

CLASS – VIII
SUBJECT: CIVICS
SESSION: 2019-20
CHAPTER-9: PUBLIC FACILITIES

Unit	Public Facilities
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Public facilities provided by government 2. Some essential facilities designed and created by our government 3. Supply of clean water, electricity, public transport etc.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. Collaborative learning
Objective	Students would be able to Think about the role of government in the economic sphere see some links between people's aspirations needs and role of government.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. About the basic public facilities 2. About the condition of people of Chennai as far as water is concerned 3. About water as part of the fundamental right of life 4. About the government's role to provide the public facilities. <u>SKILLS</u>- <i>Students would be able to tell-</i> 1. Water problem in Chennai 2. Water as part of the Fundamental Right to Life 3. Contamination of Water 4. Role of Private companies in providing basic facilities 5. Over exploitation of groundwater.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PPT ,Digital Content and group discussion

applicable, and can use any other too.)	would be shared <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other Group discussion
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/ Creativity.....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(25 MARKS EACH) HALF YEARLY EXAMINATION 80 MARKS ANNUAL EXAMINATION 80 MARKS INTERNAL ASSESSMENT 20 MARKS • Note Book Submission 10 Marks • Subject Enrichment Activity 10 Marks
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. Explain the right to life as right to water. 2. Describe the right to education in India. 3. Describe the important characteristic of a public facility. 4. Elaborate on the role of government in providing public facilities. 5. Discuss the issues regarding availability of water to all the people. 6. Discuss the source of income of the government for public facilities.

CLASS – VIII
SUBJECT: POLITICAL SCIENCE
SESSION: 2019-20
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-9: PUBLIC FACILITIES

DAY	ONE
Objective	Students would be able to Think about the role of government in the economic sphere see some links between people's aspirations needs and role of government.
Assessment of qualifying knowledge	This lesson requires basic knowledge of- 1. Public facilities provided by government 2. Some essential facilities designed and created by our government 3. Supply of clean water, electricity, public transport etc.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • About the basic public facilities • About the condition of people of Chennai as far as water is concerned • About water as part of the fundamental right of life • About the government's role to provide the public facilities. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to tell</i> • Water problem in Chennai • Water as part of the Fundamental Right to Life • Contamination of Water • Role of Private companies in providing basic facilities • Over exploitation of groundwater.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction process: the process of class room transaction will go on as follows Brain storming: 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. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
Resources	Text Book: NCERT text book for Social Science

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
Objective	Students would be able to Think about the role of government in the economic sphere see some links between people's aspirations needs and role of government.
Assessment of qualifying knowledge	This lesson requires basic knowledge of- - Public facilities provided by government - Some essential facilities designed and created by our government - Supply of clean water, electricity, public transport etc.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the Article 21 - Right to life - Role of private institution in providing services <u>SKILLS and COMPETENCIES</u> <i>Students would be able to tell</i> Water problem in Chennai Water as part of the Fundamental Right to Life
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction process: the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on basic facilities provided by govt. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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 would be able to Think about the role of government in the economic sphere see some links between people's aspirations needs and role of government.
Assessment of qualifying knowledge	This lesson requires basic knowledge of- - Public facilities and services provided by private institution. - Some essential facilities designed and created by our government and how its benefits shared by many people.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the basic public facilities - Other alternatives <u>SKILLS and COMPETENCIES</u> <i>Students would be able to tell</i> - Other alternatives of basic facilities.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction process: the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on Other alternatives of basic facilities. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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 Think about the role of government in the economic sphere see some links between people's aspirations needs and role of government.
Assessment of qualifying knowledge	This lesson requires basic knowledge of- - Public facilities provided by government - Some essential facilities designed and created by our government

	• Supply of clean water, electricity, public transport etc.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • About the basic public facilities • About the condition of people of Chennai as far as water is concerned • About water as part of the fundamental right of life • About the government's role to provide the public facilities. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to tell</i> • Role of Private companies in providing basic facilities • Over exploitation of groundwater.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction process: the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on sustainable development. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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)