements of state. The relationship between Society, State and Government are discussed in a comparative manner. The concept of state Modern State, Welfare State, Soft State, over developed state and post-colonial State are comprehensively elaborated.

Unit-3 Basic concepts of Political Science -I

It comprises of basic concepts of Political Science (part-I) such as Sovereignty, Equality and liberty. The kinds, approaches, characteristics, merits and demerits of all these concepts are examined and highlighted.

Unit-4 Basic concepts of Political Science -II

It consists of basic concepts of Political Science (part-II) which covers the themes like Law, Citizenship, Rights and Duties, Political Obligation and Property. This lesson traces the meaning, nature, significance, Characteristics, Classification, approaches, dimensions, advantages and disadvantages of above mentioned concepts.

Unit-5 Democracy

This lesson focuses the concepts democracy and discusses the definition and types of democracy in a detailed manner. Theories of democracy plays a vital role to the success of democracy. Therefore, this lesson has enumerated various theories like Classical, Marxist, Elitist, Pluralist and Deliberative theories of democracy. Apart from this, measuring and evaluating democracy was also highlighted in this lesson. Further the achievements and challenges of Indian democracy are extensively dealt in this lesson.

Unit-6 Forms of Government

This lesson deals with different forms of Government. It describes the meaning, definition, nature and importance of Government. Further, this lesson has the various forms of Government like Unitary, Federal, Parliamentary and Presidential forms of government. All these Government types are analysed with their characteristics, and kinds, The evaluation and performance of Governments are critically elucidated along with their merits and demerits.

Unit-7 Political Thought

This lesson exclusively deals with Political thought. It covers the Ancient, Mediaeval and modern political thoughts in. The ideas of Ancient Political Philosophers like Plato, Aristotle, St.Thomas Aquinas are discussed. Ideas of the thinkers such as Niccolo Machiavelli, Thomas Hobbes, John Locke and J.J. Rousseau are highlighted as the medieval thinkers. The views of modern political Thinkers J.S. Mill and Karl Marx are also given in a detailed manner at the end of this lesson.

Unit-8 Political Ideologies - Part-I

It deals with political ideologies which are described as the heart and soul of Political Science. The three major variants of Liberalism (Negative Liberalism, Positive Liberalism and Libertarisnism), End of Ideology, and Clash of Civilization are explained in the first sub unit. Secondly Marxism after Marx including the ideological contributions from Lenin, Stalin, Mao, Althusser and the historic debate between Instrumental Marxism and Structural Marxism have been introduced to the students. The major varieties of Socialism like Fabian Socialism, Democratic Socialism, Guild Socialism, Evolutionary Socialism and the important differences between Communism and Socialism are expounded. The meaning, evolution, spread and cardinal theories of Nationalism, factors that contributed to the evolution of Indian Nationalism and the intra national and international challenges are comprehensively detailed here. Finally the origin, core ideological features and critical evaluation of Nazism and Fascism are also analyzed in this chapter

Unit-9 Political Ideologies - Part-II

The remaining important political ideologies are dealt with in this chapter. The etymological meaning, core ideological beliefs and important varieties of Anarchism are explained in the first sub unit. Meaning and different schools of Feminism and the measures that India has taken to promote women empowerment are provided in the chapter. The etymological origin, meaning of Communitarianism and its concept of Individual, Community, state and positive rights are comprehensively analyzed. The cardinal features of Postmodernism like multiple versions of truth, identity politics and deconstruction are also discussed in this chapter. Finally environmentalism contains the philosophical debate between Deep Ecology and Shallow Ecology, place of Ecology in Political Theory and the important ecological movements of modern India

Unit-10 Public Opinion and Party System

This lesson deals with the party system which is adopted by world countries. It traces the emergency and evolution of party system. It also identifies the role of political parties at regional level and evaluates the importance of public opinion in the effective functioning of a democracy.

Unit-11 Election and Representation

This lesson is to bring out the understanding about election system followed in our country quoting the examples of other countries as well. It explains the importance of election commission and the need for fair and free elections. It is an attempt to enlighten the student community with the role of youth in politics and the importance of elections in varied dimensions.

Unit-12 Local Government

This lesson brings out the origin, growth and development of local governments in India. The knowledge of 73rd and 74th Constitutional Amendments is essential to understand the powers, responsibilities and functioning of local governments in India. Therefore, this lesson vividly explains these two Constitutional Amendments. Local government in Tamiladu is given as a separate topic so as to make the students to get a deeper understanding of the Local government around us.

Unit-13 Social Justice

In the Indian context the term 'Social Justice' is always a vital issue. The existence social hierarchy in our society has been the cause of numerous social evils. Hence, knowledge of the issues attached with social hierarchy and the need for social justice are the primary phenomena for a student to understand our Indian society. Therefore, this lesson concentrates on importance of equality, causes of discrimination, just

distribution and other vital areas. Further, a case study of Tamilnadu – a pioneer in ensuring social justice – is discussed in detail.

Unit-14 Political Developments in Tamilnadu

This unit traces the growth and development of Dravidian politics in Tamil Nadu from the dawn of twentieth century.It gives an insight on the emergence of Non-Brahmin movement and other consequential events followed by the entry of Periyar in provincial politics in 1920's.Moreover the anti-hindi agitations and the rule of congress and Dravidian parties together with their achievements have been well explained in this unit so that the students get to easily know the Political developments in Tamil Nadu for over a century.

Unit-15 Tamil Nadu Political Thought

A unique unit covering the background of Tamil Nadu Political thought from the Sangam Age.This is the first time that a separate unit has been allotted to study the Tamil Political thinkers.The main aim is to make the younger generation understand the richness of Tamil Political Thought.In this unit, ancient Tamil political thinker Thiruvallur and his political ideas are dealt extensively. In addition, three major concepts namely Nationalism,Communism and Dravidianism represented by Bharathiyar,Singaravelar and Periyar respectively are introduced to the students of Tamil society.

4 Syllabus

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Unit 5: Democracy	5.1 Definition and Types of Democracy 5.2 Theories of Democracy 5.2.1 Classical Theory of Democracy 5.2.2 Marxist Theory of Democracy 5.2.3 Elitist Theory of Democracy 5.2.4 Pluralist Theory of Democracy 5.2.5 Deliberative Theory of Democracy 5.3 Measuring and Evaluating Democracy 5.4 Achievements of Indian Democracy 5.5 Challenges to Indian Democracy	64

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Unit 12 : Local Government	12.1 Meaning, Nature and importance of Local Government 12.2 Origin and development of local government in India 12.3 Classification of local Government institutions 12.4 73rd Constitutional Amendment-Implementation and Implications 12.5 74th Constitutional Amendment-Implementation and Implications 12.6 Local Government around the world 12.7 The Case of Tamil Nadu 12.8 Contemporary Issues	114
Unit 13 : Social Justice	13.1 What do you mean by Social Justice? 13.2 Equality is Essential for Social Justice 13.3 Just Distribution 13.4 Distributive Justice and Retributive Justice 13.5 John Rawls' Theory of Justice 13.6 Socio-Cultural Equality 13.7 Discrimination - Social Basis Theory 13.8 Affirmative Action 13.9 Status in Madras Presidency	121
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5 TEACHER'S HAND BOOK – XI POLITICAL SCIENCE-APPROACH

An approach to syllabus and Text Book

Our curriculum is developed, imbibing and inculcating new thoughts in the educational psychology and philosophy. It is important to facilitate learning experiences which imbibe these changes and consider individual differences and multiple – intelligence.

Learning Environment

The classroom should be arranged keeping in mind the interest and development of the learner so as to ensure his/her participation in varied learning-activities. The learning activities should be learner–oriented. The conducive atmosphere, especially an environment conducive to the learning should be arranged. The freedom to employ suitable learning strategies which are learner-centered, learner oriented and activity-based, taking into consideration the development and growth in the learning ambience, rests with the teacher.

Information and Communication Technology

Modern era is marching towards with the help of digital techniques and ICT Process, therefore Information and communication Technology has an important role in the construction, dissemination and imparting of knowledge. This is made possible through gathering of information, analysis, interpretation and varied presentations. The 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.

Relevance

ICT is an inevitable one in the modern curriculum system. The ICT can overcome the limitations of the textbook and the transaction of its content. It helps learners to carry out learning activities in an effective manner, to gather relevant and appropriate information, to make excellent presentations and to prepare quality products. Virtual labs can be helpful in situations where real and complex practical activities become impractical. Thus, classrooms go beyond smart rooms and rise to the level of laboratories. Learners can make use of facilities like video conferencing and social media to converse with eminent personalities related to each subject and explore the endless possibilities offered by the technology. In addition, ICT is helpful in various daily needs (online application, exams, interviews, various services etc.)

- Art education is essential to develop and enhance the observation analytical skills, divergent and constructive thinking, and imaginative ability among learners.
- Learners will get the opportunities which promote the development of all levels of intelligence in them.
- Learners will explore the holistic perspectives or linking cybernetics and e-governance in the world/global level.

Political Science education at the higher secondary level aims to develop the articulation and substantiation of the creative skills acquired by the learner and to help the students to understand the ubiquity of politics in detail. Political Science is a social science which focuses on theory, system, concept and practice of government and the analysis of Political activities, Political thought and Political behaviour. Therefore, Political Science is a scientific way of study of the state. It deals and covers extensively with the theory and practice of politics which commonly thought of determining of the distribution of power and resources. Also aptitude for higher studies and research in the field of Indian Government and Politics, comparative Politics, and International relations have to be developed in them.

Teaching Political Science and Evaluation

Political Science is not treated as a separate discipline till high school education, as it comes under the broad umbrella of Social Sciences. The study of Political Science is equated and treated as a separate subject from higher secondary level onwards. Having understood some of the preliminaries of the subject at high school level, the students at higher secondary level are exposed to the various approaches and dimensions of State, Government, application of Statistical tools in population census, voting behaviour Historical data of public policy analysis and chronological, events of treaty, pact, accord, agreement and etc. Further, they familiarize with some of the basic concepts and approaches widely applied in Political Science.

Innovation in teaching Methods

The subject Political Science is both theoretical and application oriented. The real benefit of studying this subject is achieved only when the application of the concepts and theories are understood in relation with the real situations and real world. Hence, the biggest challenge in teaching Political Science at the plus one level in schools is capturing the students' attention, and putting across ideas in such a way that they understand the significance and applications of the subject for real life situations. In order to this to happen, learning experience should be redefined and innovative teaching methods must be adopted so that learning will be more effective and meaningful.

Innovative teaching methods will help teachers to express their ideas effectively and make their classroom teaching interesting. It will also facilitate the students towards better and creative learning. More than the methods, creative teaching is very important and challenging.

Creative teaching is nothing but adopting any creative ideas in teaching a subject based on the creative mind of the teacher. A teacher can go with a original text book and introduce the author and his contribution. In another class, the teacher can go with a set of photo images of popular Political Scientists, introduce them and continue teaching. The teacher may go with the map of Tamil Nadu or India and other countries and ask questions using the map to identify Federal and Unitary States. With the help of creative tools we could stimulate creativity. Drawings, Maps, Pictures and Visual Exercises will excite the young minds and capture their interest on the subject and their learning.

Activity

- Prepare a voter's list on the basis of your class strength and conduct a free and fair way of election in a democratic manner to select the class representative.
- Visit the Assembly and write a report about the role, power and functions of the legislature.

We shall list out some of the innovative teaching methods that can be considered in teaching the subject Political Science. Listing of selected methods here does not mean that teachers have to follow only these listed methods or they have to follow all these methods. Teachers may identify suitable methods relevant to the chapter concerned and carefully adopt these methods. Some of the relevant methods are indicated at the unit-wise teaching text. More than one methods can be used to explain a single idea or concept or issue. It is the ability of the teacher to choose appropriate methods keeping in mind the levels of students, their participation and the subject matter taught.

Audio-visual Tools

For audio-visual record, the inventory should describe series of still photographs, motion pictures, sound recordings, video recordings, or multimedia applications that are arranged under a single filling or numbering system, relate to the subject of Political Science.

Role Play

Role Play will give the students, skills to handle problematic social interactions, such as bullying, and gender inequality, which may happen as they progress through life. When children are engaged in role playing it helps them to develop their way of thinking and helps them to develop feelings of empathy. Role play is an approach to teaching and learning. Role play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and try different strategies.

Seminar

It is a formal presentation by one or more students and the rest of the students are encouraged to discuss the subject matter and clarify their doubts. Seminar presentation requires teacher guidance to selected students to prepare on specific topics. Students may be encouraged to use Power Point presentation in their seminars. A seminar is a form of academic exercise, either at an academic institution or offered by a commercial or professional organization. It focuses each time on some particular subject, in which everyone present is requested to participate. The motivational aspect of seminars is supposed to bring new life to your business by teaching you to apply new tactics which you might not have known before. Take notes. If you write down an idea that motivates you, you might be more likely to apply it.

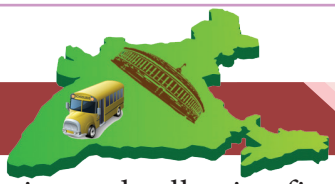
Brainstorm

It is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. In a brainstorming session, a group of students meet to generate new ideas and solutions on a specific problem of study. Students are made to think more freely and they suggest many spontaneous new ideas as possible. All the ideas are noted down and should not be criticized. After brainstorming session, the ideas are evaluated by the teacher. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge.

Group Discussion

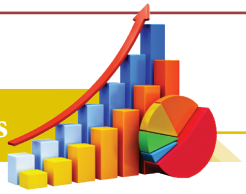
A group of students are made to discuss on a topic or subject for a limited time and then ask a member of the team to consolidate the arguments and present it coherently. Depends upon the strength of the classroom, several groups may be formed and each group may be given different topics for discussion. If there are difficulties involved in arranging parallel groups, students may be asked to sit in a circle form and one group may sit in the middle of the circle and continue their discussion. Teacher may regulate the discussion and change the group members now and then.

Field Visits

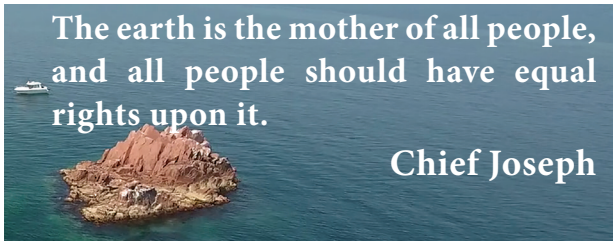


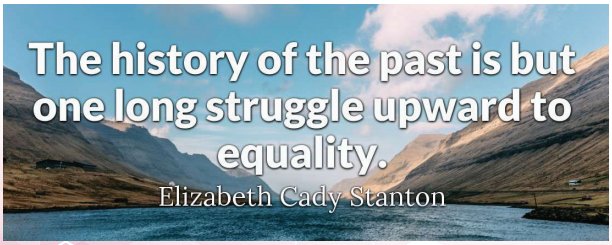
It is the process of observing and collecting first-hand information about people, Parliament, Assembly, Firms, cultures and natural environments. The purpose of the field visit is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities.

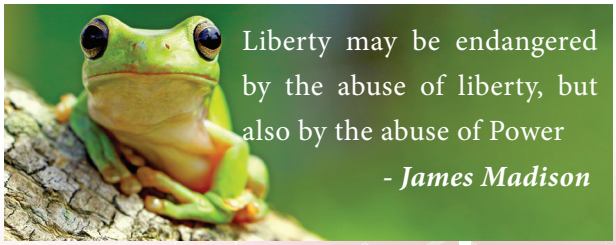
Professional development of Teachers



Teachers must be exposed to listening, reading, writing and speaking skills related to the latest developments in the subject. Teachers may be given orientation and refresher trainings related to teaching, learning, evaluation and extension on the subject.







6. Books for Further Reading

- Plato, The Republic.
- Aristotle, Politics.
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8. TEACHING SCHEDULE (JUNE TO FEBRUARY)

Month / Week	Unit	Content	Transactional Periods
June I week	I	**1. Introduction to Political Science** 1.1 Meaning, Definition Origin of Political Science 1.2 Nature of Political Science 1.3 Scope of Political Science 1.4 Is political Science 1.5 Approaches to the study of Political Science	**11 Periods**
June II Week **June III Week**	II	**2. State** 2.1 Meaning and Definition of State 2.2 Essential Elements of State 2.3 Society, State and Government 2.4 Functions of Modern State 2.5 Concept of Welfare State 2.6 Concepts of Soft State 2.7 Concepts of Over Developed State 2.8 Concepts of Post-Colonial State	**13 Periods**
June IV Week	III	**3. Basic concepts of Political Science -I** 3.1 Sovereignty 3.2 Equality 3.3 Liberty	**13 Periods**
July I Week **July II Week**	IV	**4. Basic concepts of Political Science -II** 4.1 Law 4.2 Citizenship 4.3 Rights and Duties 4.4 Political Obligation 4.5 Property	**10 Periods**
July III Week	V	**5. Democracy** 5.1 Definition and Type of Democracy 5.2 Theories of Democracy 5.2.1 Classical Theory of Democracy 5.2.2 Marxist Theory of Democracy 5.2.3 Elitist Theory of Democracy 5.2.4 Pluralist Theory of Democracy 5.2.5 Deliberative Theory of democracy 5.3 Measuring and Evaluating Democracy 5.4 Achievements of Indian Democracy 5.5 Challenges to Indian Democracy	**13 Periods**

July IV Week		Midterm Examinations	
August I Week **August II Week**	VI	**6. Forms of Government** 6.1 Introduction 6.2 Meaning. Definition and Nature of Government 6.3 Unitary Form of Government 6.4 Federal Form of Government 6.5 Parliamentary Form of Government 6.6 Presidential Form of Government 6.7 The concepts of Government 6.8 How to Evaluate the performance of a Government	**14 Periods**
August III Week **August IV Week** **September I Week**	VII	**7. Political Thought** 7.1 Plato 7.2 Aristotle 7.3 St. Thomas Aquinas 7.4 Niccolo Machiavelli 7.5 Thomas Hobbes 7.6 John Locke 7.7 Jean- Jacques Rousseau 7.8 John Stuart Mill	**10 Periods**
September II Week		**Quarterly examination**	
October I Week **October II Week**	VIII	**Political Ideologies - I** 8.1 Liberalism 8.2 Communism 8.3 Socialism 8.4 Nationalism 8.5 Fascism 8.6 Nazism	**14 Periods**
October III Week **October IV Week**	IX	**9: Political Ideologies - II** 9.1 Anarchism 9.2 Feminism 9.3 Communitarianism 9.4 Postmodernism 9.5 Environmentalism	**14 Periods**

November I Week	X	**10. Public Opinion and Party System** 10.1 Defining Public Opinion: 10.2 Hindrances to formation of a genuine public opinion 10.3 Definition of Political Parties 10.4 Functions of Political Parties 10.5 Role of Political Parties in a Democracy 10.6 Modern Party system 10.7 Role of Political Parties in a Democracy	**7 Periods**
November II Week **November III Week**	XI	**11. Election and Representation** 11.1 Meaning and nature of Franchise and Representation 11.2 Types of Representation/Reservation of Constituencies 11.3 Free and Fair Elections 11.4 Election Commission of India 11.5 Electoral Reforms, Anti-Defection Law 11.6 State Funding of Elections 11.7 Role of Youth in Politics	**14 Periods**
November IV Week		**Midterm Examinations**	
December I & II Week	XII	**11. Election and Representation** 12.1 Meaning, Nature and importance of Local Government 12.2 Origin and development of local government in India 12.3 Classification of local Government institutions 12.4 73rd Constitutional Amendment-Implementation and Implications 12.5 74th Constitutional Amendment-Implementation and Implications 12.6 Local Government around the world 12.7 The Case of Tamil Nadu 12.8 Contemporary Issues	**14 Periods**

December III & IV Week		Half yearly examination	
January I Week **January II Week**	XIII	**13 : Social Justice** 13.1 What do you mean by Social Justice? 13.2 Equality is Essential for Social Justice 13.3 Just Distribution 13.4 Distributive Justice and Retributive Justice 13.5 John Rawls' Theory of Justice 13.6 Socio-Cultural Equality 13.7 Discrimination - Social Basis Theory 13.8 Affirmative Action 13.9 Status in Madras Presidency	**14 Periods**
January III Week **January IV Week**	XIV	**14 : Political Developments in Tamil Nadu** 14.1 Political History of Tamil Nadu 14.2 Emergence of Dravidian Movement 14.3 Justice Party 14.4 Contributions of Justice Party 14.5 Peiyar E.V. Ramasamy 14.6 Self Respect Movement 14.7 Anti Hindi Agitation 14.8 Dravidian Movement during World War II and after 14.9 Rajaji Regime (1952-54) 14.10 Kamaraj Era (1954-1963) 14.11 Dravidian Rule in Post-Independence Tamilnadu	**14 Periods**
February I Week	XV	**15: Tamil Nadu Political Thought** 15.1 Historical Background 15.2 Ancient Political Ideas 15.3.Nationalism 15.4. Communism 15.5. Dravidian Ideology	**7 Periods**
February		**Midterm and Revision Examinations**	

9. How to use unit wise Guidance

Teaching / Learning tools

Teaching /learning tool is an object (such as a book, picture, or map) or device (such as a computer) used by a teacher to enhance or enliven classroom instruction.

Spotlight

Direct attention to or focus attention on a problem or situation or a theme or a subject matter.

Learning Objectives

Learning objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

Learning Outcomes

Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Transactional Strategy

The transactional strategy involves teaching reading strategies and how to use them together. It helps students improve their reading comprehension. It combines the benefits of all learning strategies.

Class Room Situation

A classroom is a learning space. A class room situation means the nature of the situation in a class room whether it is conducive for the teaching and learning.

Assessment

The action or an instance of making a judgment about something through a scientific method. It is a tool that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Recommended Activity

It is an academic activity recommended to the students in which the students learn the subject matter through their active participation.

Home Assignment

A task or piece of work allocated to someone as part of a job or course of study. Home assignment, is a set of tasks assigned to students by their teachers to be completed in their homes.

Remedial activity

A remedial activity is one that is meant to improve a learning skill or rectify a problem area. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific subject areas.

Extended learning

It is time refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

Debate and Discussion

Debate is a process that involves formal discussion on a particular topic. Discussion is an action or process of talking about something in order to reach a decision or to exchange ideas.

Class room collective exercise

It is an academic exercise collectively done by the students of a class through which they improve their understanding of a topic/ subject.

Textual Exercise

It is an activity related to text carried out for a specific purpose.

Case Study

Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Essay

A short piece of writing on a particular subject.

Brain Mapping

Using Brain Mapping Tools to Promote Independent Learning and Study Skills. Brain mapping is a revolutionary approach to both teaching and learning. Using mind maps as an innovative thinking tool in education helps students to visualize and externalize concepts and understand the connections between different ideas.

Diagram

Thematic representation that illustrates the political happenings which will link the theory with practice.

QR Code

To motivate the students to further explore and enrich the concept

Seminar

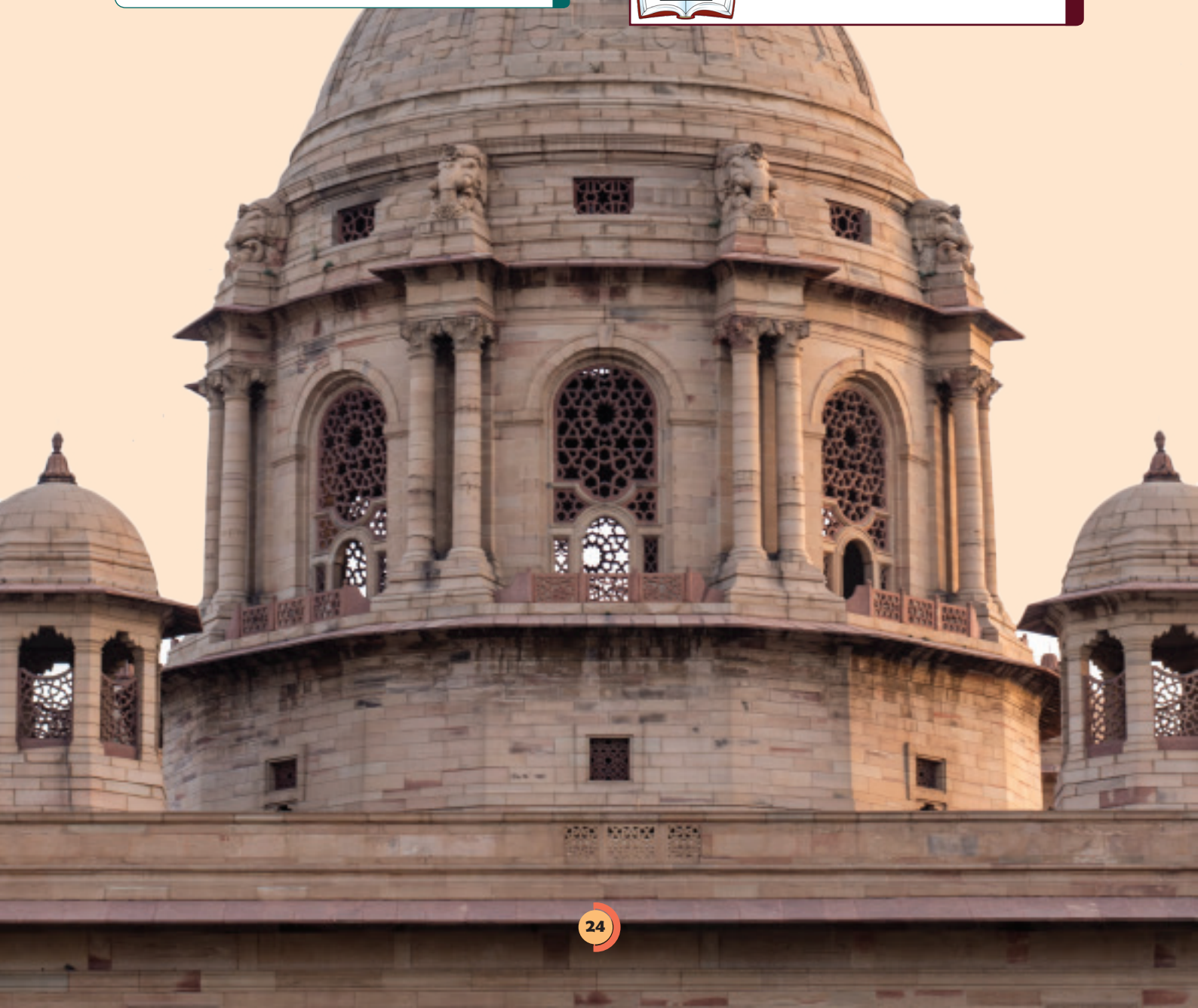
A class at a school in which a topic is discussed by a teacher and a small group of students. A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate.

ICT

Lead to improved students learning and better teaching methods.

Questions for Class room discussion and worksheets

Fill in the blanks



10. Teaching and Evaluation Unit-wise Guidance

Class – XI | Political Science | Volume: I | Unit -1

1 Introduction to Political Science

1.1 Meaning, Definition and Origin of Political Science
1.2 Nature of Political Science
1.3 Scope of Political Science
1.4 Is Political Science, a Science or an Art?
1.5 Approaches to the Study of Political Science

HT61YQ

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, reference books, dictionary, black board and chalks.

Spotlight

- Knowing the term 'Politics'.
- Learning the growth of the discipline.
- Acquires knowledge about the broad scope of Political Science.
- Understands how Political Science is interrelated to other disciplines.

Learning Objectives

- To provide insights into the meaning, nature and changing scope of the discipline.
- To know whether Political Science is an art or a science.
- Throws light on the various approaches to the study of Political Science.
- To know the relationship of Political Science with other Social sciences.

Learning Outcomes

- At the end of the lesson the students should be able to
- Understand the core idea of what is Political Science.
- Identify the broader scope of Political Science.
- Tell whether Political Science is a science or an art.

- Understand the traditional and modern approaches to the study of Political Science.
- Gain knowledge on how Political Science is related to other social science disciplines.

Time Required	Transactional Strategy	Classroom Situation
30 minutes	Warm up and introduction (visual and oral activity) Warm up with recall of what they studied in lower grade/class about Political Science	Write the important terms related to the lesson on the board and ask the students to think of it.
	The following questions can be asked: ❖ What are the sources of studying Political Science? ❖ What do you know about politics? ❖ What is the difference between State Government and Society?	**Assessment:** ❖ Ask them to explain the manner in which politics affects the life of people. ❖ Guide them to understand the meaning of Political Science. ❖ Ask questions such as how Political Science emerged as a discipline? and Why should we study Political Science?
10 minutes	Visual support to prod their memory. Display charts showing the evolution of Political Science.	
1 period	Draw the attention of the students towards the opinion of various scholars on Political Science.	Ask the students to take notes on the video lesson as it plays. Ask questions from the video. Clarify the doubts of students on the definition of scholars given in the text book.
2 periods	Teach the students about the nature and scope of Political Science. ❖ The following questions can be asked: ❖ Why man is a social animal? ❖ Why do we have rules and regulations? ❖ What is Political Dynamics? ❖ Do you know about International Political Science Association?	**Assessment:** ❖ Ask the students to explain their understanding about the nature of Political Science. ❖ Students can explain the subject matter of Political Science.

2 periods	Teach the students about whether Political Science is a science or an art? **Ask them the following questions after teaching the topic:** ❖ What is Political Science? ❖ What Political Science is not? ❖ Is Politics Scientific in nature? ❖ Can Political Science be called as a social science?	Students can be divided into groups and these questions can be asked to them. At the end, they can get clarification from the teacher.
2 periods	Teach the students about the various approaches to the study of Political Science. **After teaching the topic the following questions can be asked:** ❖ What is an approach? ❖ What is a Traditional Approach? ❖ What is a Modern Approach? ❖ Which is the oldest approach to study politics? ❖ Which approach traces the origin and development of political institutions? ❖ Why do we call institutional approach as structural approach? ❖ Which approach focuses on political behavior? ❖ Why Marxist approach is different from other modern approaches?	Teachers can prepare charts to explain this topic to students. Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. **Assessment:** Ask the students to identify the basic characteristics of every approach for studying Political Science.
2 periods	Teach the students about the relationship of Political Science with other social science disciplines. **The following questions can be asked:** ❖ What is a social science? ❖ In what way history is useful to Political Science? ❖ What is political economy? ❖ Differentiate between political order and moral order?	**Assessment** Ask the students to understand the inter linkages between Political Science and other social science disciplines. Let the students point out the meeting point of their relationship. **Home Assignment** Ask students to prepare a chart at the end of the classes.

	❖ What is political behavior? ❖ What is a political institution? ❖ Questions like these help them to recap and remember what they learnt from class room teaching.	**Remedial activity and extended learning** The students after reading the text book may seek the teachers help in clearing their doubts. **Home Assignment** The students divided into groups may write an essay on any of these topics. They may present it in the classroom and improve their presentation skills.
1 period	Teach the students on the concepts given in the glossary. **The following question may be asked to the students:** ❖ What is their understanding about a particular concept? (eg. Realism)	Students to be guided to comprehend the terms related to Political Science given in the glossary concerning first unit. Let the students clarify doubts on the terms in the glossary related to first unit under the guidance of teacher. **Assessment** Question can be put to students on ❖ The origin of Political Science. ❖ Various definitions on Political Science. **Debate and discussion** ❖ Preparation of at least 10 multiple choice questions on each topic of the unit to enable students to gain insight into the lesson. ❖ Arrange a quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members. Formation of groups to collect related reference books from the library and make a presentation on an assigned topic in a seminar.

Class room collective exercise

- On how various approaches are contributing to study Political Science.
- Compare Traditional and Modern approaches
- Is Political Science is an art or science?

Textual Exercise

A brief discussion on this unit where in the students will give the answer (Read from the text).

Teacher to support/guide

Recommended Activities

- Each group of students may be given the task of summarizing the main features of various approaches by preparing a chart.
- Divide the black board into seven columns, write the title as given below and ask each group to answer the question asked by pointing out the main aspects of relationship of Political Science with other social science disciplines.

Disciplines	History	Economics	Ethics
How is it related to Political Science?			

Disciplines	Sociology	Psychology	Public Administration
How is it related to Political Science?			

- Ask the students to write their response in the space provided in the blackboard. Let the other students check whether it is correct or not.
- Make a visit to your nearest political institution like village Panchayat office and write your observations for presentation in the classroom.

BRAIN MAPPING

Diagram – I

Approaches to the study of Political Science

Traditional Approaches
- Philosophical Approach
- Historical Approach
- Legal Approach
- Institutional Approach

Modern Approaches
- Sociology Approach
- Psychological Approach
- Economic Approach
- Behavioural Approach
- Marxist Approach

Diagram – II

Relationship of Political Science with other disciplines

Political Science
- History
- Economics
- Ethics
- Sociology
- Psychology
- Public Administration

Questions for Class room discussion and worksheets:

- What do you know about politics?
- Discuss Aristotle's views on happiness.
- Who is John.W.Burgess?
- What is behavioral method?
- What is the main focus of post behavioralism?
- What is a Public Policy?
- Can Political Science be equated to a Natural Science?
- What is meant by Ethics?
- Discuss Kautilya's political ideas in Arthasastra.
- Who are your favourite political thinkers? Give reasons.

HTEX1D

Essay/Seminar Topics

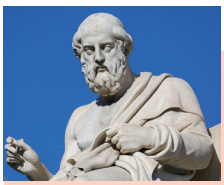
- Origin of Political Science.
- Thiruvalluvar on Politics.
- Cicero on 'Politics and the limits of reason'.
- Nehru's 'Tryst with Destiny' Speech.
- Major Political Institutions in India.
- Scientific Nature of Political Science.
- Explain how a person is bounded by laws from birth to death.
- Exponents of Traditional and Modern Approaches to the study of Political Science.
- International Political Science Association.
- Relationship between Political Science and Public Administration.

Case Study

- Have a write up on Abraham Lincoln's Gettysburg Address (1863).

Fill in the blanks

- The term Politics is related to the Greek word _____.
- Aristotle was born in the year _____BC(BCE).
- The author of Arthasastra is _____.
- _____said that 'Man is by nature a Political animal'.
- American Political Science Association was founded in the year_____AD(CE).
- 'Political Science is the study of both State and Government' was said by _____.
- _____is an exponent of Economic Approach to the study of Political Science.
- The oldest approach to the study of politics is _____.
- _____called Political Science by the name of Political Economy.
- _____deals with all the aspects of human behaviour.



Man is by nature a political animal and he, who by nature and not by mere accident is without State is either above humanity or below it.

-*Aristotle* in his book Politics

There is a limited amount of power in society, which can only be held by one person or group at a time.

- Karl Marx

Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -2

2 State

2.1 Meaning and Definition of State
2.2 Essential Elements of State
2.3 Society, State and Government
2.4 Functions of Modern State
2.5 Concept of Welfare State
2.6 Concept of Soft State
2.7 Concept of Over Developed State
2.8 Concept of Post-Colonial State

HTNT31

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, reference books, dictionary, black board and chalks.

Spotlight

- Provides an understanding of the term 'State'.
- Introduces the elements of State to students.
- Throws light on the modern concepts of State.

Learning Objectives

- To understand what is State and its functions.
- To have a glimpse on the different views of various thinkers about the State.
- To have an insight on the four elements of State.
- Identify the linkages between society, State and government.
- To familiarize the students on the concepts of modern State, welfare State, soft State, over developed State and post colonial State.

Learning Outcomes

At the end of the lesson the students will be able to:

- Learn the concept of State and its functions.
- Know the significance of population, territory, government and sovereignty as essential elements of State.
- Differentiate between State, society and government.
- Understand the conceptualization of various categories of State.

Time Required	Transactional Strategies	Clasroom Situation
20 minutes	Warm-up and Introduction (Visual and oral activity) Warm up with recall of what the students studied in lower grade/class about State. The following questions can be asked: ❖ What is Political Science dealing with? ❖ What is your understanding about State? ❖ Why do we live in a State? ❖ How did Nation-States emerge? ❖ Is India a State? ❖ Is it correct to call Tamil Nadu as a State?	Discuss how modern nation-States began?. Tell the students about the factors that led to the decline of feudalism and what influenced the rise of a nation State? **Assessment** ❖ Ask the students to tell what is a State? ❖ Guide them to understand the notion of State. Questions such as why State restricts us? or why it compels us to do certain things are to be posed to the students.
20 minutes	Visual support to prod their memory Display charts showing the emergence of a modern nation State. Show a video on the formation of modern nation States in Europe.	Based on this the students can be asked a question on Nation State, how many of you agree that nation States did not exist prior to ADCCE 1500's? Why or Why not? Ask students to take notes on the video lesson as it plays.

		Assessment
		At the end of the video ask the students. ❖ Which factor do you think was the most influential on bringing about nation States to existence? ❖ Tell students to continue thinking about the facts that led to the rise of nation States for a project to be assigned later in the lesson. Ask the students to read the definition aloud in the class. Students can study in groups and underline the words/phrases and concepts that need clarification from the teacher.
2 periods	Teach the students about the meaning and definitions of a State. The following questions can be asked at the end of the class. ❖ Why do we consider State as the most powerful of all social institutions? ❖ Is State essential for human beings? If yes, how? ❖ Why did Aristotle called man as a social animal? ❖ Who used the term 'State' for the first time? ❖ Who are the main thinkers of Social Contract Theory? ❖ What is a Social Contract?	Ask the students to read the definition aloud in the class. Students can study in groups and underline the words/phrases and concepts that need clarification from the teacher.
2 periods	Draw the attention of the students on the various definitions on State. Teach the students about the four essential elements of State viz, Population, Territory, Government and Sovereignty. The following questions can be asked to them.	Having these elements in mind, ask the students whether India is qualified as a State?

	❖ What would be our living conditions without a State? ❖ What is the difference between political map and physical map? ❖ Why did Plato fix the population of State as 5040? ❖ Does the State make laws for all its citizens? ❖ Can State be without territory? ❖ Is sovereignty important to State?	**Home Assignment** Ask each student to have a write up on any one of the sovereign nations in the world. Each student can be allotted a sovereign State by the teacher.
2 periods	Teach the students about the next topic, society State and government. The following questions can be asked to the students. ❖ Why do we live simultaneously in family, society and State? ❖ How society and State are interrelated? ❖ What is government to do with the State and society? ❖ Why did humans felt the need of the State? ❖ What is a modern State?	Students to learn how society had emerged. Students should be guided to understand how State emerged. **Assessment** Ask the students to identify the basic characteristics of society, State and government. **Home Assignment** Ask the students to prepare a chart on the Treaty of Westphalia.
2 periods	Teach the students about the various functions of a modern State. The following questions can be asked to the students. ❖ What should be the motto of a modern State? ❖ What are the economic functions of a State? ❖ Form the 'Cradle to would you tell why the modern State has to take care of its citizens from cradle to Grave? ❖ Why do we call the modern State as a welfare State?	Students are expected to know the functions of a modern State. Students should be guided by the teacher to understand the activities of a State.

3 periods	Teach the students about the conceptualization of States into different categories like welfare State, soft State, over developed State and post-colonial State. On completing this topic the following questions can be asked. ❖ What is a welfare State model? ❖ How did welfare State concept originate in western Europe? ❖ What is a colonial State? ❖ What is societal indiscipline? ❖ What are post-colonial developing States? ❖ Are developed State and over developed State the same? If no, explain why? ❖ Why do we call a post colonial State as a developing State? ❖ Questions like these helps the students to understand and differentiate between these concepts.	Students to learn the different concepts and understand them. Students to be guided for learning the characteristics of these concepts and the teacher has to clarify the doubts at the end. **Assessment** Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. Based on the understanding, the students are asked to tell these concepts with guidance from the teacher.
1 period	Teach the students about the concepts/ ideas which are given in the glossary at the end of this unit. Questions like these may be asked to the students. What is Scandinavia? ❖ Do you think that any of the concept/phrase is not given in the glossary?	Students to be guided to comprehend the terms given in the Glossary of the second unit. Let the students clarify their doubts on the terms in the glossary related to second unit.
	Textual Exercise A brief discussion about the unit where in the students will give the answer (Read from the text) Teacher to support/guide.	**Remedial activity and extended learning** The students after reading the whole unit may seek the teacher's help in clearing their doubts.

Recommended Activities

- Each group of students may be given the task of summarizing the main aspects of the elements of State by preparing a chart.
- Each group of students may be given the task of summarizing the main features of modern State, welfare State, soft State, over developed State and post colonial State.
- Students may organize a mini exhibition of the welfare activities of a State.
- In a chart, the students can draw the map of India with its population mentioned (as per 2011 Census) and understand its territory with the guidance of the teacher (can be done in groups – the best group can be given appreciation points).
- Students may be asked to browse the internet and prepare an album portraying the perfect examples of a modern State, welfare State, soft State, over developed State and post colonial State.
- The school/teacher can arrange to get an expert in the subject and make them to interact with the students.

Home Assignment

The students as instructed by the teacher may write an essay on each concept / topic in several groups. They may present it in the class room.

Assessment

Questions can be put to the students on.

- Awareness of State.
- Evolution of the concept of State
- Census of India, 2011
- The utility of government.

Debate and Discussion

- Role of State in providing essential services.
- Interrelationship between society and State.
- Compare soft State and over developed State.

Class room collective exercise

- Ask the students to prepare atleast 10 multiple choice questions on each topic of the unit to enable students to gain an insight into the lesson
- Arrange a quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members.
- Ask these groups to collect related reference books from the library and make a presentation on an assigned topic in a seminar.

Questions for Class room discussion and worksheets:

- What is your understanding about a State?
- Who are social contractualists?
- What makes India as a State?
- What is a Diplomatic Mission? Assess its role.
- Do you know about Rohingya refugees?
- Why Census is important?
- Who is a citizen?
- What is a sovereign State?
- Why society is called as a social organization?
- What is meant by modernity?

HUVKHC

Essay/Seminar Topics

- Core ideas of Social Contract Theory.
- Government is the working agency of the State.
- Initiations taken by Tamil Nadu to promote Agriculture.
- Main outcomes of Montevideo Convention on Rights and Duties of States.
- Mahatma Gandhi's Hind Swaraj.
- Organization and functions of United Nations.
- Features of Right to Education Act.
- Write about the theme of any Tamil movie which deals with Welfare State.
- Compare the Human Development Index of Scandinavian countries with India.
- Rights of women in a modern State.

Case Study

- Have a write up on Pakistan as a over Developed State.
- Have a write up on the topic 'Is India a soft State?

Fill in the blanks

- The term 'State' was first used in the writings of _____.
- 'Man is free but immoral'. This was said by _____.
- Montevideo Convention on Rights and Duties of States was held in the year _____.

- The last census of India was conducted in the year _____.
- _____ and _____ are the most important ancient Greek city States.
- India occupies _____% of the Global area.
- The father of modern theory of sovereignty is _____.
- The capability approach on the economic functions of the State was explained by _____.
- In India, the pre-conception and prenatal diagnostic techniques (PCPNDT) Act was passed in the year _____.
- _____States have emerged out of the process of decolonization after the Second World War.

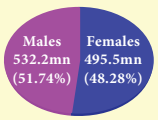
CENSUS2011

15th CENSUS of INDIA SINCE 1872

Cost	₹ 22,00Cr
Cost per person	₹ 18.19
No. of census functionaries	0.27Cr
No. of langeages in which schedules were canvassed	16
No. of languages in which training manuals were prepared	18
Paper utilised	8,000 MTs
Material moved	10,500 MTs

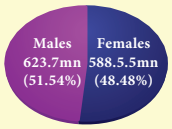
Census 2001

Sex ratio:933



Census 2011

Sex ratio:940

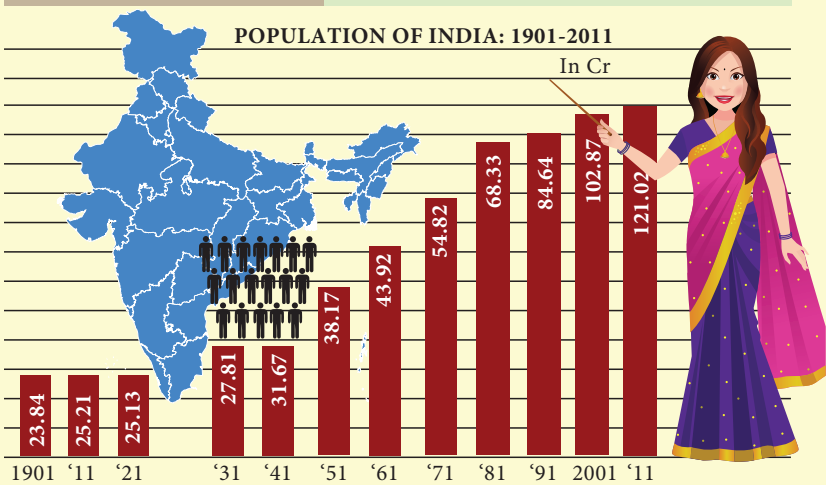


The population of India at 121.02 cr is almost equal to the combined population of USA, Indonesia, Brazil, Pakistan, Bangladesh and Japan

2001-2011 is the first decade (with the exception of 1911-1921) which has added lesser population compared to the previous decade

The population has grown by more than 18.1Cr during the decade 2001-2011

Overall sex ratio at the national level has increased by 7 points since Census 2001 to reach 940



Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -3

3 Basic Concepts of Political Science – I

HV5GNZ

3.1 Sovereignty

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, reference books, dictionary, maps, apart from black board and chalks.

Spotlight

- Know the origin and meaning of sovereignty.
- Gathering knowledge about the characteristics of sovereignty.
- Enumeration of kinds of sovereignty.
- Craving about the aspects of sovereignty.
- Acquiring knowledge about the meaning and dawn of pluralism.
- Understanding sovereignty entrusted by Indian Constitution.

Learning Objectives

- To know the origin and meaning of sovereignty.
- To study the characteristics of sovereignty.
- To list out the various types of sovereignty.
- To learn about the two aspects of sovereignty.
- To bring out the nature and emergence of pluralism.
- To collect the information about sovereignty that enshrined in the Indian Constitution.

Learning Outcomes

- At the end of the lesson students will be able to:
- Know the meaning and significance of sovereignty in the State.
- Understand the various aspects and kinds of sovereignty in detail.
- Gain knowledge about different characteristics of sovereignty.
- Acquire the knowledge about the two aspects of sovereignty. Internal sovereignty and external sovereignty respectively.
- Rejuvenate the role and importance of pluralism in democracy.
- Know the constitutional aspects of sovereignty incorporated in the Indian Constitution.

Time Required	Transactional Strategy	Classroom Situation
15 Minutes	**Warmup and introduction (Visual and oral activity)** Warmup with recall of what they studied in lower grade/class about sovereignty State and its elements. ❖ What are the elements of State? ❖ What do you know about sovereignty? ❖ What are the different types of sovereignty? ❖ Why sovereignty is a necessary one? ❖ Why government is maintaining and safeguarding the internal sovereignty? ❖ How far State is maintaining external sovereignty along with the neighboring countries? Draw their attention to the importance of sovereignty and its permanency in the State and explaining to them about the invisibility of sovereignty and also insisting the moral aspects of sovereignty in the State.	Writing the important terms related to the topic on the board and list out the various types of sovereignty. Furthermore showing of the State interest on sovereignty and writing down in the board about the importance of people's sovereignty by the way of exercising like, internal and external sovereignty and ethics of the government for good governance. **Assessment** Ask the students to excel the ideas of sovereignty and ask them about the different types of sovereignty. Guide them to identify the characteristics of sovereignty and ask the students what will happen if sovereignty is not existed in the State? try to get the answer from the students.

		To evaluate the understanding of students. Ask questions like, why India is not interfering on the affairs of other countries? and whether the State exist without sovereignty or not? are to be posed.
10 minutes	**Visual support to prod their memory:** Display world maps showing the British colonial countries at different locations. Showing Geographical encroachment of European powers to the other nations. Narrating India's sovereignty after Indian independence. ❖ Ask how popular sovereignty gained momentum in the world level? ❖ Ask what is nominal sovereignty? ❖ Do you know the role of Napoleon, Mussolini and Hitler in the field of sovereignty?	Students to learn the characteristics and aspects of sovereignty and also to know about the various kinds of sovereignty. Students to be guided to comprehend the terms related sovereignty given in glossary. **Assessment** Ask the students to explore the internal and external sovereignty and discuss with them the nature of sovereignty and its kinds in detail.
3 to 4 periods	After teaching, the lesson needs to be read aloud in class by students. The following questions can be asked later. ❖ Do you know the meaning of sovereignty? ❖ How do you know that India is a sovereign State? ❖ What are the differences between real and nominal sovereignty? ❖ Why India is called as a sovereign State? ❖ Would you identify the pluralist view of sovereignty? ❖ What is popular sovereignty? ❖ What is pluralism?	Students can study the comparison of different kinds of sovereignty, and also study in pairs and underline the words/phrases and concepts and technical words that need clarification from teacher. **Remedial activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts. **Home Assignment** The students may write a essay or a particular aspects of sovereignty or kinds of sovereignty. They may present it in the classroom to exhibit their presentation skill.

	❖ Why the Constitution of India declares India to be a 'Sovereign' State? How far the Supreme Court of India reiterating the values of sovereignty? Questions like these help them to recap and remember what they learn from class room teaching.	**Assessment** **Questions can be put to students on:** ❖ The meaning and characteristics of sovereignty. ❖ List out the various types of sovereignty. ❖ Indian Constitution and sovereignty.
	Textual exercise A brief discussion where in the students will give the answer (read from the text). Teacher to support/guide; Refer to the map/Atlas of British and France.	**Debate and Discussion** ❖ Threat of external sovereignty. ❖ Decline of popular sovereignty. ❖ Failure of Legal sovereignty. ❖ Merits and Demerits of Titular sovereignty.
	Recommended activities The characteristics of sovereignty is given in the text; based on that students to prepare a colourful (with suitable pictures/drawing) timeline comprehensively; (can be done in groups the best group can be given appreciation points). ❖ Each group of students may be given the task of summarizing the main features and kinds of sovereignty by preparing chapters. ❖ Students may be asked to browse the internet and prepare an album portraying evolution and types of sovereignty. ❖ A visit to Parliament/Assembly executive council meeting/king palace (if there is any nearby) and write their observations for presentation in the classroom. ❖ The school/teacher can arrange to get an expert in the sovereignty or any related field and make them to interact with the students.	**Classroom collective exercise** Preparation of atleast 10 multiple choice questions on each section of the lesson to enable students to gain an insight into the lesson. Arrange a quiz programme in the class. Formation of groups to collect related political science books from the library and make a presentation on a assigned topic in a seminar.

Questions for Class room discussion and worksheets:

- What is sovereignty?
- Discuss the importance of sovereignty?
- List out the types of sovereignty?
- What are the characteristics of sovereignty?
- How did Nominal sovereignty differ from Real sovereignty?
- What do you know the significance of popular sovereignty?
- Brief note on political sovereignty?
- How does De-facto sovereignty differentiated from De-Jure sovereignty?
- What is pluralism? and what are the criticisms for pluralism?
- Explain the Indian Constitution and sovereignty?

Essay/Seminar Topics

- The origin and meaning of sovereignty.
- Aspects of sovereignty.
- Types of sovereignty.
- The importance of political sovereignty.
- The merits and demerits of legal sovereignty.
- The dawn of pluralist theory.
- John Austin's theory of sovereignty.
- The criticisms of pluralist theory.
- Indian Constitution and Sovereignty.
- The Supreme Court cases which deals about the sovereignty in India?

Fill in the blanks

- The term sovereignty has been derived from the _____ word.
- _____means supreme or paramount.
- The term sovereignty has been used by Bodin's in his work _____ in 1576.
- Indivisibility is the life line of _____.
- Napoleon became the _____ sovereign.
- Harold J. Laski is an exponent of _____ theory.
- The President of India is a _____ sovereign.
- External sovereignty implies that every State is _____ of other States.
- Absolute theory of sovereignty was popularized by _____.
- In the year of _____ Indira Gandhi Vs Raj Narain case the Supreme Court added 'sovereignty' as an important aspect of Constitution.

3.2 Equality

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, slides, reference books, dictionary, maps apart from blackboard and chalks.

Spotlight

- Knowing about the equality.
- Establishing egalitarian society through equality.
- Understanding the concept of equality and inequality in a balanced manner.
- Learning knowledge about the distributive justice.
- Collecting information about the dimensions of equality.
- Acquiring knowledge about types of equality.
- Grasping the ideas of equality enshrined in the Indian Constitution.
- Tracing the perception of Affirmative action.

Learning Objectives

- To know the meaning and the importance of equality.
- To understand the concepts of equality.
- To learn about various dimensions of equality.
- To study the different kinds of equality.
- To gather knowledge on perspectives of equality enshrined in the Indian Constitution.
- To assess the affirmative action of equality.

Learning Outcomes

At the end of the lesson the students will be able to:

- Understand the meaning and significance of equality.
- Know the concept of equality.
- Gain knowledge about various dimensions of equality.
- Expose the different kinds of equality.
- Envisage the constitutional perspectives of equality prescribed by the Indian Constitution.
- Acquire knowledge about the affirmative action of equality.

Time Required	Transactional Strategy	Classroom Situation
15 Minutes	**Warm-up and introduction (Visual and oral activity)** Warm–up with recall of what they studied in lower grade/class about equality. Practiced in the all over the world. ❖ What are the reasons for studying the significance of equality? ❖ what do you know about equality? ❖ What are the incidents brought down the necessity of equality? ❖ Why equality is a basic and fundamental rights of human beings? ❖ What are the difference kinds/ types of equality. ❖ When did India adopted right to equality in Indian Constitution? ❖ Drawing their attention to the fact that the equality is in an over-whelming manner exercised in the modern society.	Writing the important terms of the lesson on the board along with the changing technology and life style to relate the equality. Focuse on the emergence of equality all over the world over the period. **Assessment** ❖ Ask the students to differentiate the importance of equality and problems of inequality. ❖ Furthermore insisting on ways and means to remove the inequality in modern era. Guide them to identify the different types of equality and informing them the establishment of egalitarian society in the welfare State. Ask them to show or locate the countries in the map where equality maintained in the State order. ❖ Narrating them about the importance of equality.
10 Minutes	**Visual Support to prod their memory** Display charts/maps showing the different countries and periods like ancient, medieval and modern period by focusing status of equality in the respective countries. ❖ Ask the students when and where they read the equality in the texts? ❖ Ask how they gained knowledge about equality from different sources? ❖ Ask them what are the dimensions and types of equality	Students to learn the dimensions and types of equality that existed in the world order. Students to be guided to comprehend the terms related to equality given in glossary. **Assessment** Ask the students to explore the equality before the First World War and after the Second World War and discuss with them about present scenario of equality in the digital era.

	❖ Do they know where the first revolution taken place for the cause of equality?	
3 to 4 Periods	(After teaching, the lesson needs to be read aloud in class by students section by section. **The following questions can be asked later:** ❖ Where did the students practiced the equality in their life? ❖ Where was the revolution taken place for fighting against inequality? ❖ Do you know the meaning of equality? ❖ What are the different dimensions of equality? ❖ Would you identity the countries where equality is found in their constitutional structure? ❖ What is the importance of economic equality? ❖ Do you understand the significance of political equality? ❖ How equality can be promoted? ❖ What is your perception about equality in the modern era? ❖ How do you feel that affirmative action is necessary in practicing equality? ❖ What do you think about equality in India?) Questions like these help them to recap and remember what they learn classroom teaching.	Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. **Remedial activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts; **Home Assignment** The students may write on a particular types/dimensions of equality from various resources. They may present it in the classroom to home their presentation skill. **Assessment** **Questions can be put to students on:** The position of equality before and after the World War. Enumeration of various types of equality with Indian experience. The needs of equality in the world order. **Debate and Discussion** Over the period the status of equality in India. Strengthening gender equality in the mundane level. Finding ways and means to eradicate the inequality in the world order.

	Textual Exercise	Classroom collective exercise
	A brief discussion wherein the students will give the answer (read from the text) Teacher to support/ guide; Refer to the Map/Atlas of the different countries and their emergence of equality. **Recommended activities** ❖ Highlight the dimensions of equality and types of equality which are given in the text; The students are asked to prepare a colorful (with suitable picture/drawings) evidence comprehensively; (can be done in groups the best group can be given appreciation points). ❖ Each group of students may be given the task of summarizing the main features of the equality, types of equality by preparing charts. ❖ Students may organize an mini-exhibition or the gender equality. ❖ Students may be asked to browse the internet and prepare an album portraying the dimensions and types of equality.	Preparation of at least 10 multiple choice questions on each section of the lesson to enable students to gain insight into the lesson. Arranging a quiz programme in the class. Formation of groups to collect liberty related Political Science books from the library and make a presentation on an assigned topic in a seminar.
30 Minutes	A visit to a Parliament or Assembly / Samathuvapuram site (if there is any nearby) and write their observations for presentation in the classroom. The school/teacher can arrange to get an expert in equality in the field and make them to interact with the students.	

Questions for Class room discussion and worksheets

- What do you mean by equality?
- Why equality is important?
- What is distributive justice?
- What are the different dimensions of equality?
- List out the types of equality?
- Describe the Laski's views on equality.
- Explain the importance of political equality.
- Define the Affirmative Action.
- Discuss the equality in Indian Constitution.
- How equality can be promoted?

Essay/Seminar Topics

- Meaning and the importance of equality.
- Equality in India.
- Dimensions of Equality.
- Types of equality.
- Rule of Law and Civil equality.
- Equality of opportunity and education.
- Relation between Liberty and Equality.
- The concept of Equality in Indian Constitution.
- Perception of affirmative action.
- Gender Inequality.

Fill in the blanks

- Equality means State of being _____.
- Equality derived from Latin word of aequs / aequalis meaning _____.
- _____ was prominent leader of non-violent civil rights movements in USA.
- The word 'Civil' is derived from the _____ word civilis or civis.
- Right to vote is a _____ right.
- _____ is a political philosophy that emphasized the moral worth of the individual.
- In England, _____ is in force and in the eyes of it all are equal.
- Right to contest in election and right to hold public office is the _____ equality.
- Article 14 of the Indian Constitution deals about _____.
- Article 18 of Indian Constitution deals with _____.

3.3 Liberty

Teaching / learning tools

Hardware requirements for power point presentation, video player, photos and videos, charts, slides, reference books, dictionary, maps apart from blackboard and chalks.

Spotlight

- Knowing the introduction to liberty and the various views of exponents of liberty.
- Learning the origin and the importance of liberty.
- Trace the historical context of liberty.
- Grasping the different phases of liberty.
- Acquiring knowledge about the types of liberty.
- Understanding about the Individualist views about liberty.

Learning Objectives

- To study the meaning, significance and various views of exponents of liberty.
- To learn the classification of liberty.
- To emphasize the perspective of various ideologies on liberty and freedom.
- To learn the significance of independent judiciary in democracy.

Learning Outcomes

At the end of the lesson the students will be able to:

- Learn the meaning, origin and the importance of liberty.
- Understand the historical context of liberty.
- Gain knowledge about different phases of liberty.
- Acquire knowledge of types of liberty.
- Study the various ideologies on liberty and freedom.
- Understand the safe-guards of liberty through the independent judiciary in democratic States.

Time Required	Transactional Strategy	Classroom Situation
15 Minutes	**Warm-up and introduction (Visual and oral activity)** Warm-up with recall of what they studied in lower grade/class about the liberty and classification of liberty. ❖ What are the sources for studying Historical context of liberty? ❖ What do you know about the French Revolution? ❖ What are the different types of equality? ❖ How Indian Constitution is safeguarding liberty? ❖ Do you know the significance of personal liberty? ❖ Draw their attention to the fact that the liberty is essential components of the people in all over the world.	Writing the important terms related to the lesson on the board along with the present scenario of liberty. **Assessment** ❖ Ask them to emphasize the meaning, origin and importance of liberty. ❖ Guide them to identity the various dimensions of liberty and classification of liberty. ❖ Questions such as why liberty is the free will of the society? And why individual liberty is very important? are to be posed.
10 Minutes	**Visual support to prod their memory** Display charts / Atlas showing the occurrence of liberty in the world order over the period and showing the countries where revolution break out against the negligence of liberty. ❖ Ask the students what they remember about the various views of exponents of liberty. ❖ Ask how liberty used in western countries? ❖ What was the legal form of liberty? ❖ Do you know the significance of personal liberty?	Students to learn the dimensions and types of liberty from historical context. Students to be guided to comprehend the term related to liberty given in glossary. **Assessment** Ask the students to explore the dimensions and types of liberty and discuss with them the nature and historical context of liberty in detail.

3 to 4 Periods	After teaching, the lesson needs to be read aloud in the class by students section by section. The following questions can be asked later: ❖ What do you know about the liberty? ❖ How shall we trace the origin of liberty? ❖ What are the dimensions of liberty? ❖ Would you able to list out the types of liberty? what are they? ❖ Why liberty is very important? ❖ What are the phases of liberty? ❖ Do you explain the importance of economic liberty? ❖ What is your opinion about individualist views on liberty? ❖ How does law protect liberty? ❖ How liberty is safeguarded? ❖ Why independent judiciary is important? Questions like these help them to recap and remember what they learn from class room teaching. **Textual exercise** A brief discussion wherein the students will give the answer (read from the text); Teacher to support/ guide; **Map Skill** Refer to the Map/Atlas of the French Revolution and History of Catalonia.	Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. **Remedial Activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts. **Home Assignment** The students may write an essay on a dimensions and types of liberty. They may present it in the classroom to hone their presentation skill. **Assessment** Questions can be put to students on: ❖ The origin and historical context of liberty. ❖ Enumeration of various dimensions and classification of liberty. ❖ The equality in the Indian Constitution. **Classroom collective exercise** Preparation of at least 10 multiple choice questions on each section of the lesson to enable students to gain insight into the lesson. Arrange a quiz programme in the class. Formation of groups to collect related liberty books from the library and make a presentation on an assigned topic in a seminar.

	Recommended activities	
	❖ A Historical context of liberty is given in the text; based on that, students to prepare a colorful (with suitable pictures / drawings) timeline / Highlights comprehensively; (can be done in groups-the best group can be given appreciation points). ❖ Each group of students may be given the task of summarizing the main features of liberty and types of liberty by preparing charts. ❖ Students may organize an mini-exhibition or the Liberty and French Revolution drama. ❖ Students may be asked to browse the internet and prepare an album post describing the Historical context of liberty.	
30 Minutes	❖ A visit to a museum / or Samathuvapuram/legislative Assembly (it there is any nearby) and write their observations for presentation in the classroom. ❖ The school/teacher can arrange to get an expert in liberty or any related field and make them to interact with the students.	

Questions for Class room discussion and worksheets:

❖ What do you know about the liberty?
❖ List out the origin and historical context of liberty.
❖ What are the two phases of liberty?
❖ How about liberty, sovereignty and law are related with each other?
❖ How liberty is safeguarded.
❖ How does constitutional law protect liberty?
❖ What are the factors involved in the violation of liberty?

HVECQM

- How personal liberty to be safe guarded?
- What is your opinion about the role of liberty in safeguarding Independent Judiciary?
- Explain the equality and Indian Constitution.

Essay/Seminar Topics

- The origin and exponent views on Liberty.
- Historical context of Liberty.
- Dimensions of Liberty.
- Classification of Liberty.
- Positive and Negative Liberty.
- Arguments on Liberty.
- Perspectives of various ideologies or freedom and Liberty.
- Idealist view on Liberty.
- Individualist view on Liberty.
- Indian Constitution and liberty.

Fill in the blanks

- Liberty remained an essential element for both man and _____ for progress.
- The French Revolution took place in the year of _____.
- The Glorious Revolution in England takes place in the year of _____.
- The term liberty has been derived from the Latin word _____ which means free from all shackles.
- For J.S.Mill's liberty means _____ liberty.
- _____ liberty covers equal right for women and children.
- According to _____ liberty ceases to exist in the absence of laws.
- Liberty is safer in _____ than any other form of Government.
- Article 19-22 of Indian Constitution deals about Right to _____.
- Rule of law was popularized by British Jurist _____.

Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -4

4 Basic Concepts of Political Science – II

4.1 Law
4.2 Citizenship
4.3 Rights and Duties
4.4 Political Obligation
4.5 Property

HVN8SA

Teaching / learning tools

Hardware requirements for power point presentation, Video player, photos and videos, charts, reference books, dictionary, black board and chalks.

Spotlight

- Acquiring knowledge about legal rights.
- Understanding the value of citizenship.
- Knowing about rights so as to perform the duties.
- Learning the concept of Political Obligation.
- To familiarize the term 'Property'

Learning Objectives

- Understanding the essence of law by knowing its purpose, sources and classification.
- To know about citizenship and its multi-dimensional aspects in a State.
- To have an understanding of rights guaranteed by the State.
- To throw light on the political obligations of citizens from theoretical and practical perspective.
- To learn the notion of property and its feminist perspectives.

Learning Outcomes

At the end of the lesson the students will be able to:

- Know the application and implication of laws to our society.
- Identify the interconnection between State, law and morality.
- Assess the qualities of a good citizen.
- Understand and differentiate between rights and responsibilities.
- Have an insight into the fundamental rights of an Indian Citizen.
- Understand their political obligations to the State.
- Know about property as a natural right.

Time Required	Transactional Strategy	Classroom Situation
20 Minutes	**Warm-up and introduction (Visual and oral activity)** Warm –up with recall of what they studied in lower class about the concepts of law, citizenship and rights and duties. **The following questions can be asked:** ❖ Why should we have laws? ❖ How can you say that I am an Indian Citizen? ❖ Do you have any rights? ❖ Have you heard of the term Political Obligation? ❖ What are your responsibilities?	The Students are introduced to the basic concepts of Political Science like law, citizenship and rights and duties. **Assessment** ❖ Ask the students why law is important to protect a progressive nation. ❖ Guide the students to understand the notion of citizenship. Questions such as why should we have certain duties towards the State should be asked.
20 Minutes	❖ Visual support to improvise the memory of students. ❖ Display charts showing various laws and duties of a citizen. ❖ Show a video on the human rights of individuals.	The students are able to understand how well they are connected to society through the law of the State and get awareness on their duties as a responsible citizen. Ask students to take notes on the video lesson as it plays and ask them to get clarified on their doubts.

		Assessment At the end of the video ask the student about the following ❖ What is your understanding about rights? ❖ What are the causes for discrimination? ❖ How can everyone be treated equally? ❖ How can we protect our rights by means of laws?
2 Periods	Teach the students about the meaning, purpose, classification and sources of law. The following questions can be asked at the end of the class. ❖ What did bodin say about law? ❖ Can justice be ensured by law? ❖ How was the term 'Law' derived? ❖ Will laws protect all our human rights? ❖ Can we say that law represents the will of the majority? ❖ Has society the Right to pass judgment on public matters of morals? ❖ What will happen if there is no law in a State? ❖ Why administrative laws are not popular in India? ❖ Are law and public opinion related to each other? ❖ What are the sources of law? Draw the attention of students towards the various kinds of laws. Make them understand the differences between them.	❖ Ask the students to read aloud the views of various scholars on law. ❖ Students can study in groups and underline the words/ phrases and concepts that need clarifications from the teacher. ❖ Ask the students to draw a diagram of the various sources of law in the Black Board, (they may be selected in groups). **Debate** Can law restrict the traditional Bull Taming Sport in Tamil Nadu? **Assessment** Ask the students to identify the fundamental features of various kinds of laws. **Home Assignment** Ask the students to prepare a chart on the various purposes of law and the aspects touched upon by it.

2 Periods	Teach the students about citizenship and how it is linked to various other aspects. At the end of the classes, the following questions can be asked to the students. ❖ You are a citizen of this country. Why and how? ❖ What are the differences between a natural and naturalized citizen? ❖ What do you know about citizenship in Greek City States? ❖ Do citizens have political rights? ❖ Are we a citizen of Tamil Nadu? If not, how? ❖ How will a person loose his/her citizenship? ❖ Do you know what our constitution tells about citizenship? ❖ Can you be a citizen of two countries at the same time?	Ask the students to read aloud the definition of citizenship by various scholars in the class. The students are expected to observe and understand the concept of citizenship. **Debate and Discussion** ❖ Can a person born in a foreign country become the Prime Minister of India? ❖ Is Global Citizenship a myth or reality? **Home Assignment** Ask each student to have a write up on the means of acquiring and losing citizenship of any one of the sovereign nations in the world. Each student can be allotted a sovereign State based on their interest or as instructed by the teacher.
2 Periods	Teach the students about the rights and duties which should be including its meaning, definition, features, types and also on fundamental rights guaranteed to the citizens of India. At the end of the classes the following questions may be asked: ❖ How can you be a responsible citizen? ❖ What are your rights as a citizen of the State? ❖ Is it our responsibility to make sure that we are not disrespecting the human rights of others? ❖ Do we have rights naturally? ❖ What is your understanding about U.S bill of Rights? ❖ Why do we have constitutional remedies?	**Activity Bill of students' rights:** ❖ Together as a class ask the students to draft a bill of students' rights. **Responsibility Day:** Ask students to keep track of every responsible action they take during the course of a particular day and make a summarized report to be presented in the class.

- Can rights be protected by law alone?
- In spite of various laws why discrimination exists in our society?
- What are your educational rights?
- Why should we protect our natural resources?
- Do you have the Right to property?
- What is the significance of Right to Information Act, 2005?
- Do you have Right to Privacy?. If so, to what extent?
- Who are transgender?
- Why education is important to exercise our rights?
- What is meant by an Informed Citizen?

Common Good

Organise a class or school wide event where the students can clear up or make improvements to the class/school. For this purpose the students can be divided into groups to manage different events and activities like fund raisingsale, painting walls, picking up trash, planting trees or flowers or getting sponsor for sports equipment.

Remind the students that they are responsible for maintaining their community and are working for their common good..

Assessment

- The students are expected to learn how the rights and duties exist in our State.
- Ask the students to identify the basic differences between various kinds of rights. Let them get clarifications on this and also on their responsibilities.

Debate and Discussion

- What are the Rights that the students can or cannot have?
- What are the limits of our personal liberty?

Home Assignment

- Ask the students to prepare a chart on fundamental rights. Let the best be appreciated in the class.
- Draw a chart comparing the responsibilities of yourself and your teacher. The teachers have to guide /Instruct the students

2 Periods	Teach the students about the concept of Political Obligation, its features, kinds and theories. The following questions can be asked to the students. ❖ Do you think that the Government administration must be transparent? ❖ Do you know what the Government expects from you? ❖ What is your understanding about Political Obligation? ❖ Do you know the difference between Political Obligation and Political Authority? ❖ Why should we obey the State? ❖ What is a civilized society? ❖ Do you know the distinction between positive and negative obligation?	Students to learn the concept of Political Obligation. Students are to be guided for learning the kinds of political obligation along with various theories of it. The teacher has to clarify their doubts at the end. **Assessment** Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. Based on the understanding, the students are asked to explain the kind or theories of Political Obligation in the class. **Discussion** ❖ As a student discuss about your Political Obligations towards the State.
1 Period	Teach the students about the concept of property and about the twentieth century developments including feminism. Also throw light on the notion of property in Indian context. The following questions can be asked to the students. ❖ What kind of property do you possess as a student? ❖ What is meant by Public Property? ❖ Do you know the concept of utilitarian State? ❖ Do you think women are having equal access to resources? ❖ Do you think property creates inequality? ❖ What do you know about Feminism?	❖ Students to learn the concept of property. ❖ Students are to be guided on knowing about feminism. The teacher has to clarify their doubts at the end. **Assessment** ❖ Students should be asked to explain the Social welfare policies of our Government. **Discussion** ❖ Have a discussion on the need to protect public properties.

30 Minutes

Remedial activity and extended learning

The students after reading the whole unit may seek the teacher's help in clearing their doubts.

Home Assignment

- The teacher can ask the students to prepare a chart on their moral obligations.
- The students as instructed by the teacher may write an essay on each concept / topic in several groups. They may also present it in the classroom and the best may be appreciated in the class.

Assessment

Questions can be put to the students on

- Differentiation between equality and equity.
- Rights of senior Citizens.

Textual Exercise

A brief discussion about the unit where in the students will give the answer (Read from the text).

Teacher to support/guide the students in proper understanding of the unit.

Debate and Discussion

- Status of traditional sports in Tamil Nadu.
- Your rights as a family member.
- Women's rights in India.

Recommended Activities

- Each group of students may be given the task of summarizing the main features of rights and obligations towards the State.
- Students may organize a poster exhibition on the rights and duties of a citizen.

Class room collective exercise

- Ask the students to prepare atleast 10 multiple choice questions on each topic of the unit to enable students to gain an insight into the lesson.

	❖ In a chart, the students can write the moral, legal, positive and negative obligations of Indian Citizens (can be done in groups- the best group can be given appreciation points). ❖ Students may be asked to browse the internet and prepare an album of the twentieth century developments in Human Rights. ❖ The school/teacher can arrange for a legal expert / advocate / Human Rights activist and make them interact with the students. ❖ Kindly refer ICT corner to know about the following links: 1. Citizenship 2. Fundamental Duties of Indian Citizen. (Note: Kindly download QR Code App in your smart phone)	❖ Arrange a quiz programme in the class on Fundamental Rights (or) Human Rights. The class can be divided into teams each comprising 4 members. ❖ Ask these groups to collect related reference books from the library and make a presentation on an assigned topic in a Seminar.

Case Study

- Have a write up on the Rights of the marginalized sections of the society.
- India's place in the Human Development Index with its parameters explained.
- Having in mind an issue in you locality, draft an application under Right to Information Act.

Questions for Class room discussion and worksheets:

- How are laws in Democratic and Totalitarian States different?
- What is the difference between physical and human law?
- How to promote justice?
- Why does the legislature enact laws?
- Discuss about the three essential divisions of citizenship according to Marshall's analysis?
- Shall we deliberate on Global Citizenship?
- What kind of role do the students have in the Political Process?
- What can be done to ensure equality in our society?
- How are Directive principles implemented in India?
- Why should we accept the authority of the State?

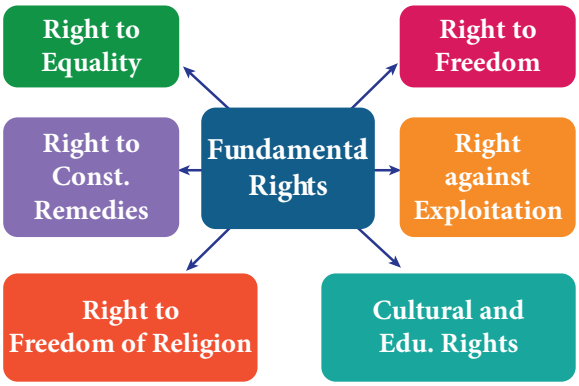
HVX4TX

Essay/Seminar Topics

- Your responsibilities at home, school and as a citizen.
- U.S Bill of Rights.
- Freedom of Religion in Indian context.
- Right to Education.
- Constitutional obligations of a citizen.
- Marxian Theory and Social Order.
- Extent of Political Obligation.
- Application of Utilitarianism today.
- Feminism in 21st Century.
- Property and dignified life.

Fill in the blanks

- _____ is a body of rule which is enforceable by the State.
- "Law is the command of the Sovereign" according to _____.
- In Tamil Nadu, the Bull Tam sport is usually conducted along with _____ Festival.
- No person shall be kept under custody beyond _____ hours.
- Article _____ provides constitutional remedies to the citizens by the Supreme Court.
- Political obligations are of _____ kinds.
- _____ theory States that the respect to the political authority is based on the principle of customary rights.
- Right to property was made a legal right in the year _____.
- The individual is not permitted to do what the Government prevents him from doing so is called as _____ obligation.
- A Pakistan girl, also a Nobel laureate supporting Girls education is _____.



Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -5

5 Democracy

5.1 Definition and Types of Democracy
5.2 Theories of Democracy
5.2.1 Classical Theory of Democracy
5.2.2 Marxist Theory of Democracy
5.2.3 Elitist Theory of Democracy
5.2.4 Pluralist Theory of Democracy
5.2.5 Deliberative Theory of Democracy
5.3 Measuring and Evaluating Democracy
5.4 Achievements of Indian Democracy
5.5 Challenges to Indian Democracy

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, reference books, dictionary, block board and chalks.

Spotlight

- Provides an understanding of the term 'democracy'
- Explains the theories of democracy
- Introduces the various types of democracy
- Evaluates the modern democracy with the contemporary international political events.
- Highlights the achievements of Indian democracy

Learning Objectives

- To understand the definition and characteristics of democracy
- To familiarize the students on the various types of democracy and their features.
- To have an insight on the important theories of democracy
- To understand the modern democracy through contemporary international political events.
- To measure and evaluate the Indian democracy
- To have a glimpse on the achievements of Indian democracy

Learning Outcomes

At the end of the lesson the students will be able to:

- Understand the concept of democracy
- Identify the various types of democracy
- Understand the various theories and their contribution to the growth of Political Science
- Know the strength and weakness of Indian democracy
- Understand different democratic forms of Governments around the world.

Time Required	Transactional Strategy	Classroom Situation
20 Minutes	**Warm-up and introduction (Visual and oral activity)** Warm-up with recall of what they studied in lower class/grade about democracy and Elections. Types of Democracy **The following questions can be asked.** ❖ Who is powerful in a democracy? ❖ What is your understanding about democracy? ❖ Who can vote in India? ❖ Why free and fair elections are necessary for a democracy? ❖ What do you mean by Greek City State?	The students are introduced to the Greek City State, Citizenship and method of elections in ancient Greece. **Assessment** ❖ Ask the students why citizenship is not universal in ancient Greece. ❖ Guide the students to understand the value of democracy Questions such as why should we have democracy? without democracy what will be the status of people? are to be asked to the students.
20 Minutes	❖ Visual support to improve the memory of students ❖ Display charts showing different forms of democracy ❖ Show a video of Abraham Lincoln's Gettysburg address	The students will be able to understand the importance and need for democracy. Ask the students to take notes on the video lesson as it plays.

		Assessment At the end of the video ask the students about the following. ❖ What is the definition of Abraham Lincoln on democracy ❖ Tell the students to continue thinking about the events and individuals that led the growth of democracy.
2 Periods	Teach the students about the different types of democracy. The following questions can be asked at the end of the class. ❖ What is representative democracy? ❖ Can we have direct democracy in India? ❖ Why M.N.Roy proposed radical democracy? ❖ Which type of democracy is ideal for creating equality among various classes? ❖ Why totalitarian democracy is known for mass democracy? ❖ Which type of democracy is ideal for India? Draw the attention of the students towards the various types of democracy. ❖ What did Thomas Jefferson say about democracy?	Ask the students to study in groups and underline the words/phrases and concept that need clarification from the teacher. Ask the students to draw a diagram on the functions of different democracies. **Debate** Can we have 'Recall' of elected representative in India. **Assessment** Ask the students to identify the fundamental differences between totalitarian democracy and representative democracy. **Home Assignment** Ask the students to prepare a chart on the various purposes of different democracy.
2 Periods	Teach the students about the various theories of democracy. At the end of the class, the following questions can be asked to the students. ❖ What are the preconditions for the success of classical democracy?	Ask the student to read the characteristic features of various theories of democracy

	❖ Why Marxist theory views the democracy in the social contest of class analysis? ❖ Why Marxist theory favored the collapse of capitalism? ❖ What did Mahatma Gandhi say about democracy? ❖ What is Iron law of oligarchy? ❖ Will you accept the Marxian view of democracy that Large corporations dominate in production and distribution.	**Debate** Why democracy needs deliberation? Do we need to limit the voting right to select few citizens for the successful function of democracy as told by Plato? **Home Assignment** Ask the students to prepare a chart on the merits and demerits of democracy.
2 Periods	Teach the students about modern contemporary democracy. At the end of classes the following questions can be asked to the students. ❖ Why a written constitution is necessary for a democracy? ❖ Why mass media is considered as fourth pillar of democracy? ❖ Why Judiciary shall be independent and autonomous? ❖ What is Universal Adult suffrage? ❖ why India became a multiparty democracy? ❖ How democracies guarantee right to its citizens.	**Debate** ❖ Human rights are better protected in the modern democracies. ❖ Is an Independent press necessary for the democracy. **Home Assignment** Ask the students to have a write up on the salient features of modern democracies.
3 Periods	Teach the students about measuring and evaluating democracy and also teach the achievements of Indian democracy. At the end of the classes, the following questions can be asked to students. ❖ Why gender equality is considered as one of the criteria for measuring a democracy? ❖ How independent judiciary can protect the basic tenets of democracy?	**Debate** Will India become a super power at the present pace of growth? Can corruption free India possible? What can be done to achieve it. Illiteracy, Terrorism, Corruption, unemployment, Communalism, population growth Which among them is the biggest challenge to democracy?

	❖ Why India follows a quasi-federal form of Government? ❖ What are the obstacles for India to achieve social equality? ❖ Why ensuring rule of law is essential for democracy?	**Home Assignment** Ask the students to prepare a chart on the achievements of Indian democracy.
1 Periods	Teach the students about the concept/ideas given in the glossary at the end of this unit. ❖ What is the state of democracy in India? ❖ Do you think that any of the concept/phrase is not given in the glossary?	Students can be guided to comprehend the terms given in the glossary of the fifth unit. Let the students clarify their doubts on the terms in the glossary related the fifth unit.
	Textual Exercise A brief discussion about the unit where in the students will give the answer (Read from the text) Teacher to support / guide	**Remedial Activity and Extended Learning** The students after reading the whole unit may seek the teacher's help in clearing their doubts.
	Recommended activities ❖ Each group of students may be given the task of summarizing the main aspects of democracy by preparing a chart. ❖ Each group of students may be given the task of summarizing the main features of Athenian democracy, Types of democracy, Theories of democracy, and Modern contemporary democracy. ❖ Students may organize a mini exhibition on the merits of democracy. ❖ In a chart, the students can write the challenges to Indian democracy. Then students can be classified in the groups. Each group is asked to write their views on a challenge. Best group can be given appreciation points.	**Home Assignment** The students as instructed by the teacher may write an essay on each concept/topic in general groups. They may present it in the class room. **Assessment** Questions can be put to the students on: ❖ Meaning and importance of democracy ❖ Growth of democracy after the Second World War. ❖ Challenges to Indian democracy.

- Students may be asked to browse the internet and prepare an album portraying the perfect examples of Presidential form of democracy, Parliamentary form of democracy and Direct democracy.
- The school/teacher can arrange to get an expert in the subject and make them to interact with the students.

Debate and Discussion

- Role of democracy in protecting the rights of the people.
- India will become a superpower despite challenges.

Classroom collective exercise

- Ask the students to prepare at least 10 multiple choice questions on each topic of the unit to enable the students to gain insight into the lesson.
- Arrange a quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members.
- Ask these groups to collect related reference books from the library and make a presentation on an assigned topic in a Seminar.

Questions for Class room discussion and worksheets:

- What is your understanding about democracy.
- What are the primary functions of a democracy?
- Why regular free and fair elections are essential for democracy.
- What is popular referendum?
- Why radical democracy believed in the power of local communities.
- Can India adopt plebiscitary democracy?
- Discover the relevance of Marxian theory today.
- Is separation of Powers necessary for democracy.
- How the power of Judicial review protects the Constitution of India.
- What can be done to the problem of unemployment.

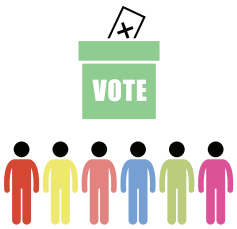
HWFVX8

Essay/Seminar Topics

- Features of Athenian Democracy
- Merits and demerits of plebiscitary democracy.
- Casteism free India.
- Deliberative theory and Panchayat Raj Institutions.
- Separation of religion from politics.
- Emergence of Parliamentary democracy in Bhutan.
- Freedom of Press.
- Gram Sabha
- Monarchy
- 73rd Constitutional Amendment.

Fill in the blanks

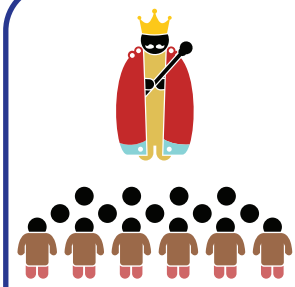
- _____ Propounded Radical democracy.
- The elected representatives can be recalled in _____ democracy.
- According to pareto, those who rule the masses by cunningness are called _____.
- The Gram Sabha meetings are held _____ days in a year.
- Economic rights are ensured in _____ democracy.
- _____ Constitutional Amendment has given reservation for women in the Panchayat Raj institution.
- The voting age in India is _____.
- Electronic Voting Machines (EVM) are introduced in the year _____
- _____ democracy recognizes liberty, equality and fraternity.
- _____ is the rule by an individual with arbitrary and unchecked power.



democracy

Republic

Dictatorship



Monarchy

Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -6

6 Forms of Government

6.1 Introduction
6.2 Meaning, Definition and Nature of Government
6.3 Unitary Form of Government
6.4 Federal Form of Government
6.5 Parliamentary Form of Government
6.6 Presidential Form of Government
6.7 The concept of Governance
6.8 Evaluating the performance of a Government?

HWPRYV

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, slides, reference books, dictionary, maps, apart from block board and chalks.

Spotlight

- Knowing about the meaning, nature and importance of Government.
- Grasping knowledge about the various approaches to the study of Government.
- Gathering information about different types of Government.
- Study about the meaning and importance of Unitary Government.
- Learning the meaning, significance and merits and demerits of federal form of Government.
- Acquiring knowledge about parliamentary form of Government and its advantages.
- Trace the meaning and significance of Presidential form of Government.
- Craving about the knowledge of Government to Good Governance.
- Emphasizing the performance of a good Government.

Learning Objectives

- To know the meaning, definition, nature and importance of Government.
- To learn the different approaches and classification of Government.
- To have knowledge about Unitary form of Government.
- To Study the meaning, importance and advantages and disadvantages of Federal Government.
- To understand the meaning, merits and demerits of parliamentary form of Government.
- To trace the meaning and importance of Presidential form of Government.
- To have knowledge about the Government to good Governance.
- To evaluate the performance of Government.

Learning Outcomes

At the end of the lesson the students will be able to:

- Learn the meaning, nature and importance of Government.
- Understand the various approaches and types of Government.
- Gain knowledge about both Unitary and Federal form of Government.
- Grasp the knowledge in details about the Parliamentary form of Government.
- Understand the meaning and the importance of Presidential form of Government.
- Assess the activities and functions of good Governance.
- Identity the performance of a good Government.

Time Required	Transactional Strategy	Classroom Situation
20 Minutes	**Warm-up and introduction (Visual and oral activity)** Warm-up with recall of what they studied in lower grade/class about the Government and various types of Government and the performance of Government. ❖ What do you know about the various approaches and types of Government? ❖ Can you list out the states which has Unitary form of Government?	Writing the important terms related to the lesson on the board and leadership styles to relate the Government along with the present scenario of political situations.

		Assessment
	❖ What are the merits and demerits of Federal form of Government? ❖ Whether India is a Federal form of Government or not. ❖ Where did first Parliamentary form of Government become popular? ❖ Where did the Presidential form of Government is very popular? ❖ How will you assess the performance of a Governance? ❖ What are the factors responsible for the performance of the good Government? Draw their attention to the fact that the people are having awareness about Government and Emphasizing that parliamentary form of Government is emerged from the British Parliament and tell them that British Parliament is mother of all Parliament.	❖ Ask them to differentiate the various types of Government during different period, especially after the Second World War. ❖ Guide them to identity the difference between unitary form of Government and Federal form of Government and ask them to locate the Federal (states) form of Government in a Political Map. ❖ Comparing the Unitary and Federal form of Government, Questions such as why federal form of Government is better than Unitary form of Government? ❖ What is your opinion about the Quasi-Federal Government? And why Federal form of Government is preferred by many states? Are to be posed.
15 Minutes	**Visual support to prod their memory** Display charts/Atlas showing different Government over the periods and showing the countries which changing from Unitary to Federal States and Showing the countries having the Parliamentary and Presidential form of Government and showing the states free from colonial power and formation of a new Government as they like. ❖ Ask the students what they think about different types of Government.	Students to learn the approaches and types of Government, especially the Unitary, Federal, Parliament and Presidential form of Government. Students to be guided to comprehend the term related to Government given in Glossary.

	❖ Ask the students that the state which is following the Federal form of Government. ❖ Ask why Federal form of Government is most powerful than the Unitary one? ❖ What is the best form of Government to do the good Governance, whether Parliament or Presidential form of Government? ❖ How do you assess the Good Governance? ❖ What are the determining factors for better performances of a Good Government.	**Assessment** Ask the students to explore the various approaches and types of Government and discuss with them the nature, importance, merits and demerits of different forms of Government in detail.
2 to 3 Periods	After teaching lesson about the meaning, approaches and types of Government, the lesson needs to be read aloud in class by students section by section. **The following questions can be asked** ❖ When did the practice of Various Government start? ❖ Which type of Government was prevailing in ancient times? ❖ What are the differences between the Unity and Federal Government? ❖ Why institutional approach is very popular in Political Science? ❖ What is your opinion about despotic Government? ❖ Do you understand the purpose of Government? Questions like these help them to recap and remember what they learn from classroom teaching.	Students can study in pairs and underline the words/ pharases and concepts that need clarification from the teacher. **Remedial activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts. **Home Assignment** The students may write an essay on Approaches and types of Government. They may present it is classroom to hone their presentation skill. **Assessment** Questions can be put to students on: ❖ The meaning and importance of Government. ❖ Enumeration of various approaches and types of Government.

2 to 3 periods	Teach the students about the Unitary and Federal form of Government. The merits and demerits of both these Governments to be explained in detail. At the end of the classes the following questions may be asked: ❖ How did you know the Unitary Government is having centralization of Power? ❖ Why Unitary form of Government has the supremacy of the Central Government? ❖ What are the merits and demerits of Unitary form of Government. ❖ List out the Unitary features of Indian Constitution. ❖ What is your opinion about Federal Government? ❖ What are the benefits of Federal Government? ❖ Why Federal Government is having dual Government? ❖ Is Independent Judiciary necessary in Federal form of Government? ❖ What are the Federal features of Indian Constitution? ❖ List out the demerits of Federal Government. Questions like these help them to recap and remember what they learn from classroom teaching.	Students can study in pairs and underline the words/phases and concepts that need clarification from the teacher. **Remedial activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts. **Assessment** Question can be put to students on: ❖ The significance of Unitary form of Government. ❖ Comparing the Unitary and Federal form of Government. ❖ Enumeration of merits and demerits of both Unitary and Federal form of Government. **Debate and Discussion** ❖ Over the period the decline of Unitary form of Government. ❖ Problems of Strong Centre of Unitary form of Government. ❖ Comparing the flexibility of the constitution in the both Federal and Unitary form of Government. ❖ Role of single citizenship in Unitary Government and Federal form of Government.

2 to 3 Periods	Teach the lesson about the Parliamentary and Presidential form of Government. After teaching, the lesson needs to be read aloud in class by students section by section. The following questions can be asked later. ❖ What do you know about Parliament? ❖ Do you think that Parliamentary form of Government is better than the Presidential form of Government? ❖ What are the merits of Parliamentary form of Government? ❖ Do you list out the disadvantages of Parliamentary Government? ❖ Why American President is highly powerful? ❖ What do you know about Presidential form of Government? ❖ Do you list out the importance of Presidential form of Government? ❖ What are the demerits of Presidential Government? ❖ Compare the Parliament vs Presidential form of Government. Questions like these help them to recap and remember what they learn from class room teaching.	**Remedial activity and extended learning** The students after reading the text book may seek the teacher's help in clearing their doubts. **Home Assignment** The students may write an essay on the advantages of Parliamentary form of Government and Give an account of drawbacks of Presidential form of Government. Students may present it in the classroom to hone their presentation skill. **Assessment** Question can be put to students on: ❖ The importance of Parliamentary form of Government. ❖ Bring out the merits and demerits of Parliamentary form of Government. ❖ Comparison of Presidential vs Parliamentary form of Government. **Debate and Discussion** ❖ Main features of Parliamentary form of Government. ❖ Why the framers of the Indian Constitution adopted for the Parliamentary form of Government? ❖ Difference between the Parliamentary and Presidential form of Government.

2 to 3 Periods	Teaching the lesson about the Government to good Governance and the performance of a good Government. **The following questions can be asked later:** ❖ What is Good Governance? ❖ What is the role of Civil Society in Good Governance? ❖ What are the characteristics of Good Governance? ❖ What are the factors helpful for strengthening the performance of Government? ❖ How a people participatory is necessary for Good Government? ❖ List out the Transparent and inclusive aspects of Good Government. Questions like t hese help them to recap and remember what they learn from classroom teaching. **Textual Exercise** A brief discussion where in the students will give the answer (read from the text) Teacher to support/guide; **Recommended Activities** ❖ A classification of Government is given in the text; based on that students to prepare a colorful (with suitable pictures/ drawings) timeline comprehensively; (can be done in groups – the best group can be given appreciation points).	**Remedial activity and extended learning** The students after reading the text book and concepts may seek the teacher's help in clearing their doubts. **Home Assignment** The student may write on essay on difference between Government and Governance and the characteristics of Good Governance and how to evaluate the performance of a Government? **Debate and Discussion** ❖ Role of Government in Good governance. ❖ What are the criteria to be used to determine Good Governance? ❖ The need of ICT in Good Governance. ❖ Factors responsible for a Good Government. **Classroom Collective Exercise** ❖ Preparation of at least 10 multiple choice questions on each section of the lesson to enable students to gain insight into the lesson. ❖ Arranging a quiz programme in the class. ❖ Formation of groups to collect related to forms of Government and make a presentation on an assigned topic in a seminar.

	❖ Each group of students may be given the task of summarizing the main features of Unitary, Federal, Parliamentary and Presidential form of government and Characteristics good Governance by preparing charts. ❖ Student may organize an mini-exhibition Parliamentary and Presidential form of Government and also about Unitary and Federal form of Government. ❖ Students may conduct mock Parliament (model Parliament and model role of the Presidential form of Government). ❖ Student may be asked to browse the internet and prepare an album portraying the different types of Government to good governance.	
60 Minutes	❖ A visit to a museum or Parliament/ Assembly (if there is any nearby) and write their observations for presentation in the classroom. ❖ The School/Teacher can arrange to get an expert in forms of Government or any related field and make them to interact with the students. **Check the activities in ICT corner in the text book.**	

Questions for Class room discussion and worksheets:

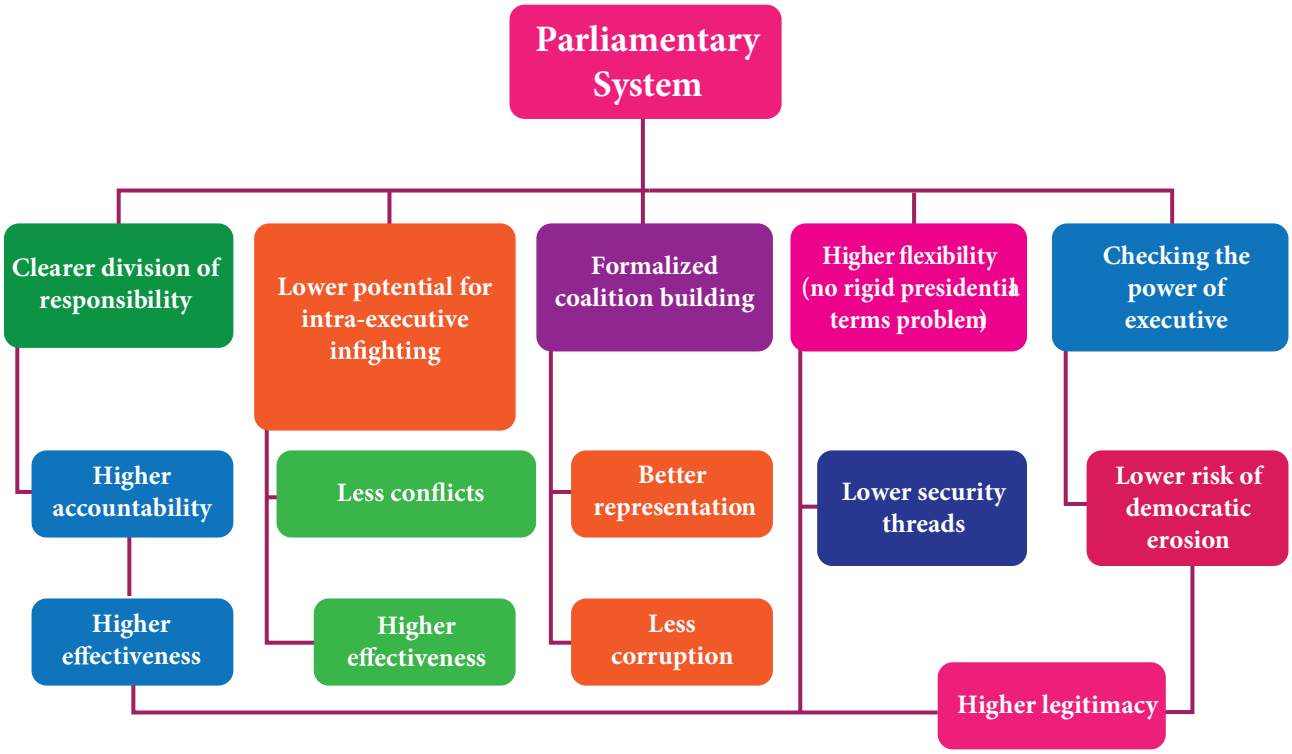
- Explain the meaning and the importance of Government.
- Bring out the various approaches to the study of Government.
- List out the types of Government.
- Discuss the main features of Unitary form of Government.
- Describe the Unitary features of Indian Constitution.
- What are the merits and demerits of Unitary form of Government?
- What do you know about the Federal form of Government?
- List out the Federal features of Indian Constitution.
- Bring out the advantages and disadvantages of Federal form of Government.
- Compare the Unitary form of Government along with the Federal form of Government.
- Explain the meaning and significance of Parliamentary form of Government.
- List out the merits and demerits of Parliamentary form of Government.
- Describe the main features of Parliamentary form of Government.
- What do you know about Presidential form of Government?
- List out the features and importance of Presidential form of Government.
- Discuss the advantages and disadvantages of Presidential form of Government.
- Compare the difference between Parliamentary and Presidential form of Government.
- Explain tThe concept of Good Governance?
- Describe the Characteristics of Good Governance?
- How to evaluate the performance of a Government?

Essay/Seminar Topics

- Meaning and the various approaches of Government.
- Classification of Government.
- Unitary form of Government.
- Federal form of Government.
- Parliamentary form of Government.
- Presidential form of Government.
- Quasi-Federal system of Government.
- Comparison of Parliamentary VS Presidential form of Government.
- The Characteristics of Good governance.
- The Performance of a Government.

Fill in the blanks

- _____ is the main agency of state.
- People possess the sovereign power in _____ Government.
- _____ is the oldest form of Government.
- In a Unitary form of Government all authority and power vested in a _____ Centre.
- Unitary form of Government suitable for _____ Countries.
- In a Federal form of Government the distribution of powers checks the _____ of Central Government.
- Ivor Jennings called the Parliamentary system as _____ system.
- _____ form of Government is known as non-responsible or non-Parliamentary executive system of Government.
- Consensus orientation mediates _____ Governance.
- Religious freedom is a _____ cultural factor to evaluate the performance of a Government.



Teaching and Evaluation

Class – XI | Political Science | Volume: I | Unit -7

7 Political Thought

- Political thoughts of Ancient Political Thinkers: **Plato, Aristotle**
- Medieval Political Thinkers: **St. Thomas Aquinas,**
- Social Contract Thinkers: **Thomas Hobbes, John Locke, Rousseau**
- Modern Political Thinkers: **Niccole Machiavelli, J.S.Mill, Karl Marx.**

HXHF4T

Teaching / learning tools

Power point presentation, Portrait of the Political thinkers, Movies on Political Thinkers, Videos, Charts, reference books, Dictionary of Political Science, black Board and Chalks.

Spotlight

Acquiring knowledge about various Political thinkers on:

- Human Nature
- State and Government
- Justice
- Education
- Citizenship
- Revolution
- Slavery
- Social Contract
- Sovereignty
- General Will
- Dictatorship of Proletariat
- Liberalism
- Class struggle and Revolution / Marxism

Learning Objectives

- To introduce ancient Political ideas on state, Government, citizenship, slavery, revolution etc.
- To know Ancient Political Philosophy of Plato and Aristotle.
- To acquire knowledge on Medieval Political Thinker St.Thomas Aquinas.

- To introduce students about the social contract of Thomas Hobbes, John Locke and Rousseau.
- To throw light on Modern Political thinkers like Niccole Machiavelli, J.S.Mill and Karl Marx.

Learning Outcomes

At the end of the lesson the students will be able to:

- Know some important ancient and medieval Political Thinkers: such as Plato, Aristotle, St. Thomas Aquinas.
- Know the nature of the state and human nature
- Gain knowledge on law and justice
- Understand major concepts such as Sovereignty, Social contract, Revolution, Dictatorship of proletariat.
- Know what is class struggle
- Understand Modern Political thought of J.S.Mill and his ideas on Liberty and Marxian ideas on Communism.

Time Required	Transactional Strategy	Classroom Situation
20 Minutes	**Warm-up and introduction (Visual and oral activity)** The students are encouraged by asking questions such as: ❖ What is Political thought? ❖ Introduce the various historical periods such as Ancient, Medieval, Modern, Post-Modern etc., ❖ Who is Plato/Aristotle? ❖ Why we need to know their Political thought? ❖ Why do we term Ancient Political thought?	Write down the important concepts and Political thinkers on the board and ask students whether they have any knowledge on them and their ideas. **Assessment** ❖ Ask students who are Ancient Political Thinkers? ❖ Who are medieval Political Thinkers? ❖ Who are social contract theorists? ❖ Who are modern political Thinkers?

	❖ How do you define and differentiate between Ancient and medieval Political Thinkers?. ❖ What is the difference between state and ideal state? ❖ What is justice? ❖ What is Government? What are the different forms of Government?	
20 Minutes	**Introduction to Political Thought** Introduce students the Political Philosophers based on Periods: Ancient, Medieval and Modern.	Ask students to write in 100 words what is Political Thought and who are the Political Thinkers they are going to study.
1 Period	Teach the students about Plato and Aristotle. The following questions can be asked at the the end of the class. ❖ Who is Plato? who was Plato's teacher? ❖ Why was Socrates condemned to death? ❖ What are the three important works of Plato? ❖ Why Plato condemned Democracy? ❖ What is the concept of "Philosopher the King"? ❖ What are the different classes according to Plato and how do you compare the Varna System in Ancient India. What is Plato's didactical Method?	**Assessment** ❖ Ask the students to explain their understanding about Plato's thought. ❖ Ask students whether the concept of "Philosopher King" or Democracy is good to present Indian Political Scenario. ❖ Divide two different groups to debate the pros and cons of Plato's concepts.
1 Period	Teach the students about Aristotle. The teacher can ask specific important questions after teaching: ❖ What are the major contributions of Aristotle?	

	❖ How does Aristotle differ from Plato? ❖ How Aristotle Justifies Slavery? ❖ What are his classification of States?	**Debate** Divide the students into three groups. Give students the good form of Governments "Monarchy", Aristocracy and Polity as topics to debate. **Activity** ❖ Ask students to prepare a small skit to act as a tyrant ruler. ❖ Ask students to prepare a chart on the topic "classification of states".
1 Period	Teach students about the Medieval period and its Political Philosophers. Introduce them St. Thomas Aquinas, a different Medieval Political Thinker. After teaching the students could be asked. ❖ What are the four levels of law in Summa Theologica?	**Assessment** ❖ Ask students to compare the Political theory of Aquinas and Aristotle. ❖ Ask students to write a essay on "the relationship between state and religion".
1 Period	Teach students about the book written by Machiavelli " the Prince" Teach students about the basic concepts such as "Materialistic individualism", "Ends justify the means", "Behaviouralism", "inductive method". After teaching, the students can be asked: Who is "Prince"? Why did Machiavelli say, " A king should be a Lion as well as a fox"? Why Machiavelli is regarded as the first modern Political thinker?	**Assessment** ❖ How is Machiavelli different from Plato, Aristotle and St. Thomas Acquinas? ❖ Do you agree Machiavelli Concept " Ends Justify means" or the Gandhian concept of "Means Justify Ends"?

2 Period	Teach students the three "Social Contract" Theorists; Thomas Hobbes, John Locke and Rousseau. After teaching the students are asked. ❖ Who is "Leviathan"? ❖ What is Human Nature according to Hobbes, Locke and Rousseau? ❖ How do you compare the state of Nature as said by Hobbes, Locke and Rousseau? ❖ What is "Social Contract"? ❖ What is "General Will"?	**Homework Assessment** Ask students to prepare a chart on all the three social contract theorist. **Essay** ❖ "Man is born free, and everywhere he is in chains": ❖ Do you agree? If Yes/No, ask students to cite reason. ❖ Man is "Anti-Social, Selfish, Brutish". Do you agree? if Yes/No. why?
1 Period	**Teach students:** ❖ What is Modern Period? ❖ What is Modern Political Thinking? ❖ How does it differ from the Previous period? ❖ How J.S.Mill is important in studying the transformation of society from aristocratic to democratic forms of organization? ❖ After teaching the topic of John Stuart Mill, the students could be asked: ❖ What are the names of the two important books written by J.S.Mill?	**Assessment** **Student could be given assignment on:** ❖ J.S.Mill and Liberalism ❖ What are the advantages and disadvantages from aristocratic to democratic form of Government.
1 Period	Teach the students about karl Marx's Dialectical Materialism, Theory of Surplus value, class struggle, revolution, dictatorship of the proletariat and withering away of the state. **After teaching, the students could be asked:** ❖ What is "Das Capital" and communist Manifesto?	**Discussion** ❖ Marxism and Neo-Marxism ❖ What is the difference between communism and Socialism. **Classroom debate** Have a debate on the who their Capitalism or Socialism is good for the development of Developing or under developed countries.

	❖ How Karl Marx is different from the previous thinkers the students have studied happened? ❖ When did French Revolution happened? ❖ What is the meaning of Surplus Value? ❖ What is Withering away of the state?	
30 Minutes	**Summing up: Political thought of** ❖ Plato ❖ Aristotle ❖ St.Thomas Aquinas ❖ Niccolo Machiavelli ❖ Thomas Hobbes ❖ John Locke ❖ Rousseau ❖ J.S.Mill ❖ Karl Marx	**Remedial Activity and Extended Learning** The students after learning the Unit may seek the teacher's help in clearing their doubts. Home Assignment The teacher may ask the students to prepare a chart on social contract of Thomas Hobbes, John Locke and Rousseau. **Essay Writing** The teacher may provide topics on essay writing for all students. The following topics could help. ❖ Plato's Republic ❖ Plato's idea of Justice ❖ Plato's Philosopher King ❖ Aristotle's classification of states. ❖ Aristotle's views on slavery and Revolution. ❖ St.Thomas Aquinas on "Laws". ❖ Niccolo Machiavelli's views on "State and Religion". ❖ Niccolo Machiavelli's "Statecraft". ❖ Social contract of Thomas Hobbes, Locke and Rousseau. ❖ J.S.Mill on Liberty. ❖ Class struggle and revolution. ❖ Theory of Surplus Value.

Recommended Activities

- Students may be divided into different groups and they can stage a poster exhibition on each of the Political Thinkers.
- Check the activities in the ICT corner in the text book.

Case Study

- Compare the recent Political and Economic developments in the states of USA and China which have ideological differences of capitalism and partial socialism respectively in their countries.
- Having in mind the idea of democracy and monarchy, which form of government do you recommend?

Questions for Classroom discussion and worksheets:

HXRB6G

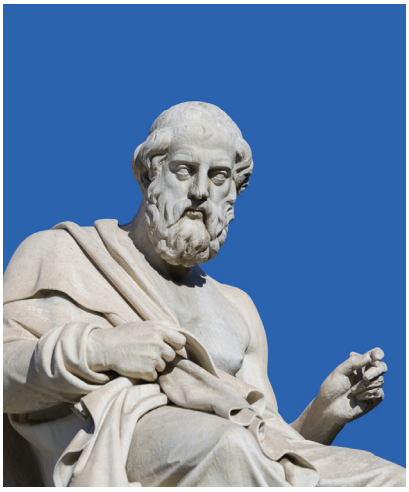
- How do you compare the Varna System with Plato's three classes?
- What is the difference between democracy and polity?
- When was slavery abolished in India?
- Machiavelli separated religion and politics: Do you think Machiavelli was a pioneer in fostering secularism in the world?
- How does inductive logic differ from deductive logic of reasoning in the writings of Machiavelli.
- Write a short note on Human Nature of Hobbes and Rousseau's Human Nature.
- J.S.Mill propounded Liberalism but failed in many capacities to liberate Human Misery: Discuss.
- Do you believe that the present day society need Marxism for a better quality of life?
- What is the difference between Marxism and Maoism?
- What is the difference between Socialism and Marxism?

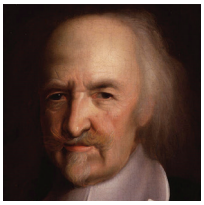
Essay/Seminar Topics

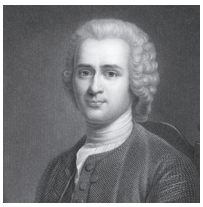
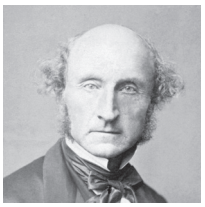
- E.V.R. Periyar's social justice and Plato's idea of Justice.
- Political Leaders should be trained in the lines of Plato's Philosopher king.
- Women Empowerment.
- Liberty and Fraternity in the 21st Century.
- Do you accept that there are manifestations of class struggle occurrences in different parts of the world even now.
- State and corporations.
- Behaviour of state and Market.

Fill in the blanks

- In his book _____ Plato condemned democracy.
- Plato believed that justice resided both in _____ as well as _____.
- Slave is an instrument of action and not that of production according to _____.
- _____ tutored Alexander the Great.
- The highest and most comprehensive law is _____.
- _____ breaks away from Plato, Aristotle and others.
- _____ enunciates a double standard of morals, one for the ruler and another for his servants and citizens.
- _____ said, "Fear and I were born twins".
- _____ is considered to be the source of both rights and duties.
- _____ is identical to the state.
- 'Principles of Political Economy' was written by _____.
- _____ was considered as "Bible of the working class".





Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit - 8

8 Political Ideologies - Part-I

8.1 Liberalism
8.2 Communism
8.3 Socialism
8.4 Nationalism
8.5 Fascism
8.6 Nazism

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, reference books, dictionary, black board and chalks.

Spotlight

- Knowing the term 'Ideology"
- Learning different types of Ideologies.
- Acquires knowledge about "isms".
- Understands differential thinking of Ideologies.

Learning Objectives

- To provide insights into the meaning, nature and changing scope of the Ideologies
- To know the nature of different Ideologies
- Throws light on the relevance of Ideologies in the modern era.
- To know about the insights of varied thinking.

Learning Outcomes

At the end of the lesson the students will be able to:

- Understand the core ideas on various Ideologies.
- Identify the broader scope of Socialism.
- Grasp about Liberalism.
- Well-versed with Nationalism, Communism, Nazism and Fascism.
- Gain knowledge about the contributions of different Ideologies to the development of modern civilizations

Time Required	Transactional Strategy	Classroom Situation
30 Mins	Warm up and introduction (visual and oral activity) Warm up with recall of what they studied in lower grade/class about Political Ideologies **The following questions can be asked.** ❖ What are the sources of studying Political Ideologies? ❖ What do you know about Nationalism? ❖ What is the difference between Evolutionary socialism and Fabianism?	Write the important terms related to the lesson on the board and ask the students to think of it. **Assessment** ❖ Ask them to explain the manner in which Liberalism affects the life of Individuals. ❖ Guide them to understand the meaning of Nationalism. ❖ Ask questions such as how Ideologies shape the mind of Individuals? and What are the causes of revolution?
10 Mins	Visual support to prod their memory. Display charts showing the evolution of different Ideologies	Ask the students to take notes on the video lesson as it plays. Ask questions from the video.
1 Periods	Draw the attention of the students towards the opinion of various scholars and their contributions towards Liberalism.	Clarify the doubts of students on the definition of scholars given in the textbook.
2 periods	Teach the students about the nature and core ideas of Lenin on Communism. The following questions can be asked: ❖ Nature of Imperialism ❖ State as an exploitative institution ❖ What is Flower bloom revolution ❖ What is Neo-Marxism?	**Assessment** ❖ Ask the students to explain their understanding about the content of Anarchism. ❖ Students can explain the inbuilt parts of Anarchism
2 Periods	Teach the students about Feminism and its Types **Ask them the following questions after teaching the topic:** ❖ What is Socialism? ❖ What is meant by social Justice?	Students can be divided into groups and these questions can be asked to them. At the end, they can get clarifications from the teacher.

2 Periods	Teach the students about Nationalism and its content. **After teaching the topic the following questions can be asked:** ❖ What is meant by Nationalism? ❖ What is nation-state? ❖ What is popular sovereignty? ❖ Define secessionism? ❖ Name the types of Nationalism ❖ What is Patriotism? ❖ What are the challenges of Nationalism? ❖ What are the theories of Nationalism?	Teachers can prepare charts to explain this topic to students. Students can study in pairs and underline the words/phrases and concepts that need clarifications from the teacher. **Assessment** Ask the students to identify the basic tenets of Nationalism.
2 periods	Teach the students about the Ideology of Nazism and its impact in Germany **The following questions can be asked:** ❖ What is Nazist Ideology? ❖ What is meant by Dictatorship? ❖ What are the Hitler's unique qualities? ❖ Mass killing of Jews community ❖ Role of Germany in II World war ❖ Similarities between Nationalism and Nazism Questions like these can help them to recap and remember what they learnt from class room teaching. Teach the students on the concepts given in the glossary.	**Assessment** Ask the students to understand ideas of Nazism. **Home Assignment** Ask the students to prepare a chart at the end of the classes. **Remedial Activity and Extended Learning** The students after reading the text book may seek the teachers help in clearing their doubts. **Home Assignment** The students divided into groups may write an essay on any of these topics. They may present it in the classroom and improve their presentation skills. Students are to be guided to comprehend the terms related to Nazism given in the glossary concerning first unit.

1 period	**The following question may be asked to the students:** 1. What is your understanding about Fascism?	Let the students clarify their doubts on the terms in the glossary related to first unit under the guidance of teacher. **Assessment** Question can be put to students on ❖ The origin of Nationalism. ❖ Various theories of Nationalism. **Debate and Discussion** ❖ On how various Ideologies are contributing to study the present polity. ❖ Compare Nazism and Fascism ❖ What is cultural revolution? **Classroom collective exercise** ❖ Preparation of at least 10 multiple choice questions on each topic of the unit to enable students to gain insight into the lesson. ❖ Arrange a quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members. Formation of groups to collect related reference books from the library and make a presentation on an assigned topic in a seminar.
	Textual Exercise A brief discussion on this unit where in the students will give the answer (Read from the text). Teacher to support/guide	

Recommended activities

- Each group of students may be given the task of summarizing the main features of various Ideologies by preparing a chart.
- Divide the black board into seven columns, write the title as given below and ask each group to answer the question asked by pointing out the main aspects different Political Ideologies.

Ideologies	Liberalism	Communism	Socialism
Main contributions			

Ideologies	Nationalism	Fascism	Nazism
Contributions towards the world society			

- Ask the students to write their response in the space provided in the blackboard. Let the other students check whether it is correct or not.

BRAIN MAPPING

Diagram – I

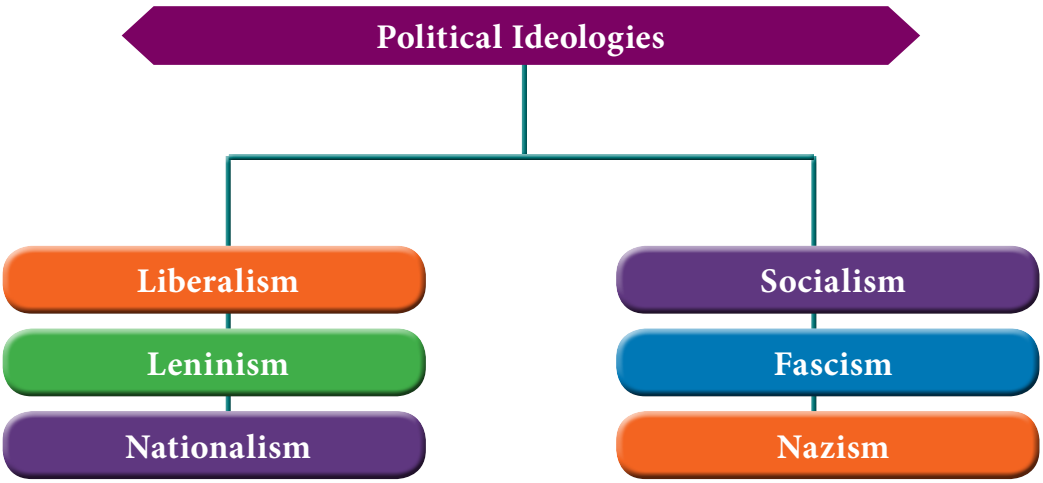
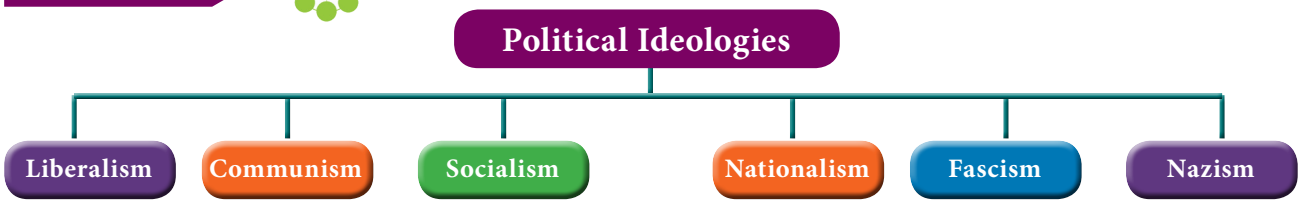


Diagram – II



Questions for Class room discussion and worksheets

- What do you know about Positive liberalism?
- Discuss about end of Ideology.
- "It is by bullets and not by ballots" critically evaluate.
- What are the contributions of Antonio Gramsci?
- What is the main focus of Democratic Socialism?
- What is Guild socialism?
- Differentiate between Nation, Nationality and Nationalism?
- What is Fascism?
- Discuss Mussolini's ideology of fascism.
- What are the tenets of Nazism.

HWFVX8

Essay/Seminar Topics

- 'State is an exploitative institution'
- 'All history is nothing but history of class struggles'.
- "End of History"'- A debate.
- Kissan revolution in China.
- 'Withering away of state'.
- Proletariat revolution.
- Primitive communism.
- Patriotism.
- Glasnost and perestroika.
- Bundle of Rods.

Fill in the blanks

- Socialism believes in the principles of _____.
- The book 'wealth of nations' was written by_____.
- 'Communist manifesto', was written by_____.
- Guerilla war means_____'.
- The Book written by Lenin is_____.
- 'Man is born free, but everywhere he is in chains' This was said by_____.
- _____ is the propounder of Fascism.
- Gradual social change is the belief of_____.
- "My programme is action and not talk" said by_____.
- 'All workers unite, nothing to lose except blood and sweat' was a clarion call by_____.

Teaching and Evaluation

Class – XI | Political Ideology | Volume: II | Unit -9

9 Political Ideologies - Part-II

9.1 Anarchism
9.2 Feminism
9.3 Communitarianism
9.4 Postmodernism
9.5 Environmentalism

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: video player, photos and videos, charts, reference books, dictionary, black board and chalks.

Spotlight

- Knowing the term 'Ideology"
- Learning different types of Ideologies like Anarchism, Feminism etc.
- Acquires knowledge about "isms".
- Understands differential thinking of Ideologies.

Learning Objectives

- To provide insights into the meaning, nature and changing scope of the Ideologies
- To know the nature of different Ideologies
- Throws light on the relevance of Ideologies in the modern era.
- To know about different environmental movements in India.

Learning Outcomes

At the end of the lesson the students should be able to

- Understand the core idea of various Ideologies like Post modernism, Environmentalism etc.
- Identify the broader scope of Feminism.
- Tell about Postmodernism.
- Understand Anarchism, Feminism, Communitarianism, Postmodernism and Environmentalism.
- Gain knowledge on the contributions of different Ideologies.

Time Required	Transactional Strategy	Classroom Situation
30 Mins	Warm up and introduction (visual and oral activity) Warm up with recall of what they studied in lower grade/class about Political Ideologies **The following questions can be asked:** ❖ What are the sources of studying Political Science? ❖ What do you know about politics? ❖ What is the difference between State, Government and Society?	Write the important terms related to the lesson on the board and ask the students to think of it. **Assessment** ❖ Ask them to explain the manner in which politics affects the life of people. ❖ Guide them to understand the meaning of Political Science. ❖ Ask questions such as how Political Science emerged as a discipline? and Why should we study Political Science?
10 Mins	❖ Visual support to prod their memory. ❖ Display charts showing the evolution of different Ideologies	Ask the students to take notes on the video lesson as it plays. Ask questions from the video.
1 Period	Draw the attention of the students towards the opinion of various scholars and their contributions towards Ideologies	Clarify the doubts of students on the definition of scholars given in the text book.
2 Periods	Teach the students about the nature and core ideas of Anarchism. **The following questions can be asked:** ❖ Why state is a necessary evil? ❖ State is one among the association- Evaluate ❖ What is the role of voluntary associations? ❖ Idea of Abolishing the state	**Assessment** ❖ Ask the students to explain their understanding about the content of Anarchism. ❖ Students can explain the inbuilt ideas of Anarchism
2 Periods	Teach the students about Feminism and its Types **Ask them the following questions after teaching the topic:** ❖ What is Feminism? ❖ What is women empowerment?	Students can be divided into groups and these questions can be asked to them. At the end, they can get clarification from the teacher.

	❖ What are Marxian views of Feminism? ❖ What is the status of Modern women?	
2 Periods	Teach the students about Communitarianism and its content. **After teaching the topic the following questions can be asked:** ❖ What is Communitarianism? ❖ What is state? ❖ What is natural justice ❖ Define social Justice? ❖ Name the types of basic rights ❖ Why do we need right to liberty? ❖ What is discrimination? ❖ What is the role of civil society?	Teachers can prepare charts to explain this topic to students. Students can study in pairs and underline the words/phrases and concepts that need clarification from the teacher. **Assessment** Ask the students to identify the basic tenets of Communitarianism.
2 Periods	Teach the students about the Ideology of Postmodernism and its relevance **The following questions can be asked:** ❖ What is Modernism? ❖ In what way it differs from Postmodernism? ❖ What is Universal truth? ❖ What is Modernity? ❖ Parts are vital than whole – How? ❖ What is a De-Construction? Questions like these help them to recap and remember what they learnt from class room teaching.	**Assessment** Ask the students to understand the ideas of Postmodernism. **Home Assignment** Ask students to prepare a chart at the end of the classes. **Remedial Activity and Extended Learning** The students after reading the text book may seek the teachers help in clearing their doubts. **Home Assignment** The students divided into groups may write an essay on any of these topics. They may present it in the classroom and improve their presentation skills. Students are to be guided to comprehend the terms related to Postmodernism given in the glossary concerning first unit.

	Teach the students on the concepts given in the glossary.	Let the students clarify their doubts on the terms in the glossary related to first unit under the guidance of teacher.
1 Period	**Teach the students about the concept of Environmentalism.** **The following question may be asked to the students:** 1. What is their understanding about Environmentalism and movements? (e.g. Realism) 2. Do you know about Narmada Basho Andolan? 3. What is the role of National Green Tribunal? 4. Have you heard about Chipko Movement? 5. Discuss the role of Green peace movement? 6. What is silent valley movement?	**Assessment** Question can be put to students on ❖ The origin Environmentalism. ❖ Various types of Environmentalism. **Debate and Discussion** On how various Ideologies are contributing to study the present polity. ❖ Compare Modernism and Postmodernism **Debate** ❖ Have a debate on Earth summit ❖ Outcomes of Kyoto Protocol. **Classroom collective exercise** ❖ Preparation of at least 10 multiple choice questions on each topic of the unit to enable students to gain insight into the lesson. ❖ Arrange a quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members. ❖ Formation of groups to collect related reference books from the library and make a presentation on an assigned topic in a seminar.

	Textual Exercise A brief discussion on this unit where in the students will give the answer (Read from the text). Teacher to support/guide	
	Recommended activities	
2 Periods	❖ Each group of students may be given the task of summarizing the main features of various Ideologies by preparing a chart. ❖ Divide the black board into seven columns, write the title as given below and ask each group to answer the question asked by pointing out the main aspects of different Political Ideologies.	❖ Ask the students to write their responses in the space provided in the blackboard. Let the other students check whether it is correct or not.

Ideologies	Feminism	Communi-tarianism	Environ-mentalism
Main contributions			

Ideologies	Anarchism	Post-Modernism	
Contributions towards the world society			

BRAIN MAPPING

Diagram – I

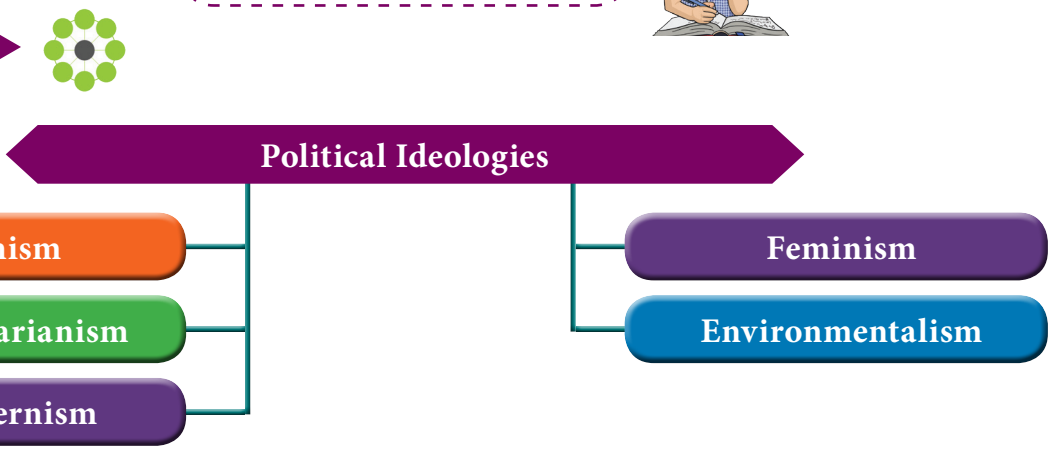


Diagram – II

Ideals of Different Ideologies

Political Ideology

- Anarchism
- Feminism
- Communitarianism
- Post-Modernism
- Environmentalism

Questions for Class room discussion and worksheets:

- What do you know about politics?
- Discuss about Aristotle's views on happiness.
- Who is John.W.Burgess?
- What is Behavioral method?
- What is the main focus of post behavioralism?
- What is a Public Policy?
- Can Political Science be equated to a Natural Science?
- What is meant by Ethics?
- Discuss about Kautilya's political ideas in Arthasastra.
- Who are your favourite political thinkers? Give reasons.

HWFVX8

Essay/Seminar Topics

- State is necessary evil.
- Main ideas of Anarchism.
- Have a talk on radical feminism'.
- Status of women in Modern India.
- Marxian views on women.
- Caste discrimination in India.
- Locke's views on life, liberty and property.
- Talk on 'Particularities'.
- Green revolution.
- Climate change.

Case Study

- Write a note on the views of Sunderlal Bahuguna on Environment.

Fill in the blanks

- Anarchism believes in the principles of _____.
- The famous proponent of Anarchism is _____.
- Origin of family, private property and state was written by _____.
- The assertion women is not born but made stated by _____'.
- The book written by Michael sandal is _____.
- 'Man is not born in a vacuum' argues _____.
- _____ is the father of Postmodernism.
- 'Truth is not singular, but plural' is the ideology of _____.
- 'I can satisfy your need but not your greed' was stated by _____.
- Ecology approached through anthropocentrism and utilitarian outlook is _____.

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -10

10 Public Opinion and Party System

10.1 Defining Public Opinion
10.2 Hindrances to formation of a genuine public opinion
10.3 Definition of Political Parties
10.4 Functions of Political Parties
10.5 Role of Political Parties in a Democracy
10.6 Modern Party system
10.7 Role of Political Parties in a Democracy

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: Video player, Photos and Videos, Charts, reference books, dictionary, blackboard and chalks.

Spotlight

- Knowing about party system
- Learning about the growth of party system
- Understanding the importance of public opinion
- Acquires knowledge about democratic system

Learning Objectives

- To provide in-depth knowledge about party system
- To know how party system works in a democracy
- To learn about the functions of government
- To assess the impact of public opinion in a democracy

Learning Outcomes

At the end of the lesson the students should be able to:

- Know the functions of multi-party system
- Understand how democracy derives its authority from the people
- Identify the role of media, people and organized groups
- Evaluate the performance of Government system in a democracy
- Gain knowledge on how political parties work in a democracy

Time Required	Transactional Strategy	Classroom Situation
30 Mins	Warm up and Introduction (Visual and oral activity) Recall of what they learnt in previous grade / class about party system. **The following questions may be asked:** ❖ What is a democracy? ❖ Write the name of a few political parties ❖ What is a government?	Write the main terms related to the lesson and ask the students about it **Assessment** ❖ Ask the students to tell about the party system. ❖ Instruct them to understand the meaning of democracy. ❖ Ask them to Assess the role of public opinion in a government system.
10 Mins	Visual support to strengthen their memory Exhibit charts showing the evolution of party system.	Ask the students to take notes of the videos displayed and questions can be asked.
1 period	Draw the attention of students by asking them about various political parties	Classify the doubts of students about democracy and government system.
2 period	Teach the students about the growth of political parties The following questions may be asked? ❖ What is a public opinion? ❖ What is two party system? ❖ What are organized groups?	**Assignment** Ask the students to explain their understanding about the nature of democracy.

2 periods	Teach the students about salt satyagraha. The following questions may be asked? What is salt Satyagraha? When was (INC) Indian National Congress formed?	Students can be formed as groups and the teacher can conduct an interactive session on political parties in India.
2 periods	Instruct the students about the (INC) Indian National Congress and Mahatma Gandhi's Role. The following questions may be asked after teaching? ❖ What is civil disobedience movement? ❖ What is the importance of Lahore congress session of 1929? ❖ Do you know about Sabarmati Ashram? ❖ Who is Sardar Vallabhai Patel? ❖ Have you heard about the words latest statute for him? ❖ Write about Quit India Movement?	Teachers can prepare charts to explain the topics to the students. Students can study in groups and underline the concepts that needs clarification from the teacher. **Assignment** Ask the students to identify the various sessions of India National Congress in a chronological order.
2 Periods	Teach the students about political parties ideology and Elections The following questions may be asked. ❖ What is freedom of speech? ❖ What is the role of media? ❖ How do political parties form government? ❖ How political parties contest elections? ❖ How public opinion makes an impact on elections?	**Assignment** Ask the students to understand between one party system and Multi-party system of government **Home Assignment** Let the students prepare a chart at the end of the classes about various parties in India. **Remedial Activity and Extended Learning** The students may discuss with the class teacher to clear their doubts. **Home Assignment** Students may prepare essays and have a group discussion among them to develop their skills.

1 period	Teach the students about the concepts given in the glossary The following questions may be asked: ❖ What is their opinion about democratic system of government? ❖ What is single-party system?	Students may be guided to grasp the terms related to political parties and public opinion.
	Textual Exercise	**Debate and Discussion**
	A brief discussion in this chapter where the students will give the answers (Read from text) Teacher shall guide/support	❖ On how media reflects the public opinion. ❖ How regional parties play a major role?
	Recommended activities	**Classroom collective exercise**
	❖ Each group of students may be given the task of summarizing the major features of the unit by preparing a chart. ❖ Ask them to mention the various political parties existing in our country. ❖ To learn about the role of election commissioninconductingtheelections. To understand about the electoral system in our country.	❖ Preparation of 10 multiple choice questions on each topic of the unit to enable students to gain in-depth knowledge of the lesson. ❖ Arrange for a visit to your nearest political institution like village panchayat office as well as to the District collectors office.

Case Study

❖ To analyze the type of political party system that best suits the democracy.
❖ Have a write up on the voting behaviour of the people in a Multi party system

Questions for Class room discussion and worksheets:

❖ What is a single party system?
❖ Write about Swaraj party formed in 1922.
❖ Write about RSS (Rashtriya Swayamsevak Sangh).
❖ What is democratic system of Government?
❖ What is the role of opposition party in a democracy?

HWFVX8

- What are pressure groups?
- What is Psephology?
- Explain about the ballot system.
- What is Coalition government?
- Write a note on Justice Party.

Essay/Seminar Topics

- Public opinion
- Democracy
- Indian National Congress
- Dandhi March
- Non-Cooperation Movement
- Salt-Satyagraha
- Freedom of Press
- Role of Political parties
- Multi-Party system
- French Revolution

Fill in the blanks

- French revolution took place in the year _____
- Russian revolution was held in the year_____
- All India Muslim League was formed in the year_____
- Justice Party was formed to project _____
- Swaraj party was formed by _____
- Rashtriya Janata dal is a political party in the state of _____
- Self-Respect movement was formed by _____
- Mussolini captured power in _____
- Hitler captured power in _____
- Republic party is existing in _____

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -11

11 Election and Representation

11.1 Meaning and nature of Franchise and Representation
11.2 Types of Representation/Reservation of Constituencies
11.3 Free and Fair Elections
11.4 Election Commission of India
11.5 Electoral Reforms, Anti-Defection Law
11.6 State Funding of Elections
11.7 Role of Youth in Politics

HW6ZVK

Teaching / learning tools

Hardware units, projector for power point presentations, Audio – Visual aids, photos, videos, charts, maps. Reference books, Newspapers, political science dictionary, black board and chalk and any other teaching learning equipments available.

Spotlight

- Acquiring knowledge about the meaning of Franchise, Election and Representation.
- Analysing the need for free and fair elections in a democracy.
- Learning the role of the Election Commission in the conduct of elections.
- Understanding the various electoral reforms that have changed the election process in India.
- Analysing the role of youth in elections.

Learning Objectives

- To enable the students to understand the difference between Election Franchise and Representation.
- To familiarize with terms like Psephology, Open Ballot, Secret Ballot, NOTA, EVM etc.
- To enable the students to understand the various methods of election.
- To gain awareness about the Election Commission of India.
- To know the importance of the Anti – defection Law.
- To enlighten the students about the need for free and fair elections.
- To bring out the role of youth in politics.

Learning Outcomes

At the end of the lesson the students will be able to:

- Know about the election procedure in India.
- Analyze the Work undertaken by the Election Commission of India.
- Assess the various methods of plurality voting systems.
- Gain awareness about the role of youth towards democratic elections.
- Understand the various electoral reforms carried out so far
- Have an insight into the method of state funding for elections.
- Learn about the role of various officers relating to elections.
- Understand the difference between Section Rule 49 - 0 and NOTA.
- Familiarize with an overall understanding about the importance of elections and representation.

Time Required	Transactional Strategy	Classroom Situation
20 Mins	Introduction (Audio Visual, Oral) Introduce the concept of election by asking the students, what they know about the term "Elections" The students can be asked ❖ Have you heard about the word elections? ❖ What do you know about this concept? ❖ When does elections take place in a country? ❖ When was the last Parliamentary election held in our country? ❖ When was the last Assembly election held in Tamil Nadu?	The students are introduced to the terms Election representation. Franchise **Assessment** ❖ The students should be asked to explain the importance of elections. ❖ Guide the students to understand the difference between Franchise and election.
20 Mins	❖ Audio visuals can be used to improve the impact of teaching ❖ Charts and pictures of elections, politicians, newspaper articles can be displayed and shown to students ❖ Various party symbols and party flags can be shown to the students.	❖ Students will understand the role of election and representation ❖ Students must be guided to take notes from the audio – visuals and debates to be conducted, doubts to be clarified on the spot.

		Assessment At the end of the audio-visual ask any student to present his / her observations.
2 Periods	Teach the students about the meaning and nature of Franchise, Election, and Representation. The following questions can be asked at the end of the class. ❖ What is Franchise? ❖ What is universal Adult Franchise? ❖ What is representation? ❖ What does part XV of the Indian Constitution deal with? ❖ Do you know Article 326 of the Indian Constitution? ❖ Where did elections originate? ❖ Why do we need elections?	❖ Ask the students to read some article about a certain political party ❖ Form students group and ask them to draw some party symbols and party flags which they are familiar with. **Debate** The students can be asked to debate on "Election system in India". **Assessment** Ask the students to identify the most essential features of a democratic electoral system. **Home Assignment** Ask the students to prepare a collage about the various political leaders.
2 Periods	Teach the students about the types of representation. At the end of the classes, the following questions may be put forth: ❖ What makes elections democratic? ❖ What do you understand by plurality / majority systems? ❖ What is FPTP? ❖ Explain 'Block vote' ❖ Differentiate between block vote and party Block vote ❖ What is Alternative vote? ❖ Explain Two-Round system ❖ What are the various methods of minority representation?	The students must be enlightened about the various election methods. **Class Activity** The students can be asked to prepare a list of countries and their method **Home Assignment** ❖ Ask the students to spot the countries listed out in the class activity, on a world map. ❖ Ask the students to find out the learn the differences between open ballot system and secret ballot system.

	❖ What is our system of election? ❖ What is the need for political competition? ❖ What do you understand by electoral constituencies? ❖ What are reserved constituencies? ❖ Explain about delimitation of constituencies and mention some acts related to it ❖ What is 'Voters' list?	
2 Periods	Teach the students about the electoral process in India. At the end of the classes the following questions can be asked; ❖ What are the principles underlying elections in India? ❖ What is the voting age in our country? ❖ Which amendment mentions about voting age? ❖ How are the candidates nominated? ❖ What is communal representation? Do we follow it? ❖ What is election campaign? ❖ What are free and fair elections? ❖ When did the first general election take place? ❖ What does Article 19(1)(a) stands for? ❖ Explain about social media. ❖ What is the role of social media in election campaign?	**Discussion and Debate** The students can be asked to discuss about the election arrangements of their areas. They can be asked to debate on the "Need for fair and free elections". **Review** The students must be instructed to keep a track of all events related to elections (through TV, Newspaper) and present it to the class. It can be a group activity **Activity** The students can be asked to make a presentation on the role of social media in election campaign, they can also make a chart about the slogans of the various political parties. **Assessment** A Quiz test can be conducted on the various parties, symbols flags etc, and assess the depth of their understanding about the class and clarify the doubts.

2 periods	Teach the students about the Election Commission of India. At the end, the students can be assessed with the following questions. ❖ What is an Election commission? ❖ Which article provides for the appointment of a Chief Election Commissioner? ❖ Who appoints the Chief Election Commissioner? ❖ What is NIRVACHAN SADAN? ❖ What are the powers of the Chief Election Commissioner of India? ❖ What is the function of the Chief Electoral Officer? ❖ What are the power of the Returning officer? ❖ Who prepares the Electoral rolls? ❖ Who conducts the poll at a polling station? ❖ Who are called as Election Observers?	Students must be able to learn the entire structure of the Election Commission of India, Its powers and functions and the various officers who carry out its work **Assessment** The students can be grouped and guided to learn the various powers and functions of the election commission of India, and a test may be conducted. **Activity** The students can be asked to prepare a list of Chief Election Commissioners from 1952 general elections till date
1 Periods	Teach the students about Electoral Reforms and the various committees related to it. At the class end, they can be questioned about; ❖ What is political defection? ❖ Explain about Anti – deflection law. ❖ What are electoral reforms? ❖ Explain the need for electoral reforms. ❖ Mention the committees on electoral reforms ❖ What is NOTA? ❖ What is Rule 49-0 ❖ What is an EVM?	**Activity** ❖ The students can be asked to make a list of electoral reforms made in our country. ❖ They can be asked to prepare a diagram on the various committees on electoral reforms. **Assessment** ❖ The students can have a test on "Differentiate between Rule 49 - 0 and NOTA" ❖ Have a discussion on what other electoral reforms can be introduced.

30 Mins	Help the students to look at the book back exercises	
	Textual Exercise	**Recall and extended learning**
	A brief / overall discussion about the unit can be enabled.	Make the students to learn the glossary with meanings and give a test or quiz on the exercises.
	Activity Recommended	**Class room activity / Home assignment**
	Each student may be asked to be creative and prepare an assignment or a collage on "Elections" and submit.	Ask the students to prepare a table of all the general elections held in India, like

Year	No. of parties contested	Who formed the Government

Case Study

- Have a write up on any one of the By – elections conducted in Tamilnadu.
- Write about the last elections of your constituency.
- Write a paragraph on your favourite political leader and his party manifesto

Questions for Class room discussion and worksheets:

- What is the need for elections in a democracy?
- What are the choices available for the voters in an election?
- What makes an election democratic?
- Is it good to have political competition?
- Are reserved constituencies needed?
- Explain the election process in India.
- Why should elections be free and fair?
- 'Election Commission is responsible for the conduct of free and fair elections'. Do you agree?
- Discuss the various electoral reforms in India
- Deliberate on the role of youth in politics.

HWFVX8

Essay/Seminar Topics

- Political participation of Women in gram panchayat elections
- Impact of social media on Parliamentary election
- Election campaigns and their outcomes.

Fill in the blanks

- Part _____ of the Indian Constitution deals with elections.
- _____ is the study of results and statistics relating to elections.
- India follows the _____ system of elections.
- For Lok sabha elections, our country is divided into _____ Constituencies.
- Voting age was reduced from 21 to 18 by _____Amendment Act
- Article _____ provides for an Election Commission.
- The chief election commissioner is appointed by the _____
- 52nd amendment act deals with _____
- _____ committee deals with state funding of elections.
- NOTA means _____

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -12

12 Local Government

12.1 Meaning, Nature and importance of Local Government
12.2 Origin and development of Local Government in India
12.3 Classification of Local Government institutions
12.4 73rd Constitutional Amendment-Implementation and Implications
12.5 74th Constitutional Amendment-Implementation and Implications
12.6 Local Government around the world
12.7 The Case of Tamil Nadu
12.8 Contemporary Issues

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: Video player, Photos and Videos, Charts, reference books, dictionary, blackboard and chalks

Spotlight

- Provides an understanding of Local Government.
- Explains the classification of Local Government institutions
- Gives an overview of Local Government around the world.
- Describes the origin and development of Local Government.
- Examines the impact and implications of 73rd and 74th amendment.
- Evaluates the functioning of Local Government in Tamilnnadu.

Learning Objectives

- To know the meaning nature and importance of Local Government.
- To familiarize the students on the classification of Local Government.
- To know about Local Government around the world.
- To understand the development of Local Government in India
- To study and evaluate the 73rd and 74th Constitutional Amendments.
- To examine the functioning of Local Government in Tamil Nadu

Learning Outcomes

At the end of the lesson the students will be able to:

- Know the meaning, nature and importance of Local Government
- Know the different types of Local Government
- Know the basis of Local Government around the world
- Understand the development and growth of Local Government in India
- Evaluate the 73rd and 74th constitutional amendments
- Understand the functioning of Local Government in Tamilnadu

Time Required	Transactional Strategy	Classroom Situation
20 Mins	Warm-up and introduction (Visual and oral activity) Warm-up with recall of what they studied in lower class/grade about Local Government The following questions can be asked. **The following questions may be asked:** ❖ Who issues birth and death certificates? ❖ Which is the lowest unit of local administration? ❖ What is the term of office of Local Government office bearers? ❖ What is the nature of issues that the Local Governments are dealing with?	The students are introduced to the nature and importance of Local Government. **Assessment** ❖ Ask the students why the Local Government is called as grass root level democracy. ❖ Guide the students to understand the scope of Local Government functions Questions such as why should we need Local Government? What will be the quality of governance of state and central government? are to be asked to the students
20 period	❖ Visual support to improve the memory of the students ❖ Display charts showing the classification of Local Governments ❖ Show a video on functions and responsibilities of Local Government	The students will be able to understand the functions of Local Government and its responsibilities. Ask the students to take notes on the video lesson as it plays. **Assessment** At the end of the video ask the students about the following ❖ What are the responsibilities of Local Government?

		❖ Tell the students to continue thinking about the scope of Local Government now.
2 periods	Teach the students about different types of urban Local Government. The following questions can be asked at the end of the class. ❖ Differentiate between town panchayat and village panchayat.	Ask the students to study in groups and underline the words/phrases and concepts that need clarification from the teacher. Ask the students to draw a diagram on the functions of Local Government.
	❖ Which is the determining factor of a municipal area to be called as Municipal Corporation? ❖ Why townships are established in industrial areas? ❖ How town town panchayat can be elevated to municipality? Draw the attention of students on Local Governments around the world ❖ What is the basis of Local Governments around the world? Teach the students about the origin and development of Local Government in India. At the end of the class, the following questions can be asked to the students. ❖ How did Local Governments originated? ❖ What was the status of Local Government during moghul period? ❖ What is the importance of inscriptions of Paranthaka Chola? ❖ What are the contributions of Lord Rippon to the development of Local Government? ❖ What is Dyarchy?	**Debate** What needs to be done for the effective functioning of Local Government? **Assignment** Ask the students to identify the fundamental differences among the various types of urban Local Government? **Home Assignment** Ask the students to prepare a chart on the different types of Urban Local Government Ask the students to read the genesis of Local Government. **Debate** Have a debate on the topic 'People's awareness level determines the quality of governance'. Who contributed much to the development of Local Governments in India, Mughals or British? **Home Assignment** Ask the students to prepare a chart on the status of Local Government during Chola period.

2 periods	Teach the students on the growth of Local Government after independence. Give emphasis on 73rd Amendment At the end of the classes the following questions can be asked to the students. What do you mean by three tier structure? ❖ What is the importance of Article 40 of the Indian constitution? ❖ What are the objectives of Community Development Programme?	**Debate** ❖ Only through local bodies democracy can reach the people more effectively. ❖ Is Gram sabha a powerful body? Say "yes" or "No" Justify your answer through a debate
	❖ What are the recommendations of Balwant Rai Mehta Committee? ❖ Who are the members of District Development Councils? ❖ Why Ashok Mehta Committee was appointed? ❖ What is the importance of Eleventh Schedule of Indian Constitution?	**Home Assignment** sk the students to have a write up on the salient features of 73rd Constitutional Amendment. ❖ Have a write upon the working of your Village Panchayat.
3 Periods	Teach the students about 74th Constitutional Amendment and explain the Local Government in Tamil Nadu and its contemporary issues. Ask the end of the classes, the following questions can be asked to the students. ❖ What are the types of urban local bodies that exist in India? ❖ What is the minimum required population of a municipality? ❖ Which is the major source of income of a municipal corporation? ❖ Why municipalities are classified into different grades? ❖ How many votes a voter do cast during the Municipal Corporation election? ❖ Why State Finance Commission was constituted?	**Debate** How can the mayor of a Municipal Corporation be elected? Direct election by the people or by the elected Councilors. Are the present revenue sources and present administrative responsibilities of a municipality enough for its complete growth during this post globalized context? **Home Assignment** Ask the students to prepare a chart on the problems of modern day urban local bodies in India?

1 Period	Teach the students about the concepts and ideas given in the glossary at the end of this unit. ❖ What is the state of Local governance in India? ❖ Do you think that any of the concept/ phrase is not given in the glossary?	Students can be guided to comprehend the terms given in the glossary of this unit. Let the students clarify their doubts on the terms in the glossary related to the fifth unit.
	Textual Exercise	**Remedial Activity and Extended Learning**
	A brief discussion about the unit where in the students will give the answer (Read from the text) Teacher to support / guide.	The students after reading the whole unit may seek the teacher's help in clearing their doubts
	Recommended activities	**Home Assignment**
	❖ Each group of students may be given the task of summarizing the advantages of Local Government by preparing a chart. ❖ Each group of students may be given the task of summarizing the origin and growth of Local Government. ❖ Students may organize a mini exhibition on the items in the Eleventh and Twelfth Schedule ❖ In a chart, the students can write the obstacles, hampering the effective functioning of Local Government. Then students can be classified into groups. Each group is asked to write their views on an obstacle. Best group can be given appreciation points. ❖ Students may be asked to browse the internet and prepare an album portraying the model village panchayats in Tamil Nadu ❖ The teacher can arrange to get an expert in the subject and make them to interact with the students.	The students as instructed by the teacher may write an essay on each concept / topic in general groups. They may present it in the class room. **Assignment** Questions can be put to the students on: ❖ Nature and importance of Local Government ❖ Development of Local Government in India after independence. ❖ Challenges to the efficient functioning of rural Local Governments. **Debate and Discussion** ❖ Role of village panchayat in the socio economic development of the people. ❖ Local bodies will achieve their basic objectives only if people have more awareness.

Classroom collective exercise

- Ask the students to prepare at least 10 multiple choice questions on each topic of the unit to enable the students to gain insight in the lesson.
- Arrange a Quiz programme in the class on this unit. The class can be divided into teams each comprising 4 members.
- Ask these groups to collect related reference books from library and make a presentation on an assigned topic in a seminar.

Questions for Class room discussion and worksheets:

1. What is your understanding about Local Government?
2. What are the primary functions of Local Government
3. What is Grama Sabha?
4. Why 'Balwant Raj Mehta' committee was constituted?
5. How many votes a voter casts during rural local body elections?
6. Explain the sources of income of a village panchayat.
7. Differentiate between Township and Municipality
8. When are Gram sabha meetings held?
9. What is the importance of Twelth schedule to the Indian Constitution.
10. What is town panchayat?

HWFVX8

Essay/Seminar Topics

1. Origin of Local Government in India
2. Local Government during Mughal period
3. Role of Lord Rippon in the development of Local government in India.
4. Functions and Responsibilities of Gram Sabha
5. Features of 73rd Constitutional Amendment.
6. Powers and Functions of a Village Panchayat President
7. The role of standing Committees in a Municipal Corporation.
8. Cantonment Board
9. Eleventh Schedule
10. Recommendations of Ashok Mehta Committee.

Fill in the blanks

1. _____ Gram sabha meetings are held on days in a year.
2. _____ presides the Gram Sabha meetings.
3. _____ Constitutional Amendment deals with Urban Local Government.
4. The urban areas which has more than one million population are called _____
5. There are no political parties in _____ elections.
6. Balwant Raj Mehta committe recommended a _____ their structure
7. The assembly of Maha sabha was found in _____ rule
8. Diarchy was introduced by _____
9. The term of office of municipal councillor is _____
10. The number of municipal corporations in Tamilnadu is _____.

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -13

13 Social Justice

13.1 What is Social Justice?
13.2 Equality is Essential for Social Justice
13.3 Just Distribution,
13.4 Distributive Justice and Relative Justice
13.5 John Rawls' Theory of Justice
13.6 Socio-Cultural Equality
13.7 Discrimination - Social Basis Theory
13.8 Affirmative Action
13.9 Status in Madras Presidency

HWFVX8

Teaching / learning tools

Hardware requirements for power point presentation: Video player, Photos and Videos, Charts, reference books, dictionary, blackboard and chalks

Spotlight

- Provides the meaning of the term 'Social Justice'
- Brings out the background of social hierarchy in India.
- Describes just distribution
- Explains about distributive justice and Retributive Justice
- Introduces John Rawls theory of Justice
- Emphasises socio cultural equality
- Explains social basis theory
- Describes the need for affirmative action and its status in different countries
- Evaluate the status of Social Justice in Madras presidency

Learning Objectives

- To understand the dimensions of the concept social justice
- To know the background of Social hierarchy
- To know the need for just distribution
- To familiarise the students about distributive justice and retributive justice.
- To study John Rawl's perspective of fair and just society
- To identify the consequences of caste discrimination.
- To highlight the features of Affirmative action
- To have on insight into the social justice movements in Tamil nadu.

Learning Outcomes

At the end of the lesson the students will be able to:

- Understand the several dimensions of social justice
- Know the background of social hierarchy.
- Know the need for just distribution
- Get familiarity with distributive justice and retributive justice
- Know John Rawl's theory of justice
- Identify the consequences of caste discrimination.
- Have knowledge on affirmative action
- Know about the social justice movements in Tamil Nadu.

Time Required	Transactional Strategy	Classroom Situation
20 minutes	Warm-up and introduction (Visual and oral activity) Warm up with recall of what they studied in lower class/grade about caste system, and social justice. **The following questions can be asked** ❖ What do you mean by "caste"? ❖ What is Varna system? ❖ Why inclusive development is needed?	The students are introduced to the system of social hierarchy, social justice and the causes of social inequality. **Assessment:** ❖ Ask the students about the basis of social inequality in India. ❖ Guide the students to the know the significance of equality.
	❖ What are the constitutional protections against caste discrimination? ❖ What decides the social hierarchy?	Questions such as why caste system still exists? The demerits of caste system are to be asked to the students.

20 minutes	❖ Visual support to improve the memory of students ❖ Display charts showing the varna system ❖ Show a video on the origin of caste system in India	The students will be able to understand the importance of social Justice and need for social equality. Ask the students to take notes on the video lesson as it plays **Assessment:** At the end of the video ask the students about the following ❖ How caste system can be eliminated? ❖ Tell the students to continue thinking about the origin and growth of caste system in India.
2 periods	Teach the students about just distribution, Distributive justice and Retributive justice. The following questions can be asked at the end of the class. ❖ What is just distribution? ❖ What is entitlements theory? ❖ How just distribution can be ensured? ❖ What is common ownership theory? ❖ Why retributive justice is needed? ❖ Which perspective of justice is more appropriate in the Indian context? Draw the attention of the students towards the various types of inequality ❖ What did Amartya sen say about gender inequality?	Ask the students to study in groups and underline the words / phrases and concept that need clarification from the teacher. Ask the students to draw a diagram on the features of Distributive and Retributive justice **Debate** Can just distribution alone bring social equality? **Assessment:** Ask the students to identify the fundamental differences between retributive justice and distributive justice **Home Assignment** Ask the students to prepare a chart on the characteristics of Retributive justice

2 periods	Teach the students about John Rawl's theory of justice and Socio culture equality At the end of the classes, the following questions can be asked to the students. ❖ Why John Rawls is considered as on of the finest political philosopher of 20th century? ❖ According to John Rawls what is Injustice? ❖ What is veil of ignorance? ❖ What is free market? ❖ Why John Rawls wants to eliminate non rational identities while organizing a society?	Ask the students to read the aspects of John Rawls theory of justice **Debate** Is proportional justice a mean to achieve social Justice? Is John Rawls idea of justice relevant today? **Home Assignment** Ask the students to prepare a chart on the main issues of our nation
2 periods	Teach the students about discrimination – Social basis theory and affirmative action. At the end of the classes the following questions can be asked to the students. ❖ What is the principle of affirmative action? ❖ Which United Nations convention prohibits discrimination? ❖ What is discrimination? ❖ Which country first introduced affirmative action? ❖ What do you mean by work force demographics?	**Debate** ❖ How far the United Nations convention on the elimination of all forms of racial discrimination achieved its objective? ❖ Social justice laws in South Africa ends the racial discrimination. **Home Assignment** Ask the students to have a write up on the salient features of affirmative action.
3 periods	Teach the students about the status of social justice in Madras Presidency. At the end of the classes the following questions can be asked to the students. ❖ What do you mean by preferential rights? ❖ Who is called panchamars? ❖ What are the objectives of justice party? ❖ What is communal representation? ❖ What are the objectives of Mandal commission?	**Debate** ❖ Whether social equality is achieved in Tamil Nadu? ❖ Can we have the reservation for ever? **Home Assignment** Ask the students to prepare a chart on the achievements of Justice party.

1 period	Teach the students about the concept given in the glossary at the end of this unit. ❖ What is the status of social equality in India now? ❖ Do you think that any of the concept / phrase is not given in the glossary?	Students may be guided to comprehend the terms given in the glossary related to this thirteenth unit. Let the students clarify their doubts on the terms in the glossary related to thirteenth unit.
	Textual Exercise	**Remedial activity and extended learning**
	A brief discussion about the unit where in the students will give the answer (Read from the text) Teacher to support / guide	The students after reading the whole unit may seek the teachers help in clearing their doubts.
	Recommended activities	**Home Assignment**
	❖ Each group of students may be given the task of summarising the main aspects of social justice by preparing a chart. ❖ Each group of students may be given the task of summarising the social justice movements at Tamil Nadu ❖ Students may organise a mini exhibition on the advantages of social equality ❖ In a chart, the students can write the names of leaders who fought for social justice in Tamil Nadu with their images. ❖ Students can be classified into groups. Each group is asked to write their views on a leader of Tamilnadu who fought for social justice. Best group can be given appreciation prints. ❖ Students may be asked to browse the internet and prepare an album portraying the perfect examples of Retributive and distributive justice.	The students as introduced by the teacher may write an essay on each concept / topic in general groups. They may present it in the class room. **Assessment** Questions can be put to the students on: ❖ Definition and importance of social justice ❖ John Rawl's theory justice ❖ Contribution of Justice party to social justice **Debate and Discussion** ❖ Role of government in ensuring social justice. ❖ Periyar EV Ramasamy: one of pioneering leaders for the cause of social justice.

	❖ The school / teacher can arrange to get an expert in the subject and make them to interact with the students.	**Class room collective exercise** ❖ Ask the students to prepare at least 10 multiple choice questions on each topic of the unit to enable the students to gain insight in the lesson. ❖ Arrange a quiz programme in the class on this unit. The class can be divided into groups comprising 4 members each. ❖ Ask their groups to collect related reference books from library and make a presentation on an assigned topic in a seminar.

Questions for class room discussion and worksheets:

- What is your understanding about social justice?
- What are the dimensions of the concept – Social justice?
- What is the importance of Distributive justice?
- What are the causes of caste discrimination?
- What is Veil of ignorance?
- Which perspective of justice is relevant today?
- How Proportional justice ensures equality?
- Explain the importance of first communal representation order.
- What is non Brahmin manifesto?
- Why Mandal commission is important?

HWFVX8

Essay/Seminar Topics

- Impact of social hierarchy in society
- John Rawls perspective of fair and just society
- Caste discrimination and its consequences
- Egalitarian society
- Reservation policy in Tamil Nadu
- Mandal commission

- Affirmative action
- Social justice laws in different countries
- Self respect movement
- Backward class commission.

Fill in the blanks

- Among the four varnas, _____ occupied the top position in the social hierarchy
- _____ is the deciding feature of one's social status
- _____ is considered as one of the finest political philosphere of 20th country.
- The concept of veil of ignorance was used by _____
- In USA, the affirmative action was introduced by _____
- _____ published Non-Brahmin manifesto.
- _____ and _____ are the major leaders who started South Indian Liberal Federation.
- The communal representation order was passed on the year_____
- Dravidar Kazhagam was started in the year _____
- _____ is the chairman of first backward class commission.

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -14

14 Political Developments in Tamilnadu

14.1 Political History of Tamil Nadu
14.2 Emergence of Dravidian Movement
14.3 Justice Party
14.4 Contributions of Justice Party
14.5 Peiyar E.V. Ramasamy:
14.6 Self Respect Movement
14.7 Anti Hindi Agitation
14.8 Dravidian Movement during II World War and after:
14.9 Rajaji Regime (1952-54)

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation: Video player, Photos and videos, charts reference books, dictionary, black board and chalks.

Spotlight

- Knowing about Dravidian political parties.
- Learning about the importance of Non-Brahmin movements
- Understanding the political history of Tamil Nadu
- Acquires knowledge about self-respect movements

Learning Objectives

- To provide sound knowledge about the views of Non-Brahmins.
- To know how dyarchy works in a democracy
- To learn about the functions of Presidencies
- To know about the emergence of various political parties

Learning Outcomes

At the end of the lesson the students should be able ….

- To know about the reforms made by Dravidian movements.
- Understand how self-respect movements gain popularity
- To know about the Dravidian society and its reforms
- Gain knowledge about Aryan culture
- To teach about the ancient Tamil Civilization.

Time Required	Transactional Strategy	Classroom Situation
30 Mins	Warming up and Introduction (Visual and oral activity) Recall of what they studied in previous grade / class about political developments. ❖ What is Dravidian culture? ❖ What is Dravidian movement? ❖ Write the name of a few political leaders. ❖ Who founded the Justice party?	Write the main terms related to the lessons and ask the students about it. **Assessment** ❖ Ask the students to tell about the Dravidian culture ❖ Instruct them to understand the meaning of Dyarchy ❖ Explain them about the Reforms of Dravidian society
10 Mins	Visual support to strengthen their memory Exhibit charts showing the evolution of Dravidian culture	Ask the students to take notes on the videos displayed.
1 period	Draw the attention of students by asking them about various self – respect movements.	Simplify the doubts of students about Dravidian culture and Aryan culture.
2 periods	Teach the students about the growth and development of Dravidian parties. The following questions may be asked? ❖ What is Justice party? ❖ What is Zamindari system? ❖ Define: Self-respect league?	**Assessment** Ask the students to explain their understanding about the Dravidian politics.
2 periods	Teach the students about Anti-Hindi agitations. The following Questions may be asked: ❖ What is Anti-Hindi Agitation? ❖ Do you know about Dravidar Kazhagam? ❖ Do you know about Article 313 of Indian Constitution?	Students can be formed as groups and the teacher can go with an interactive session.

2 periods	Instruct the students about Kamaraj Era (1954 – 1963) The following Questions may be raised? ❖ What is states Reorganisation Act? ❖ Write about Kulakalvi scheme ❖ Who introduced the Noon – Meal Scheme for school children? ❖ What is Kamaraj plan?	Teachers can prepare charts to explain the topics to the students. Students can form groups and underline the concepts which needs clarity from the teacher. **Assessment** Ask the students to learn more about the milestones and achievements of Kamaraj.
2 periods	Teach the students about Tamil Nadu politics and growth of political system in Tamil Nadu The following questions may be asked ❖ Who founded All India Anna Dravida Munnetra Kazhagam? ❖ What are the achievements of DMK? ❖ Why Tamil is called as Classical language? ❖ What is Samathuvapuram? ❖ What is Communism? ❖ What is e-Governance?	**Assessment** Ask the students to understand the political developments from one government to other government. **Home Assignment** Let the students prepare a chart at the end of the classes on Dravidian parties rule in Tamil Nadu. **Remedial activity and extended learning** The students may discuss with their class teachers to clarify their doubts **Home Assignment** Students may prepare essays and have a group discussion among them to improve their skills.
1 period	Teach the students about the concepts given in glossary. The following questions may be asked 1. What have the students learned / observed about the Dravidian culture and politics? 2. What is their idea about Aryan culture?	Students may be guided to grasp the terms related to Radicalism, Federalism, Populism.

Textual Exercise	Debate and discussion
A brief discussion on this chapter where the students will give the answers (Read from text) Teacher shall guide / support	❖ How did the Dravidian culture eclipsed Aryan culture? ❖ How self-respect movement gained popularity among masses? ❖ Have a debate on Potti Sriramulu's fast unto death and formation of Andhra Pradesh?
Recommended Activities	**Classroom collective exercise**
❖ Each group of students may be given the task of summarizing the major features of the unit by preparing a chart. ❖ Ask them to write about the various political parties in the Dravidian rule in Tamil Nadu ❖ To learn about the welfare schemes and programmes during the rule of Dravidian Political parties. ❖ To understand about the Reservation policy	❖ Preparation of 10 multiple choice questions on each topic of the unit to enable the students to gain in depth knowledge of the lesson. ❖ Arrangement of quiz programmes. ❖ Arranging for a visit to near by office of any political parties, movements and government offices.

Case Study

❖ Give a write up on the Anti Hindi agitation movement, 1965.

❖ Make a field visit to check the success of various welfare schemes and policies in Tamil Nadu.

Questions for Class room discussion and worksheets

❖ What is Dravidian movement?
❖ What is Justice party?
❖ What is Reservation policy?
❖ What are the reasons for the growth of self-respect league?
❖ What is Anti-Hindi-Agitation?
❖ Write about Montagu Chelmsford Reforms?
❖ What are the achievements of Kamaraj?
❖ Explain about Aryan culture.
❖ Write a note on Ancient Tamil Civilization?
❖ What is communism?

HWFVX8

Essay/Seminar Topics

- Samathuvapuram
- Uzhavar Santhai
- e-Governance
- Tamil as classical language
- Achievements of All India Anna Dravida Munnetra Kazhagam
- Minto – morley Reforms
- Non Co-operation movement
- Indian National Congress
- Self – Respect movement
- Vaikom Satyagraha

Fill in the blanks

- Who is the founder of All India Anna Dravida Munnetra Kazhagam? _____
- Anti –Hindi movement took place in the year _____
- 'Reorganisation of states' was done in the year _____
- Kulakalvi Scheme was abolished by _____
- First world Tamil Conference was held in _____
- The state of madras was renamed as Tamilnadu by _____
- Self Respect movement was launched in the year _____
- Andhra university was established in the year _____
- The percentage of urban population in Tamil Nadu is _____
- Who was the first Chief minister of Tamil Nadu ? _____

Teaching and Evaluation

Class – XI | Political Science | Volume: II | Unit -15

15 Tamil Nadu Political Thought

15.1. Background
15.2. Ancient Political Ideas
15.3. Nationalism
15.4. Communism
15.5. Dravidian Ideology

HW6ZVK

Teaching / learning tools

Hardware requirements for power point presentation, video player, photos and videos, charts, reference books, dictionary, blackboard and chalk.

Spotlight

- Knowing the background of political thought in Tamilnadu
- Understand the political ideas of Thiruvalluvar.
- Throws light on the nationalistic ideas of Bharathiyar.
- Familiarises the communist philosophy of Singaravelar.
- Acquiring knowledge about Dravidian ideology spearheaded by Periyar.

Learning Objectives

- To know the meaning nature and importance of Local government.
- To familiarize the students on the classification of local government.
- To know about Local government around the world.
- To understand the development of Local government in India
- To study and evaluate the 73rd and 74th Constitutional amendments.
- To examine the functioning of Local government in Tamil Nadu

Learning Outcomes

At the end of the lesson the students should be able to

- Know the richness of Ancient political works and ideas in Tamilnadu.
- Assess the political thought of Thiruvalluvar on State, Government, King and Democracy.
- Understand nationalism through the life and contributions of Subramaniya Bharathiyar.
- Have an insight on the impact of Singaravelar's ideas on Congress party and various sections of the society including workers.
- Assess the role and ideology of Periyar on nationalism, language and casteless society etc.
- Gain knowledge on how Tamilnadu Political thought had evolved in course of time.

Time Required	Transactional Strategy	Classroom Situation
20 Mins	Warm up and introduction (visual and oral activity). Warm up with recall of what the students had studied in the lower classes about Thiruvalluvar, Bharathiyar, Singaravelar and Periyar. **The following questions can be asked:** ❖ Do you know the political history of Tamil Nadu? ❖ Have you heard about the Sangam literature? ❖ List out the ancient ports in Tamilnadu. ❖ Who are the ancient Tamil political thinkers?	The students were introduced to the concepts of nationalism, Communism and Dravidianism through various political thinkers. **Assessment** ❖ Ask the students why should we study the political thought of Tamilnadu? ❖ Guide the students to understand the concepts of nationalism, communism and dravidianism by introducing Bharathiyar, Singaravelar and Periyar. The questions such as what could be the subjects dealt by the above said political thinkers can be asked to the students.
20 Minutes	❖ Visual support to improvise the memory of the students. ❖ Display charts showing the history of Tamilnadu Political thought. ❖ Show a video on the sangam literature and about the life and ideas of Thiruvalluvar, Bharathiyar, Singaravelar and Periyar.	The students are able to understand the genesis of political thought in Tamilnadu. Moreover, they acquire knowledge on the political ideas of Thiruvalluvar, Bharathiyar, Singaravelar and Periyar. Ask students to take notes on the video lesson as it plays and ask them to get clarified on their doubts.

		Assignment At the end of the video ask the students about the following: ❖ What is your understanding about the political thought? ❖ What are the works in sangam literature? ❖ Have you heard about the story involving Avvaiyar and Adhiyamaan Neduman Anchi?
2 periods	Teach the students about the historical background of Tamilnadu Political thought including an insight on Sangam age. The following questions can be asked at the end of the class. ❖ Who is strabo? ❖ Do you know about the ancient Tamil kingdoms? ❖ What are the eight anthologies? ❖ What are kilkanakku anthologies? ❖ Do you know the richness of Sangam literature? ❖ What is the speciality of Thirukkural? ❖ Why do we praise kannagi even today? ❖ Distinguish between Agananooru and purananooru? ❖ What are the Social categories during Sangam age? ❖ Talk about the Avvaiyar who lived in Tamilnadu during different periods? ❖ What is the uniqueness of ancient Tamil political thinkers? Draw the attention of the students towards ancient Tamil political thought. Make them understand the political, cultural and literary history of Tamils.	❖ Ask the students to read the historical background of Tamilnadu Political thought. ❖ Students can study in groups and underline the words/phrases and concepts that need clarifications from the teacher. ❖ Ask the students to draw a diagram of the various Sangam literature in the blackboard (the students may be selected in groups). **Debate** Have a debate on keeladi excavations dating back to Sangam age. **Assignment** Ask the students to point out the message in silappadikaram. **Home Assignment** Ask the students to prepare a chart on the political history of Tamil kingdoms.

2 Periods	Teach the students about the political ideas of Thiruvalluvar on various aspects. At the end of the classes, the following questions can be asked to students. ❖ Why Thiruvalluvar is regarded as the greatest Tamil political thinker? ❖ What is dealt in porutpal? ❖ Why do Thiruvalluvar attaches more importance to allies for a king? ❖ What are the qualities of a king as said by Thiruvalluvar? ❖ Do Thiruvalluvar's ideas on democracy similar to what exists at present? ❖ Is Monarchy suitable at present for a country like India? If not, explain why? ❖ Why did Valluvar opposed Tyranny? What are its Evils ? ❖ Is it possible to attain an ideal state? Why did Valluvar regarded budget as vital for a government?	Ask the students to read aloud the ideas of Thiruvalluvar on various aspects like state, king, government, tyranny etc. in the class. The students are expected to observe and understand the core ideas given in the Kural. **Debate** ❖ Have a debate on the relevance of Thiruvalluvar today. ❖ Have a discussion on Thiruvalluvar's ideas on state. **Home Assignment** Ask each student to have a write up on the messages delivered by various couplets given in the syllabus. Each student can be allotted a Kural either based on interest or as allotted by the teacher.
2 Periods	Teach the students about the Nationalist ideas of Subramaniya Bharathiyar and his role in freedom movement. At the end of the classes, the following questions can be asked to the students. ❖ What are the famous poems written by Bharathiyar? ❖ Why did Bharathiyar opposed British rule? ❖ Why do we consider Bharathiyar as a national poet? ❖ Why did Bharathiyar went to Pondicherry? ❖ How did Bharathiyar fight against caste system? ❖ Do you think Bharathiyar is an extremist during British rule? ❖ According to Bharathiyar, how freedom can be achieved?	**Activity** Together as a class, ask the students to sketch the life and contributions of Bharathiyar. **Poetry day:** Ask the students to present any of Bharathiyar's poems on nationalism and talk about its message on a particular day. **Common good:** Organize a class or school wide event to commemorate Bharathiyar's birth anniversary to spread his ideas on nationalism, casteless society and gender equality. The events maybe an essay writing or elocution competition or even a quiz competition on Bharathiyar.

	❖ How did Bharathiyar gave voice for women through spiritualistic perspective? ❖ How did Bharathiyar view women?	Saplings may be planted in the school campus by the students. Remind the students about the role of Bharathiyar during freedom struggle.
	❖ Do you think Bharathiyar was a staunch Nationalist? ❖ How did Sister Nivedita influenced Bharathiyar?	**Assignment** The students are expected to know the contributions made by Bharathiyar. Ask the students to know why Bharathiyar was ostracized by his own community? Let them get clarifications on the Socio-Political ideas of Bharathiyar. **Debate and Discussion** ❖ Is Bharathiar a feminist? ❖ Have a discussion on Bharathiyar as a journalist. **Home Assignment** ❖ Ask the students to prepare a chart on life and times of Bharathiyar. ❖ Have a write up on the role of Bharathiyar in freedom movement
2 Periods	Teach the students about the concept of communism and how Singaravelar contributed towards it in Tamil Nadu. The following questions can be asked to the students. ❖ How did Singaravelar spread socialistic thinking in politics? ❖ What is meant by economic freedom? ❖ What according to Singaravelar should be the motto of Congress Party? ❖ What about the role and impact of Singaravelar towards workers? ❖ Do you know the relationship between Singaravelar and Periyar?	Students are expected to know the communist ideas and role of Singaravelar. They are to be guided to learn the ideas of Singaravelar on laborers and his contributions to communist philosophy . The teacher has to clarify the doubts at the end. **Assignment** Students can study in pairs and underline the words/phrases that need clarification from the teacher. Based on their understanding, the students are asked to explain the role of Singaravelar as a communist in protecting the rights of labourers.

	❖ What were the contributions of Singaravelar to common people? ❖ Why did Singaravelar joined Periyar's self-respect moment? ❖ What are the views of Singaravelar on Varna system? ❖ Why do we regard Singaravelar as the first communist of South India? ❖ What was the impact of Singaravelar on Congress party? ❖ Do you know about labour-farmer political party? ❖ Why did Singaravelar advise to speak in Vernacular languages?	**Debate and Discussion** ❖ Have a discussion on the impact of Singaravelar on Congress party. ❖ Have a discussion on Singaravelar's impact on self-respect movement.
3 Periods	Teach the students about Dravidian ideology and the nationalistic ideas of Periyar. Also throw light on the ideas of Periyar on nationalism, casteism, language, rationality and religion. The following questions can be asked to the students. ❖ What are the views of Periyar on superstitious beliefs? ❖ Why did Periyar advocate self respect for an individual? ❖ Why did Periyar leave Congress Party? ❖ Why did Periyar say nationalism is an Unreal feeling? ❖ Why did Periyar consider nationalism as an exploitation tool? ❖ Why did Periyar became an atheist? ❖ What were his views about religion? ❖ What did Periyar advocate through Dravidian nationalism? ❖ Why did Periyar ask everyone to protect their language? ❖ How did Periyar want to establish a casteless society? ❖ Why did Periyar give up the demand for separate Dravida Nadu? ❖ Do you know why Periyar opposed Electoral Politics ?	❖ Students are expected to learn the rationalistic and socialistic ideas of Periyar. ❖ Students are to be guided to understand the ideas of Periyar. The teacher has to clarify the doubts at the end. **Assignment** ❖ Students should be asked to explain the role of Periyar in the emancipation of women. **Debate and Discussion** ❖ Have a discussion on the relevance of Periyar today. ❖ Have a discussion on why Periyar gave more importance to social freedom than political freedom.

		Remedial Activity and Extended Learning The students after learning the whole unit may seek the teacher's help in clarifying the doubts. **Home Assignment** ❖ The teacher can ask the students to prepare a chart on various topics assigned to them regarding those political thinkers. ❖ The students as instructed by the teacher may write an essay on each concept/topic in several groups. They may also present it in the classroom and the best maybe appreciated in the class. **Assignment** Questions can be put to the students on ❖ Do you believe in god or not? Can you compare the concept of nationalism advocated by Bharathiyar and Periyar's notion about nationalism.
1 period	**Textual Exercise** A brief discussion about the unit wherein the students will give the answer (read from the text). Teacher to support/guide the students in proper understanding of the unit. **Recommended activities** ❖ Each group of students may be given the task of summarising the main ideas of these four political thinkers.	**Debate and Discussion** ❖ Have a debate on 'Dravidian Nationalism'. ❖ Have a discussion on the views of Thiruvalluvar and Bharathiyar on women. ❖ Have a discussion on Periyar's self-respect movement. **Classroom collective exercise** ❖ Ask the students to prepare at least 10 multiple choice questions on each topic of the unit to enable the students to gain an insight into the lesson.

	❖ The school Teacher can arrange for a subject expert and make them interact with the students on this topic. ❖ Students may organise a poster exhibition on the life and messages of Thiruvalluvar, Bharathiyar and Periyar. ❖ In a chart, the students can differentiate the notion of nationalism by Bharathiyar and Periyar (can be done in groups and the best group can be given appreciation points). ❖ Students may be asked to browse the internet and prepare an album of 10 most important political thinkers from Tamilnadu.	❖ Arrange a quiz programme in the class on the social and political ideas of Thiruvalluvar, Bharathiar, Singaravelar and Periyar. The class may be divided into teams each comprising four members. Ask these groups to collect related reference books from the library and make a presentation on an assigned topic in a seminar.

Case Study

- Have a write up on post Sangam literature.
- Apply Thiruvalluvar's concept of democracy to contemporary era.
- Portray Bharathiyar's nationalism through his works.
- Have a write up on the life and services of singaravelar.
- Impact of self respect Movement in Tamilnadu.

Questions for Class room discussion and worksheets:

- How are Ancient Tamil kingdoms connected to other countries?
- Share the views of Eric Miller on Kannagi in the class.
- Caste system was unknown among ancient Tamils'. Do you agree?
- Distinguish between Welfare state and Ideal state?
- Can we say that Thirukkural is really a secular book?

HWFVX8

- What message does Bharathiyar's 'Panchali Sabatham' conveys?
- What kind of social reforms were carried out by Bharathiyar?
- How did singaravelar connected the welfare of farmers and workers into freedom struggle?
- How can we say that Periyar is a social reformer?
- Is it possible to establish Periyar's casteless society?

Essay/Seminar Topics

- Diplomatic history of ancient Tamil kingdoms.
- Nature of polity in Thirukkural.
- Kannagi - Global symbol of Justice.
- Influence on Aryans on Dravidian culture.
- Thiruvalluvar's conception of democracy.
- Thiruvalluvar's views on state and government.
- Role of Bharathiyar in Indian National Movement.
- Efforts of singaravelar in protecting labour rights.
- Up's and Down's in the political life of Periyar.
- Periyar - a rationalist social reformer.

Fill in the blanks

1. _____ literature dated approximately to 300BC(BEC) to 300AD(CE)
2. _____ was written by Ilango Adigal.
3. _____ was the capital of Pallava Kingdom.
4. Government's budget is dealt in _____ th Kural.
5. Bharathiar published 'Sudesa Geethangal' in the year _____
6. In 1907, the congress session was held at _____
7. Singaravelar participated in the Congress Committee meeting as a representative of Tamilnadu in the year _____
8. First May Day celebrations in Chennai was organised in the year _____
9. Periyar was born in the year _____
10. The father figure of modern Tamilnadu is _____

11. Career Opportunities in Political Science

There are plenty of career opportunities available to the students of political science. The options and opportunities can be detailed in two categories of higher education and employment

POLITICAL SCIENCE

A. Higher Education Opportunities in Political Science

The students can study the following programmes in colleges and universities after the completion of school educations. There are a number of government universities, colleges and aided colleges that provide these programs in Political Science in our state as well as in our country

- Bachelor of Arts (BA)
- Master of Arts (MA)
- Master of Philosophy (MPhil)
- Doctor of Philosophy (PhD).t

A.1) Tamil Nadu Government and Aided Colleges

1. Presidency College, Chennai.
2. Government Arts College, Coimbatore.
3. Thiruvalluvar Government Arts College, Rasipuram, Namakkal District.
4. Loganatha Narayanasamy Government Arts College, Ponneri, Thiruvallur District.
5. Periyar Government Arts College, Cuddalore.
6. Government Arts College, Thiruvarambur, Trichy.
7. Government Arts College, Salem-0
8. Rajeswari Vedachalam Government Government Arts College, Chengalpattu.
9. Madras Christain College, Tambaram, Chennai
10. Pasumpon Muthuramalinga Thevar College, Usilampatti, Madhurai –25
11. Pasumpon Thiru Muthuramalinga Thevar Memorial College, Kamuthi, Ramanathapuram
12. SIET College for Women, Teynampet, Chennai.
13. Anna Adarsh College for Women, Chennai

A.2) State Universities

There are manu universities in our state offering political science degrees.

1. University of Madras, Chennai
2. Annamalai University, Chidamparam
3. Madurai Kamaraj University, Madurai
4. Bharathiyar University, Coimbatore (Only Correspondence Course)
5. Alagappa University, Karaikudi (Correspondence course in Public Administration)
6. Tamil Nadu Open University, Chennai
7. Manonmaniam Sundaranar University, Tirunelveli (Correspondence Course)

A.3) Central Universities

There are number of central universities across India where students can learn political science.

1. The University of Delhi
2. Pondicherry University
3. University of Hyderabad
4. Gandhigram Rural Institute (Deemed to be University), Dindugal and
5. Indira Gandhi Open University, New Delhi
6. Jawaharlal Nehru University(JNU), New Delhi

A.4) Integrated program

The Department of Social Sciences and Humanities in Indian Institute of Technology, Madras offers the five year integrated MA Program in two streams of Development Studies and English Studies

A.5) Jawaharlal Nehru University(JNU), New Delhi

- National Institutional Ranking Framework (NIRF) of the Human Resources Development Ministry has ranked JNU as the second best university in the country.
- It offers Post Graduation, Master of Philosophy (MPhil), Doctor of Philosophy degrees in Political Science.
- While the School of Social Sciences (SSS) provides these programs in Political Science the School of International Studies (SIS) conducts these programs in International Politics.
- The candidates should write the national entrance examination to get admission in post graduation and Master of Philosophy programs. The scholars can get through NET exam with top ranks and avail the Junior Research Fellowship (JRF) for two years and Senior Research Fellowship (SRF) for three more years.

It is overwhelmingly a residential university as the twenty odd hostels provide accommodation to most of the students. The union government provides funds to the university and therefore the cost of education and hostel accommodation is affordable. *Merit cum Means scholarship is available for students.*
The university has a well equipped library consisting of nine floors situated in a lush green environment of the Aravali Hills. It is a central university, with a truly national character as students hail from almost all the states of our country.

A.6) Madras Institute of Development Studies (MIDS)

- The institute was founded by Dr.Malcom S Adiseshiah and Mrs. Elizebeth Adiseshiah in Adayar, Chennai.
- It offers in social research programs sciences including Political Science.
- The thrust areas of Political Science for doctorate programs include Political Institutions, Governance and Decentralisation, Poverty, Inequality and Discrimination, Caste, Gender and Sexuality Studies

A.7) Tata Institute of Social Science (TISS)

- TISS is a multi-campus public funded research university creating human service professionals for the nation.
- It offers several Bachelors, Masters and Doctoral programs in inter disciplinary areas from its Mumbai, Hyderabad, Tuljapur and Guwahati campuses.
- The Political Science students can pursue higher studies in different areas like Development Studies, Law, Rights and Constitutional Governance, Social Work, Public Policy and Governance, Human Resources Management, Gender Studies.
- A IIT-campus Public Funded Research University creating Human Service Professionals for the Nation.

B. Employment Opportunities

The students of Political Science have bright career prospects. They can choose their career in

- Administration
- Politics
- Mass media
- Academics (teaching in schools, teaching and researching in colleges, universities and research institutes)
- Social work
- Police administration
- Judicial service
- Other careers through general competitive exams
- NGO management etc.

B.1) Civil Service Exam of Union Public Service Commission (UPSC)

The Union Public Service Commission conducts numerous competitive exams to recruit officers for union government. The civil services exam is meant to recruit officers for *Indian Administrative Service (IAS), Indian Police Service (IPS), Indian Foreign Service (IFS), and Indian Revenue Service (IRS) etc.*

The *IAS officers* administer the country by working as *Sub Collectors, Collectors, Joint Secretaries, Secretaries, Chief Secretary and Cabinet Secretary.*

The *IPS officers* protect law and order by working as *Assistant Superintendant of Police, Superintendent of Police, Inspector General of Police, and Director General of Police.*

The *Indian Foreign Service* officers shape and serve the foreign policy interests of India as *Third secretary, Second Secretary, First Secretary, High Commissioner and Ambassador etc*

The civil services exam popularly known as IAS/IPS exam is conducted in three stages of

- Preliminary Test
- Main exam and
- Personal Interview.

Political Science – a scoring topic

In Preliminary test:

The General Studies paper of the preliminary test contains approximately twenty questions on Indian Politics and International Relations.

In Mains Test:

There are seven countable papers in the second stage, Main Exam. The syllabus of the General studies second paper exclusively contains Indian polity and international relations and carries 250 marks. The essay paper normally contains questions from Indian politics and international relations and has 250 marks. The students can choose political science and international relations as their Optional Subject and the two optional subject papers have 250 marks each. Therefore the students with political science optional subject can cover nearly 1000 marks out of the total 1750 marks available in the main test of civil service exam. Even the candidates not choosing political science as optional subject will have to answer around 500 marks (General Studies Second and Essay Paper) in the main exam from political science related topics

In Personality Test:

The final stage of the exam is known as Personality Test or Personal Interview containing 275 marks. As civil servants work in Indian democratic system the interview devotes a greater amount of attention to the topics and issues of political science and international relations.

B.3) TNPSC Exams

The Tamil Nadu Public Service Commission recruits officers and personnel to Tamil Nadu government. It conducts around seventy different exams. The important exams include *Group 1 Services Examination, Group 1-A Services Examination, Combined Subordinate Services Examination-1(CSSE-1) and Combined Subordinate Services Examination-2 (CSSE-2) etc*. All these exams have a general knowledge paper. Around twenty percent of questions in the question papers will originate from Indian polity and international relations.

The Group One exam is conducted for recruiting officers to the top services in the state like *Deputy Collector, Deputy Superintendent of Police, District Employment Officer, District Fire Officer and Assistant Commissioner in Commercial Services*. The Deputy Collectors after eight to ten years of service will be promoted as IAS officers. Similarly the Deputy Superintendent of Police will be promoted as IPS officers after eight to ten years of service.

There are *three stages* in the Group 1 exam. They are *preliminary test, main test and personal interview*. Indian constitution, politics, international politics and Indian foreign policy are very important in all three stages of the exam and students of political science can attend these questions confidently. The other recruitment tests of TNPSC also contain a certain percent of questions from Political Science

B.4) Teaching Career in Colleges and Universities

There are three kinds of faculty positions in universities available for the aspirants of an academic career in Tamil nadu and India. They are Professor, Associate *Professor and Assistant Professor*. There are two levels of faculty positions (Assistant Professor and Associate Professor) in the colleges in our state.

The candidates should get through the *State Eligibility Test (SET) conducted by the Tamil Nadu government* to qualify for these posts in our state. The candidates can become eligible to join *as Assistant Professor in any college or university in the country* by getting through the *National Eligibility Test of the University Grants Commission*. The students can write NET and SET exams after completion or in the final semester of the Post Graduation course (M.A in Political Science).

B.5) Teaching Career in Schools

There are two exams for recruiting teachers in the schools of our state. The candidates aspiring to become teachers in primary (class I-V) and upper primary (class VI-VIII) schools should write *Tamil Nadu Teachers Eligibility Test (TNTET).* The candidates who want to join as the **Postgraduate Assistants** in Government Higher Secondary schools in Tamil Nadu Higher Secondary Educational Service should write the second exam. The *Teacher Recruitment Board (TRB)* conducts the above mentioned recruitment tests.

B.6) Opportunities in Media

There are plenty of opportunities in mass media for students of Political Science. They can branch into print journalism, television news channels and digital media. The news media preponderantly deals with politics, society, environment, culture and international issues and a good grounding in Political Science and international relations can intellectually empower and enrich a career in media. After graduation in political science the interested students can do a course in media in institutions like

1. Indian Institute of Mass Communication, New Delhi
2. Asian College of Journalism in Chennai and become successful in media.

B.7) Police Service

They can enter police department as Sub Inspectors after getting through *the Tamil Nadu Uniformed Services Recruitment Board (TNSURB)* exam for the recruitment of Sub Inspectors or as Constables after cracking police constable recruitment exam of TNUSRB.

B.7) Career in Law

Political Science and Law are closely related disciplines. The students of Political Science after 12th standard can study *the five year integrated law course Bachelor of Arts and Bachelor of Legislative Law (B.A.LL.B) or after graduation can pursue the three year Bachelor of Legislative Laws (LL.B) degree*. The important entrance exams include Common Law Admission Test (CLAT) and All India Law Entrance Test (AILET). There are a large number of colleges and universities offering law courses in our state. *The Government Law Colleges located in places like Coimbatore, Madurai, Tiruchirapalli, Chengalpattu, Tirunelveli, Vellore and Dr.Ambedkar Government Law College, Chennai are affiliated to Dr.Ambedkar Law University, Chennai.*

1. The National Law School of India University, Bangalore
2. National Law School,, Jodhpur
3. NALSAR University of Law, Hyderabad
4. National Law University, Bhopal
5. Government Law College, Mumbai
6. Faculty of Law in Delhi University, are among the top institutions in the country.

After completing the law degree the candidates can practice as lawyers or become judges in courts. They can aspire to become the judges in the District Courts, High Courts and Supreme Court. There are constitutionally prescribed qualifications for judges of High Courts and Supreme Courts.

B.8) Educational and Employment opportunities in International Domain.

There are a great number of reputed universities all over the world that provide courses in Political Science and International Relations

In United States

1. The Harvard University
2. Princeton University
3. University of California,
4. University of Berkeley
5. Yale University

In United kingdom

1. the University of Oxford
2. London School of Economics and Political Science
3. University of Cambridge and

In Australia

1. Australian National University

are among the globally reputed educational institutions in Political Science. The students can pursue international careers in media, academics, research bodies, corporate etc. They can seek a career in the administration *of international organizations like United Nations, World Bank, World Trade Organisation, International Court of Justice, and United Nations Framework Conference on Climate Change.*

Political Science is like the skill set of a swimmer. The person with swimming skills can swim in any water body whether it is a pond or a lake or an ocean. A political science student with apt knowledge, attitude and skills can join any career of general nature.

Websites of Political Science institutions:

National	International
1. http://www.jnu.ac.in	1. http://www.columbia.edu
2. http://www.mids.ac.in	2. http://www.yale.edu
3. http://www.tiss.edu	3. http://anu.edu.au
4. http://www.unom.ac.in	4. http://www.cam.ac.uk

12. FEEDBACK

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, TAMILNADU

WORKSHOP – NEW TEXTBOOK – POLITICAL SCIENCE STANDARD XI

Venue: **Date:**

FEEDBACK FORM

The purpose of the questionnaire is to receive your feedback of the workshop. Please complete the questionnaire gaiving appropriate responses.

PART - A

Workshop process: (Tick in the appropriate box)

Topic	Adequate	To large extent	Some text Extent
1.Familiarising with the textbook			
2.Providing guidance to relevant teaching methods			
3.Instructions on classroom procedures			
4.Clarity on role of teacher and learner in an interactive classroom			
5.To what extent did the sessions cover all areas of the textbook			
6.Time allotted for each session			

PART - B

(Brief and Specific responses are invited)

1. The most difficult /challenging aspect of the revised text according to you. (**If any in a sentence or two**)

.....

.....

2. What I like the most about the workshop is... (**If any in a sentence or two**)

.....

.....

3. How useful were the demo lessons (**Very Useful/ Useful/ To some extent**)

Explanation of contents : .....

Clarifications of concepts : .....

Interaction with participants : .....

Information on Do you Know items : .....

ICT &QR codes : .....

4. Did the workshop clarify your doubts? **YES/ NO**

5. Specify areas where you need clarification.

   i) .....

   ii) .....

   iii) .....

6. After attending the two day training programme, are you equipped with confidence and competence to conduct a lessions workshop for studence. **YES/NO**
   If No, give reasons.

   i) .....

   ii) .....

PART - C

a) Do you find the theoretical content adequate, interesting and relevant to Class XI . **Yes / No**. Suggestions if any.

i)

ii)

b) Does the text book include adequate Exercises. **Yes / No**. Suggestions if any.

i) .....

ii) .....

c) Do you find the activities given in the units are adequate and interesting. **Yes / No**. Suggestions if any

i) .....

ii) .....

d) Do you find the Glossary useful. **Yes / No**. Suggestions if any

i) .....

ii) .....

e) Give your suggestions to improve the lessons in the future

i) .....

ii) .....

iii) .....

iv) .....

Any other Suggestions...

.....

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