

CLASS – VI
LESSON PLAN CIVICS
CHAPTER-6: Rural Administration

Unit	Civics (Chapter 6 : Rural Administration)
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of concept of panchayati Raj 2. Different level of Panchayati Raj.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Given the content (chapter) the students will be able to understand • the issues and problems faced by the people living in rural areas . • Role of patwari and tehsildar in solving the land disputes. • Functions of District Collector • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • Students will develop collaboration by taking part in the discussion. How rural administration help in solving the issues of people living in rural areas to all with 90% accuracy
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • The importance of New Law-Hindu Succession Amendment Act ,2005. • Role of Tehsildar , patwari and district collector. • <u>SKILLS</u>- • Students will develop collaboration by taking part in the doing a role play to show the problems faced by the rural people. • <i>Students would be able to enhance their communication skills by discussing and presenting the role play.</i> • It will offer students opportunities to show their speaking abilities. • Students will be able to understand the importance of maintaining land records by the rural administration • Students will be able to learn the Hindu Succession Amendment Act,2005

	Students will be encouraged to create or design a record book of their class for maintenance of class room things(creativity) Attitudes and Values – Students will be able to know how to handle the situation without ending up into fights and quarrel. They will understand it is important to give respect all irrespective of his financial condition.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Student-teacher interaction ,Wipro-G.Os(Web charts,Flow Charts,and differentiation table,compare-contrast matrix),silent /loud reading ,collaborative learning,Hands-on experiment,Experimental work DOL1,2,3 Active Learning -Inside -Outside Circle Two concentric circle will be formed by the students where they will be facing each other and will discuss the given problem. Topic- (Competencies: Critical thinking) Students will be brainstormed by a stimulating question-General problems faced by the people in rural areas Group Learning- Role Play Topic-A quarrel in the village (Competencies: Collaboration and communication) Students will be divided into 6 groups . Each group (a portion from the story board given in the chapter) Analysis will be done by groups, followed by cross questioning to have democratic country . Differentiation Topic- Importance of maintaining land record . Students will be allowed to use any activity of their choice to show the importance of maintain land record. (Critical thinking) Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. QUESTIONING- Questioning- Multiple choice questions and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion

	Group work Mind Map
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 Questions	1. Name the different names by which Patwari is known as in different states. 2. Name the official who supervises the work of Patwari. 3. Name the right which has given the right of succession to women 4. Discuss why farmers need a copy of their land record. 5. Explain the importance of District Collector in district administration in three points.

CLASS – VI
DAY WISE CONSOLIDATED LESSON PLAN

SUBJECT: CIVICS
SESSION: 2019-20

DAY	ONE • Rural Administration
Objective	Students will be able to understand, share and explore problems and issues as villagers
Assessment of qualifying knowledge	Students will be brainstormed by a stimulating question- Who look after the needs of the people in rural areas?

	What are the problems that the rural people have to face?
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The different problems that the rural people have to face <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Collaboratively discuss the problems faced by the villagers . Sometimes these problems may turn into bigger ones and conflicts which in turn lead to violence.
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 Anticipatory Set: <u>10 min</u> Facilitator will start with an activity to encourage their critical thinking to connect the learning to their own experiences ,prior learning and the real world. Activity-Inside-outside circle This activity helps to get out of their chairs and discussing topics in an active manner. They will make two concentric circles with students facing each other . They will be paired with some one directly across from them in the other circle. Both the partners will discuss any one issue that they know or experienced about villagers . The students will be asked to come back to their seats The facilitator would ask the students to share what they discussed with their partners . The facilitator will now introduce and explain a small portion of the topic Discussion of topic through examples given by the teacher: <u>15 min</u> Closure: <u>5 min</u> Facilitator will sum up by giving instructions for the next class for presentations on the given topics
Resources	Text Book: NCERT text book for History

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	TWO
Objective	Students will be able to comprehend and understand how petty farmers are ill treated by rich farmers in the villagers.
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 Mohan .Students will develop citizenship by analyzing the situation .The unjust dome by Raghu and hoe he was ill treated and badly beaten .
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 -Facilitator asks the questions to recap to check the learning og previous class.(5 min) 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 -A quarrel in the village amongst the students 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 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 History
Self Study, Home Work, Assignments	. Students will go through NCERT text book.
Assessments	Oral Test (5 minutes)

DAY	Three
Objective	Students will be able to understand how the small farmers or landless farmers are being exploited by the large scale farmers .
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 Mohan .
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 cards and they will ask the questions from each other to check the learning of previous class.(5 min) Group Learning 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. . Independent Practice: Students will go through NCERT text book. Closure: 5 min 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	Four Topic-Area of the Police station
Objective	Students will be able to learn the role of Police in the village
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> Students will know the role of the police to maintain peace and order in the areas. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> (Citizenship) Students will be able to develop basic civics sense understanding the functions performed by the rural administration.
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 <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. Facilitator will explain the role of police and SHO. After the discussion students will be asked to do 2 Questions in the note book related to the topic. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
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)
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DAY	Five
Objective	Maintenance of land record
Assessment of qualifying knowledge	Students will be able to understand the working of rural administration
	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • <u>The role of patwari in rural administration</u> • The role of tehsildar in Urban administration. Skill and Competencies (Citizenship) Students will be able to develop basic civics sense. To understand the functions performed by the rural administration.
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 Facilitator will ask few questions to introduce the topic Anticipatory Set: 5 min Q What was the dispute between Mohan and Raghu? <u>Q.Why was Mohan worried about picking a quarrel with Raghu?</u> Activity -Loud reading – Students will do the loud reading of the chapter .Facilitator will ask the students to comprehend and decipher the role of patwari and tehsildar . She will also explain the importance of New law :A Hindu Succession Amendment Act ,2005. Independent Practice: Students will go through NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing few important points that important for the chapter.
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	Six
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	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 rural administration</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)