

CLASS – IX
LESSON PLAN CIVICS
Ch. 6 DEMOCRATIC RIGHTS

Unit	DEMOCRATIC RIGHTS
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Life without Rights 2. Importance of Rights in democracy 3. Rights in Indian Constitution 4. Expanding scope of Rights
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 introduction and appreciation of the Fundamental Rights and recognition of the ways in which these rights are exercised and denied in real life situations.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> 1. Develop a citizen's awareness of their rights. 2. Introduction to and appreciation of the Fundamental Rights 3. Recognition of the ways in which these rights are exercised 4. Introduction of the Judicial laws <u>SKILLS-</u> 1. Students will critically think about the role of the constitution in framing the Fundamental laws for the country. 2. Students will develop citizenship through the role of the constitution in determining the authority/legitimacy of the rights. 3. Students would be able to enhance their creativity by idealizing the importance of rights not only for the citizens benefits but also for the smooth functioning of the country. 4. Students will be able to enhance their communication skills on fundamental rights 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- Life without Rights (Competencies: Critical thinking, creativity and collaboration) Students will be asked to compare India with other countries where citizens have been denied from their basic rights. They will be asked to frame some basic rights that every citizen of this earth should have with them. Group Learning • Topic- Importance and needs of Rights in Democracy (Competencies: Critical thinking and Collaboration) Students will be divided into 6 groups (5x 6). Each group will come up with one point each related to the topic. Analysis will be done by the groups, followed by cross questioning.

	Differentiation • Topic- Rights in the Indian Constitution (Competencies: Citizenship, Critical thinking, creativity, communication and Collaboration) Students will be divided into 5 each making six groups and they will make presentation on the six Fundamental Rights given in the Constitution. • Topic-Expanding scope of Rights (Competencies: Citizenship) Students will do research work on how scope has been expanded by the Constitution in ensuring the rights can be enjoyed by everyone and how. • 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 spiral 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 Political-science Reference Book
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.....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) 20 Marks each HALF YEARLY EXAMINATION (critical thinking) 80 Marks ANNUAL BOARD EXAMINATION (critical thinking) 80 Marks INTERNAL ASSESSMENT 10 Marks • Subject Enrichment Activity 5 Marks (creativity and collaboration) • Note Book Submission 5 Marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing	Due to various social backgrounds and multiple intelligences, the classroom

Classroom Diversity	might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 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. Describe the term 'Amnesty International'. 2. What is Guantanamo Bay? 3. Ethnic strife has touched many parts of the world. Explain with example. 4. What are Rights? Why are they important? 5. What are the Fundamental rights given to every Indian citizen under the constitution?

DAY WISE CONSOLIDATED LESSON PLAN

DAY	ONE
Objective	Students would be able to enhance their knowledge about the Fundamental Rights and brief descriptions about them.
Assessment of qualifying knowledge	Questions from the real-life situation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The importance of Fundamental Rights in the life of the citizens <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 • What are rights? • Imagine life in the country where there are no rights.

	- What will happen to the country where people have to follow the orders of dictator? Topic- Topic- Life without Rights (Competencies: Critical thinking, creativity and collaboration) Students will be asked to compare India with other countries where citizens have been denied from their basic rights. They will be asked to frame some basic rights that every citizen of this earth should have with them. 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 Political-science Reference Book
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 would be able to compare the different situations that the countries have when they have Rights and when they do not have Rights.
Assessment of qualifying knowledge	Questions from previous class about the importance of the Fundamental Rights.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Enhance their knowledge with the real situations of the countries which faces distress and conflicts due unavailability of the Rights. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Critically think about the sustenance of democracy, 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 is importance democracy? - How can you say that the country is democratic? - What is most important role of the Government in protecting the interest of the nation? - How they can maintain law and order in the country? Topic- Importance and needs of Rights in Democracy (Competencies: Critical thinking and Collaboration) Students will be divided into 6 groups (5x 6). Each group will come up with one point each related to the topic. Analysis will be done by the groups, followed by cross questioning. 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 Political-science Reference Book
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	THREE
Objective	Students will understand the importance of Fundamental Rights in Constitution.
Assessment of qualifying knowledge	Questions from previous class about the need for rights in democracy.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Enhance their knowledge with the six Fundamental Rights and importance of them in the life of citizens as well in the country. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Critically think about the role and participation of the people in making these Rights with the government 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 Fundamental rights • How many fundamental rights and duties we have in the Constitution? • How can a government ensure that every citizen of the country is enjoying their fundamental/ democratic rights? • Topic- Rights in the Indian Constitution (Competencies: Citizenship, Critical thinking, creativity, communication and Collaboration) Students will be divided into 5 each making six groups and they will make presentation on the six Fundamental Rights given in the Constitution. 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 Political-science Reference Book
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	Four
Objective	Students would be able to understand the importance of court system to ensure equality prevails in the country and different commissions set to make these rights approachable to everyone.
Assessment of qualifying knowledge	Questions from previous class about the six fundamental rights in detail
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to understand the working of human rights commission, International covenant for social and cultural rights and introducing a new right that is Right to Privacy. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Develop a <i>citizenship</i> through the knowledge of Fundamental Rights, 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 • Create some rules for the school. • What kind of rights you required in the school? • Differentiate between rights and duties. • Topic- Topic-Expanding scope of Rights (Competencies: Citizenship) Students will do research work on how scope has been expanded by the Constitution in ensuring the rights can be enjoyed by everyone and how 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 Political-science Reference Book
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	FIVE
Objective	Students would be able to do spirals and NCERT questions which will enhance their knowledge.
Assessment of qualifying knowledge	Questions from spiral and NCERT questions
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 <i>communication skill</i> 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 <u>min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Political-science Reference Book
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	Completion of work in spiral and notebook