



<b>Name of the chapter</b>	Popular Struggles and Movements
<b>Classes required</b>	8
<b>Concept &amp; skills</b>	<ul style="list-style-type: none"><li>• Popular struggles in Nepal and Bolivia</li><li>• Mobilisation and organisation</li><li>• Pressure groups and movements</li><li>• Sectional interest groups and public interest groups</li><li>• Influence of Pressure groups</li></ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• To know the activities of public interest groups and their role in promoting collective good.</li><li>• To familiarize students about the pressure groups working in India, their aims and objectives and how they function.</li></ul>
<b>Instructional Tools &amp; References</b>	<ul style="list-style-type: none"><li>• Class Room Instructional Tools,</li><li>• Maps</li><li>• PowerPoint Presentation,</li><li>• Textual Book,</li><li>• Internet</li></ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"><li>• Random Questioning</li><li>• Brain Storming Questioning,</li><li>• Intext Questions will be discussed with the students.</li><li>• At the end discussion session will held</li></ul>
<b>Activity /Assignment /Research</b>	<ul style="list-style-type: none"><li>• Debate: Are Pressure groups and movements healthy for democracy?</li><li>• Assignment Questions</li><li>• Short Answer Questions</li></ul>
<b>Assessment</b>	Students will be assessed on the following: <ul style="list-style-type: none"><li>• Confidence,</li><li>• Clarity of concept,</li><li>• Accuracy,</li><li>• Expression Power</li><li>• Organization of content.</li><li>• Logical thinking</li><li>• Presentation skills</li></ul>
<b>Syllabus for Formative &amp; Summative Assessment</b>	FA-3 and Summative Assessment-II



<b>Name of the chapter</b>	Political Parties
<b>Classes required</b>	8
<b>Concept &amp; skills</b>	<ul style="list-style-type: none"><li>• Political parties</li><li>• Components of political parties</li><li>• Functions of political parties</li><li>• Necessity of political parties</li><li>• Types of political parties</li><li>• Challenges to political parties</li><li>• Reformation of political parties</li><li>• Suggestion of reformation</li></ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Understand the importance of political parties in a democracy.</li><li>• Comprehend the various types of party systems.</li><li>• Evaluate the merits and demerits of each type of party system.</li><li>• Understand the national and regional political parties in India.</li><li>• To understand the various party systems, their merits and demerits.</li><li>• To find out which party system is suitable / not suitable for India</li></ul>
<b>Instructional Tools &amp; References</b>	<ul style="list-style-type: none"><li>• Class Room Instructional Tools,</li><li>• PowerPoint Presentation,</li><li>• Textual Book,</li><li>• Internet</li></ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"><li>• Random Questioning</li><li>• Brain Storming Questioning,</li><li>• Intext Questions will be discussed with the students.</li><li>• At the end discussion session will held</li></ul>
<b>Activity /Assignment /Research</b>	<ul style="list-style-type: none"><li>• Debate: Challenges and Measures to be taken to reform political parties.</li><li>• Group discussion</li><li>• Assignments Questions</li><li>• Short answer questions</li></ul>
<b>Assessment</b>	Students will be assessed on the following: <ul style="list-style-type: none"><li>• Confidence,</li><li>• Clarity of concept,</li><li>• Accuracy,</li><li>• Expression Power</li><li>• Organization of content.</li><li>• Logical thinking</li><li>• Presentation skills</li></ul>
<b>Syllabus for Formative &amp; Summative Assessment</b>	FA-4 and Summative Assessment-II



<b>Name of the chapter</b>	Outcomes of Democracy
<b>Classes required</b>	8
<b>Concept &amp; skills</b>	<p>Outcomes of Democracy:</p> <ul style="list-style-type: none"> <li>• Accountability</li> <li>• Legitimate government</li> <li>• Responsiveness</li> <li>• Development</li> <li>• Dignity and freedom of citizens</li> <li>• Accommodation of social diversity</li> <li>• Reduction of inequality and poverty</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the importance of democratic government</li> <li>• Realize the importance of citizen's participation in decision making.</li> <li>• Understand that in a democracy the government is accountable to the citizens.</li> <li>• Compare democratic governments with that of dictatorship in all respects including economic growth and development.</li> <li>• Comprehend the importance of accommodation of social diversity in a democracy.</li> <li>• Inculcate the value of dignity and freedom of individuals in a democracy.</li> </ul>
<b>Instructional Tools &amp; References</b>	<ul style="list-style-type: none"> <li>• Class Room Instructional Tools,</li> <li>• PowerPoint Presentation,</li> <li>• Textual Book,</li> <li>• Internet</li> </ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Random Questioning</li> <li>• Brain Storming Questioning,</li> <li>• Intext Questions will be discussed with the students.</li> <li>• At the end discussion session will held</li> </ul>
<b>Activity /Assignment /Research</b>	<ul style="list-style-type: none"> <li>• Picture Interpretation</li> <li>• Debate: <ul style="list-style-type: none"> <li>a) Is Democratic government accountable to the people?</li> <li>b) Is Democratic government responsive and legitimate?</li> <li>c) Is Dictatorship better government to bring about economic growth?</li> </ul> </li> <li>• Assignments Questions</li> <li>• Short answer questions</li> </ul>
<b>Assessment</b>	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• Confidence,</li> <li>• Clarity of concept,</li> <li>• Expression Power</li> <li>• Logical thinking</li> <li>• Presentation skills</li> </ul>
<b>Syllabus for Formative &amp; Summative Assessment</b>	Summative Assessment-II



<b>Name of the chapter</b>	Challenges to Democracy
<b>Classes required</b>	8
<b>Concept &amp; skills</b>	<ul style="list-style-type: none"><li>• Foundational challenges</li><li>• Expansional Challenge</li><li>• Deepening challenge</li><li>• Measures to meet the challenges</li></ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Understand the challenges facing democracy.</li><li>• Help students find answers to the challenges.</li><li>• Help learners cherish the values of democracy.</li><li>• Understand and conceptualize the lesson in a much more effective way develop an understanding of the concept of democracy</li><li>• acquire knowledge and skills to face the challenges that democracy faces today</li></ul>
<b>Instructional Tools &amp; References</b>	<ul style="list-style-type: none"><li>• Class Room Instructional Tools,</li><li>• Maps</li><li>• PowerPoint Presentation,</li><li>• Textual Book,</li><li>• Internet</li></ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"><li>• Random Questioning</li><li>• Brain Storming Questioning,</li><li>• Intext Questions will be discussed with the students.</li><li>• At the end discussion session will held</li></ul>
<b>Activity /Assignment /Research</b>	<ul style="list-style-type: none"><li>• Discussion: Defining democracy in self expressed words.</li><li>• Assignment Questions</li><li>• Short Answer Questions</li></ul>
<b>Assessment</b>	Students will be assessed on the following: <ul style="list-style-type: none"><li>• Confidence,</li><li>• Clarity of concept,</li><li>• Accuracy,</li><li>• Expression Power</li><li>• Organization of content.</li><li>• Logical thinking</li><li>• Presentation skills</li></ul>
<b>Syllabus for Formative &amp; Summative Assessment</b>	Summative Assessment-II