

POLITICAL SCIENCE

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale:

At the higher secondary level students who opt under the Social Sciences/Humanities stream are given an opportunity to get introduced to the diverse concerns of a Political Scientist. At this level course also need to enable students to engage with political process that surrounds them and provide them with an understanding of the historical context that has shaped the present. The different courses introduce the students to the various streams of the discipline of political science: political theory, Indian politics and international politics. Concerns of the other two streams- comparative politics and public administration- are accommodated at different- places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline at the BA stage rather than anticipate the BA syllabi.

Objectives :

The specific objectives of the course are as shown below

Learning Objectives :

- ❖ Enable students to understand historical processes and circumstances in which the Constitution was drafted .
- ❖ Provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution .
- ❖ Enable students to identify the certain key features of the Constitution and compare these to other constitutions in the world .
- ❖ Analyse the ways in which the provisions of the Constitution have worked in real political life.
- ❖ Develop the skills for logical reasoning and abstraction .
- ❖ Inculcate attention to and respect for viewpoints other than one's own
- ❖ Introduce students to the different political thinkers in relation to a concept and in everyday social life .
- ❖ Enable students to meaningfully participate in a concern of current political life that surrounds them .
- ❖ Encourage the students to analyse any unexamined prejudices that one may have inherited.

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE**One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

| Unit | Topics | Marks | Periods |
|---|--|--------------|----------------|
| Part-A : INDIAN CONSTITUTION AT WORK | | | |
| Unit-I : | Making of the Constitution | 04 | 08 |
| Unit-II : | Fundamental Rights | 04 | 09 |
| Unit-III : | System of representational democracy | 06 | 10 |
| Unit-IV : | Executive in a parliamentary system | 08 | 12 |
| Unit- V : | Legislature at the Central and State level | 08 | 12 |
| Unit-VI : | Judiciary | 06 | 11 |
| Unit-VII : | Federalism | 04 | 07 |
| Unit-VIII : | Local Government | 04 | 08 |
| Unit-IX : | Constitution as a living document | 06 | 08 |
| Unit-X : | Political Philosophy underlying the constitution | | |
| Part-B : POLITICAL THEORY | | | |
| Unit-I : | Introduction to Political Theory | 06 | 09 |
| Unit-II : | Freedom | 14 | 08 |
| Unit-III : | Equality | | 10 |
| Unit-IV : | Social justice | | 10 |
| Unit-V : | Rights | 08 | 10 |
| Unit-VI : | Citizenship | 06 | 10 |
| Unit-VII : | Nationalism | 04 | 08 |
| Unit-VIII : | Secularism | 06 | 08 |
| Unit-IX : | Peace | 06 | 07 |
| Unit-X : | Development | | 07 |
| Total : | | 100 | 180 |

Part-A : INDIAN CONSTITUTION AT WORK**Course Rationale :**

This course seeks to deepen the understanding of the provisions and the working of the Constitution of India for students who have opted for Political Science. Deepening of understanding may require in some cases providing more detailed information about the articles and clauses of the Constitution; but in most parts the course will avoid overemphasis on legal technicalities and seek to focus instead on explaining the rationale and the real life consequences of the constitutional provision. At this stage the student should be initiated into thinking of the Constitution as a political document that reflect the values of a society at a given point of time. The institutional structure that emanates from the Constitution should be seen as one possible political arrangement that has real life political consequence. The

students should also be encouraged to think of the Constitution as a living document that has constantly evolved and is still in the process of further refinement. Accordingly, the course has grouped the constitutional provision under a few themes. Each thematic follows a pattern :

- ❖ It takes up the rationale or the underlying philosophy behind that part of Constitution .
- ❖ It spells out the constitutional provisions in relevant details (mostly avoiding legal matters of technical interest or the wording and number of the articles and clauses of the Constitution); and
- ❖ Discusses how the provisions have actually played out in. real life .
- ❖ For deepening the understanding of the Constitution and its working, it is proposed to illustrate each course with one example (case law, event or political dispute) from the working of the Constitution in India, and
- ❖ An example from outside India to illustrate how the institutional mechanism could have been different from what it is.

This course leads to the course on Politics in India since Independence in H.S. Second year.

Unitwise Distribution of Course Contents :

Unit-I: Making of the Constitution:

Why do we need a Constitution? What does a Constitution do? Who made our Constitution? How did the country's partition affect the working of the Constituent Assembly? What were the sources of the Constitution?

Unit-II : Fundamental Rights:

Why do we need for bill of rights in a Constitution? What are the fundamental rights provided by the Constitution? Why was the right to property removed from Fundamental Rights? How have the interpretations by the courts influenced Fundamental Rights? How has provision of Fundamental Rights provided the basis for civil liberties movement in India? What are the Fundamental Duties?

Unit-III : System of Representational Democracy :

What are the different methods of elections? How do these methods affect parties and politics? Why was the first past the post system chosen in India? What have been the effects of this system? Why is there a system of reserved seats? What are the provisions to ensure free and fair election? What does the Election Commission do?

Unit-IV : Executive in a Parliamentary System :

Why was the parliamentary system chosen over other forms of government? Why does the parliamentary system need a constitutional head? How are the Prime Minister and the Chief Ministers elected? What are the formal and real powers of the President of India? What are the powers of the Prime Minister or the Chief Minister and the Council of Ministers? What are the powers of the Governor?

Unit- V : Legislative at the central and state level :

Why does the Parliament of India have two Houses? How are the Parliament and the State Assemblies constituted? What are the powers of the Rajya Sabha and Lok Sabha?

How are the laws passed? How is the executive made accountable? What are the constitutional means to prevent defection?

Unit-VI : Judiciary :

What is Rule of law? Why do we need an independent judiciary? What are the provisions that ensure the independence of judiciary in India? How are judges appointed? What are the powers of the Supreme and the High Courts? How do they use their powers for public interest?

Unit- VII : Federalism :

What is federalism? How does federalism ensure accommodation of diversities? In which ways is the Indian Constitution federal? In which ways does the Constitution strengthen the centre? Why are there special provisions for some states and areas?

Unit-VIII : Local Government :

Why do we need decentralisation of power? What has been the status of local government in the Constitution? What are the basic features of rural and urban local governments? What has been the effect of giving constitutional status to local governments?

Unit-IX : Political philosophy underlying the Constitution :

What are the core provisions of the Constitution? What are the visions underlying these core provisions? How are these visions shaped by modern Indian political thought?

Unit-X : Constitution as a living document :

How has the Constitution changed since its inception? What further changes are being debated? What has the working of democracy done to the constitution?

Part-B : POLITICAL THEORY

Course Rationale :

This is a beginner's course in normative political philosophy that seeks to :

- ❖ Equip the student with skills of developing a rigorous political argument on ethical issues;
- ❖ Encourage them to analyse any unexamined prejudices they may have inherited;
- ❖ Inculcate a respect for some of the stated and implicit constitutional values;
- ❖ Develop an interest in political theory and a capacity for abstraction.

The course focuses on some of the key constitutional values or concerns implicit in our democratic political system. Some of these issues are not related to constitutional values in a direct way but these relate to the larger ethical frame implicit in our democracy. Instead of 'teaching' these values in a didactic manner by invoking the authority of constitution or Major thinkers, the course seeks to encourage the students to arrive at these positions through critical reasoning. The main objective here is to give the student the skills and the confidence that they can and should think on their own and take positions on some of the big questions of our time.

The course is organised around some key concepts. Thus each chapter will include :

- ❖ Analysis of the key concept and its related concepts;

- ❖ Reference to the constitutional values that underlie the concept;
- ❖ Discussion of some key intellectual resources (thinkers, isms, document etc.) associated with the concept; and
- ❖ Detailed discussion of one or more. real life examples of debates involving that concept.

It should be ensured in writing the textbook and in class room teaching that the emphasis should be on the reasoning skills over and above the factual/information content of the examples. Instead of handing down all the nuances of the concept to the student, the textbook and the teacher should encourage the student to develop and use the concept on their own. The students should be discouraged from using quotations and rhetorical flourishes; their argument must stand on its own legs. The success of a course like this is critically dependent on innovative ways of examination.

Unitwise Distribution of Course contents :

Unit-I : Introduction to Political Theory :

What is politics? Do we find politics in seemingly non-political domains? Can political arguments be resolved through reasoning? Why do we need political theory?

Unit-II: Freedom:

What is freedom? What are reasonable constraints on individual liberty? How are the limits defined?

Unit-III : Equality :

Do all differences involve inequality? Does equality imply sameness? What are the major forms of inequality? How can equality be realized?

Unit-IV : Social Justice :

Is justice all about fairness? What is the relationship between justice and equality? What are the different forms of injustice? In which ways can justice be secured?

Unit- V : Rights :

How is a right different from any claim? What are the major kinds of right claims? How do we resolve a conflict between individual and community rights? How does the state enable and obstruct rights?

Unit- VI : Citizenship :

Who is a citizen? What are relevant grounds for inclusion and exclusion? How are new claims to citizenship negotiated? Can we have a global citizenship?

Unit-VII : Nationalism :

How are the boundaries of a nation defined? Must every nation have a state? What demands can a nation make on its citizens? What is the basis of the right to self-determination?

Unit-VIII : Secularism:

What is secularism? Which domains of life does it relate to? What is a secular state? Why do we need secular state in modern times? Is secularism suitable for India?

Unit-IX : Peace :

What is peace? Does peace always require non-violence? Under what conditions is war justified? Can armament promote global peace?

Unit-X: Development:

What is development? Is there a universally accepted model of development? How to balance the claims of present generation with claims of future generations?

Prescribed Textbooks : 1. Indian Constitution at work, Published by NCERT
2. Political Theory, Published by NCERT.

1. ভাৰতীয় সংবিধান, Published by AHSEC
2. ৰাজনৈতিক তত্ত্ব, Published by AHSEC

[**Note** : The textbooks are available in Banla Medium also]

