

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER-5
PANCHAYATI RAJ

Unit	Civics (Chapter 5 :Panchayati Raj)
Class Transaction	Total: 7 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of panchayat 2. Basic knowledge of different levels of government at rural and urban level.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Given the content (chapter) the students will be able - • Students will develop <i>collaboration by taking part in the discussion regarding</i> levels of the government function Panchayati Raj and its functioning • The working of Gram Sabha under the Sarpanch relationship with the Gram Panchayat • To understand the responsibilities & the sources of income for the Gram Panchayat <i>*Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • To enable the students to understand how the three levels of government coordinates for the smooth functioning of the government. understand the importance of individual contribution in panchayat in promoting equality to all with 90% accuracy
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to learn about the features and functions of the panchayat. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyze various issues of rural areas • Appreciate the importance of right to equality amongst people in panchayat

	Develop <i>civic responsibility</i> amongst themselves by discussing /communicating the importance of panchayat to express individual's opinion . Attitudes and beliefs- <i>Students will be able to</i> Develop citizenship by visualizing and observing the given scenario or in day to day lives how vulnerable people are being exploited by rich and powerful people.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active learning- Talk Show Teacher will start the session by discussing in groups about different amenities provided by the Panchayat . (Critical thinking) Group learning- The class will be divided in the group of 5 students.Topic will be allocated to each group. Each group will present their allotted portion through a skit.(Communication, Collaboration) Differentiation- one student from each group will be asked to paraphrase the concept of the given topic. (Character, Citizenship and critical thinking) Questioning- <i>Multiple level question-</i> Teacher will prepare a list of question related to Panchayati Raj (Critical thinking, Communication) <i>Brain Storming-</i>The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic-</i> PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice-</i> Spiral questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book:

	NCERT text book for CIVICS
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS25 Mark each=100 Marks HALF YEARLY EXAMINATION 80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT 20 Marks in each Term • Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship. The students in a group of 5 will be demonstrating the activity. • Note Book Submission 10 Marks
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, So are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups: <i>For the gifted:</i> • Preparing a debate • Making PPT • Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources

	<i>For the average/slow learners:</i> • Making a Chart/diagram/poster/ flashcards • Buddy system help to be provided • Provide grade-up classes <i>For differently able:</i> • Ignore grammatical inaccuracy • Call parents at regular intervals Provide grade-up classes
Marks	The weightage would be given by Blue print
Assessment	1. Describe the three levels of Panchayati Raj. 2. Explain why do we need local self-government. (three points) 3. Explain any three functions of Panchayati Raj. 4. Describe three functions of Gram Sabha. 5. Elaborate the role of the secretary of a Gram Panchayat in three points.

DAY	One
Objective	Students will be able to comprehend and understand the basic problems of the villagers of our country.
Assessment of qualifying knowledge	Questions from previous class to check the understanding.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> To know the various problems faced by the villagers through a story. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Collaboratively they will analyze the situation and problems faced by the villagers .They will understand the importance of working of Gram Sabha . . Students will develop citizenship by analyzing the situation .They will understand the political structure of Gram Sabha.
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- DOL1,2,3 Active Learning -Facilitator asks the questions to recap to check the learning of

techniques, wherever applicable, and can use any other too.)	previous class.(5 min) Q. How many of you have been to villages? Q. How it is different from cities? Q. What changes you would like to bring in your village? She will show a smart module regarding the chapter Then facilitator will instruct the students for the new activity for next class. She will divide the story -The Story pf Gram sabha Facilitator will give 15 min time to the students to organise themselves for presentation. The facilitator will instruct the students for the new activity for next class Discussion of topic through Collaborative Learning: <u>15 min</u> . Independent Practice: Students will go through the chapter for better understanding. Closure: <u>5 min</u> She will do a recap with the students to reinforce the major points of the story.
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Students will go through NCERT text book.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students will be able to comprehend and understand the basic problems of the villagers of our country.
Assessment of qualifying knowledge	Questions from previous class about the topic for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> To know the various problems faced by the villagers through a story. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Collaboratively they will analyze the situation and problems faced by the poor farmers . How important is to attend the meeting of the Gram Sabha by the villagers .

	<u>ATTITUDES and VALUES</u> Students will develop their civic sense and understand that it is not just the right to be the part of Gram Sabha but it is also a duty of each adult villager to attend the meeting . It will spread general awareness.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Active Learning –FAN N PICK Facilitator will ask the students to write 5 questions on the board related to the topics and they will ask the questions from each other to check the learning of previous class.(5 min) Group Learning-ROLE PLAY Students will be given 15 minutes time to read in the group and prepare their presentations. Students will be sitting in the group and they will discuss it. They will divide the lines amongst themselves. Attitudes and Values- They will work collaboratively and this will develop their lifeskills where in each student has to respect each other’s opinion. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> She will do a recap with the students to reinforce the major points of the story.
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Students will go through NCERT text book.
Assessments	Oral Test (5 minutes)

DAY	THREE Meaning and functioning of gram Sabha
Objective	Students will be able to comprehend and understand the basic problems of the villagers of our country and Gram Sabha resolve the issues.
Assessment of qualifying knowledge	Questions from previous class about the topic for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • Discuss the meaning of Gram sabha. • Appreciate the need of Gram sabha in providing the basic amenities to all. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> • Appreciate the importance of gram sabha to listen and take actions on the issues faced by the rural people collaboratively <u>ATTITUDES and VALUES</u> Students will develop their civic sense and understand that it is not just the right to be the part of Gram Sabha but it is also a duty of each adult villager to attend the meeting . It will spread general awareness.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Active Learning –Students in the group will discuss about their topics and will give instructions if any last minute changes are done . Group Learning Students will be given 5 minutes time to organize themselves and to get ready for their presentations. Each group will present their topic which will be further explained by the facilitator. Other students will be given time to cross question related to the topic . This will engage the students in activities like reading, thinking and presenting collaboratively. Differentiation Freedom will be given to the students to use books or see from the notes for dialogue delivery. . Independent Practice: Students will go through NCERT text book.

	Closure: <u>5 min</u> She will do a recap with the students to reinforce the major points of the story.
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	. Students will go through NCERT text book.
Assessments	Oral Test (5 minutes)

Topic	DAY 4 The working of Gram Sabha under the Sarpanch relationship with the Gram Panchayat
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of gram sabha.
Assessment of qualifying knowledge	Facilitator asks the student to find out the difference between gram sabha and gram panchayat.
Objective	Given the content (topic) the students will be able to discuss the relation between gram sabha and gram panchayat in rural areas .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • Functions of gram panchayat • How it is different from gram sabha . <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Built character amongst themselves by discussing /communicating the importance of gram sabha in the village .. • Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic. <u>ATTITUDES and VALUES</u>

	Students will develop their civic sense and understand that it is not just the right to be the part of Gram Sabha but it is also a duty of each adult villager to attend the meeting . It will spread general awareness.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Group learning- The class will be divided in the group of 3 students .KWL. the students in the group of three will sit together and check the understanding of each other by K -what they know, W What they want to know ,L what they learnt (Communication, Collaboration) Differentiation – Students will be given freedom to refer the book while doing the activity . Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Civics
Closure	In your opinion which is more important gram Sabha or gram panchayat? Give reasons to support your answer. Students will discuss in the group themselves . after the WAIT time facilitator will give chance to the students to express their opinion.
Marks	The weightage would be given by CBSE.

Topic	DAY 5 To understand the responsibilities & the sources of income for the Gram Panchayat
Class Transaction	approx. 40 min each
Pre-requisite for the course	This lesson requires basic knowledge of the role of gram sabha and gram panchayat
Assessment of qualifying knowledge	Facilitator will ask the students list the kind of taxes the villagers pay to the government
Objective	Given the content (topic) the students will be able to learn various sources of income that panchayat received to provide basic amenities to the villagers.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to

	- Discuss the importance various taxes paid by the villagers SKILLS AND COMPETENCIES- <i>Students would be able to</i> - Discuss and by thinking critically to bring a positive change in the village by utilizing the public money for public use. - Built character amongst themselves by discussing /communicating the importance of raising voice if something is not acceptable by the society
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Questioning- - Teacher will ask the students to list various types of taxes paid by the rural people. (Critical thinking, Communication) <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem Questioning Student -teacher interaction, silent/ loud reading, collaborative learning,
Resources	Text Book: NCERT text book for Civics
Closure	List out the various sources of income and why it is levied.? Discuss their importance

DAY	Six NCERT questions
Objective	Students will be able to find and discuss the answers of the questions being asked by the facilitator
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> <u>the facts related to the Panchayati Raj</u> The way of writing the answers

	To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyse and comprehend the question and will further write in their note books
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Activity Facilitator will ask NCERT questions from the students will allow the students to give one point related to the question to involve maximum students . Independent Practice: Students will do selected questions from NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Seven NCERT questions
Objective	Students will be able to find and discuss the answers of the questions being asked by the facilitator
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • <u>The facts related to the Panchayati Raj</u> • The way of writing the answers • To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyse and comprehend the question and will further write in their note books.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Activity Facilitator will ask NCERT questions from the students will allow the students to give one point related to the question to involve maximum students . Independent Practice: Students will do selected questions from NCERT text book. Closure: <u>5 min</u> Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)