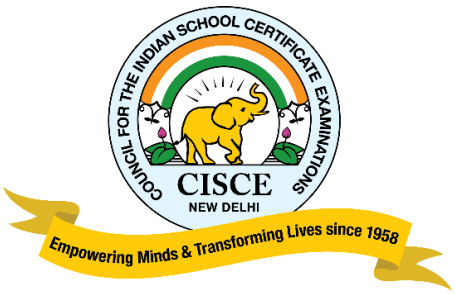
ISC

YEAR 2027

INDIAN SCHOOL CERTIFICATE EXAMINATION



POLITICAL SCIENCE (852)

February 2025

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

CLASS XII

*There will be **two** papers in the subject:*

Paper I: Theory 3 hours ------ 80 marks

Paper II: Project Work ------ 20 marks

PAPER I (THEORY) – 80 MARKS

SECTION A

Constitution and Government

1. Forms of Government

Totalitarian and Authoritarian States, Liberal Democratic State, Unitary and Federal States, Parliamentary and Presidential forms of government.

Meaning and features of Totalitarian State, Authoritarian State and Liberal Democratic State.

Comparison between Totalitarian and Authoritarian States.

Meaning and features of Britain as a Unitary state and USA as a Federal States. Comparison between Britain as a unitary state and USA as a federal state.

Meaning and features of Parliamentary form of government in India and Presidential form of government in the USA. Comparison between Parliamentary government in India and Presidential form of government in the USA.

2. Constitution

Meaning; kinds of Constitutions: Written and Unwritten, Rigid and Flexible: merits and demerits. Amending procedures.3

Meaning; Kinds: Written and Unwritten, Rigid and Flexible: merits and demerits of each.

Amending procedures of the Constitutions of U.K., U.S.A and India.

3. Franchise and Representation

Universal Adult Franchise; Representation; Political Parties; Party System.

Universal Adult Franchise - meaning, reasons for widespread acceptance.

Representation: Methods

First Past the Post System – meaning only.

Proportional Representation -meaning only.

Political Parties – meaning. Kinds – Single party, Bi-party, Multi-party system – meaning and merits only.

Organs of the Government

4. The Legislature

Legislature; The legislature in India and U.S.A. - a comparative study.

Meaning of Legislature. The legislatures in India and U.S.A.- Composition (strength, method of election and tenure) and functions: legislative, constituent, executive (ways in which the legislature controls the executive), judicial, electoral and financial.

Composition and powers of the House of Representatives and the Senate, Lok Sabha and Rajya Sabha (including special powers).

Unique powers of the Senate, why is the Senate considered the world's most powerful second chamber?

Comparison of the Rajya Sabha and the U.S. Senate; Lok Sabha with the U.S. House of Representatives.

5. The Executive

Difference between the Political Executive and the Permanent Executive. Political Executive in India and U.S.A. - a comparative study.

Meaning of the Executive.

Difference between the Political and Permanent Executive in India.

Political executive in India: Indian President - legislative, executive, emergency and discretionary powers.

Powers of the Indian Prime Minister - link between Cabinet and President, formation of Council of Ministers, Chairman of the Cabinet, Leader of Parliament and the Leader of the nation.

Political executive in the USA:

USA President - executive and legislative powers

Comparison of Executive in India and USA:

Method of Election, Type of executive, Relation with legislature, Relation with

cabinet and Role in financial matters

6. The Judiciary

Meaning of Judiciary. Conditions of Independence of Judiciary. Judiciary in India and U.S.A. - a comparative study. Judicial Review.

Meaning of judiciary; conditions of independence of judiciary The Judiciary in India and U.S.A. – composition (strength and tenure only) and powers of Indian Supreme Court (original, appellate and advisory jurisdiction) and American Supreme Court (original and appellate jurisdiction only). Judicial Review – meaning, principles (maxims). Comparative study of Indian and US Supreme Courts.

SECTION B

Indian Democracy

7. Indian Constitution

(i) Preamble

Preamble and its importance. Meaning of the key words contained in the Preamble.

(ii) Salient features of the Indian Constitution.

Written and Comprehensive; a Constitution drawn from several sources; Federal structure with Unitary spirit; Partly rigid and Partly flexible; Fundamental Rights and Duties; Directive Principles of State Policy; Parliamentary form of Government; Single Citizenship; Bi-cameral legislature; Universal Adult Franchise; Single Integrated and Independent Judiciary; Judicial Review; Emergency powers; Special provisions for Schedule castes and Schedule tribes.

8. Fundamental Rights and Directive Principles

Fundamental Rights and Directive Principles of State Policy.

Fundamental Rights: meaning of Fundamental Rights; detailed study of all Fundamental Rights in India.

Directive Principles of State Policy: classification: liberal Gandhian and socialist.

Difference between Fundamental Rights and Directive Principles of State Policy.

9. Local self-government

73rd and 74th Constitutional Amendment Acts.

Key features of the 73rd and 74th Amendments. 11th and 12th schedules in brief.

Composition and functions of Zila Parishad and Municipal Corporation.

10. Democracy in India – a perspective of the challenges faced

Challenges faced by the Indian Democracy: Caste, Regionalism and Political Violence.

Caste: meaning, role of caste in Indian Politics.

Regionalism: meaning; Kinds of regional aspirations: language issues, sons-of-the-soil policies, river water disputes, demand for new states, secessionist demands.

Political Violence: meaning, forms- Linguistic, secessionist, terrorist, caste, electoral and politics of violent agitation.

PAPERII (PROJECT WORK)–20 MARKS

Candidates will be required to undertake **one** project which **may** be any one of the following:

(i) A case study.

(ii) Survey study with a questionnaire.

(iii) Research based project with in-depth analysis.

(iv) Any contemporary or recent Social/Local/ national/ global political issue.

(v) Book review/ film review/ documentaries/ posters/ newspapers/ advertisements/ cartoons and art.

The project must not be based primarily on the syllabus; students must be encouraged to produce original, creative and insightful perspectives on an allied aspect of the topic.

For example, if the theme is Fundamental Rights, the project could deal with violation, protection, court verdicts, Public Interest Litigations (PILs), etc. related to socially relevant issues.

The project will be assessed by the teacher and a Visiting Examiner appointed locally and approved by CISCE.

Assessment of Project Work will be done as follows:

1.	Internal Evaluation by Teacher	10 Marks
2.	Evaluation by Visiting Examiner	10 Marks
	TOTAL	**20 Marks**

Internal Evaluation by Teacher

S. No.	Assessment objective	Criteria	Marks
1.	Process	Candidates should be able to: Identify the topic. Plan and detail a research project. Select and use appropriate research methods.	3
2.	Understanding application of knowledge and Analysis	Candidates should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	4
3.	Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	3
TOTAL			**10**

Evaluation by the Visiting Examiner

S. No.	Assessment objective	Criteria	Marks
1.	Choice of Technique/ Detailed procedure & Presentation	Overall format, referencing (footnotes &/or bibliography), title page, header/footer, etc.	4
2.	Analysis and evaluation	Candidate should be able to: Interpret, analyze and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	3
3.	Viva	Range of questions based on the project only.	3
TOTAL			**10**

List of suggested topics for Project Work:

Given below is a list of suggested topics for Project work, along with guidelines**.**

1. Judicial Activism – two case studies in which the Judiciary has safeguarded the environment or human rights.
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Define Judicial Activism and the need for Judiciary to intervene in the work of Legislature and Executive and other matters of social concerns.
   - Positive role played by Judiciary in this direction to be highlighted with the help of two case studies based on environmental protection or safeguarding human rights.
   - Student's perception of the concept.
   - Valid suggestions for reforms in Judiciary.
2. Public accountability of Civil Servants in India – Is it a myth or a reality?
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Meaning of Public accountability of Civil Servants to be explained.
   - Positive and crucial role of public servants in a democracy.
   - Loopholes in the existing bureaucratic set up.
   - Inferences can be drawn about Public accountability being a myth or reality from various sources like print/electronic media, film review, documentaries.
3. Party System in India – changing phases.
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - A brief timeline of Party Systems since independence to be prepared.
   - Strengths and limitations of different systems to be highlighted.
   - Success and failure of various systems to be analysed with reference to the role of regional parties in coalition era.
   - Few examples to be explained with the help of statistical information.
   - Student's vision of rapidly evolving Party system in India.
4. Examine one Supreme Court case dealing with Fundamental Rights. Identify the issues of the case and analyse the final ruling.
   - Reason for selection of the topic
   - Framing the Research Question.
   - Hypothesis.
   - Nature and reasons of violation of Fundamental Rights to be explained.
   - A case study of violation and protection of Fundamental Rights in the light of the ruling given by the apex court to be analysed.
   - Remedial steps to be taken to prevent this problem to be suggested.
5. Role of Local Self Government institutions in women empowerment.
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Need for women empowerment to be explained with reference to a few examples.
   - Positive role played by local self-governments to be stated.
   - Collection of data based on statistics and analysis.
   - The project could be in the form of a case study for example - a film review, book review, advertisements, T.V. serials, documentaries, newspaper articles, journals.
   - Student's suggestions for more active participation of women in Indian electoral politics.
6. Explore the controversies around the development of a Uniform Civil Code mentioned in the Directive Principles.
   - Reason for selection of the topic.
   - Framing the Research Question
   - Hypothesis
   - Clarification of the concept of Uniform Civil Code with instances from world constitutions.

- Need for a Uniform Civil Code with reference to Constituent Assembly Debates, historical perspective (parliamentary debates and judicial pronouncements), the present socio-political scenario and the stand of various political parties.
- Controversies and reasons for non-adoption.
- Student's view point and position on the issue.

Alternately this project could also be undertaken survey method or any other method.

7. Identify and explain the electoral reforms that are urgently needed in India.
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Define electoral reforms.
   - Urgency for electoral reforms.
   - Efforts made in the past.
   - Parliamentary debates on this issue.
   - Role of the Election Commission.
   - Stand of various political parties.
   - Judicial pronouncements.
   - Student's observations.
8. Discrimination faced by a girl child.
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Gender as an identity.
   - Collection of data based on statistics and analysis.
   - The project could be in the form of a case study for example a film review, book review, advertisements, T.V. serials, documentaries
   - Inferences drawn.
9. Right to Education: To what extent has it benefited the slum children?
   - Reason for selection of the topic.
   - Framing the Research Question.
   - Hypothesis.
   - Constitutional provisions.
   - Parliamentary debates leading to the enactment of the right.
   - A case study of a slum area based on a survey.
   - Student's inferences.
10. Role of National Human Rights Commission in safeguarding the rights of the under-privileged.
    - Reason for selection of the topic.
    - Framing the Research Question.
    - Hypothesis.
    - United Nations Universal Declaration of Human Rights (1948).
    - Constitutional provisions.
    - Formation of National Human Rights Commission.
    - Its composition and functions.
    - Identifying the under-privileged and understanding their plight.
    - Efforts made by the NHRC (a minimum of two case studies).
    - Student's viewpoint.

GUIDELINES FOR TEACHERS:

1. It must be emphasized that the process of doing the project is as important as the final project.
2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.
3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.
4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.
5. The students should be guided on doing the research and looking at different types of evidence.
6. Books and suitable reference material could be suggested by the teachers and made available to the students.
7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.
8. Students must be cautioned against plagiarism and be penalized for the same.
9. Marks to be awarded for the content and originality and not for decorative elements and embellishments.
10. Projects must be the original work of the student.