

**ANNUAL CURRICULUM PLAN
2020-21
POLITICAL SCIENCE
CLASS – XII**

VISION: Enable the students to develop creative and critical thinking skills and an inquisitive attitude towards learning and become familiar with the some of the key political events and figures in the pre and post-independence period. Develop their capacity to link macro processes with micro situation and their own life too.

APRIL – SEPTEMBER

CHAPTERS	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	Core Skill/Art Integration/ Interdisciplinary Linkage
CHAPTER 1: THE COLD WAR ERA	<p>Topic will be introduced through story telling process in the class. (first world war and second world war)</p> <ul style="list-style-type: none"> • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: The class will be divided in to five groups. Each group will be given a topic, like The Second World War, The Cold War, Non alignment movement, The Cuban missile crisis and India and the Cold War. <ul style="list-style-type: none"> - The groups will be given time to discuss and make notes on their respective topics. - They will be asked to make posters to represent their topics. - Students will be told to write whatever terminologies they came across with meaning. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • Meaning and causes of cold war • Arenas of the cold war • Major conflicts during cold war era • Challenge to bipolarity: Non -Aligned Movement 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Curiosity, imagination and critical thinking. • Art Integration <ul style="list-style-type: none"> - They will be asked to make posters on the topic second world war, The cold war and the Cuban missile crisis. • Interdisciplinary Linkage <ul style="list-style-type: none"> - English - Art
CHAPTER 2: THE END OF BIPOLARITY	<p>The topic will be introduced in the class by:</p> <ul style="list-style-type: none"> • Showing pictures on smart board for identification. (Berlin Wall) • Teacher will discuss about The Berlin Wall and the history behind its construction and fall. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Class will be divided into 5 groups. They will be told to select any five Cold War allies each of the Soviet Union and the US and collect information on the political, social and economic profile of these countries during the cold war days. They will also prepare a profile of that country after the collapse of communism. • Each group is to present its findings to entire class. • Students will be told to prepare a project on Arab Spring and CIS using their creativity and understanding. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • What was Soviet System • Reasons for the disintegration of Soviet Union • Consequences of disintegration • Shock therapy and its consequences • Relationship between India and the post-communist countries • Unipolar world • Middle East Crisis- Afghanistan, Gulf War • Democratic politics and democratization-CIS and the 21st century(Arab Spring) 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Collaboration and communication, leadership and personal development. - Critical and problem-solving skills, Decision making and logical thinking application. • Art Integration <ul style="list-style-type: none"> - Students will prepare a profile of any cold war allies after the collapse of communism. - Students will be told to prepare a project on Arab Spring and CIS using their creativity and understanding. • Interdisciplinary Linkage <ul style="list-style-type: none"> - History - English
CHAPTER 3: NEW CENTRES OF POWER	<p>Topic will be introduced in the class by</p> <ul style="list-style-type: none"> • Showing different images like - Two phases of the history of China, the flag of European Union and the ASEAN. • Students will be asked to identify the pictures and then a talk will be initiated related to the pictures. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Class will be divided into three groups. <ul style="list-style-type: none"> - Each group will be assigned one organisation to work on a group presentation (European Union, ASEAN and SAARC) containing information on the objectives, functions and recent activities of these organisations. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The rise of China an economic power in post Mao ear • The creation and expansion of European Union • The creation and expansion of ASEAN • The creation and expansion of BRICS • India's changing relations with China 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Observation skills, Problem solving, and application • Art Integration <ul style="list-style-type: none"> - Students will be assigned one organisation to work on a group presentation and project making (European Union, ASEAN, SAARC, BRICS) containing information on the objectives, functions and recent activities of these organisations.

	<ul style="list-style-type: none"> - Each group will present it in the class on the assigned date. 		<ul style="list-style-type: none"> - Students will be told to make a cartoon on the assigned organization based on their understanding. . • Interdisciplinary Linkage <ul style="list-style-type: none"> - English - Art
CHAPTER 4: CONTEMPORARY SOUTH ASIA	<p>Chapter will be introduced in the class by showing the political map of South Asia on the smart board.</p> <ul style="list-style-type: none"> • A talk will be initiated on the various countries of South Asia and the various developments in this region. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Class will be divided into seven groups. <ul style="list-style-type: none"> - The number of students in each group may vary reflecting the size of the countries. - Groups will be named after a country in South Asia. - Students will be told to assume the role of representing their respective countries and share their findings related to the disputes and the initiatives by the government to resolve that dispute. 	<p>Students will be able to know:</p> <ul style="list-style-type: none"> • What is South Asia • The experience of democracy in Pakistan, Bangladesh, Nepal and Sri Lanka • Conflicts and efforts for peace in South Asia • India's relations with its neighbours 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Collaboration and communication, leadership and personal development. • Art Integration <ul style="list-style-type: none"> - Students will be told to assume the role of representing their respective countries and share their findings related to the disputes and the initiatives by the government to resolve that dispute. • Interdisciplinary Linkage <ul style="list-style-type: none"> - History - Value Education
CHAPTER 5: INTERNATIONAL ORGANISATIONS	<p>Chapter will be introduced in class by encouraging students to share their previous knowledge.</p> <ul style="list-style-type: none"> • Students will be shown the logo of the UNO, time line of founding of the United Nations and the pictorial description of the United Nations system on the smart board. • A talk will be initiated on the various pictures shown. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Model United Nations to give students experience that goes beyond books. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The importance of international organisations like UNO. • Evolution of the UNO. • Principal Organs • Key Agencies- UNESCO, UNICEF, WHO, ILO • Restructuring and the future of the UNO. • Jurisdiction of the UN. • India position in the restructured UN. • The relevance of UN in a unipolar world. 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Observation skills, Problem solving, and application • Art Integration <ul style="list-style-type: none"> - Model United Nations to give students experience that goes beyond books • Interdisciplinary Linkage <ul style="list-style-type: none"> - English - Environmental Studies
SUB- TOPIC:SECURITY	<p>The chapter will be introduced in the class through an activity.</p> <ul style="list-style-type: none"> • Newspaper reports will be shown and students will be asked questions related to the topic like meaning, type and various threats involved in the newspaper reports related to Terrorism. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: An imaginary situation of four countries will be narrated by the teacher. <ul style="list-style-type: none"> - Students will be asked to identify the threats and arrive at a solution to the problems. - They will be allotted a time of 15 minutes for group discussion. <p>The activity will be concluded by the country representatives making reference to some of the Terrorism related issues between and among states.</p>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The meaning and different notions of Terrorism. • The new sources of terrorism. <p>The components of India's security strategy</p>	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Collaboration and communication, problem solving skills, leadership and personal development. • Art Integration <ul style="list-style-type: none"> - Students will be given imaginary situations in which they will be asked to identify the threats and arrive at a solution. • Interdisciplinary Linkage <ul style="list-style-type: none"> - English - Value Education

<p>CHAPTER 6: GLOBALISATION</p>	<p>Chapter will be introduced by showing a video on the smart board.</p> <ul style="list-style-type: none"> • A talk will be initiated on the concept of globalisation, its causes, political, cultural and economic consequences. • Activity: To make students understand how globalisation has penetrated our lives. <ul style="list-style-type: none"> - They will be told to make a list of the products, and their sponsors of their favorite T.V programmes .After the activity students will be debrief focusing on how globalisation has been impacting our lives? 	<p>Students will be able to know:</p> <ul style="list-style-type: none"> • The concept of globalisation and its causes. • Political economic and cultural manifestations of globalisation. • The various debates on the nature of consequences of globalisation. • Anti globalisation movements. • India and resistance to globalisation 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Collaboration and communication, leadership and personal development. • Art Integration <ul style="list-style-type: none"> - Students will be told to make a list of the products, and their sponsors of their favorite T.V programmes .After the activity students will be debrief focusing on how globalisation has been impacting our lives? • Interdisciplinary Linkage <ul style="list-style-type: none"> - English
<p>CHAPTER 7: CHALLENGES OF NATION BUILDING</p>	<p>The chapter will be introduced in the class by:</p> <ul style="list-style-type: none"> • Initiating discussion on the movies like -Pinjar and Gardar. • Students will be encouraged to share their previous knowledge related to the topic. • They will be given the gist of the topic through story telling method. (Partition- process and consequences) • Episodes of Pradhanmantri on the topic integration of princely states and creation of states on linguistic basis will be shown on the smart board. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Students will be divided in to group and will be told to prepare a collage highlighting the common experiences of people of India and Pakistan during Partition. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The challenges India faced on the eve of independence. • Nehru's approach to nation building. • Legacy of partition. • Process and consequences of partition. • The process of integration of princely states and the government's approach. • The creation of the states on the basis of language. 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Curiosity, imagination and critical thinking. • Art Integration <ul style="list-style-type: none"> - Students will be divided in to group and will be told to prepare a collage highlighting the common experiences of people of India and Pakistan during Partition. • Interdisciplinary Linkage <ul style="list-style-type: none"> - English - History
<p>CHAPTER 8: POLITICS OF PLANNED DEVELOPMENT</p>	<p>Chapter will be introduced by:</p> <ul style="list-style-type: none"> • Showing different stamps mostly issued between 1955 to 1968 that depicted a vision of planned development in India. • A group discussion will be initiated on the pictures depicted on the stamps like Damodar valley, Bhakara Dam, Hindustan Aircraft factory etc. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. • Activity: Students will be divided in the groups to prepare the power point presentation on the following topics: <ul style="list-style-type: none"> - NITI Ayog - National development council 	<p>The students will be able to understand:</p> <ul style="list-style-type: none"> • The importance and objective of National Development Council and NITI Ayog 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Creative thinking, digital literacy, leadership and personal development. • Art Integration <ul style="list-style-type: none"> - Students will be divided in the groups to prepare the power p[oint presentation on the following topics: <ul style="list-style-type: none"> - NITI Ayog - National development council • Interdisciplinary Linkage <ul style="list-style-type: none"> - Computer science

OCTOBER – MARCH

CHAPTERS	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	Core Skill/Art Integration/ Interdisciplinary Linkage
CHAPTER 9: INDIA'S FOREIGN RELATIONS	<p>Topic will be introduced in the class by:</p> <ul style="list-style-type: none"> • Drawing upon the previous knowledge of the students stemming from their past learning experiences. • A talk will be initiated in the class related to the India's relations with US, Russia, China and Israel. • The students will be shown the episode of Pradhanmantri on the smart board • Activity: Students will be asked to write a report on the topic "Ways through which the principles of foreign policy can be improved" 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The international context that shape India's external relations. • The operational principles that informed that country's foreign policy. • The history of India's relations with China, US, Russia and Israel. 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Observation skills, Problem solving, and application. • Art Integration <ul style="list-style-type: none"> - Students will be asked to write a report on the topic "Ways through which the principles of foreign policy can be improved" • Interdisciplinary Linkage <ul style="list-style-type: none"> - English
CHAPTER 10: PARTIES AND PARTY SYSTEMS IN INDIA	<p>Topic will be introduced in the class by:</p> <ul style="list-style-type: none"> • Reading Dr Ambedkar's speech in Constituent Assembly aloud. • Students will be encouraged to share their views on it. • They will also be shown videos related to the changing methods of voting for class discussion. • Showing cartoons, Amul advertisements, newspaper article, political map of India showing election results of first three general elections and elections of 2004 for comparative study. • A talk will be initiated on the topic the beginning of a new era in Indian politics and various controversial developments to relate it with the cartoons and maps shown. • The students will be shown the episode of Pradhanmantri on the smart board • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. <p>Activity: Students will be asked to prepare a chart on the topic "Elections and government in Delhi". The chart could have the following columns: year of election, name of the winning party, name of the chief ministers.</p> <ul style="list-style-type: none"> • Students will be told to depict the various changes that occurred in 1990s in the form of cartoon. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The evolution of party system in India. • The first three general elections and the congress dominance. • Coalitional nature of the congress. • What does the rise of a new policy constraints due to the nature of political choices? • The nature of Bi-Party system and multi- party coalition system 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Curiosity, imagination and critical thinking. • Art Integration <ul style="list-style-type: none"> - Students will be told to depict the various changes that occurred in 1990s in the form of cartoon. - Students will be asked to prepare a chart on the topic "Elections and government in Delhi" • Interdisciplinary Linkage <ul style="list-style-type: none"> - Value Education - General Knowledge
CHAPTER 11: DEMOCRATIC RESURGENCE	<p>Chapter will be introduced in the class by:</p> <p>Students will be shown images of Jai Prakash Narayan, Ram Manohar Lohia, Pandit Deendayal Upadhayaya and their previous knowledge will be used to discuss about these leaders and their ideologies.</p> <ul style="list-style-type: none"> • Students will be encouraged to share their views on it. • Showing different images, cartoons related to emergency like the editorial page of 'Nai Dunia' of 27 June, 1975. • Students will be encouraged to share their analysis of the pictures shown and then a talk will be initiated on the meaning, causes and consequences of emergency. • The students will be shown the episode of Pradhanmantri on the smart board. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • Students will be able to know the ideologies of total revolution, socialism, and integral humanism. • What were the factor that led to emergency? • What did the imposition of emergency mean in practice? • What were the consequences of emergency on party politics? • What are the lessons of emergency for India democracy? 	<ul style="list-style-type: none"> • Core Skills <ul style="list-style-type: none"> - Creative thinking, critical thinking, writing skills and personal development. • Art Integration <ul style="list-style-type: none"> - Students will be asked to write a report on the topic "Emergency in my city" quoting the personal experience of their parents, other elders in the family or neighbourhood and their participation - Students will be asked to do a role play of any of the leader of their choice(of Jai Prakash Narayan, Ram Manohar Lohia, Pandit Deendayal Upadhayaya) • Interdisciplinary Linkage <ul style="list-style-type: none"> - History - Value Education

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	<p>Activity: Students will be asked to write a report on the topic “Emergency in my city” quoting the personal experience of their parents, other elders in the family or neighbourhood and their participation.</p> <p>– Students will be asked to do a role play of any of the leader of their choice(of Jai Prakash Narayan, Ram Manohar Lohia, Pandit Deendayal Upadhyaya)</p>		
<p>CHAPTER12: INDIAN POLITICS:TRENDS AND DEVELOPMENTS</p>	<p>Topic will be introduced in the class by: Using the previous knowledge of students</p> <ul style="list-style-type: none"> • The students will be shown the episode of Pradhanmantri on the smart board. • Chapter reading will be done aloud in the class by the student to help them improve intonation, modulation and pronunciation. <p>Activity:Students will be asked to prepare the cartoon on their understanding of the alliances and their governance</p>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • What are the recent developments in the Indian Political System ? • The evolution of era of coalitions: National Front, United Front, United Progressive Alliance I & II, National Democratic Alliance (NDA)-I, II,III&IV, Issues of development and governance. 	<ul style="list-style-type: none"> • Core Skills Creative thinking, critical thinking& writing skills • Art Integration Cartoon Making • Interdisciplinary Linkage English Art