

**CLASS – VIII**  
**LESSON PLAN CIVICS**  
**Ch. 6 UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM**

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| Unit                                                                                                    | CIVICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Class Transaction                                                                                       | Total: 5 periods (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pre-requisite for the course                                                                            | This lesson requires basic knowledge of- <ol style="list-style-type: none"> <li>1. About our justice system</li> <li>2. About the different articles of the constitution</li> <li>3. About the importance of police</li> <li>4. About the working of the courts</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Assessment of qualifying knowledge                                                                      | <ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Group Discussion</li> <li>3. HW notebook</li> <li>4. UT Plan</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Objective                                                                                               | <ol style="list-style-type: none"> <li>1. Students would be able to understand the main elements of our judicial structure</li> <li>2. Appreciate the need for the processes followed</li> <li>3. Understand what a FIR is and how to file one.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning Outcomes                                                                                       | <p><u>KNOWLEDGE</u>- <i>Students will <b>learn</b> about</i></p> <ol style="list-style-type: none"> <li>1. Tell the working of the courts</li> <li>2. About the role of investigating a crime</li> <li>3. The role of the public prosecutor</li> <li>4. About a fair trial</li> <li>5. About an open court</li> <li>6. About the justice system</li> <li>7.</li> </ol> <p><u>SKILLS</u>-</p> <ol style="list-style-type: none"> <li>1. Students will critically think about the role of court and police in maintaining law and order</li> <li>2. Students will develop an understanding about the role of lawyers and judges in the court by <b>collaboration</b> and <b>communication</b> skills</li> <li>3. Students will enhance their knowledge about the procedure for logging and F.I.R. which will develop <b>citizenship</b> in them.</li> </ol> |
| Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use | <p>Transaction would proceed in the following manner-</p> <p>Active Learning</p> <ul style="list-style-type: none"> <li>• <b>Topic- Role and duty of Police (Guidelines of DK Basu) (Competencies: Critical thinking and collaboration)</b></li> </ul> <p>Students will be asked to do a research on the role of police in the legal system of the country and what are their responsibilities to make main laws and order in the country.</p> <ul style="list-style-type: none"> <li>• <b>Topic- Role and duty of Police (Rights of an arrested person, FIR)</b></li> </ul>                                                                                                                                                                                                                                                                              |

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| any other too.)                    | <p><b>(Competencies: Critical thinking and collaboration)</b><br/>Students will be asked to do a research on the role of police in the legal system of the country and what are their responsibilities to make main laws and order in the country.</p> <p>Group Learning</p> <ul style="list-style-type: none"> <li>• <b>Topic- Role of Lawyers and Judge in the court</b><br/><b>(Competencies: Critical thinking and creativity and communication skills)</b><br/>Students will be asked to prepare an enactment to show the roles of the different people involved in the criminal justice system</li> </ul> <p>Differentiation</p> <ul style="list-style-type: none"> <li>• <b>Topic- Fair Trial</b><br/><b>(Competencies: Creativity, Critical thinking, communication skills and Collaboration)</b><br/>Students will be asked to do a case study of any recent criminal or civil case.</li> <li>• <b>Topic -Revision of chapter</b> Students <i>would be able to enhance their <b>creativity</b></i> by creating mind map for entire chapter using topics and subtopics for each.</li> </ul> <p>Questioning- Multiple questions as per NCERT to cater the needs of various students.</p> <p><b>Techniques to be used:</b><br/>Think pair share<br/>Discussion<br/>Group work<br/>Mind Map</p> |
| Resources                          | Text Book:<br>NCERT text book for Social Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Self Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W notebooks as mentioned in the monthly planner.</p> <p>HW notebooks to be marked as per the given plan:<br/><i>Assessment Parameters:</i> The total marks for the activity is 5 marks<br/>On time submission.....1 mark<br/>Presentation/ Neatness.....1 mark<br/>Content.....3 marks</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Assessments                        | <p><b>4 UNIT TESTS (critical thinking )</b> 5-7 Marks each<br/><b>HALF YEARLY EXAMINATION (critical thinking)</b> 20 Marks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                | <p><b>ANNUAL BOARD EXAMINATION (critical thinking) 20 Marks</b></p> <p><b>INTERNAL ASSESSMENT 20 Marks</b></p> <ul style="list-style-type: none"> <li>• Subject Enrichment Activity 10 Marks (creativity and collaboration)</li> <li>• Note Book Submission 05 Marks + HW Notebook 05 marks</li> </ul> <p>Through various test students critical thinking, creativity and collaboration skills will be enhanced.</p>                                                                                                                                                                                                                                                                                                                                                                         |
| Addressing Classroom Diversity | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• Hot questions have to be done</li> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>• Easy questions have to be completed</li> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes and formulae, if not written</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> |
| Marks                          | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessment questions           | <ol style="list-style-type: none"> <li>1. Discuss the role of the following in the Criminal Justice system: Police, Public Prosecutor, Defence Lawyer, Judge.</li> <li>2. Mention a few rights that are given to an arrested person under Article 22.</li> <li>3. Explain the features of F.I.R.?</li> <li>4. Discuss the basis of a fair trial.</li> <li>5. Mention a few guidelines which were given by D.K.Basu.</li> </ol>                                                                                                                                                                                                                                                                                                                                                               |

**CLASS –VIII**  
**DAY WISE CONSOLIDATED LESSON PLAN**  
**CHAPTER-5: UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM**  
**SUBJECT: CIVICS**  
**SESSION: 2019-2020**

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| <b>DAY</b>                                                                                                                        | <b>ONE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Objective</b>                                                                                                                  | Students would be able to know the role of police in the criminal justice system<br>DOL 1,2,3,4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Questions from the real-life situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Learning Outcomes</b>                                                                                                          | <p><u>KNOWLEDGE</u>- <i>Students will know</i><br/>The working of police in the criminal justice system</p> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/><b>differentiate</b> between the role of different people in the criminal justice system,<br/>in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-<br/> <b>Anticipatory Set: 10 min</b><br/> Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>Imagine your school without any rules and regulations.</li> <li>Why do we need rules for the school?</li> <li>Who is responsible to take action in the school if something wrong happens?</li> </ul> <p>• <b>Topic- Role and duty of Police (Guidelines of DK Basu)</b><br/> <b>(Competencies: Critical thinking and collaboration)</b><br/> Students will be asked to do a research on the role of police in the legal system of the country and what are their responsibilities to make main laws and order in the country.<br/> Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work.</p> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/> <b>Closure: 5 min</b><br/> A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| <b>Resources</b>                                                                                                                  | Text Book:<br>NCERT text book for Civics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Self-Study, Home Work, Assignments</b>                                                                                         | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assessments</b>                                                                                                                | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| DAY                                                                                                                               | TWO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Objective</b>                                                                                                                  | Students would be able to compare the Fundamental rights of an arrested person and guidelines of DK Basu for the police.<br>DOL 2,3,4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Questions from previous class about the role of police                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Learning Outcomes</b>                                                                                                          | <p><u>KNOWLEDGE</u>- <i>Students will know</i><br/>The different official post in police department and their role in maintaining the law and order in the country.</p> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/><b>Communicate</b> if any crime happens, for the smooth functioning of the country, in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• What will happen if we interfere in each other work?</li> <li>• What will be consequences?</li> <li>• Who will take action if we violate laws?</li> </ul> <p>• <b>Role and duty of Police (Rights of an arrested person, FIR)</b><br/>(<b>Competencies: Critical thinking and collaboration</b>)<br/>Students will be asked to do a research on the role of police in the legal system of the country and what are their responsibilities to make main laws and order in the country.<br/>Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work.</p> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: 5 min</b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                         | Text Book:<br>NCERT text book for Civics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assessments                                                                                                                       | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| DAY                                       | THREE                                                                                          |
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| <b>Objective</b>                          | Students will able to know the different people who work in Court and their roles<br>DOL 1,2,3 |
| <b>Assessment of qualifying knowledge</b> | Questions from previous class about the importance of independence of the Judiciary.           |
| <b>Learning Outcomes</b>                  | <u>KNOWLEDGE</u> - <i>Students will know</i>                                                   |

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|                                                                                                                                                    | <p>The different types people who work in court and their roles:</p> <ul style="list-style-type: none"> <li>• Public Prosecutor</li> <li>• Defence Lawyer</li> <li>• Judge</li> </ul> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/> <b>Critically think</b> about the role of different people in the court in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Transaction Methodology</b><br/>         (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)</p> | <p>Transaction would proceed in the following manner-<br/> <b>Anticipatory Set: 10 min</b><br/>         Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• Who solves your issues at home and in school?</li> <li>• What kind of person you want to take decision for you?</li> </ul> <p>• <b>Topic- Role of Lawyers and Judge in the court</b><br/> <b>(Competencies: Critical thinking and creativity and communication skills)</b><br/>         Students will be asked to prepare an enactment to show the roles of the different people involved in the criminal justice system.<br/>         Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work.</p> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/> <b>Closure: 5 min</b><br/>         A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                                          | Text Book:<br>NCERT text book for Civics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Self Study, Home Work, Assignments                                                                                                                 | <b>Independent Practice:</b> 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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| <b>DAY</b>                                | <b>Four</b>                                                                                                                                                                                                                                                                       |
| <b>Objective</b>                          | Students would be able to understand the components of Fair trial<br>DOL 2,4                                                                                                                                                                                                      |
| <b>Assessment of qualifying knowledge</b> | Questions from previous class about roles of people in the court                                                                                                                                                                                                                  |
| <b>Learning Outcomes</b>                  | <p><u>KNOWLEDGE-</u> <i>Students will know</i><br/>           Students would be able to understand the different components of fair trial:</p> <ul style="list-style-type: none"> <li>• Open court</li> <li>• Evidence</li> <li>• Chargesheet</li> <li>• Cross Examine</li> </ul> |

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|                                                                                                                                           | <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/>Develop a <b><i>citizenship</i></b> through the knowledge of criminal and civil laws in the country, in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Transaction Methodology</b><br/>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)</p> | <p>Transaction would proceed in the following manner-<br/><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• How can you ensure justice to everyone?</li> <li>• Who should take decision after the crime?</li> <li>• What qualities should that person have?</li> </ul><br><ul style="list-style-type: none"> <li>• <b>Topic- Fair Trial</b><br/>(Competencies: Creativity, Critical thinking, communication skills and Collaboration)<br/>Students will be asked to do a case study of any recent criminal or civil case. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work</li> </ul> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: 5 min</b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                                 | Text Book:<br>NCERT text book for Civics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Self Study, Home Work, Assignments                                                                                                        | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assessments                                                                                                                               | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>DAY</b>                                                                                        | <b>FIVE</b>                                                                                                                                                                                                                                                                                                                   |
| <b>Objective</b>                                                                                  | Students would be able to do NCERT questions which will enhance their knowledge.                                                                                                                                                                                                                                              |
| <b>Assessment of qualifying knowledge</b>                                                         | Questions from NCERT                                                                                                                                                                                                                                                                                                          |
| <b>Learning Outcomes</b>                                                                          | <p><u>KNOWLEDGE</u>- <i>Students will know</i><br/>Students would be able to attempt questions</p><br><p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/>Develop a <b><i>communication skills</i></b> to discuss questions with the follow students and teacher <b>collaboration</b> with each other.</p> |
| <p><b>Transaction Methodology</b><br/>(The teacher can use the mentioned techniques, wherever</p> | <p>Transaction would proceed in the following manner-</p> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: 10 min</b><br/>A short oral test would be taken to check proper assimilation of the topic</p>                                                                             |

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| <b>applicable, and can use any other too.)</b> | discussed.                                                                                  |
| Resources                                      | Text Book:<br>NCERT text book for Civics                                                    |
| Self Study, Home Work, Assignments             | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks. |
| Assessments                                    | Completion of work in notebook                                                              |