

**BUDHA DAL PUBLIC SCHOOL  
LESSON PLAN**

**SUBJECT: POLITICAL SCIENCE TERM I**

**CLASS: XI  
BOOK INDIAN CONSTITUTION AT WORK**

**CHAPTER: CONSTITUTION WHY AND HOW AND PHILOSOPHY OF THE  
CONSTITUTION**

**MONTH – APRIL/ No of days – 20**

**No. of days required - 8**

<b>Objectives</b>	<b>To enable them to understand the circumstances in which constitution of India was framed</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What is constitution?</b></li><li>• <b>Who all can vote in India?</b></li><li>• <b>What were the main objectives of Indian national movement?</b></li><li>• <b>Name any 2 leaders of the constituent assembly.</b></li></ul>
<b>Learning outcomes</b>	Understand the need for a Constitution  Understand the process of Constitution-making in India  Analyze the Preamble to the Indian Constitution  Critically evaluate how constitutions, govern the distribution of power in society  Analyze the ways in which the provisions of the constitution have worked in real political life
<b>Vocabulary</b>	<b>Philosophy – knowledge on a particular area of study</b>  <b>Alien document – a document borrowed from outside lands</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method NCERT INDIAN CONSTITUTION AT WORK</b>

	<p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<p><b>Pedagogical strategies</b></p>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topic will be explained</b></p> <p><b>Why do we need a constitution?</b>  <b>Factors which makes the constitution affective, framing of indian constitution, ideological differences, inheritance of the national movement. Provisions borrowed from other constitutions, philosophy of the constitution – meaning, political philosophical approach to the constitution – core provisions, criticism and limitations of the constitution.</b></p>
<p><b>Group activities/Hands on learning</b></p>	<p><b>Collect material to find out the perfection of Indian constitution.</b></p> <p><b>Make a report for classroom presentation</b></p> <p><b>Mock constituent assembly debates will be conducted</b></p>
<p><b>Art Integration with other domain</b></p>	<p><b>Pictures of different leaders of constituent assembly will be shown</b></p> <p><b>Constituent assembly debates will be shown through smart class</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary linkages and</b></p>	<p><b>Create an art project that visually represents</b></p>

<b>infusion of life skills</b>	<p>the Preamble to the Indian Constitution</p> <p>Conduct a group project where students create a mock constitution for a fictional country</p> <p>(integrated with Painting, theatre</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: RIGHTS IN THE INDIAN CONSTITUTION**

Month – April/May No. of days – 25

No of days required - 7

<b>Objectives</b>	<b>To make them aware about their fundamental rights given to us by the constitution.</b>
<b>Previous knowledge testing</b>	<b>What are rights? Can you cite one case of violation of rights? How many rights enjoyed by Indian citizens? What are the fundamental duties of the Indian citizens?</b>
<b>Learning outcomes</b>	<b>Understand the meaning and significance of Fundamental Rights Analyze the scope and limitations of Fundamental Rights in India Understand the importance of the Right to Equality and the Right to freedom etc Justify the need for reasonable restrictions on the rights guaranteed</b>
<b>Vocabulary</b>	<b>Certiorari – means to be fully informed Habeas corpus – it is issued when person is arrested illegally Writ – special orders issued by supreme court</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method NCERT INDIAN CONSTITUTION AT WORK Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be</b>

	<p>encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topics will be explained</p> <p>Meaning of rights, bill of rights, fundamental rights – right to equality, right to freedom, right to freedom of religion, right to cultural and educational rights, right against exploitation, right to constitutional remedies. Fundamental duties, directive principles of state policy, relationship between directive principles and fundamental rights.</p>
Group Activity/Hands on learning	<p>Collect some newspaper reports on violation of rights in which NHRC is playing a major role. Try to write an article for the school magazine.</p> <p>Collect newspaper cutting of recent judgments about rights of minorities</p>
Art Integration with other domain	<p>Flow chart containing six fundamental rights will be explained</p> <p>PPT showing violation of rights</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>
Interdisciplinary linkages and infusion of life skills	<p>Create a visual representation of the Fundamental Rights in the Indian Constitution</p> <p>Conduct a group project where students analyze a specific Fundamental Right and its impact on society</p> <p>(integrated with Painting, IT</p>
Resources including ICT	<p>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word,</p>

	<b>reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. Fundamental rights play a crucial role in ensuring justice, equality, and human dignity within a society. Discussions within this chapter can explore the importance of fundamental rights in promoting peace, justice, and inclusive institutions.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

## CHAPTER: CONSTITUTION AS A LIVING DOCUMENT

Month – May /No. of days 25

No. of days required - 5

<b>Objectives</b>	<b>Students will be able to understand the key features of Indian constitution and how constitution of India amended?</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What is constitution?</b></li><li>• <b>Why do we need constitution?</b></li><li>• <b>What do you know about rigidity and flexibility?</b></li></ul>
<b>Learning outcomes</b>	<p>Understand the concept of the Constitution as a living document and its importance in a dynamic society</p> <p>Analyze the significance of judicial interpretation in the evolution of the Constitution</p> <p>Examine the challenges and controversies surrounding the interpretation of the Constitution</p>
<b>Vocabulary</b>	<p><b>Amendment – it is a procedure for revising the constitution</b></p> <p><b>Simple majority – it is a method of amending the constitutional provisions which are of a temporary nature</b></p> <p><b>Special majority – method of amending the constitutional provisions which are controversial and require support of 2/3 strength of the 2 houses of parliament</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT INDIAN CONSTITUTION AT WORK</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of</b></p>

	smart board.
<b>Pedagogical strategies</b>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topics will be explained</p> <p>Constitution – dynamic or static document</p> <p>Procedure of amending the constitution</p> <p>Amendment by simple and special majority</p> <p>Ratification by state legislatures</p> <p>Amendments of the constitution</p> <p>Technical or administrative</p> <p>Differing interpretations between judiciary and legislature</p> <p>Amendments based on political consensus</p> <p>Controversial amendments</p> <p>Basic structure and evolution of the constitution</p> <p>Constitution as a living document</p> <p>Role of judiciary</p> <p>Supremacy of Parliament</p>
<b>Group activities/Hands on Learning</b>	<p>Collect information about 97<sup>th</sup> amendment bill. President has returned the bill. Collect newspaper report on it. Do you think that this bill is related move to political opportunism aiming to save elites? Make a list of reasons</p>
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<p><b>Art Integration with other domain</b></p>	<p><b>Constituent assembly debates from various media</b></p> <p><b>Videos of constitutional amendments will be shown</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Creative writing: Have students write a short essay or poem that reflects on the idea of the Constitution as a living document. Encourage them to use metaphors and imagery to express their understanding of the Constitution and its significance in contemporary India.</p> <p>Debate: Divide students into groups and assign them different controversial constitutional issues, such as the right to privacy, the reservation system, or the death penalty.</p>
<p><b>Resources including ICT</b></p>	<p><b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b></p>
<p><b>Assessment items</b></p>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>



**CHAPTER: EXECUTIVE**  
**Month – May/ No. of days – 25**

**No. of days required - 8**

<b>Objectives</b>	<b>Students will be able to explain the meaning of executive, political and executive and why it is necessary to have executive in any country</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>What is an executive?</b></li> <li>• <b>Who was the first Prime Minister and president of India?</b></li> <li>• <b>Which form of government adopted by the constituent assembly?</b></li> <li>• <b>Why do we require an executive?</b></li> </ul>
<b>Learning outcomes</b>	<p>Understand the role of the Executive in the Indian government</p> <p>Analyze the powers and functions of the President, Prime Minister, and Council of Ministers</p> <p>Understand the concept of checks and balances in the Indian Constitution</p> <p>Know the significance of the administrative machinery</p>
<b>Vocabulary</b>	<p><b>Executive – organ of the government which implement decision of the legislature</b></p> <p><b>Presidential executive – head of state and government is an elected president</b></p> <p><b>Parliamentary executive – head of state is nominal</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT INDIAN CONSTITUTION AT WORK</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of</b></p>

	smart board.
<b>Pedagogical strategies</b>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topics will be explained</p> <p>What is an executive? Types of executive, political and permanent executive, presidential system – parliamentary system – semi presidential system. Powers and functions of president, vice president</p> <p>Prime Minister – real executive, powers and position of indian prime minister, features of indian bureaucracy, permanent executive.</p>
<b>Group activities/Hands on learning</b>	<p>Collect some newspaper reports on cases of maladministration against bureaucrats? Do you think bureaucracy is professional, impersonal and responsive in India? Highlight it in context of your collected narrations</p> <p>Collect report of the political system of latin American countries. Do you find any similarity with the indian political system</p>
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<b>Art Integration with other domain</b>	<p>Pictures of all the presidents and prime ministers of India will be shown</p> <p>Different types of political system practiced by different countries – collect information from website</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>

<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Create a visual representation of the different branches of government in India</p> <p>Conduct a group project where students create a mock Cabinet and role-play the decision-making process</p> <p>(integrated with Theatre, painting)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. The executive branch of government plays a crucial role in upholding the principles of peace, justice, and strong institutions.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: LEGISLATURE**  
**Month – May/No. of days – 25**  
**No. of days required - 9**

<b>Objectives</b>	<b>Students will be able to know the meaning of legislature, why 2 houses of parliament, work of parliament and necessity of parliament</b>
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<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>What do you mean by legislature?</b></li> <li>• <b>Name 2 houses of indian parliament.</b></li> <li>• <b>Who is the head of the lower house of parliament?</b></li> </ul>
<b>Learning outcomes</b>	<p>Understand the role of the Legislature in the Indian government</p> <p>Analyze the powers and functions of the Lok Sabha and Rajya Sabha</p> <p>Understand the concept of parliamentary procedures and debates</p> <p>Describe the law making process</p>
<b>Vocabulary</b>	<p><b>Legislature – a body of persons usually elective, who are empowered to make or change the laws</b></p> <p><b>Unicameral – legislature with single house</b></p> <p><b>Bicameral – legislature with 2 house</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT INDIAN CONSTITUTION AT WORK</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagogical strategies</b>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topics will be explained</b></p> <p><b>Why do we need parliament? Why do we need 2 houses? Composition of Rajya sabha and Lok sabha.</b></p> <p><b>Difference between the powers of loksabha and rajya sabha – which</b></p>

	<p>house is more powerful.</p> <p>Parliamentary procedures</p> <p>Parliamentary control over the executive</p> <p>How does parliament regulate itself?</p> <p>Defection and importance of anti defection bill</p>
<b>Group activities/Hands on learning</b>	<p>Watch DD loksabha channel and collect information about the proceedings of loksabha. Gather information about the number of times walkout protest and boycott of parliament takes place in one session and how much time was actually spent in legislature</p> <p><b>MOCK PARLIAMENT will be conducted</b></p>
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<b>Art Integration with other domain</b>	<p>DD loksabha channel to watch the proceedings of indian parliament</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Conduct a mock parliamentary debate on a current issue in India</p> <p>Create a visual representation of the different constituencies and parliamentary seats in India</p> <p>(integrated with Theatre, Computer)</p>
<b>Resources including ICT</b>	<p>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</p>
<b>Assessment items</b>	<p>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</p>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies,</p>

	<p>access to justice, and the development of effective, accountable, and transparent institutions at all levels. The legislature, as the representative body of the people, plays a crucial role in enacting laws, ensuring accountability, and upholding democratic principles. Discussions within this chapter can explore the role of the legislature in promoting peace, justice, and strong institutions.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>



**CHAPTER: JUDICIARY**  
**Month – May/ No. of days – 25**  
**No. of days required - 8**

<b>Objectives</b>	<b>Students will be able to understand the importance of third organ of government, independent judiciary role of NHRC</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>Name the three organs of the government.</b></li> <li>• <b>What do you mean by judiciary?</b></li> <li>• <b>Why do we need an independent judiciary?</b></li> </ul>
<b>Learning outcomes</b>	<p>Understand the role of the Judiciary in the Indian government</p> <p>Analyze the powers and functions of the Supreme Court and High Courts</p> <p>Understand the concept of judicial review and writs</p> <p>Examine the reasons for the conflicts between Judiciary and parliament</p>
<b>Vocabulary</b>	<p><b>Judiciary – organ of government which settles disputes through interpretation of law</b></p> <p><b>PIL – public interest litigation</b></p> <p><b>Rule of law – both rulers and ruled are subject to same law</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT INDIAN CONSTITUTION AT WORK</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the</b>

	<p>chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topics will be explained</li> </ul> <p>Why is judiciary important? Settlement of disputes, interpretations of constitution, PIL</p> <p>Need for independent judiciary in india – interpretation of constitution, guardian of fundamental rights</p> <p>Provisions ensuring independence of judiciary</p> <p>Indian judiciary – Supreme court, High court – district court</p> <p>Powers and functions of SC</p> <p>Judicial review</p> <p>Judicial activism – public interest litigation</p>
<p><b>Group Activities/Hands on Learning</b></p>	<p>Read the newspaper and make a list of some cases which led to ‘justice delayed, justice denied’. Write an ARTICLE</p> <p>Debate on judiciary v/s executive of india</p> <p>Collect some instances of judicial review and compare them with those given in the chapter</p>
	<p style="text-align: center;">•</p>
<p><b>Art Integration with other domain</b></p>	<p>Videos related to various important judgements relation to center state disputes, important crimes and decision of judiciary, constitutional amendments – which shows importance of judicial system of india will be shown</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>

<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Create a visual representation of the different levels of the Indian court system</p> <p>Conduct a group project where students act out a mock court case and analyze the decision-making process</p> <p>(integrated with IT, theatre)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. The judiciary plays a vital role in upholding justice, protecting human rights, and ensuring the rule of law. Discussions within this chapter can explore the role of the judiciary in promoting peace, justice, and strong institutions.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>● <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>● <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>● <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>● <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>







## BOOK POLITICAL THEORY

### CHAPTER: POLITICAL THEORY : AN INTRODUCTION

Month-JULY/ No. of days – 18

No. of days required - 6

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• <b>To increase understanding of political science research and analytical skills</b></li> <li>• <b>Political theory helps us to understand the concepts that have shaped our politics including freedom, equality individuality, democracy and justice</b></li> </ul>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>What do you mean by Politics?</b></li> <li>• <b>What do we study in Political Theory?</b></li> <li>• <b>Why should we study Political Theory?</b></li> </ul>
<b>Learning Outcomes</b>	<p>Understand the meaning and scope of political theory</p> <p>Analyze the different approaches and methods used in political theory</p> <p>Understand the relationship between political theory and political practice</p> <p>Appreciate the contribution of political thinkers like Rosseau</p>
<b>Vocabulary</b>	<p><b>Politics – it is the study of state, government and the concept of class struggle</b></p> <p><b>Polis – city state of Greece</b></p> <p><b>Power – Ability of influence people</b></p> <p><b>Political theory – body of knowledge related to the phenomenon of the state</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p>

	<p><b>NCERT POLITICAL THEORY</b>  <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagogical strategies</b>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topics will be explained</p> <p>Different meanings of politics</p> <p>Do we find politics in seemingly non-political domains?</p> <p>Can political arguments be resolved through reasoning?</p> <p>Why do we need political theory?</p> <p>Meaning, nature of political theory?</p> <p>What do we study in political theory?</p> <p>Scope of political theory</p> <p>Can political theory be applied in practice?</p>
<b>Group Activities/Hands on learning</b>	<p>Collect pictures of the political scientists along with the name of their books – paste all the information on chart</p> <p>Collect some newspaper and magazine reports of political intervention in domestic and non-political affairs. Do you find the intervention justified? Prepare a report and present it in the class</p>
<b>Art Integration with other domain</b>	<p>Pictures of ancient, medieval and modern political thinkers will be shown collected from the website</p> <p>English language : chapter reading</p>



	<p><b>to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary Linkages and infusion of life skills</b></p>	<p>Create a visual representation of different political theories and their main concepts</p> <p>Conduct a group project where students analyze a political theory and apply it to a current political issue</p> <p>Reading the work of great thinkers</p> <p>Quiz</p> <p>(integrated with English, IT Painting )</p>
<p><b>Resources including ICT</b></p>	<p><b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b></p>
<p><b>Assessment items</b></p>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: FREEDOM**

Month – July-August/ No. of days – 24

No of days required - 9

<b>Objectives</b>	To understand the importance of freedom and to study the constraints on individual freedom so that he can develop its capability and potential
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• What is liberty?</li><li>• Who gave the idea of Swaraj in India?</li><li>• Do you enjoy some rights relating to freedom?</li></ul>
<b>Learning Outcomes</b>	Understand the concept of freedom and its different interpretations  Analyze the relationship between individual freedom and state intervention  Understand the importance of freedom in Society  Explain the ideas introduced by JS Mill in harm principle
<b>Vocabulary</b>	<b>Freedom – absence of constraints, to develop personality of an individual</b>  <b>Negative liberty – concept advocating absolute liberty for individuals without any state interference</b>  <b>Positive liberty – concept advocating restricted liberty for individuals with state providing conditions for enjoyment of freedom</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	Smart board, Green board, Discussion Method, Lecture Method <b>NCERT POLITICAL THEORY</b> Audio Visual representation of the chapter will be explained to the students with the help of smart board.

<p><b>Pedagogical strategy</b></p>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topics will be explained</li> </ul> <p>Meaning of freedom</p> <p>Negative and positive freedom</p> <p>Why do we need constraints?</p> <p>Reasonable constraints</p> <p>J.S.Mill's views on liberty</p> <p>Freedom of speech and expression</p> <p>Limitations on freedom</p>
<p><b>Group activities/Hands on Learning</b></p>	<p>Collect newspaper reports on working of democracy in India and compare these reports with western democracies</p> <p>Enlist the various meaning of freedom</p> <p>Collect information about Nelson Mandela and Aung san suu kyi. Prepare project about their role for their countries</p>
<p><b>Art Integration with other domain</b></p>	<p>Information will be collected from different websites about French, American and glorious revolution and explained how these revolutions are landmark for freedom</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Create an art project that visually represents the different interpretations of freedom</p> <p>Conduct a group project where students analyze a specific freedom-related issue</p>

	<b>in society</b> <b>(integrated with Painting,IT)</b>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. Discussions can explore the role of legal frameworks, human rights institutions, and mechanisms for ensuring access to justice.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**SEPTEMBER – REVISION/ IST TERM EXAMINATION**

**TERM –II****Book – Political theory****CHAPTER: EQUALITY****Month – October/ No. of days-22****No. of days required - 10**

<b>Objectives</b>	<b>To make students understand the availability of equal opportunities to one and all present in society without any discrimination</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What kind of diversities are found in India?</b></li><li>• <b>Is there equality in India despite various diversities?</b></li><li>• <b>What is equality?</b></li></ul>
<b>Learning Outcomes</b>	<p>Understand the concept of equality and its different interpretations</p> <p>Analyze the relationship between social inequality and political power</p> <p>Understand the importance of equality in a democratic</p> <p>Recognise means and methods to promote equality</p>
<b>Vocabulary/Important spellings</b>	<b>Discrimination, equality of opportunities, natural and social inequalities</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICAL THEORY</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the</b>

	<p><b>chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topics will be explained</b></p> <p><b>Meaning of equality which means everyone has an equal with regardless of their colour, gender race or nationality</b></p> <p><b>Equality of opportunity will be discussed and terms like natural and social inequalities will be explained. Three dimensions of equality like political, social and economic equality will be discussed</b></p>
<p><b>Group Activities/Hands on learning</b></p>	<p><b>Prepare the list of all the social and economic inequalities existing in their school and in their surrounding areas</b></p>
<p><b>Art Integration with other domain</b></p>	<p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Equality collage: Divide the students into groups and give each group a topic related to equality (e.g. gender equality, racial equality, economic equality, etc.). Have them create a collage s.</p> <p>Equality timeline: Have the students create a timeline of the history of equality in India, including significant events, movements, and leaders.</p> <p>Equality skits: Divide the students into groups and have them create short skits that illustrate different aspects of equality, such as equal opportunities, equal treatment, and equal outcomes.</p> <p>(integrated with theatre, painting)</p>

<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries. Discussions can explore the importance of reducing social, economic, and gender inequalities. It can analyze the challenges faced in achieving equality and social justice, and the measures required to promote inclusivity and reduce disparities.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: SOCIAL JUSTICE**  
**Month – October/ No. of days-22**  
**No. of days required - 10**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• To make students understand that all people living in a society are equal</li> <li>• All people should enjoy equal opportunities to develop one’s own potential</li> </ul>
<p><b>Previous knowledge testing</b></p>	<ul style="list-style-type: none"> <li>• What is equality?</li> <li>• What is liberty?</li> <li>• What is justice?</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Understand the concept of social justice and its historical development in India</p> <p>Analyze the challenges to social justice in India</p> <p>Recognize the importance of affirmative action policies for historically marginalized groups</p> <p>State John Rawls theory of veil of ignorance</p>
<p><b>Vocabulary/ Important spellings</b></p>	<p><b>Justice, Plato, Socrates, Proportionate justice, John Rawl’s theory of justice</b></p>
<p><b>AIDS/Innovative Methods used to explain the topic</b></p>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT POLITICAL THEORY</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<p><b>Pedagogical strategies</b></p>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topics will be explained</b></p> <p><b>What is social justice? Justice is associated with dharma in ancient</b></p>



	<p><b>society to be a primary duty of a king. But now justice is a means to distribute the due share to everybody. John Rawls describes justice as thinking under a veil of ignorance where position and status in society would be decided as per one's own interest. Justice also exercises four dimensions i.e. political, legal, social and economic. Justice and liberty and justice and equality are closely related to each other.</b></p>
<p><b>Group activities/hands on learning</b></p>	<p><b>Prepare a report about racial inequality in the US. They will be made to find out the policies adopted in the US to reduce this inequality. Is there something to be learnt from their experience? Can they learn something from our experience?</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Art Integration with other domain</b></p>	<p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Art project: Have students create a series of posters that highlight various aspects of social justice, such as gender equality, caste-based discrimination, and access to education. They can use different art forms, such as painting, collage, and mixed media, to express their ideas and perspectives.</p> <p>Role play: Divide students into groups and assign them different social justice issues, such as child labor, environmental degradation, or gender-based violence.</p> <p>(integrated with theatre, painting)</p>

<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>SDG's</b>	SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries. Discussions can explore the importance of reducing social, economic, and gender inequalities. It can analyze the challenges faced in achieving equality and social justice, and the measures required to promote inclusivity and reduce disparities.
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: RIGHTS**

Month – October-November/ No. of days-21

No. of days required - 12

<b>Objectives</b>	<b>To work towards the social, economic and cultural upliftment of human beings through various programmes</b> <b>To promote the principle of dignity, liberty, equality and respect for human rights</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What is liberty?</b></li><li>• <b>What is equality?</b></li><li>• <b>What are rights?</b></li></ul>
<b>Learning Outcomes</b>	Understanding the concept of rights and its significance in democracy. Knowledge of different types of rights such as civil, political, economic, social and cultural rights. Understanding the relationship between rights and duties. Understanding the challenges in the implementation of rights and their protection in India. Describe the features of different kinds of rights
<b>Vocabulary/ Important spellings</b>	<b>Rights, political rights, economic rights, cultural rights</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICAL THEORY</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the</b>

	<p><b>chapter turn wise to improve their vocabulary and reading skills.</b></p> <p>- <b>Topics will be explained</b></p> <p><b>Rights are those claims which are necessary for leading a life of respect and dignity. Various kinds of rights like political and economic rights and cultural rights.</b></p> <p><b>Relationship between rights and duties will be discussed</b></p>
<b>Group activities/Hands on learning</b>	<p><b>Students will be made to go through recent newspapers and make a list of people's movements that have made proposal for the new kinds of rights</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<b>Art Integration with other domain</b>	<p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<b>Inter disciplinary linkages and infusion of life skills</b>	<p>Conduct a role-play activity where students take on different characters to highlight the importance of different types of rights in society.</p> <p>Create posters or artwork depicting different rights and their significance in promoting a just and democratic society.</p> <p>Organize a debate competition on the topic of "Rights vs. Duties"</p> <p>(integrated with theatre, painting)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and</b>

	<b>oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. Discussions can explore the role of legal frameworks, human rights institutions, and mechanisms for ensuring access to justice.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>



## CHAPTER: SECULARISM

Month – November/ No. of days-21

No. of days required - 14

<b>Objectives</b>	<b>To make students understand that the state does not enforce any particular religion nor does it take away the religious freedom of individuals.</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>Is India a land of diversity?</b></li><li>• <b>How many religions are practised in India?</b></li><li>• <b>Is India a secular country?</b></li><li>• <b>What is secularism?</b></li></ul>
<b>Learning Outcomes</b>	<p>Understanding the concept of secularism and its significance in a diverse society like India.</p> <p>Knowledge of the constitutional provisions related to secularism and the challenges in their implementation.</p> <p>Understanding the relationship between secularism and communalism.</p> <p>Analyzing the role of secularism in promoting harmony and unity in a diverse society.</p>
<b>Vocabulary/ Important spellings</b>	<b>Secularism, intra religious domination, western model of secularism, indian model of secularism</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICAL THEORY</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be</b>

	<p>encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topics will be explained</p> <p>The topic secularism will be discussed which refers equal respect for all religions i.e. state does not profess any religion and treats all the religions equally. It will be discussed that religion and beliefs are considered as a personal matter and state should have no interference in it. So, secular states are neither theocratic nor establish any religion. Difference between western model of secularism and indian model of secularism will also be discussed.</p>
<b>Group activities/Hands on learning</b>	<p>Students will be made to prepare a report in which they feel communal harmony could be promoted</p> <p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>
<b>Art Integration with other domain</b>	<p>English language : chapter reading to enrich their vocabulary</p> <p>You tube videos</p> <p>Wikipedia</p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Create a collage or artwork depicting the diversity of India and how secularism helps in accommodating these differences.</p> <p>Organize a debate or discussion on the topic of "Religious Freedom vs. Secular (integrated with painting, public speaking)</p>
<b>Resources including ICT</b>	<p>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</p>
<b>Assessment items</b>	<p>Quiz, MCQ's, Competency based questions, class test (written and</p>



	oral) will be conducted in the class.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• By using the assessment based criteria different levels of achievers can be selected.</li> <li>• Necessary help and guidance will be provided to the students to overcome their problems.</li> <li>• Extra time and short answer type questions will be taken up with the students.</li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• Teaching approach will address the needs of slow learners and students with different abilities.</li> </ul>

**CHAPTER: FEDERALISM**

Month – December / No. of days – 19

No. of days required- 13

<b>Objectives</b>	<b>Students will be able to understand the relationship between centre and state governments. How India became a federal country and why centre have more powers than states</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What were the provisions Indian constitution makers borrowed from other countries?</b></li><li>• <b>What is union, state and concurrent list?</b></li><li>• <b>What do you mean by vertical distribution of powers?</b></li></ul>
<b>Learning Outcomes</b>	<p>Understanding the concept of federalism and its significance in a diverse country like India.</p> <p>Knowledge of the distribution of powers and functions between the central and state governments.</p> <p>Understanding the challenges faced by federalism in India.</p> <p>Analyzing the role of language, culture and regional aspirations in the functioning of federalism</p>
<b>Vocabulary</b>	<b>Federalism – an arrangement where powers are divided between centre and states</b> <b>Centralised federation – a state having a federal form of government with a strong centre</b> <b>Decentralised federation – a state where powers are divided between centre and states</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT INDIAN CONSTITUTION AT WORK</b>

	<p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<p><b>Pedagogical strategies</b></p>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topics will be explained</b></p> <p><b>What is federalism? Meaning and definition</b></p> <p><b>Federalism in india</b></p> <p><b>Provisions making India a federal state</b></p> <p><b>Provisions which make India a Unitary state</b></p> <p><b>Indian federalism – a centralised federation</b></p> <p><b>Centre state relations</b></p> <p><b>Tension areas in centre and state relations</b></p> <p><b>Recommendations to strengthen federalism</b></p> <p><b>Special provisions for some states under article 370 and 371</b></p>
<p><b>Group Activities/Hands on learning</b></p>	<p><b>Prepare a collage on indian federalism depicting different indian states, languages, food, dresses which represents, India as a great example of unity in diversity</b></p> <p><b>Group discussion in class on why do we have a strong centre. Give arguments in favour or against it in the form of debate</b></p>

<b>Art Integration with other domain</b>	<b>MAP of India before 1947 and after 1947 showing various princely states and British India later known as part of Indian Union</b>  <b>English language : chapter reading to enrich their vocabulary</b>  <b>You tube videos</b>  <b>Wikipedia</b>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Conduct a model United Nations-style simulation where students take on the roles of different states and negotiate with the central government to resolve issues related to federalism.</p> <p>Create a collage or artwork depicting the diversity of India and how federalism helps in accommodating these differences.</p> <p>Organize a group discussion or debate on the topic of "Unity in Diversity: The role of federalism in India"</p> <p>(integrated with theatre, painting)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries. Federalism, as a system of government, can play a role in reducing inequalities by devolving power and resources to different levels of government. Discussions within this chapter can explore the role of federalism in addressing inequalities, promoting inclusive governance, and ensuring equitable distribution of resources.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer</b></li> </ul>

	<b>type questions will be taken up with the students.</b>
<b>Inclusive practices</b>	<ul style="list-style-type: none"><li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li></ul>

**January 2024 – Revision /Cartoons and map work related to the chapters will be done.**

**February – Revision for the final exams**

