

SALWAN PUBLIC SCHOOL, RAJENDRA NAGAR
CLASS – X
LESSON PLAN

CHAPTER-5	Popular Struggles and Movements
Class Transaction (10-12 days)	Total: 10 periods (approx. 40 min each) Sub-Topic: Struggle for democracy in Nepal Sub-Topic: Bolivia's Water wars Sub-Topic: Introduction to pressure Groups Sub-Topic: Difference between Sectional Interest Groups and Public Interest Groups Sub-Topic:- Relationship between Pressure groups and Political Parties
Pre-requisite for the course (KNOWLEDGE)	This lesson requires: • A basic understanding of the forms of power sharing • An understanding of the role of citizens in democratic participation
Learning Objectives	Students will be able to: • Differentiate between struggles and their outcomes of Nepal and Bolivia • Differentiate between types of pressure groups • Analyse the role of government in providing public facilities. • To understand the difference of sectional and public issues • To know how power sharing works between government and citizen agencies
Teachers' activity	Introduction: Teacher will introduce the topic by performing various activities: Evidence-based active-learning instructional strategies: • Problem solving (investigating and applying established principles to justify an observation) Activity:- Example-1:- solutions to Nepal's political upheaval Example-2: Role of government in providing public facilities Example-3: Politicization of issues • Critical thinking and collaboration (Competitive evaluation of given information) Recall Activity : 1. Importance of government in providing public services 2. Responsible citizen participation 3. How movements become political vote banks
Students' Learning Outcomes	• Students will be able to observe case studies for outcome of internal conflict as in case of Nepal • The student learns how issues of conflict can arise with a democratically elected and accepted government. • The student understands the difference between dissent and conflict • Responsible participation and critical analysis of organs of power sharing
Tools	• CAL module using explanation content • Visual illustrations in the book
Assessment	• Continuously monitor student progress by asking oral questions. • Providing active involvement of students in their own learning by giving daily Practice Problems in the class.

	• Peer assessment through discussion • Written test
Self-Study, Assignments, Homework	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. Name the organisation that led Bolivia's' Water war movement 2. What similarities can we draw between the struggles in Bolivia and Nepal? 3. On analysis it is observed that the influence of Pressure groups on politics can have positive as well as adverse effects. Critically analyse the statement. 4. Give one example of an Issue specific movement? 5. Differentiate between Public Interest groups and Sectional Interest groups. Homework: The students will be able to independently identify the right options in the exercise from NCERT.