

SALWAN PUBLIC SCHOOL, RAJENDRA NAGAR
CLASS X
LESSON PLAN
POLITICAL SCIENCE: CHAPTER 1 POWER SHARING

UNIT	POLITICAL SCIENCE CH 1 POWER SHARING
CLASS TRANSACTION	<u>TOTAL NO. OF PERIODS: 5</u> PERIOD 1: WHAT IS POWER SHARING? PERIOD 2: ETHNIC COMPOSITION OF BELGIUM & ACCOMODATION OF POWER IN BELGIUM PERIOD 3: ETHNIC COMPOSITION OF SRILANKA PERIOD 4: MAJORITARIANISM IN SRILANKA PERIOD 5: FORMS OF POWER SHARING
LEARNING OBJECTIVES	The students will be able to : • Understand the term PowerSharing. • Know about the ethnic composition of Belgium and Sri lanka. • Understand the political system in Sri lanka and the rule of the majority. • Recognize the accommodation of different communities in the political scenario ofBelgium. • Express necessity for power sharing. • Recognize the forms of powersharing
PRE-REQUISITES FOR THE COURSE	The learners would already have an idea about the power sharing arrangements that exist in our country like • Power shared among the different organs of the government. • Power shared among the governments at different levels. • Working of coalition governments.
LEARNING OUTCOMES	The learners would • Know about need and importance of power sharing. • Appreciate the various forms of power sharing in different countries of the world. • Analyse the changing opinions about power sharing in different countries of the world.
TEACHER’S ACTIVITY (The teacher can use the mentioned techniques, wherever applicable and can use any other too).	• The theme shall be introduced in the class by taking up the examples from the school life, like the working of the Students’ Council, in terms of hierarchy. • The teacher would then ask questions about the working of local, state and central governments as well as Separation of powers among different levels, about which learners have already studies in junior classes. This would help the teacher to revisit the Vertical and Horizontal distribution of power. • The map of Belgium would be used to explain its geographical location in Europe which has an impact on its ethnic

	composition. This would enable the teacher to discuss the Belgian power sharing model. • A flowchart shall be drawn on the board to explain the population composition of Sri Lanka. The majoritarian measures of the Sri Lankan Government and its impact on the minority community in Sri Lanka would be explained to the learners. • Having discussed the two power sharing models with the learners, a discussion would then be initiated on the topic that "Why Power sharing is desirable?" Explain with the help of prudential and moral reasons. Recall Activity: • Discussion on the topic: Compare and contrast the power sharing models followed in Belgium and Sri Lanka.
SELF STUDY & HOME WORK ASSIGNMENT	Self-Study (Independent Practice)-The teacher would ensure that each student should bring NCERT Book and tries to be independent at the work as well as be under the teacher's guidance. Guided practice followed by Independent Practice (Question Bank): On completion of the chapter, students will be answer the following revision questions: 1. 'The system of horizontal power sharing is also called a system of checks & balances.' Discuss. 2. How is policy of reservation a power sharing arrangement? 3. How did Belgium deal with the problem of power sharing? 4. Why is power sharing desirable? 5. What was the problem faced by Brussels? 6. What is the ethnic composition of Sri Lanka?