

CLASS – VIII
LESSON PLAN CIVICS
Ch. 5 JUDICIARY

Unit	CIVICS
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. About the word Judiciary 2. About the role of judiciary 3. About the structure of judiciary 4. Independent Judiciary 5. Courts for all
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to: ➤ understand the main elements of our judicial structure ➤ appreciate the need for the processes followed ➤ Understand that the role of judiciary in various matters like dispute resolution, judicial review and law making ➤ Explain how judiciary is independent ➤ Identify the structure and functioning of various courts in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> 1. About the structure and working of the Indian judiciary 2. About the supreme court and high courts 3. About the functions and role of subordinate courts 4. About the need for independence of the judiciary <u>SKILLS</u>- 1. Students will critically think about the structure and working of the Indian judiciary 2. Students will understand by developing communication skills about the supreme court and high courts 3. Students will develop collaboration by discussing about the functions and role of subordinate courts 4. Students will develop citizenship through understanding about the need for independence of the judiciary
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- Active Learning • Topic- Role of Judiciary (Competencies: Critical thinking and collaboration) Students will be asked to compare the judicial system of India from other

mentioned techniques, wherever applicable, and can use any other too.)	countries and what is the role of Judiciary in India in maintain the rules and regulations in the country. Group Learning • Topic-Independent Judiciary (Competencies: Critical thinking and creativity and communication skills) Students will be asked to prepare a presentation on the three organs of the country and how they are different and inter-related to each other. Differentiation • Topic- Structure of Courts in India (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different types of court and do a short presentation of that particular court in group of six. • Topic-Different branches of Legal System (Competencies: Citizenship and collaboration) Students will work in group of six and do a survey of types of crimes and in which category do they fall and what is the legal procedure for that particular crime. • Topic-Accessibility to the court- PIL (Competencies: Citizenship and collaboration) Students will to know about the importance of PIL that is public interest litigation. • 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: Assessment Parameters: 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 have 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. Elaborate on the role of Judiciary in India. 2. Explain the meaning of the term <i>Independent Judiciary</i>. 3. Describe the structure of courts in India. 4. Explain what is PIL? 5. Differentiate between criminal Law and civil law. 6. Mention the features of the Supreme Court and High Court.

CLASS –VIII

DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-5: JUDICIARY
SUBJECT: CIVICS
SESSION: 2019-2020

DAY	ONE
Objective	Students would be able to know the works of Judiciary in India 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 Judiciary 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 will happen when there will no laws in the school - Who will solve the problems between students? • Topic- Role of Judiciary Discussion of topic through Collaborative Learning: 15 min (Competencies: Critical thinking and collaboration) Students will be asked to compare the judicial system of India from other countries and what is the role of Judiciary in India in maintain the rules and regulations in the 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	TWO
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Objective	Students would be able to analyse the three organs of the country and their working methods. DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the importance of the Judiciary
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> The three branches of the government: Legislature, Executive and Judiciary <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the three branches and their work, 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 will happen if we interfere in each other's work? • Why is it important for the different departments to work separately? • Who will take action if we violate laws? • Topic-Independent Judiciary (Competencies: Critical thinking and creativity and communication skills) Students will be asked to prepare a presentation on the three organs of the country and how they are different and inter-related to each other. 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 be able to know the different types of courts in the country from lower to upper level DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the importance of independence of the Judiciary.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> The different types of courts that Supreme court, High court, District court, Apex court and Tehsil court. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the role of different courts at different levels in the country

	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 • Who solves your issues at home and in school? • Who is the head of the school? • What powers does a head of the school have in their hands? • Topic- Structure of Courts in India (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different types of court and do a short presentation of that particular court in group of six. 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 different branches of the legal system and procedure that has to be followed by the court and the citizens DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about different Courts in the country
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to understand the different branches of the legal system and procedure that has to be followed by the court and the citizens • Criminal law • Civil laws <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a <i>citizenship</i> through the knowledge of criminal and civil laws in the country, 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 are the different types of crime people commit? • Who is suppose to look after that there is no violation of laws? • If anyone found violating laws then what will happen to that person.

any other too.)	• Topic-Different branches of Legal System (Competencies: Citizenship and collaboration) Students will work in group of six and do a survey of types of crimes and in which category do they fall and what is the legal procedure for that particular crime. 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 understand the importance of Fundamental rights specially Right to Constitutional Remedies DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the different branches of legal system.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to understand the importance of Right to Constitutional Remedies and Public Interest Litigation <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a citizenship through creating awareness about Right to Constitutional Remedies, 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 • Is everyone considered equal in the country. • Where can people go and get justice? • Topic-Accessibility to the court- PIL (Competencies: Citizenship and collaboration) Students will to know about the importance of PIL that is public interest litigation. 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	SIX
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