

CLASS – VIII
LESSON PLAN CIVICS
Ch. 1 THE INDIAN CONSTITUTION

Unit	CIVICS
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Meaning of the Constitution 2. Purpose of the Constitution 3. Democratic and monarchical government
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to develop an understanding of the rule of law and our involvement with the law and understand the vision and the values of the constitution and also to appreciate our continuous involvement with the constitution as a living document.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> 1. About the need for laws to govern a nation 2. About the role of the constitution and the rule of law and dissent 3. About the mass movements in both colonial and independent India. 4. About the making of the constitution of India 5. About the preamble 6. About the aims and objective of the constitution of India. 7. About the fundamental duties 8. About the extent to which fundamental rights have been translated into reality 9. About the directive principles of state policy 10. About how directive principles act as guiding principles for the government 11. About the distinction between fundamental rights and directive principles <u>SKILLS-</u> 1. Students will critically think about the role of the constitution and the Needs for Laws 2. Students will develop citizenship through the role of the constitution in determining the authority/legitimacy of the law 3. Students would be able to enhance their creativity by idealizing of the constitution with a focus on secularism 4. Students will be able to enhance their communication skills on fundamental rights and duties as human rights

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 • Topic- Why does country need a Constitution? (Competencies: Critical thinking) Students will be asked to compare India with other countries that constitution or sets of rules and regulation are important for the country. Students will critically think about the Fundamental Rights and duties given to the people. Group Learning • Topic-The Indian Constitution: Key Features (Competencies: Critical thinking) Students will be divided into 6 groups (5x 6). Each group will study one feature. Analysis will be done by the groups, followed by cross questioning. Differentiation • Topic- Nepal became Democratic (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about the policy adopted by the country Nepal in 1990 which changed the scenario of Nepal and from monarchy it became democratic. Hence, students will analyse the role and participation of the people in building a democratic country and writing a new constitution. • Topic-Fundamental Rights (Competencies: Citizenship) Students will work in group of six and will discuss about the 6 Fundamental rights given by the constitution to the people of India. • 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- Multiple questions as per 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 Social Science
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks. 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.....3 marks 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 TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Hot questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Easy questions have to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment questions	1. Discuss the two fold objectives of Fundamental Rights. 2. Describe the features of the Indian Constitution. 3. Describe the six Fundamental Rights in Indian Constitution. 4. Describe how the Constitution provides safeguards against misuse of power. 5. Explain Right to Equality. 6. Explain the circumstances that played an important role in framing of the constitution.

CLASS –VIII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-1: THE INDIAN CONSTITUTION
SUBJECT: CIVICS
SESSION: 2019-2020

DAY	ONE
Objective	Students would be able to think why a country need a Constitution DOL 1,2,3,4
Assessment of qualifying knowledge	Questions from the real-life situation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The importance of Constitution in the country like India. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate India with other countries, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Imagine your school without any rules and regulations. - Why do we need rules for the school? - What are the consequences if do not have laws in the country? - What was the most important work that was done after Independence? Topic- Why does country need a Constitution? Discussion of topic through Collaborative Learning: 15 min Students will be asked to compare India with other countries that constitution or sets of rules and regulation are important for the country. Students will critically think about the Fundamental Rights and duties given to the people. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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.
Assessments	Oral Test (5 minutes)

DAY	TWO
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Objective	Students would be able to analyse five features of the Indian Constitution. DOL 2,4
Assessment of qualifying knowledge	Questions from previous class about the importance of the Constitution
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The five features of Indian Constitution: Federalism, Parliamentary Form of Government, Separation of Powers, Fundamental Rights, Secularism <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the features of Indian Constitution, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What were the problems faced by Constitution makers? • What was the purpose of making Constitution? • What is nature of the Government? Topic- The Indian Constitution: Key Features (Competencies: Critical thinking and Collaboration) Students will be divided into 6 groups (5x 6). Each group will study one feature. Analysis will be done by the groups, followed by cross questioning. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will compare democratic movement of India and Nepal DOL 1,3
Assessment of qualifying knowledge	Questions from previous class about people's movement in Nepal and India for democracy.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> That how Nepal was influenced by India and they also started people's movement to make Nepal a democratic country.

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the role and participation of the people in mass movement for the democracy in Nepal in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Why it is important to have democracy in the country? • What are Fundamental rights • In which year India became independent and adopted its constitution • Topic- Topic- Nepal became Democratic (Competencies: Citizenship) Students will work in group and will compare India with various country. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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.
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	Students would be able to understand the importance to about Fundamental Rights and duties given to the citizen of India by the Constitution DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about Nepal being democratic for whole class group.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> Students would be able to understand the importance to about Fundamental Rights and duties given to the citizen of India by the Constitution <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a citizenship through the knowledge of Fundamental Rights, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Create some rules for the school. • What kind of rights you required in the school?

applicable, and can use any other too.)	- Differentiate between rights and duties. Topic- Fundamental Rights (Competencies: Citizenship, Critical thinking) Students will work in group of six and will discuss about the 6 Fundamental rights given by the constitution to the people of India. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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.
Assessments	Oral Test (5 minutes)
DAY	FIVE
Objective	Students would be able to do NCERT questions which will enhance their knowledge.
Assessment of qualifying knowledge	Questions from NCERT
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to attempt questions <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a communication skills to discuss questions with the follow students and teacher collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Independent Practice: Students will go through NCERT text book. Closure: 10 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.
Assessments	Completion of work in notebook