

**BUDHA DAL PUBLIC
SCHOOL, SAMANA
Session. 2023-24**

CLASS: XIIth

SUBJECT: POLITICAL SCIENCE

Term 1

Month/ Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resourc es	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
MARCH	<u>Part B: Politics in India since Independence Class XII. Published by NCERT Chapter-10:Challenges of Nation-Building</u> *Nehru's approach to nation-building; * Legacy of partition: challenge of 'refugee' resettlement, the Kashmir problem. *Organization and reorganization of states; Political conflicts over language.	Students will be able to understand: *the 'Two-Nation Theory' * The challenges before India at the time of independence * Main concerns/ challenges of partition * Nehru's approach to nation building * The task of the States Reorganization Commission * The government's approach to the integration of Hyderabad and Manipur. * Political conflicts over language.	* The students will be able to analyze the two political developments of 1940s that led to the decision for the creation of Pakistan * The students will be able to Highlight consequences of partition or division of India into India and Pakistan * The students will be able to Describe the outcomes of States Reorganization Commission appointed in 1953. *Analyze Role of Sardar Vallabhabhai Patel in making of present day India..	Map work of India after independence.	Students understand: *the 'Two-Nation Theory' * The challenges before India at the time of independence * main concerns/ challenges of partition * Nehru's approach to nation building * The government's approach to the integration of Hyderabad and Manipur. * Political conflicts over language. * The students analyze the political developments of 1940s that led to the decision for the creation of Pakistan * The students Highlight outcomes of partition or division of India into India and Pakistan * The students will Analyze Role of Sardar Vallabhabhai Patel in making of India.	FAQs, Assessing prior knowledge, recall and understanding application

	<p>Chapter-11: Era of One-Party Dominance <i>* First three general elections, * Nature of Congress dominance at the national level, uneven dominance at the state level, coalitional nature of Congress. * Major opposition parties.</i></p>	<p>Students will be able to understand: <i>* First three general elections * nature of Congress dominance at the national level. * coalitional nature of Congress * Major opposition parties. * nature of Party system in India * Differences between Socialist parties and the Communist party and between Bharatiya Jana Sangh and Swatantra Party.</i></p>	<p><i>* The students will be able to Highlight any features of the ideology of Bhartiya Jana Sangh. * The students will be able to distinguished the dominance of the Congress Party in India from the one-party dominance in other countries * The students understand factors which were responsible for the dominance of the Congress Party in India till 1967. * The students will be able to understand problems before the 1st Election Commission of India for holding the First General Election. * The students will be able to Justify the statement “For a long time, Congress Party had been a social and ideological coalition”.</i></p>	<p><i>Make a chart of election and government in your state since 1952.</i></p>	<p>Students understand: <i>* First three general elections * nature of Congress dominance at the national level * coalitional nature of Congress * Major opposition parties. * nature of Party system in India * Differences between Socialist parties and the Communist party and between Bharatiya Jana Sangh and Swatantra Party. * The students will distinguish the dominance of the Congress Party in India from the one-party dominance in other countries * The students will be able to Describe factors which were responsible for the dominance of the Congress Party in India till 1967. * The students Explain problems before the Election Commission of India for holding the First General Election. * The students Justify the statement “For a long time, Congress Party had been a social and ideological coalition”.</i></p>	<p><i>Assessed on the base of chart made by them and worksheet given to them.</i></p>
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<p>APRIL</p>	<p>Chapter-12:Politics of Planned Development. <i>*Five year plans</i> <i>*Expansion of state sector and the rise of new economic interests.</i> <i>*Famine and suspension of five year plans.</i> <i>*Green revolution and its political fallouts.</i></p>	<p>Students will be able to understand: <i>*Five year plans</i> <i>*composition of planning commission.</i> <i>*Role of planning commission.</i> <i>*Expansion of state sector and the rise of new economic interests.</i> <i>*Famine and suspension of five year plans.</i> <i>*Green and white revolution and its political fallouts.</i></p>	<p><i>*Students will be able to Differentiate between the capitalist and the socialist models of development.</i> <i>*Students will understand the reasons of adopting planning system.</i> <i>*Students will be able to Evaluate the major outcomes of the Indian model of mixed economy</i> <i>*Students will be able to Examine the different areas of agreement and disagreement with respect to the model of economic development to be adopted in India after independence</i> <i>*Students will be able to Assess the outcomes of the early phase of planned development in India</i></p>	<p><i>Make a time line on five years plans of India with objectives .</i></p>	<p>The Students understand:<i>Five year plans</i> <i>*advantages of planning</i> <i>*Role of planning commission</i> <i>*Expansion of state sector and the rise of new economic interests.</i> <i>*Famine and suspension of five year plans.</i> <i>*Green and white revolution and its political fallouts.</i> <i>*Students Differentiate between the capitalist and the socialist models of development</i> <i>*Students Evaluate the major outcomes of the Indian model of mixed economy</i> <i>*Students Examine the different areas of agreement and disagreement with respect to the model of economic development to be adopted in India after independence</i> <i>*Students Assess the outcomes of the early phase of planned development in India</i></p>	<p><i>Students will be assessed on the basis of the time made by them.</i></p>
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	<p><u>Part A:</u> <u>Contemporary World Politics. Class XII.</u> <u>Published by NCERT</u> Chapter-1: Cold War Era</p> <p><i>*Emergence of two power blocs after the second world war.</i> <i>*Arenas of the cold war.</i> <i>Challenges to Bipolarity:</i> <i>*Non Aligned Movement, quest for new international economic order.</i> <i>*India and the cold war.</i></p>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> <i>* Meaning of cold war.</i> <i>* The emergence of two power Blocs</i> <i>*Cuban missile crisis</i> <i>* Arenas of cold war</i> <i>*NATO N and WARSAW PACT</i> <i>*Challenges to Bipolarity</i> <i>*The importance of non- aligned movement.</i> <i>*India and cold war</i> <i>*Role of India in non- aligned movement.</i> 	<ul style="list-style-type: none"> <i>*Students will be able to analyze arenas of cold war.</i> <i>*Students will be able to appreciate the foreign policy of government of India.</i> <i>*Students will recognize Role of India in non- aligned movement.</i> <i>* Students will Analyze the establishment of a New International Economic Order (NIEO) as a means of attaining economic development for LDCs</i> <i>* Students will Appreciate the development and importance of non- aligned movement.</i> 	<p><i>Worksheet will be given related to the chapter and discussion on the topic importance of NAM.</i></p>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> <i>* Meaning of cold war.</i> <i>* The emergence of two power Blocs</i> <i>*Cuban missile crisis</i> <i>* Arenas of cold war</i> <i>*Challenges to Bipolarity</i> <i>*The importance of non- aligned movement.</i> <i>*India and cold war</i> <i>*Role of India in non- aligned movement.</i> <i>*Students analyze arenas of cold war.</i> <i>*Students appreciate the foreign policy of government of India.</i> <i>*Students recognize Role of India in non- aligned movement.</i> <i>* Students Analyze the establishment of a New International Economic Order (NIEO) as a means of attaining economic development for LDCs</i> <i>* Students Appreciate the</i> 	<p><i>To observe students during the discussions and on the base of work sheet.</i></p>
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	<p>Chapter-2: The End of Bipolarity <i>*New entities in world politics: Russia, Balkan states and Central Asian states.</i> <i>*Introduction of democratic politics and capitalism in post-communist regimes.</i> <i>*India's relations with Russia and other post-communist countries.</i></p>	<p>Students will be able to understand: <i>*What was the Soviet System?</i> <i>*Gorbachev and the disintegration.</i> <i>*Why did Soviet Union disintegrated?</i> <i>*Consequences of disintegration.</i> <i>*Shock therapy in post-communist regimes.</i> <i>*Consequences of Shock therapy</i> <i>*Tensions and conflicts</i> <i>*India and post-communist countries.</i></p>	<p><i>*Students will be able to analyze the Soviet system.</i> <i>*Students will be able to value India's relations with Russia are important aspects of Indian foreign policy. How was it of great benefit to India?</i> <i>*Students will estimate the major consequences of the disintegration of the Soviet Union.</i> <i>*Students will describe the result of shock therapy to which economic system, each state of the Soviet bloc was gradually to be absorbed.</i></p>	<p><i>Map Work, and worksheet will be given.</i></p>	<p>The Students understand: <i>*What was the Soviet System?</i> <i>*Gorbachev and the disintegration.</i> <i>*Why did Soviet Union disintegrated?</i> <i>*Consequences of disintegration.</i> <i>*Shock therapy in post-communist regimes.</i> <i>*Consequences of Shock therapy</i> <i>*Tensions and conflicts</i> <i>*India and post-communist countries.</i> <i>Students will analyze the Soviet system.</i> <i>*Students value India's relations with Russia are important aspects of Indian foreign policy. How was it of great benefit to India?</i> <i>*Students estimate the major consequences of the disintegration of the Soviet Union.</i> <i>*Students describe the result of shock therapy to which economic system, each state of the Soviet</i></p>	<p><i>To observe students through map practice an worksheet.</i></p>
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	<p><u>Part B: Politics in India since Independence</u> <u>Class XII</u> <u>Published by NCERT</u> Chapter-13:India's External Relations <i>*Nehru's foreign policy.</i> <i>*Sino-Indian war of 1962.*Indo-Pak war of 1965 and 1971.</i> <i>*India's nuclear programme.</i> <i>*Shifting alliance in world politics.</i></p>	<p><i>Students will be able to understand:</i> <i>* Panchsheel Principals.</i> <i>* Simla Accord</i> <i>* Tashkent declaration</i> <i>* DPSP wrt foreign policy.</i> <i>*India's Nuclear policy.</i> <i>* the communist party split</i> <i>* the Indo –Soviet friendship treaty</i> <i>* the Shimla Accord</i></p>	<p><i>*Students will be able to Suggest measures to have good relations with Pakistan.</i> <i>* Students will be able to Highlight the contribution made by Jawaharlal Nehru to the foreign policy of India,</i> <i>* Students will be able to Enumerate any two principles of Nehru's Foreign Policy</i> <i>*Students will be able to explain the role played by India in maintaining Afro-Asian Unity</i></p>	<p><i>Discussion on Indo-Pak war of 1965 and 1971</i></p>	<p>The Students will understand: <i>* Panchsheel</i> <i>* Simla Accord</i> <i>* Tashkent declaration</i> <i>* DPSP wrt foreign policy.</i> <i>*India's Nuclear policy.</i> <i>* the communist party split</i> <i>* the Indo –Soviet friendship treaty</i> <i>* the Shimla Accord</i> <i>*Students Suggest measures to have good relations with Pakistan.</i> <i>* Student Highlight the contribution made by Jawaharlal Nehru to the foreign policy of India,</i> <i>* Students Enumerate any two principles of Nehru's Foreign Policy</i> <i>*Students explain the role played by India in maintaining Afro-Asian Unity</i></p>	<p><i>Assessing prior knowledge, Recall and understanding, FAQs</i></p>
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<p>JUNE</p>	<p>Chapter-3:US Hegemony in World Politics <i>*Growth of unilateralism: Afghanistan, *first Gulf War, responseto 9/11 and attack on Iraq. *Dominance and challenge to the US in economy and ideology. *India's renegotiation of its relationship with USA.</i></p>	<p><i>Students will be able to understand:</i> <i>*The new world order after the disintegration of Soviet Union</i> <i>*Detail about Clinton Years</i> <i>*Elaborate on 9/11 incident on America</i> <i>* The Iraq Invasion</i> <i>* The meaning of Hegemony</i> <i>* The meaning of Hegemony as Hard, Structural and Soft Power</i> <i>* The constraints on American Power</i> <i>* India's relationship with the US</i> <i>* The ways to overcome to hegemony</i></p>	<p><i>*Students will be able to analyze the 'New World order'.</i> <i>*Students will be able to aware about Clinton Years.</i> <i>*Students will be able to evaluate India's relationship with the US.</i> <i>*Students will be able to acknowledge the meaning of Hegemony as Hard, Structural and Soft Power.</i> <i>*Students will examine the ways to overcome to hegemony.</i></p>	<p><i>Discussion: Hegemony as Structural Power , why New Great Powers Rise''</i></p>	<p><i>Students understand:</i> <i>*The new world order after the disintegration of Soviet Union</i> <i>*Detail about Clinton Years</i> <i>*Elaborate on 9/11 incident on America</i> <i>* The Iraq Invasion</i> <i>* The meaning of Hegemony</i> <i>* The meaning of Hegemony as Hard, Structural and Soft Power</i> <i>* The constraints on American Power</i> <i>* India's relationship with the US</i> <i>* The ways to overcome to hegemony</i> <i>*Students analyze the 'New World order'.</i> <i>*Students aware about Clinton Years.</i> <i>*Students will be able to evaluate India's relationship with the US.</i> <i>*Students acknowledge the</i></p>	<p><i>Degree of involvement of students in the class-room discussion, their response, contribution through value addition, quality of question asked, ability to think independently, sharing of knowledge and information</i></p>
	<p>Chapter-4:Alternative Centres of Power <i>*Rise of China as an economic power in post-Mao era.</i> <i>*Creation and expansion of European Union, ASEAN.</i> <i>*India's changing relations with China.</i></p>	<p>Students will be able to understand: <i>*The emergence of Alternative Centers of Powers which could limit America's dominance.</i> <i>*The role of European Union and ASEAN</i> <i>* The rise of Chinese economy.</i> <i>* India- China relations.</i></p>	<p><i>*Students will be able to analyze European Union</i> <i>*Students will be able to Interpret India's relations with ASEAN.</i> <i>*Students will recognize the rise of Chinese economy.</i> <i>*Students will be able to critically examine India- China relations.</i></p>	<p><i>1) Divide the classroom into three groups. Assign each group one EU, ASEAN and SAARC.</i> <i>2) Students will to prepare a fact file that contains information on the objectives, functions recent</i></p>	<p><i>Students understand:</i> <i>*The emergence of Alternative Centers of Powers which could limit America's dominance.</i> <i>*The role of European Union and ASEAN</i> <i>* The rise of Chinese economy.</i> <i>* India- China relations.</i> <i>*Students analyze European Union</i> <i>*Students Interpret India's relations with ASEAN.</i> <i>*Students recognize the rise of Chinese economy.</i> <i>*Students critically examine India-China relations.</i></p>	<p><i>Assessing knowledge, and rearch work done by the students.</i></p>

<p>JULY</p>	<p>Chapter-5: Contemporary South Asia in the Post-Cold War Era <i>*Democratization in Pakistan and Nepal. *Ethnic conflict in Sri Lanka, *Impact of economic globalization on the region. *Conflicts and efforts for peace in SouthAsia. *India's relation with its neighbours.</i></p>	<p><i>Students will be able to understand:</i> <i>* What is South Asia? *The Military and Democracy in Pakistan * Democracy in Bangladesh * Monarchy and Democracy in Nepal * Ethnic Conflict and Democracy in Sri Lanka * India Pakistan Conflict * India and Its Neighbors * Peace and Cooperation</i></p>	<p><i>*Students will be able to explain what South Asia constitutes * Students will be able to elaborate on the role of military and movements for democracy in Pakistan *Students will be able to write in detail about the independence movement in East Bengal and thereafter formation of Bangladesh * Students will be able to State the causes behind protests against monarchy in Nepal and demand for democracy *Students will be able to write about ethnic conflicts in Sri Lanka * Students will be able to List the causes behind India - Pakistan Conflict. *students will understand about SAARC, SAPTA, SAFTA.</i></p>	<p><i>Discussion: features common to all the South Asian countries but different from countries in West Asia or Southeast Asia</i></p>	<p>The Students understand: <i>* What is South Asia? * The Military and Democracy in Pakistan * Democracy in Bangladesh * Monarchy and Democracy in Nepal * Ethnic Conflict and Democracy in Sri Lanka * India Pakistan Conflict * India and Its Neighbors * Peace and Cooperation *Students explain what South Asia constitutes * Students elaborate on the role of military and movements for democracy in Pakistan *Students write in detail about the independence movement in East Bengal and thereafter formation of Bangladesh * Students State the causes behind protests against monarchy in Nepal and demand for democracy *Students write about ethnic conflicts in Sri Lanka</i></p>	<p><i>Assessment will be done on the basis of group discussion</i></p>
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	<p>Chapter-14: Challenges to and restoration of the Congress System</p> <p>*Political succession after Nehru. *Non-Congressism and electoral upset of 1967, *Congress split and reconstitution, *Congress' victory in 1971 elections. *politics of 'garibi hatao'.</p>	<p>Students will be able to understand:</p> <p>*The Privy purse issue *Congress Syndicate *defection * the Presidential elections of 1969 *Congress' victory in 1971 *challenges faced by India during Lal Bahadur Shastri's Government</p>	<p>* Students will be able to Assess the role of Maulana Abul Kalam Azad towards maintaining communal harmony in India * Students will be able to Describe the organization of the Congress Party as a social and ideological coalition, * Students will be able to Examine the factors which helped in the restoration of the Congress party after its split in 1969</p>	<p>Discussion on *Does change in the congress party affect other political parties also. 2) Difference between strategies of Nehru and Indira Gandhi.</p>	<p>Students will be able to understand:</p> <p>*The Privy purse issue *Congress Syndicate *defection * the Presidential elections of 1969 *Congress' victory in 1971 *challenges faced by India during Lal Bahadur Shastri's Government * Students Assess the role of Maulana Abul Kalam Azad towards maintaining communal harmony in India * Students Describe the organization of the Congress Party as a social and ideological coalition, * Students Examine the factors which helped in the restoration of the Congress party after its split in 1969</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
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<p>AUGUST</p>	<p>Chapter-15:Crisis of the Democratic Order <i>*Search for ‘committed’ bureaucracy and judiciary. Navnirman movement in Gujarat and the Bihar movement.</i> <i>*Emergency: context, constitutional and extra-constitutional dimensions, *resistance to emergency. 1977 elections and the *formation of Janata Party.</i> <i>*Rise of civil liberties organizations.</i></p>	<p>Students will be able to understand <i>*main reason for the defeat of Congress Party in the election of 1977</i> <i>*What was the main demand of the railway men during the railway strike led by George Fernandes in 1974?</i> <i>*What was Naxalite movement? outcomes of the Naxalite movements</i> <i>*What was ‘Shah Commission of Inquiry’? How did the government react to it?</i> <i>*Mention reasons due to which Janata Party won the election of 1977?</i></p>	<p><i>*Students will be able to Explain the reasons for the students movement of 1974 in Bihar and role played by Jai Prakash Narayan in this movement</i> <i>*Students will be able to Examine the conditions responsible for the growth of Naxalite movement in India. Suggest ways and means to crush it.</i> <i>*Students will be able to Evaluate the consequences of declaration of emergency in 1975.</i></p>	<p><i>Discussion on</i> <i>*why emergency imposed.</i> <i>*difference between curfew and lockdown.</i></p>	<p>Students understand <i>*main reason for the defeat of Congress Party in the election of 1977</i> <i>*What was the main demand of the railway men during the railway strike led by George Fernandes in 1974?</i> <i>*What was Naxalite movement? outcomes of the Naxalite movements</i> <i>*What was ‘Shah Commission of Inquiry’? How did the government react to it?</i> <i>*Mention reasons due to which Janata Party won the election of 1977?</i> <i>*Students will be able to Explain the reasons for the students movement of 1974 in Bihar and role played by Jai Prakash Narayan in this movement</i> <i>*Students will be able to Examine the conditions responsible for the growth of Naxalite movement in India. Suggest ways and means to</i></p>	<p><i>Assessment will be done on the basis of group discussion</i></p>
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	<p>Chapter-6: International Organizations</p> <p><i>*Restructuring the future of the UN.</i></p> <p><i>*India's position in the restructured UN.</i></p> <p><i>*Rise of new international actors:</i></p> <p><i>*New international economic organizations, NGOs.</i></p> <p><i>*How democratic and accountable are the new institutions of global governance?</i></p>	<p><i>Students will be able to understand:</i></p> <p><i>*Why international organizations?</i></p> <p><i>*Evolution of UN</i></p> <p><i>*Principal organs</i></p> <p><i>*Reforms of UN after the cold war</i></p> <p><i>*Reform or structure and processes</i></p> <p><i>*Jurisdiction of UN</i></p> <p><i>*India and the UN reforms</i></p>	<p><i>*Students will be able to Explain what South Asia constitutes</i></p> <p><i>* Students will be able to Elaborate on the role of military and movements for democracy in Pakistan</i></p> <p><i>*Students will be able to Write in detail about the independence movement in East Bengal and thereafter formation of Bangladesh</i></p> <p><i>* Students will be able to State the causes behind protests against monarchy in Nepal and demand for democracy</i></p> <p><i>*Students will be able to Write about ethnic conflicts in Sri Lanka</i></p> <p><i>*Students will be able to List the causes behind India - Pakistan Conflict</i></p>	<p><i>Discussion: measures taken by U.N to protect the world from COVID-19 Virus.</i></p>	<p>The Students understand:</p> <p><i>*Why international organizations?</i></p> <p><i>*Evolution of UN</i></p> <p><i>*Principal organs</i></p> <p><i>*Reforms of UN after the cold war</i></p> <p><i>*Reform or structure and processes</i></p> <p><i>*Jurisdiction of UN</i></p> <p><i>*India and the UN reforms</i></p> <p><i>Students Explain what South Asia constitutes</i></p> <p><i>* Students Elaborate on the role of military and movements for democracy in Pakistan</i></p> <p><i>*Students Write in detail about the independence movement in East Bengal and thereafter formation of Bangladesh</i></p> <p><i>* Students State the causes behind protests against monarchy in Nepal and demand for democracy</i></p> <p><i>*Students Write about ethnic conflicts in Sri Lanka</i></p> <p><i>*Students List the causes behind India - Pakistan Conflict</i></p>	<p><i>Assessing prior knowledge, Recall and understanding, FAQs</i></p>
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<p>SEPTEMBER</p>	<p>Chapter-7: Security in Contemporary World</p> <p><i>*Traditional concerns of security and politics of disarmament.</i> <i>*Non-traditional or human security:</i> <i>*Global poverty, health and education.</i> <i>*Issues of human rights and migration.</i></p>	<p><i>Students will be able to understand:</i></p> <p><i>*What is security?</i></p> <p><i>*External security.</i></p> <p><i>*Internal security.</i></p> <p><i>*Traditional security and cooperation</i></p> <p><i>*Non traditional notion- Human security.</i></p> <p><i>*New source of threats- Terrorism, Human rights, Global poverty, Health epidemics</i></p> <p><i>*Cooperative security</i></p> <p><i>*India's Security strategy</i></p>	<p><i>*Students will be able to Highlight major threats to a country's security as per the traditional notion of security</i></p> <p><i>* Students will be able to Explain the traditional concept of 'security'</i></p> <p><i>* Students will be able to Differentiate between the traditional and the non-traditional notions of security.</i></p> <p><i>* Students will be able to State what is the relationship between traditional security and cooperation?</i></p> <p><i>*Students will be able to Distinguish between the internal and external notion of traditional security</i></p>	<p><i>Discussion on</i></p> <p><i>*Proposals for new kinds of rights,</i></p> <p><i>*Steps taken by</i></p> <p><i>Different countries government on non-traditional security that is</i></p> <p>Health epidemics</p> <p><i>such COVID-19</i></p>	<p>The Students understand:</p> <p><i>*What is security?</i></p> <p><i>*External security.</i></p> <p><i>*Internal security.</i></p> <p><i>*Traditional security and cooperation</i></p> <p><i>*Non traditional notion- Human security.</i></p> <p><i>*New source of threats- Terrorism, Human rights, Global poverty, Health epidemics</i></p> <p><i>*Cooperative security</i></p> <p><i>*India's Security strategy</i></p> <p><i>*Students Highlight major threats to a country's security as per the traditional notion of security</i></p> <p><i>* Students Explain the traditional concept of 'security'</i></p> <p><i>* Students Differentiate between the traditional and the non-</i></p>	<p><i>Degree of involvement of students in the class-room discussion, their response, contribution through value addition, quality of question asked, ability to think independently, sharing of knowledge and information</i></p>
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	<p>Chapter-8: Environment and Natural Resources</p> <p><i>*Environment movement and evolution of global environmental norms.</i></p> <p><i>*Conflicts over traditional and common property resources.</i></p> <p><i>* Rights of indigenous people.</i></p> <p><i>* India's stand in global environmental debates.</i></p>	<p><i>Students will be able to understand:</i></p> <p><i>*Indigenous population.</i></p> <p><i>*Why were India and China exempted from the Kyoto Protocol?</i></p> <p><i>*The issues relating to environmental degradation become part of world politics.</i></p> <p><i>*Steps to be taken by the government to check pollution and save environment.</i></p> <p><i>*The most important outcome of the Rio summit.</i></p> <p><i>*Concept of 'common but differentiated responsibility'.</i></p> <p><i>*The rights of the indigenous people with regard to environment.</i></p>	<p><i>*Students will be able to explain Indigenous population.</i></p> <p><i>* Students will be able to elaborate the issues relating to environmental degradation become part of world politics.</i></p> <p><i>*Students will be able to write in detail Steps to be taken by the government to check pollution and save environment.</i></p> <p><i>*Students will be able to State Concept of 'common but differentiated responsibility'.</i></p> <p><i>* Students will be able describe to the most important outcome of the Rio summit.</i></p> <p><i>*Students will be able to list rights of the indigenous</i></p>	<p><i>Debate on Water as a crucial resource to global politics.</i></p> <p><i>*How lockdown in different countries due to COVID-19 affected environment.</i></p>	<p>The Students understand:</p> <p><i>*Define indigenous population.</i></p> <p><i>*Identify the most important outcome of the Rio summit.</i></p> <p><i>*Explain the concept of 'common but differentiated responsibility'.</i></p> <p><i>*Suggest steps to be taken by the government to check pollution and save environment.</i></p> <p><i>*Explain the role of environmental movements to meet the challenge of environmental degradation.</i></p> <p><i>*What is the significance of Kyoto Protocol? Is India a signatory to this protocol?</i></p> <p><i>*Describe any four issues relating to environmental degradation.</i></p>	<p><i>Assessment will be done on the basis of group discussion</i></p>
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<p>OCTOBER</p>	<p>Chapter-9: Globalization <i>*Economic, cultural and political manifestations.</i> <i>*Debates on the nature of consequences of globalization.</i> <i>*Anti-globalization movements.</i> <i>*India as an arena of globalization and struggle against it.</i></p>	<p><i>Students will be able to understand:</i> <i>*Concept of Globalization.</i> <i>*Benefits of globalization.</i> <i>*Causes of Globalization.</i> <i>*Political consequences</i> <i>*Economic consequences</i> <i>*Cultural consequences</i> <i>*India and Globalization.</i> <i>*Consequences of Globalization.</i> <i>*resistance to globalization</i></p>	<p><i>*Students will be able to highlight causes of globalization.</i> <i>*Students will be able to explain the economic consequences of globalization.</i> <i>*Students will be able to describe effects of globalization on the culture of a country.</i> <i>*Students will be able to State positive and negative effects of globalization.</i> <i>* Students will be able to Justify “Globalization has shifted power from nation-states to global consumers.”</i> <i>*Students will be able to differentiate between globalization and internationalization?</i></p>	<p><i>Discussion on the Compare Effects of economics crises seen on globalization in past and at present.</i> <i>*can globalization be turned into deglobalization due to Health epidemics such COVID-19</i></p>	<p>The Students will understand: <i>*Concept of Globalisation.</i> <i>*Benefits of globalization.</i> <i>*Causes of Globalization.</i> <i>*Political consequences</i> <i>*Economic consequences</i> <i>*Cultural consequences</i> <i>*India and Globalization.</i> <i>*Consequences of Globalization.</i> <i>*resistance to globalization</i> <i>*Students highlight causes of globalization.</i> <i>*Students explain the economic consequences of globalization.</i> <i>*Students describe effects of globalization on the culture of a country.</i> <i>*Students State positive and</i></p>	<p><i>Assessing prior knowledge, Recall and understanding, FAQs</i></p>
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	<p>Chapter-16: Rise of Popular Movements <i>*Farmers' movements, Women's movement, *Environment and Development-affected *people's movements. *Implementation of Mandal Commission report and its aftermath.</i></p>	<p>Students will be able to understand <i>*Chipko movement *Main demands of the Bhartiya Kisan Union (BKU) in 1980s. * the Anti-arrack movement *Party Based Movements *Demands of the Anti-arrack movement. *issues of concern related to development projects such as Sardar Sarovar project *the role of Mazdoor Kisan Shakti Sangathan (MKSS) in the enactment of Right to Information Act</i></p>	<p><i>*Students will be able to Assess any two positive aspects of the Chipko movement. *Students will be able to Describe any two issues which made the Anti-arrack movement as a women's movement. *Students will be able to Highlight the importance of popular movements. *Students will be able to justify the statement. "It is not enough to have representative form of democracy. It is necessary to participate in popular movements to make democracy a success."</i></p>	<p><i>Discussion on Explain at least one popular movement in your city in last 25 years.</i></p>	<p>Students understand <i>*Chipko movement *Main demands of the Bhartiya Kisan Union (BKU) in 1980s. * the Anti-arrack movement *Party Based Movements *Demands of the Anti-arrack movement. *issues of concern related to development projects such as Sardar Sarovar project *the role of Mazdoor Kisan Shakti Sangathan (MKSS) in the enactment of Right to Information Act *Students Assess any two positive aspects of the Chipko movement. *Students Describe any two issues which made the Anti-arrack movement as a women's movement. *Students Highlight the importance of popular movements. *Students justify the statement It is not enough to have representative form of democracy. It is necessary to participate in popular movements</i></p>	<p><i>Assessing prior knowledge, Recall and understanding, FAQs</i></p>
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<p>NOVEMBER</p>	<p>Chapter-17: Regional Aspirations <i>*Rise of regional parties. *Punjab crisis and the anti-Sikh riots of 1984. *The Kashmir situation. *Challenges and responses in the North East.</i></p>	<p>*Students will able to understand <i>*Why were the seven small states created in North-East India? *Why do some people feel that Article 370 should be revoked? *‘Punjab Accord’ of 1985? *‘Operation Blue Star’ *Describe the outcome of the ‘Assam Accord’ of 1985</i></p>	<p><i>*Students will able to Justify that ‘Regionalism is not as dangerous as communalism’. *Students will able to Differentiate between regionalism and separatism *Students will able to Highlight any two issues that dominate the politics of North-East India *Students will able to Explain the rise of political violence in the North-Eastern part of India. *Students will able to Describe the advantages of the democratic approach to the question of diversity in uniting a large country like India.</i></p>	<p><i>Discussion . On the regional aspirations of the citizens of India in different ways.</i></p> <p><i>Cartoons will be analyze by the students given in the book.</i></p>	<p>*Students understand <i>*Why were the seven small states created in North-East India? *Why do some people feel that Article 370 should be revoked? *‘Punjab Accord’ of 1985? *‘Operation Blue Star’ *Describe the outcome of the ‘Assam Accord’ of 1985 Students Justify that ‘Regionalism is not as dangerous as communalism’. *Students Differentiate between regionalism and separatism *Students Highlight any two issues that dominate the politics of North- East India *Students Explain the rise of political violence in the North-Eastern part of India. *Students Describe the advantages of the democratic approach to the question of diversity in uniting a large country like India.</i></p>	<p><i>Assessment will be done on the basis of group discussion</i></p>
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	<p>Chapter-18: Recent Developments in Indian Politics</p> <p><i>*Participatory upsurge in 1990s.</i></p> <p><i>*Rise of the JD and the BJP.</i></p> <p><i>* Increasing role of regional parties and coalition politics.</i></p> <p><i>*Coalition governments: NDA (1998-2004) UPA (2004-2014) NDS (2014 onwards)</i></p>	<p>Students will be able to understand</p> <p><i>*Students of violence against the minority community which are a threat to democracy?</i></p> <p><i>*demolition of Babri Masjid</i></p> <p><i>*What was the Mandal Commission?</i></p> <p><i>*What was the Ayodhya dispute?</i></p> <p><i>*What does a coalition government mean?</i></p>	<p><i>*Students will be able to arguments in favour of reservation for the SCs, STs and OBCs in higher education institutions in India</i></p> <p><i>*Students will be able to Describe any two advantages and two disadvantages of coalition government in India.</i></p> <p><i>*Students will be able to Describe the era of multi-party system in India after 1989.</i></p>	<p><i>Discussion on</i></p> <p><i>*growing strength of regional parties.</i></p>	<p>Students understand</p> <p><i>*Students of violence against the minority community which are a threat to democracy?</i></p> <p><i>* demolition of Babri Masjid</i></p> <p><i>*What was the Mandal Commission?</i></p> <p><i>*What was the Ayodhya dispute?</i></p> <p><i>*What does a coalition government mean?</i></p> <p><i>*Students arguments in favour of reservation for the SCs, STs and OBCs in higher education institutions in India</i></p> <p><i>*Students Describe any two advantages and two disadvantages of coalition government in India.</i></p> <p><i>*Students Describe the era of multi-party system in India after 1989.</i></p>	<p><i>Degree of involvement of students in the class-room discussion, their response, contribution through value addition, quality of question asked, ability to think independently, sharing of knowledge and information</i></p>
DECEMBER	Revision and Pre-Board Exams					
JANUARY	Preparation of practical Exams					

