



BLOOM PUBLIC SCHOOL
C-8 Vasant Kunj, New Delhi
Syllabus for the Session 2025-26

Class: XI

Subject: Political Science

SYLLABUS			
MONTH	CHAPTER (NCERT Text book)	CONTENT (Topics)	Practical/Activities
April	Indian Constitution at Work-(Book-1) Ch-1 Constitution	a) Why do we need a Constitution? • Constitution allows coordination and assurance • Specification of decision-making powers • Limitations on the powers of government • Aspirations and goals of a society • Fundamental identity of a people b) The authority of a Constitution • Mode of promulgation • The substantive provisions of constitution • Balanced institutional design c) How was the Indian Constitution made? • Composition of the Constituent Assembly • Procedures • Inheritance of the nationalist movement • Institutional arrangements d) Provisions adapted from Constitutions of different countries	Constitution Quiz (Authority of a Constitution) Objective: Reinforce the authority and legitimacy of the constitution. Process: Prepare quiz questions based on the authority of a constitution, such as: How was the Indian Constitution promulgated? What makes a constitution authoritative? What is a balanced institutional design? Conduct the quiz in a game format (e.g., rapid-fire rounds or team-based competitions). Outcome: Students engage with key concepts in an interactive way.

May	Ch-2 Rights in the Indian Constitution	<p>a) The importance of rights</p> <ul style="list-style-type: none"> • Bill of Rights <p>b) Fundamental rights in the Indian Constitution</p> <ul style="list-style-type: none"> • Right to Equality • Right to Freedom • Right against Exploitation • Right to Freedom of Religion • Cultural and Educational Rights • Right to Constitutional Remedies <p>c) Directive principles of state policy</p> <ul style="list-style-type: none"> • What do the directive principles contain? <p>d) Relationship between fundamental rights and directive principles</p>	<p>"Your Right, Your Story" (Fundamental Rights in the Indian Constitution)</p> <p>Objective: Make fundamental rights relatable through real-life scenarios.</p> <p>Process:</p> <p>Divide students into six groups, each assigned a Fundamental Right (Equality, Freedom, Against Exploitation, Freedom of Religion, Cultural & Educational Rights, Constitutional Remedies). Each group creates a short story or skit based on a real or fictional case where their assigned right is upheld or violated.</p> <p>Groups present their skits in class.</p> <p>Discuss how constitutional provisions protect these rights.</p> <p>Outcome: Students connect abstract rights to real-life situations, making learning interactive.</p>
	Ch-3 Election and Representation	<p>a) Elections and democracy</p> <p>b) Election system in India</p> <ul style="list-style-type: none"> • First Past the Post System • Proportional Representation <p>c) Why did India adopt the FPTP system?</p> <p>d) Reservation of constituencies</p> <p>e) Free and fair elections</p> <ul style="list-style-type: none"> • Universal franchise and right to contest • Independent Election Commission <p>f) Electoral Reforms</p>	<p>"Election Day" Role-Play (Elections and Democracy)</p> <p>Objective: Help students understand the importance of elections in a democracy.</p> <p>Process:</p> <p>Divide the class into political parties, candidates, voters, and an Election Commission. Each party creates a campaign speech and presents it to the class. The Election Commission oversees the voting process. Conduct a mock election where students vote using ballot papers or an electronic voting system. Declare the results and discuss why elections are crucial in a democracy.</p>

	Ch-4 Executive	<p>a) What is an executive? b) What are the different types of executives? c) Parliamentary executive in India</p> <ul style="list-style-type: none"> • Power and position of President • Discretionary Powers of the President <p>d) Prime Minister and Council of ministers e) Permanent Executive: Bureaucracy</p>	<p>Outcome: Students understand how elections work and why they are necessary for democracy.</p> <p>"Power Play" Debate (Discretionary Powers of the President) Objective: Explore the extent of the President's discretionary powers. Process: Divide students into two teams—one supporting the idea that the President has significant power, the other arguing that the President is just a symbolic head. Each team presents arguments with examples from Indian politics. Conclude with a class discussion on whether the President's role should be expanded or remain the same. Outcome: Encourages critical thinking on the checks and balances in the executive.</p>
July	Ch-5 Legislature	<p>a) Why do we need a parliament? b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> • Rajya Sabha • Lok Sabha <p>c) What does the parliament do?</p> <ul style="list-style-type: none"> • Powers of Rajya Sabha • Special Powers of Rajya Sabha <p>d) How does the parliament make laws? e) How does the parliament control the executive? f) What do the committees of</p>	<p>"Build Your Parliament" (Why Do We Need a Parliament?) Objective: Understand the importance of a parliament in democracy. Process: Divide students into groups and ask each group to create a fictional country. They must decide whether to have a parliamentary or presidential system and justify their choice. Each group presents their country's system and explains why a parliament is necessary for governance.</p>

	Ch-6 Judiciary	<p>parliament do? g) How does the parliament regulate itself?</p> <p>a) Why do we need an independent judiciary?</p> <ul style="list-style-type: none"> • Independence of Judiciary • Appointment of Judges • Removal of Judges <p>b) Structure of the Judiciary</p> <p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction • Judicial Activism <p>d) Judiciary and Rights</p> <ul style="list-style-type: none"> • Judiciary and Parliament 	<p>Class discussion on India's parliamentary system and its benefits. Outcome: Helps students understand why countries need a parliament.</p> <p>"Writ Petition Challenge" (Judiciary and Rights) Objective: Understand how the Supreme Court protects fundamental rights through writ petitions. Process: Provide students with different fundamental rights violation scenarios (e.g., illegal detention, censorship, denial of education). Each student or team files a writ petition (Habeas Corpus, Mandamus, Certiorari, Prohibition, Quo Warranto). The "Supreme Court" (teacher or selected students) hears petitions and issues a ruling. Discuss the importance of writ jurisdiction in protecting citizens' rights. Outcome: Reinforces the importance of judicial remedies for protecting rights.</p> <p>PERIODIC ASSESSMENT-I</p>
August	Ch-7 Federalism	<p>a) What is Federalism?</p> <p>b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> • Division of Powers <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> • Centre-State Relations • Demands for Autonomy • Role of Governors and President's Rule • Demands for New 	<p>"Federalism Tug-of-War" (Federalism with a Strong Central Government) Objective: Analyze whether India's federalism leans towards centralization. Process: Divide the class into two teams: Team A: Supports strong centralization. Team B: Supports more power to states. Provide case studies (e.g., Article 356 (President's</p>

		<p>States</p> <ul style="list-style-type: none"> • Interstate Conflicts e) Special provisions • Jammu and Kashmir 	<p>Rule), GST implementation, State Emergency Powers) to discuss.</p> <p>Each team argues for why their model is better for governance.</p> <p>Conclude by discussing how India balances central control with federalism.</p> <p>Outcome: Encourages critical thinking on the nature of Indian federalism.</p>
	Ch-8 Local Government	<p>a) Why local governments?</p> <p>b) Growth of Local Government in India</p> <ul style="list-style-type: none"> • Local Governments in Independent India <p>c) 73rd and 74th amendments</p> <p>d) 73rd Amendment</p> <ul style="list-style-type: none"> • Three Tier Structure • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission <p>e) 74th Amendment</p> <ul style="list-style-type: none"> • Implementation of 73rd and 74th Amendments 	<p>"Be the Village Leader" (Why Local Governments?)</p> <p>Objective: Understand why local governments are needed and how they solve community issues.</p> <p>Process:</p> <p>Assign students roles as Sarpanch, Ward Members, Villagers, and District Officials.</p> <p>Present a real-life issue (e.g., lack of clean water, road construction, school funding).</p> <p>Students must discuss and come up with solutions within their local government system.</p> <p>Conclude with a discussion on why local governance is essential for grassroots democracy.</p> <p>Outcome: Helps students understand the significance of decentralized governance.</p>
	Ch-9 Constitution as a Living Document	<p>a) Are constitutions static?</p> <p>b) How to amend the constitution?</p> <p>c) Why have there been so many amendments?</p> <p>Contents of amendments made so far</p> <ul style="list-style-type: none"> • Differing 	<p>Static vs. Living Constitution Debate" (Are Constitutions Static?)</p> <p>Objective: Understand why a constitution needs to evolve over time.</p> <p>Process:</p> <p>Divide students into two teams:</p>

		<p>Interpretations</p> <ul style="list-style-type: none"> • Amendments through Political Consensus • Controversial Amendments <p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> • Contribution of the Judiciary • Maturity of the Political Leadership 	<p>Team A: The Constitution should remain unchanged (Static View).</p> <p>Team B: The Constitution should adapt over time (Living Document View).</p> <p>Each team presents arguments, citing examples from history (e.g., American Constitution vs. Indian Constitution).</p> <p>Conclude with a discussion on why India's Constitution is dynamic.</p> <p>Outcome: Encourages critical thinking about constitutional flexibility.</p>
	Ch-10 The Philosophy of the Constitution	<p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> • Constitution as Means of Democratic Transformation <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism • Universal franchise • Federalism • National identity <p>d) Procedural Achievements</p> <p>e) Criticisms</p> <ul style="list-style-type: none"> • Limitations 	<p>"Constitution Preamble Analysis" (Philosophy of the Constitution & Democratic Transformation)</p> <p>Objective: Understand how the Preamble reflects the Constitution's philosophy.</p> <p>Process:</p> <p>Display the Preamble of the Indian Constitution.</p> <p>Divide students into groups and assign each group a keyword from the Preamble (e.g., Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality, Fraternity).</p> <p>Each group researches and explains how their keyword shapes India's democracy.</p> <p>Discuss how the Preamble embodies democratic transformation.</p> <p>Outcome: Helps students analyze constitutional philosophy through key principles.</p>
September	Ch-10 The Philosophy of the Constitution	<p>a) What is meant by philosophy of the constitution?</p>	<p>"Constitution Preamble Analysis" (Philosophy of the Constitution & Democratic</p>

	(Contd.)	<ul style="list-style-type: none"> • Constitution as Means of Democratic Transformation b) Why do we need to go back to the Constituent Assembly? c) What is the political philosophy of our constitution? <ul style="list-style-type: none"> • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism • Universal franchise • Federalism • National identity d) Procedural Achievements e) Criticisms <ul style="list-style-type: none"> • Limitations 	<p>Transformation) Objective: Understand how the Preamble reflects the Constitution's philosophy. Process: Display the Preamble of the Indian Constitution. Divide students into groups and assign each group a keyword from the Preamble (e.g., Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality, Fraternity). Each group researches and explains how their keyword shapes India's democracy. Discuss how the Preamble embodies democratic transformation. Outcome: Helps students analyze constitutional philosophy through key principles. TERM-I Practical/ Internal Assessment</p>
October	<p>Political Theory (Book-2)</p> <p>Ch-1 Political Theory- an Introduction</p>	<p>a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?</p>	<p>"Debate: Should Everyone Study Political Theory?" (Why Study Political Theory?) Objective: Encourage critical thinking about the relevance of political theory. Process: Divide students into two teams: Team A: Political theory is essential. Team B: Political theory is not necessary for everyday life. Each team prepares arguments and presents their case. Conclude with a discussion on how political awareness impacts democracy and</p>

	Ch-2 Freedom	<p>a) The Ideal of freedom</p> <p>b) The sources of Constraints-Why do we need constraints?</p> <p>c) The Harm Principle</p> <p>d) Negative and Positive liberty</p>	<p>governance.</p> <p>Outcome: Encourages logical reasoning and appreciation for political education.</p> <p>"Why Do We Need Rules?" (Sources of Constraints)</p> <p>Objective: Understand why constraints on freedom exist.</p> <p>Process:</p> <p>Divide students into two groups:</p> <p>Team A: Argues that complete freedom should be allowed (no rules, no laws).</p> <p>Team B: Argues that rules and constraints are necessary.</p> <p>Debate the consequences of a society with no laws vs. one with rules and regulations.</p> <p>Conclude with a discussion on how laws, morality, and social norms shape our freedoms.</p> <p>Outcome: Helps students realize the importance of constraints in ensuring order and justice.</p> <p>Project Portfolio – Discussion and Deadlines</p>
November	Ch-3 Equality	<p>a) Why does equality matter?</p> <ul style="list-style-type: none"> • Equality of opportunities • Natural and Social Inequalities <p>b) Three dimensions of equality</p> <p>c) Feminism, Socialism</p> <p>d) How can we promote equality?</p>	<p>"Spot the Inequality" (Exploring Natural & Social Inequalities)</p> <p>Objective: Differentiate between natural inequalities (biological differences) and social inequalities (created by society).</p> <p>Process:</p> <p>Prepare statements on slips of paper such as:</p> <p>"Some people are born taller than others."</p> <p>"Women are often paid less than men for the same job."</p> <p>"Not everyone has access to good education."</p>

			<p>"Some people run faster due to genetics." Students sort statements into two categories: Natural Inequalities and Social Inequalities. Discuss which type of inequality can be changed or addressed by society. Outcome: Helps students critically analyze the nature of inequalities.</p>
	Ch-4 Social Justice	<p>a) What is Justice?</p> <ul style="list-style-type: none"> • Equal Treatment for Equals • Proportionate Justice • Recognition of Special Needs <p>b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention</p>	<p>"The Rawls Veil of Ignorance Experiment" Objective: Introduce John Rawls' Theory of Justice. Process: Explain Rawls' idea that if people designed society without knowing their own future social status, they would choose fairer rules. Ask students: Imagine you are creating a new society, but you don't know if you'll be rich or poor, male or female, powerful or powerless. What rules would you make about education, healthcare, wealth distribution, and social opportunities? Let students debate and create their ideal social contract. Outcome: Encourages students to think about justice from a neutral perspective.</p>
	Ch-5 Rights	<p>a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and</p>	

		responsibilities	
December	Ch-6 Citizenship	a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship	<p>"Nation vs. Citizenship" (Citizen & Nation) Objective: Differentiate between national identity and legal citizenship. Process: Divide students into small groups. Give them two sets of statements: One related to citizenship (e.g., "I have an Indian passport"). One related to national identity (e.g., "I celebrate Diwali and Republic Day"). Ask students: Can someone belong to a nation without being a legal citizen? Discuss cases like stateless people, refugees, and expatriates. Outcome: Helps students understand legal and emotional connections to a nation.</p>
	Ch-7 Nationalism	a) Introducing Nationalism b) Nations and Nationalism <ul style="list-style-type: none"> • Shared Beliefs and History • Shared National Identity c) National self-determination d) Nationalism and Pluralism	<p>"What Makes a Nation?" (Shared Beliefs and History) Objective: Help students understand how historical events, shared culture, and beliefs create national identity. Process: Divide students into groups. Each group will create a fictional nation by deciding: Name of their nation A common language, tradition, or festival A shared history (e.g., war, independence, struggle) Symbols (flag, anthem) Groups present their nations and explain how their</p>

			national identity was formed. Discuss: Is national identity always based on history? What about diverse nations like India? Outcome: Helps students understand how nations are formed and why shared identity is important.
January	Ch-7 Nationalism (Contd.)	a) Introducing Nationalism b) Nations and Nationalism <ul style="list-style-type: none"> • Shared Beliefs and History • Shared National Identity c) National self-determination d) Nationalism and Pluralism	
	Ch-8 Secularism	a) What is Secularism? b) Inter-religious Domination c) Intra-religious Domination d) Secular State <ul style="list-style-type: none"> • The western model of secularism • The Indian model of secularism e) Criticisms of Indian secularism <ul style="list-style-type: none"> • Western Import and Minoritism • Interventionist • Vote Bank Politics 	"Secular or Not?" (Understanding Secularism) Objective: Help students differentiate between secular and non-secular policies/practices. Process: Present various scenarios (e.g., a government funding a religious festival, banning religious symbols in public schools, allowing personal religious laws). Ask students: Is this secular? Why or why not? Discuss how different countries (India, France, USA) approach secularism differently. Outcome: Helps students analyze real-world applications of secularism.
February	Revision Annual Examination		TERM-II Practical/ Internal Assessment

			ANNUAL EXAMINATION
March			
ASSESSMENT SYLLABUS			
PERIODIC ASSESSMENT -1	<ol style="list-style-type: none"> 1. Ch-1 Constitution 2. Ch-2 Rights in the Indian Constitution 3. Ch-3 Election and Representation 		
PERIODIC ASSESSMENT -2	<ol style="list-style-type: none"> 1. Ch-1 Political Theory- an Introduction 2. Ch-2 Freedom 3. Ch-3 Equality 4. Ch-4 Justice 		
MID TERM EXAM	<ol style="list-style-type: none"> 1. Ch-1 Constitution 2. Ch-2 Rights in the Indian Constitution 3. Ch-3 Election and Representation 4. Ch-4 Executive 5. Ch-5 Legislative 6. Ch-6 Judiciary 7. Ch-7 Federalism 8. Ch-8 Local Government 9. Ch-9 Constitution as a Living Document 10. Ch-10 The Philosophy of the Constitution 		
FINAL EXAMINATION	<p>Indian Constitution at Work-(Book-1)</p> <ol style="list-style-type: none"> 1. Ch-1 Constitution 2. Ch-2 Rights in the Indian Constitution 3. Ch-3 Election and Representation 4. Ch-4 Executive 5. Ch-5 Legislative 6. Ch-6 Judiciary 7. Ch-7 Federalism 8. Ch-8 Local Government 9. Ch-9 Constitution as a Living Document 10. Ch-10 The Philosophy of the Constitution <p>Political Theory (Book-2)</p> <ol style="list-style-type: none"> 1. Ch-1 Political Theory: An Introduction 2. Ch-2 Freedom 3. Ch-3 Equality 4. Ch-4 Social Justice 5. Ch-5 Rights 6. Ch-6 Citizenship 7. Ch-7 Nationalism Ch-8 Secularism 		

