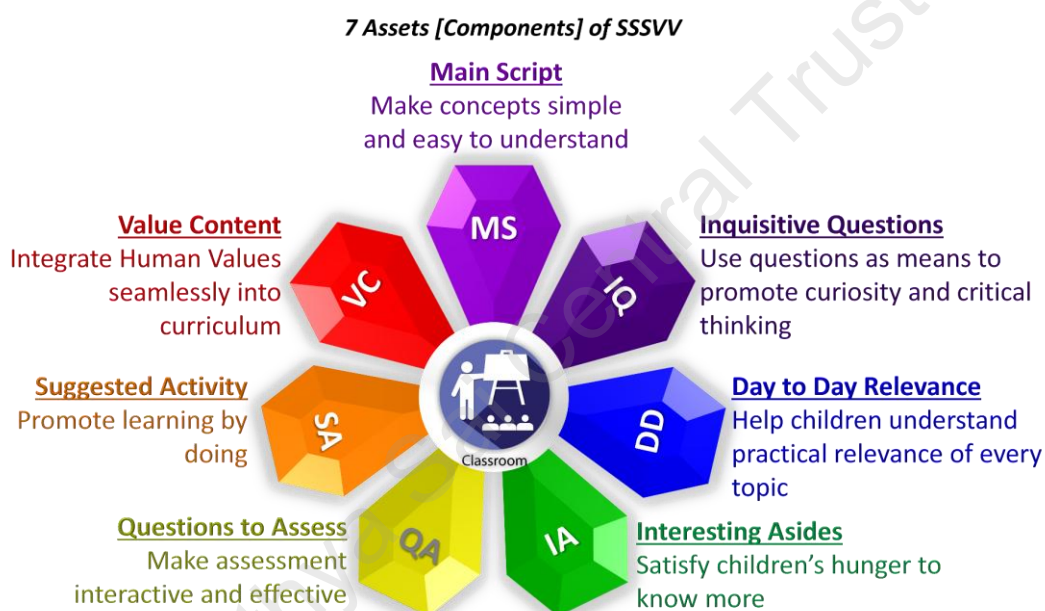


# Master Lesson Plan

## for

# Democratic Rights

| Board | Standard | Subject        | Chapter           | Language | Creation date |
|-------|----------|----------------|-------------------|----------|---------------|
| NCERT | STD IX   | Social Science | Democratic Rights | English  |               |



|                                                 |                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CURRICULAR GOALS</b>                         | <b>CG-5:</b> Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.                                                                                                                                             |
| <b>COMPETENCIES<br/>AS PER NCF/NIPUN BHARAT</b> | <b>C-5.2:</b> Appreciates fundamental constitutional values and identifies their significance for the prosperity of the Indian nation.<br><b>C-5.3:</b> Explains that fundamental rights are the most basic human rights and they flourish when people also perform their fundamental duties. |
| <b>SDG(Sustainable Development Goals)</b>       | <b>SDG-16:</b> Peace, Justice And Strong Institutions                                                                                                                                                                                                                                         |
| <b>Technology aids</b>                          | PPTs                                                                                                                                                                                                                                                                                          |
| <b>Strategies</b>                               | Case study                                                                                                                                                                                                                                                                                    |
| <b>Collaborative learning</b>                   | Reciprocal teaching method                                                                                                                                                                                                                                                                    |
| <b>Interdisciplinary Connections</b>            | History and Geography                                                                                                                                                                                                                                                                         |
| <b>Cross-Cutting Themes</b>                     | <b>Values and Dispositions:</b> The conflicting interests between students and parents on the topic of privacy/personal space.<br><b>Educational Technology:</b> Enriched with PPTs as teaching aids.                                                                                         |

## MS\_Ideation Module\_Democratic Rights

**[Notes to teacher:** Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and Learning Aids (LA) for the topic '**Democratic Rights**' for grade IX.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by **NCERT** and **AP**.]

**Curricular Expectations:** Identifies democratic rights of Indian citizens.

**Learning Outcome:** Students will be able to:

- discuss real life cases to imagine what it means to live without rights
- discuss what we mean by rights and why do we need them
- discuss the Fundamental Rights in the Indian Constitution
- how these rights can be used by ordinary citizens
- who will protect and enforce them, how the scope of rights has been expanding

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**Total Time to transact MLP: 175 minutes, 5 periods**

**Topics in this Chapter :**



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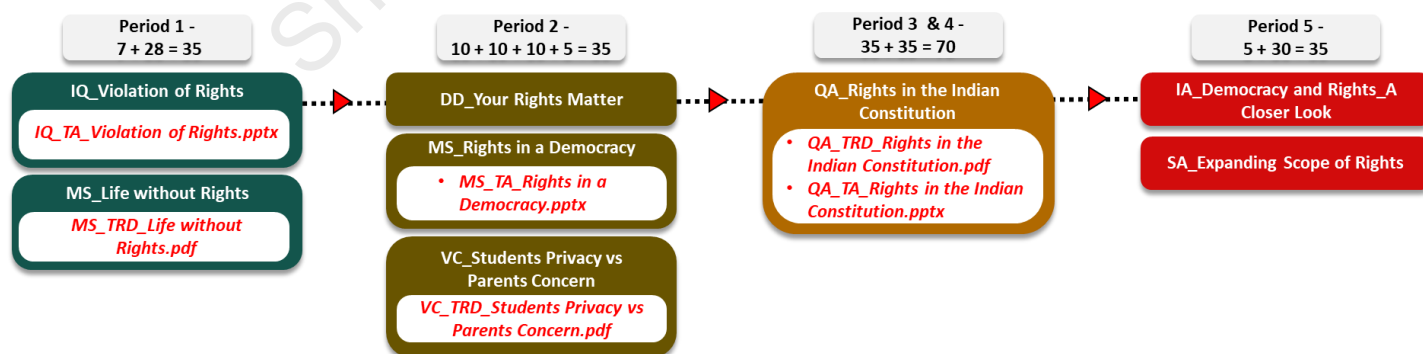
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**[Notes to teacher:** The chapter on **Democratic Rights** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for **5 periods**, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

## Lesson Plan Flow

### Democratic Rights - MLP Design flow - Overview



**[Notes to the teacher:** Here is the MLP at a glance for a quick reference.]

#### PERIOD 1

**Topic:** Life without rights

**Time:** 7+28

**Asset Types:** IQ, MS

**Objective:** Students will be able to

- 1) infer that rights are violated everywhere
- 2) examine why citizens are unable to safeguard their rights from their own governments

### 1) IQ\_Violation of Rights

Use **IQ\_TA\_Violation of Rights.pptx** to show a newspaper headline of 'India at 75' with contrasting images of children bursting crackers and those making them. Allow the students to enquire if this is the 'Right to work' that the Constitution guarantees.

### 2) MS\_Life without Rights

**Notes to the teacher:** This MS is in the form of an activity where students are divided into groups of 4. They take up **case studies** of:

- a) Prison in Guantanamo Bay
- b) Citizens' rights in Saudi Arabia
- c) Ethnic massacre in Kosovo

It follows the **Reciprocal teaching method**, which involves a:

1. Summariser – reads the topic and prepares a summary
2. Questioner – prepares questions
3. Clarifier – answers the questions and clarifies important points
4. Predictor – asks the group as to what will happen next (the discussion can also begin with the predictor)

Refer **MS\_TRD\_Life without Rights.pdf** to enable the students to investigate why citizens are unable to safeguard their rights even in legitimate governments.

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## PERIOD 2

**Topic:** What are rights? Why do we need rights in a democracy?

**Time:** 10+10+10+5

**Asset Types:** DD, MS, VC

**Objective:** Students will be able to

- 1) develop an ability to defend themselves when discriminated against
- 2) examine why rights are necessary in a democracy
- 3) accept parents' concerns while demanding for privacy

### 1) DD\_Your Rights Matter

**Notes to the teacher:** Mention a few situations and ask questions based on them to allow the students to share their ideas.

**Examples for situations:**

1. **Playground** - you want to play on the swing but your friend refuses to give up her turn/you're not allowed to bat in cricket
2. **Home** - chores/school project/lack of time for extracurricular activities or to play
3. **School** - remarks passed by a staff member against children of a particular community

**Questions:**

1. How did you become aware that your right has been infringed?  
Hint: Felt insecure/small/slighted
2. What will you do in such a situation? (OR) How will you exercise your right?

Hint: Talking/discussing with friends, monitor, teachers or parents  
The following GO can be recreated on the blackboard to sum up.

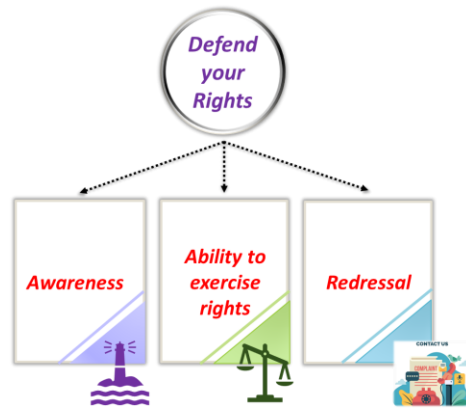


Image source:

Lighthouse, Balance: PPT Icons

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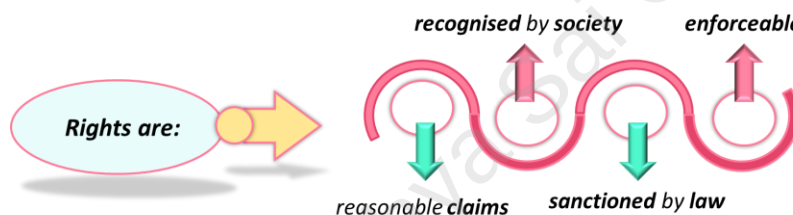
#### Additional activity ideas:

1. Collect news reports about untouchability/discrimination against the poor/certain castes.
2. Write an article in your school newsletter about 'How can I exercise my rights?'
3. Start an online campaign about unfairness/prejudice.

## 2) MS\_Rights in a Democracy

Show an image and a quote from **MS\_TA\_Rights in a Democracy.pptx** to draw conclusions about:

- the meaning of rights and why we need rights in a democracy



## 3) VC\_Students Privacy vs Parents Concern

Conduct a role play where students portray the conflicting interests between students and parents on the topic of privacy/personal space. Questions can be asked afterwards to draw their attention to parents' concern for their children's safety.

Refer **VC\_TRD\_Students Privacy vs Parents Concern.pdf** for the script and the questions to ponder.

**Notes to the teacher:** The additional 5 minutes can be used to give instructions for the following QA.

## PERIOD 3 & 4

**Topic:** Rights in the Indian Constitution

**Time:** 70

**Asset Types:** QA

**Objective:** Students will be able to

- 1) analyze the rights given in the Indian Constitution

### 1) QA\_Rights in the Indian Constitution

This topic is in the form of an 'assessment for learning', where students:

- draw upon their previous knowledge
- conduct enquiry
- form their own questions

It will be conducted over two periods where students form 6 groups, each group discusses one Fundamental Right.



Image Source:

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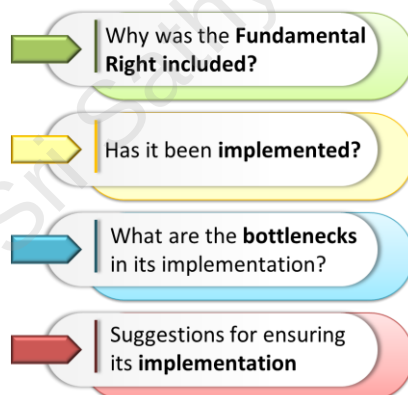
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Students will enquire on the following lines:



Refer:

- QA\_TRD\_Rights in the Indian Constitution.pdf and
- QA\_TA\_Rights in the Indian Constitution.pptx

**History integration:** Ideals that inspired our Constitution makers in including Fundamental Rights.

**Geography integration:** Countries from where we borrowed the rights granted in our Constitution.

**Topic: Expanding scope of rights**

**Time: 5+30**

**Asset Types: IA, SA**

**Objective:** Students will be able to

- 1) discover that most democracies do not guarantee equal rights to all its citizens
- 2) demonstrate that we can influence the government to grant more rights

### 1) IA\_Democracy and Rights\_A Closer Look

- Ask students to list instances where we see certain groups enjoying privileges, which are denied to others in established democracies.
- Mention the following examples to begin a discussion on how democracies/countries that claim to be democratic still grant hereditary/class privileges.

#### Did you know?

- Judges in the US are political appointees
- The royal family in Britain doesn't pay tax
- Members of the House of Lords (upper house in Britain are appointed for life and not elected)
- Non-Muslims cannot become the PM/President of Pakistan
- In most Communist countries, only party members get to hold positions of power
- Students can come up with more examples from Africa, South America and Asia

**Think:** Compare this with democracy practised in India. Which country would you rank as more democratic when compared to the examples discussed.

### 2) SA\_Expanding Scope of Rights

Give a brief introduction on the topic and conduct activities on the central theme, 'Expanding Scope of Rights', which can be conducted in the campus/community.

#### Introduction:

- Fundamental Rights are not the only rights we have
- Our rights have expanded through
  - i) Constitutional **amendments**
  - ii) **laws** passed by legislatures
  - iii) judgements by **Courts**
- Examples: Right to education, Right to information, Human rights laws

#### Campus:

- i) Slogans/campaigns about children's rights (Examples - Speak out, stand up, step forward or No human should be without rights)
  - ii) Debate on 'Rights - Expectations and Reality' to commemorate International Day of Democracy/Human Rights Day
  - iii) Speak on 'The impact of war and conflict on people's rights'.
- The above can be conducted during the school assembly.

#### Community:

- i) Poster making and distribution in their neighbourhood
- ii) Street play

These activities to focus on:

- raising awareness on rights of individuals/citizens

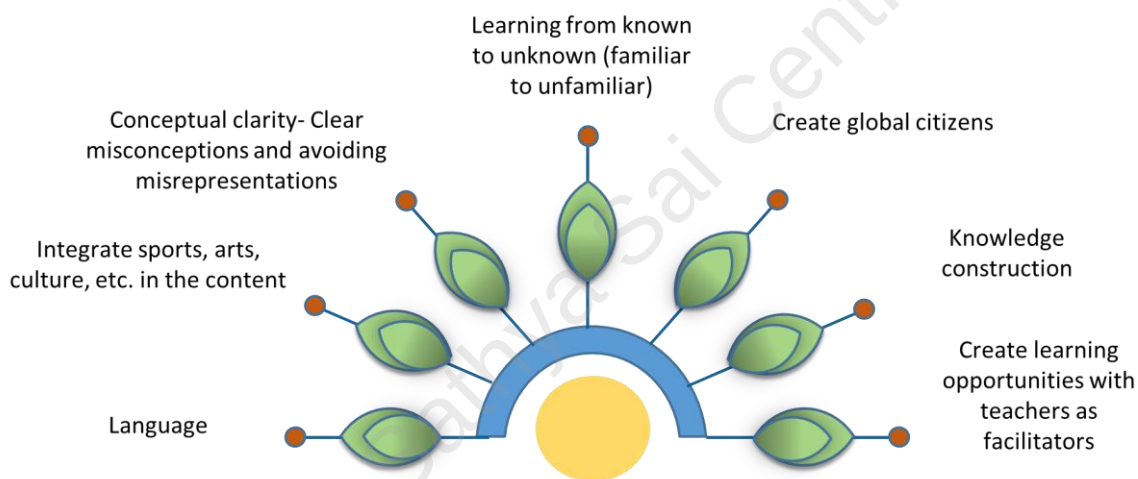
- writing letters in your local newspapers
- what to do when your rights are violated (examples - paid low wages, forced to work long hours, denied adequate breaks during work, lack of clean drinking water, price rise, poor health centres and so on)
- how popular campaigns can influence the government to turn legitimate 'claims' of people to 'rights' by making laws on the same

## LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ interaction in the classroom
- ★ encourage self - learning

## Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

| Time to teach | Asset type  | Theme     | Sub Theme                                                                                                  |
|---------------|-------------|-----------|------------------------------------------------------------------------------------------------------------|
| 175 minutes   | Main Script | Democracy | Equal right to vote<br>Life Without Rights,<br>Rights In Democracy<br>Rights in the Indian<br>Constitution |



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### **Annexure to Master Lesson Plan**

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is the purpose of this Master lesson Plan? | This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom. |
| How to use it?                                  | You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.                                                                                                                                                                                                                                                                                                                                                                  |
| Duration                                        | Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.                                                                                                                                                                                                                                                                           |
| What is a 'Main Script' (MS) Asset?             | The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.                                                                                                                                                                                                                                                                                                                 |
| How to teach using the MS asset?                | Please use the blackboard, slides and interaction to develop the concept.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What is an 'Inquisitive Questions' (IQ) asset?  | The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| How to teach using the IQ asset?                | You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.                                                                                                                                                                                                                                                                                                                                                                 |
| What is a 'Day to day Relevance' (DD) Asset?    | The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.                                                                                                                                                                                                                                                                                                                                         |
| How to teach using the DD                       | You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| asset?                                      | recent or local example.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What is an 'Interesting Aside' (IA) asset?  | The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.                                                                                                                                                                                                                                             |
| How to teach using the IA asset?            | You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.                                                                                                                                                                                                                                                                                     |
| What is a 'Suggested Activity' (SA) Asset?  | The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.                                                                                                                                                                                                                                                                                                                |
| How to teach using the SA asset?            | You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only. |
| What is a 'Value Content' (VC) Asset?       | The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".                                                                                                                                                                                                                                               |
| How to teach using the VC asset?            | You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.                                                                                                                                                                                                                                                   |
| What is a 'Questions to Assess' (QA) asset? | The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.                                                                                                                                                     |
| How to teach using the QA asset?            | You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.                                                                                                                      |