

POLITICAL SCIENCE (142)

CLASS XII

SYLLABUS (2026-27)

CLASS XII

COURSE STRUCTURE

Chapter No.	Chapter Name	Marks Allotted
PART A-CONTEMPORARY WORLD POLITICS		
1	The End of Bipolarity	6
2	Contemporary Centres of Power	6
3	Contemporary South Asia	6
4	International Organizations	6
5	Security in the Contemporary World	6
6	Environment and Natural Resources	6
7	Globalisation	4
	PART A - Total	40
PART B-POLITICS IN INDIA SINCE INDEPENDENCE		
1	Challenges of Nation-Building	6
2	Era of One-Party Dominance	4
3	Politics of Planned Development	2
4	India's External Relations	6
5	Challenges to and Restoration of the Congress System	4
6	The Crisis of Democratic Order	4
7	Regional Aspirations	6
8	Recent Developments in Indian Politics	8
	PART B - Total	40
	TOTAL	80

**CLASS XII
COURSE CONTENT**

Chapter No. and Name	Learning Outcomes with Specific Competencies
<p>1. The End of Bipolarity</p> <p>Topics to be focused:</p> <p>a) The Soviet System</p> <p>b) Gorbachev and the disintegration</p> <p>c) Causes and Consequences of disintegration of Soviet Union</p> <p>d) Shock Therapy and its Consequences</p> <p>e) New entities in world politics</p> <ul style="list-style-type: none"> • Russia • Balkan States • Central Asian States <p>f) India's relations with Russia and other post-communist countries</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India & Russia
<p>2. Contemporary Centres of Power</p> <p>Topics to be focused:</p> <p>a) European Union</p> <p>b) Association of Southeast Asian Nations</p> <p>c) Rise of China as an economic power</p> <p>d) Japan and South Korea as emerging powers</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarise India's relations with China.
<p>3. Contemporary South Asia</p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh</p> <p>b) Monarchy and Democracy in Nepal</p> <p>c) Ethnic Conflict and Democracy in Sri Lanka</p> <p>d) India-Pakistan Conflicts</p> <p>e) India and its Neighbours</p> <p>f) Peace and Cooperation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various conflicts and movements in this region. • Justify the creation of SAARC • Understand the involvement of US and China in South Asia.
<p>4. International Organizations</p> <p>Topics to be focused:</p> <p>a) Meaning and importance of International Organisations</p> <p>b) Evolution of the UN</p> <p>c) Structure and function of International Organisations</p> <p>d) Principal Organs of UN</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define International Organisation • Appreciate the role of United Nations and its agencies • Reflect on the events taking place in the post-cold war era • Understand the need for reforms in the United Nations

<p>e) Reform of the UN after ColdWar f) Reform of Structures, Processes and Jurisdiction of the UN h) India and the UN Reforms i) Key Agencies: IMF, World Bank, WTO, ILO, IAEA. j) NGO: Amnesty International, Human Rights Watch. g) Implications and Future of International Organisations</p>	
<p>5. Security in the Contemporary World Topics to be focused: a) Meaning and Type of Security. b) Traditional concept of Security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today.
<p>6. Environment and Natural Resources Topics to be focused: a) Environmental Concerns b) Global Commons c) Common but differentiated responsibilities d) India's Stand on Environment Issues f) Environmental Movements g) Resource Geopolitics e) Rights of Indigenous peoples</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognise and understand the need to conserve critical resources Demonstrate knowledge and appreciation towards India's responsibility in protecting environment • Realise the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea
<p>7. Globalisation Topics to be focused: a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalisation e) India and resistance to globalisation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the significance of Globalisation • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India. • Draw attention to resistance movements to Globalisation and envisage its future trends.

PART B-POLITICS IN INDIA SINCE INDEPENDENCE	
<p>1. Challenges of Nation Building</p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> • Three Challenges. <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> • Consequences of Partition. <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> • The problem • Government's approach • Hyderabad • Manipur <p>d) Reorganisation of States.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the challenges which Independent India faced. • Describe the factors that led to the partition of India. • Explain the circumstances under which different princely states signed the Instrument of Accession. • Assess how language became the basis of reorganisation of the states. • Evaluate the role played by leaders in Nation Building.
<p>2. Era of One-Party Dominance</p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p> <p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> • Nature of Congress dominance • Congress as social and ideological coalition. • Tolerance and management of Factions <p>c) Emergence of opposition parties.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the sustenance of democratic politics in the country. • Evaluate the electoral politics post-Independence • Assess the dominance of the Indian National Congress from 1952 to 1967. • Evaluate the role of Opposition parties
<p>3. Politics of Planned Development</p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> • Ideas of Development. • Planning • Planning Commission <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> • The First Five Year Plan. • Rapid Industrialisation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the varied option considered by the government to balance growth and socio-economic justice. • Know the difference between Left and Right Ideology • Understand the need for the formation of the Planning Commission. • Appreciate the need for strategic long-term development programme and policies
<p>4. India's External Relations</p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars

<ul style="list-style-type: none"> • Nehru's role • Distance from two camps. • Afro Asian Unity <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> • The Chinese Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 <p>d) India's Nuclear Policy.</p>	<ul style="list-style-type: none"> • Appreciate the steps taken by Indian government to develop military capacity • Reflect and introspect on the choices that the country must consider for the cause of development and peace building
<p>5. Challenges to and Restoration of the Congress System</p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> • From Nehru to Shastri • From Shastri to Indira Gandhi <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> • Context of the Election. • Non Congressism • Electoral Verdict • Coalitions • Defections <p>c) Split in the Congress</p> <ul style="list-style-type: none"> • Indira vs the Syndicate • Presidential Election 1969 <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> • The outcome and after Restoration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the challenges of political succession after Nehru. Evaluate the opposition unity and the Congress split as a challenge to Congress dominance. • Compare and contrast the new Congress and the old Congress. • Summarise the initiatives taken by Indira Gandhi to overcome the challenges faced by her • Analyse the process of restoration of the Congress system
<p>6. The Crisis of Democratic Order</p> <p>Topics to be focused:</p> <p>a) Background to Emergency.</p> <ul style="list-style-type: none"> • Economic Context. • Gujarat and Bihar Movements • Conflict with Judiciary <p>c) Declaration of Emergency</p> <ul style="list-style-type: none"> • Crisis and response • Consequences <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> • Lok Sabha Elections 1977 • Janata Government <p>d) Legacy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and consequences of Emergency • Examine the lessons of Emergency • Evaluate the rule of Janata Government

<p>7. Regional Aspirations</p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond <p>b) Punjab</p> <ul style="list-style-type: none"> • Political Context • Cycle of Violence • Road to Peace <p>c) The Northeast</p> <ul style="list-style-type: none"> • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National Integration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the initiatives taken by the government in dealing with regional aspirations
<p>8. Recent Developments in Indian Politics</p> <p>Topics to be focused</p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> • Alliance Politics <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> • Mandal Implemented • Political Fallout <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> • Ayodhya Dispute • Demolition and after <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP. • Identify the areas of growing consensus

Prescribed Books:

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu Languages.

**Question Paper Design
Political Science Class XI-XII
(2026-27)**

S. No.	Competencies	Marks	Percentage
1	Knowledge and Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	Understanding: Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	Applying: Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	Analysis and Evaluation: Classify, compare, contrast, or differentiate between pieces of information; organise and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

Note: Competency based questions for the examinations to be conducted in the academic year 2025-26 will be 50% in class XII.

QUESTION PAPER DESIGN

Book	Objective Type 1(M)	SA Type I 2(M)	SA Type II (4M)	Passage/Map/ Cartoon based Questions(4M)	LA Type (6M)	Total Weightage
Contemporary World Politics	6	3	3	1	2	40
Politics in India since Independence	6	3	2	2	2	40
Project/Practical						20
Total No. of Marks and Questions	12	6	5	3	4	80+20

NOTE-

1. Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C and Part-E.
2. In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons.
3. Map question can be given from any lesson of Book 2 (Politics in India since Independence); but weightage of lessons should remain unaltered. The Maps available in the official websites of Govt of India may be used.
4. Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained

CLASS XI & XII GUIDELINES FOR PROJECT WORK

Project Work: 20 Marks

Rationale

Political Science as a field of study in senior secondary classes enable students to get an exposure to political activities and processes that they are exposed to in everyday life. The study of political science has emerged as a multifaceted discipline, involving a contemporary interdisciplinary approaches and empirical framework, emphasizing more on field work rather than theoretical perceptions. The connect between government and citizen ensures the emergence of an active and reflective citizens and vibrant democracy. CBSE has therefore incorporated project work in Political Science to enable students to extend their interest beyond textbooks and provide them with a platform to gather information, value the decisions made to shape the community and visualise future course of action to be taken to ensure healthy democracy.

Objectives of project work

To enable learners to:

- probe deeper, initiate action and reflect on knowledge and skills acquired during the course of class XI and XII
- analyse and evaluate real world scenarios using social constructivism, a theory based on observation and scientific study
- become independent and empowered to choose their topic and gather data from a variety of source, investigate varied viewpoints acquired and arrive at logical deductions.
- enquire into, and reflect on, issues independently /in collaboration with others and identify the limitations
- develop 21st century skills of communication, cooperation, coordination, critical thinking, creativity and collaboration to produce an extended and independent work.

Role of the teacher

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data.
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects

- ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

The Project work will be implemented for 20 Marks.

- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.
- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- Viva-Voce
- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her original work.
- In case of any doubt, authenticity should be checked and verified

The marks will be allocated under the following heads:

S.No.	Components	Marks Allotted
1.	Introduction/Overview	2
2.	Variety Of Contents	3
3.	Presentation	3
4.	Conclusion	1
5.	Bibliography	1
6.	Viva-Voce	10
	TOTAL	20

Class XII: Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE. The project reports are to be preserved by the school till the final results are declared, for scrutiny by the Board.

Class XI: Assessment will be done by internal examiner.

SUGGESTED TOPICS

CLASS XI

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

CLASS XII

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

Focus on any one of the following (current updates should be highlighted):

- a) Relationship between India and Russia
- b) Relationship between India and China
- c) Relationship between India and Pakistan
- d) Relationship between India and Bangladesh
7. ASEAN
8. European Union and BREXIT
9. BRICS
10. SAARC
11. India's Nuclear Policy
12. United Nations with focus on India's candidature in Security Council.
13. UN Agencies – UNICEF, UNESCO, WHO
14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies (please collect newspaper clippings for the same)
15. Partition of India-Theory behind it and its legacy
16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
18. Imposition of Emergency in India
19. NDA III and NDA IV – Social and Economic welfare programmes.