

SUBJECT- POLITICAL SCIENCE**TOPIC- L-5- DEMOCRATIC RIGHTS****DECEMBER**

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
Pre- content- Students will be able to exhibit previously learned material by recalling facts and terms related to Fundamental Rights through a small interactive session. Content- • Importance of rights given to the citizens in the Constitution of India. • Role of Judiciary in protecting Fundamental Rights given to the citizens • Ways in which the Fundamental Rights are exercised in real life situation Post Content Demands for many new fundamental rights have been coming up time to time Recapitulation worksheet will be given	Students will be able to- • identify the role democratic rights in a democracy. • develop awareness among citizens about the rights that are provided by the Indian Constitution. • recognise the ways in which these rights are exercised and protected by the constitution. • visualise the functioning of the Judicial court, the High court & National Human Rights Commission and their significance. • Empathizes with victims when humanity suffered in the absence of rights	Students will be able to- • appreciate the importance of Fundamental rights in a democracy. • interpret the importance of Fundamental rights provided in the Indian Constitution. • examine the importance of Judiciary in protecting Fundamental Rights. • understand the significance of NHRC, the Supreme court and the High court. • familiarize with various laws made to protect the rights of citizens

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the NCERT text book
- Self- made extra questions will be given
- Work sheets will be given.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will: - discuss the importance of Fundamental Rights in a democracy. - Annexure (P-1) JIGSAW ACTIVITY imitate the activity. - conduct a group discussion on the importance of Judiciary in the Indian Constitution. - ask students to list certain write that are not Fundamental and brief out their importance. - dicuss recapitulation worksheets from Annexure (P-1)	Students will: - participate in the discussion and will note down the importance of Fundamental rights in their notebook. - Annexure (p-1) perform the Jigsaw Activity in the class. - participate in the group discussion and will note the important points. - make the list of the rights and will present the details in the class. - solve worksheets from Annexure (p-1)	Teacher will write her own observations after the completion of the topic.

TEACHING AIDS- , ICR, book

INNOVATIVE THINKING- Activity based teaching, discussion

INTERDISCIPLINARY LINKS- History, legal studies, philosophy

HOD

COORDINATOR

VICE PRINCIPAL

PRINCIPAL

ANNEXURE (P-1) and (p-1)

ACTIVITY NO. – P-5

Subject	Political Science
Class	IX
Chapter/Unit	Democratic Rights
Topic	Fundamental Rights
Time	1 Period
Nature of Activity	Group Work

What will I learn?

The students will be able to:

- comprehend the meaning of Fundamental Rights
- appreciate the significance of Fundamental Rights

Skills: Comprehending, Applying, Analyzing

What do I have to do?

To perform the Jigsaw activity and complete the observation sheet.

What do I require?

Pen, Pencil, Internet, Articles on Fundamental Rights, Textbook, Observation sheet.

What do I need to know?

Rights are reasonable claims of persons recognized by society and sanctioned by law.

➤ **Teacher's Activity-** Teacher will:

- initiate the session with discussion on the topic '**Life without Rights**' and will explain the three cases mentioned in the Textbook where people's rights were violated.
- prepare six resource cards, each for the following Fundamental Rights:
 - Right to Equality
 - Right to Freedom
 - Right Against Exploitation
 - Right to Freedom of Religion
 - Cultural and Education Rights
 - Right to Constitutional Remedies
- create six replicas for each resource card for the activity.
- require 6X6= 36 cards for the class of 36 students. (Depending upon the class strength)
- place six resource cards comprising of all the Fundamental Rights in an envelope.

- create six envelopes having six cards each.
- share the concept map with the students to acquaint them with the Fundamental Rights of citizens in India.

- A day before the activity teacher will brief the students about the rules of the activity.

Rules –

1. The class will be divided into six teams of six students each (adjust as per requirement of the class).
2. Each team will be given an envelope consisting of six resource cards.
3. Each group will dissemble itself and will rearrange according to the common Right.
4. The new groups/category groups will study the common in detail in details and discuss.
5. After 5 minutes the category groups will dissemble again and join their original teams.
6. Each team will discuss all the resource cards in details.
7. Each team will present the information on the six Fundamental Rights.
8. All students will make observation table and complete it.

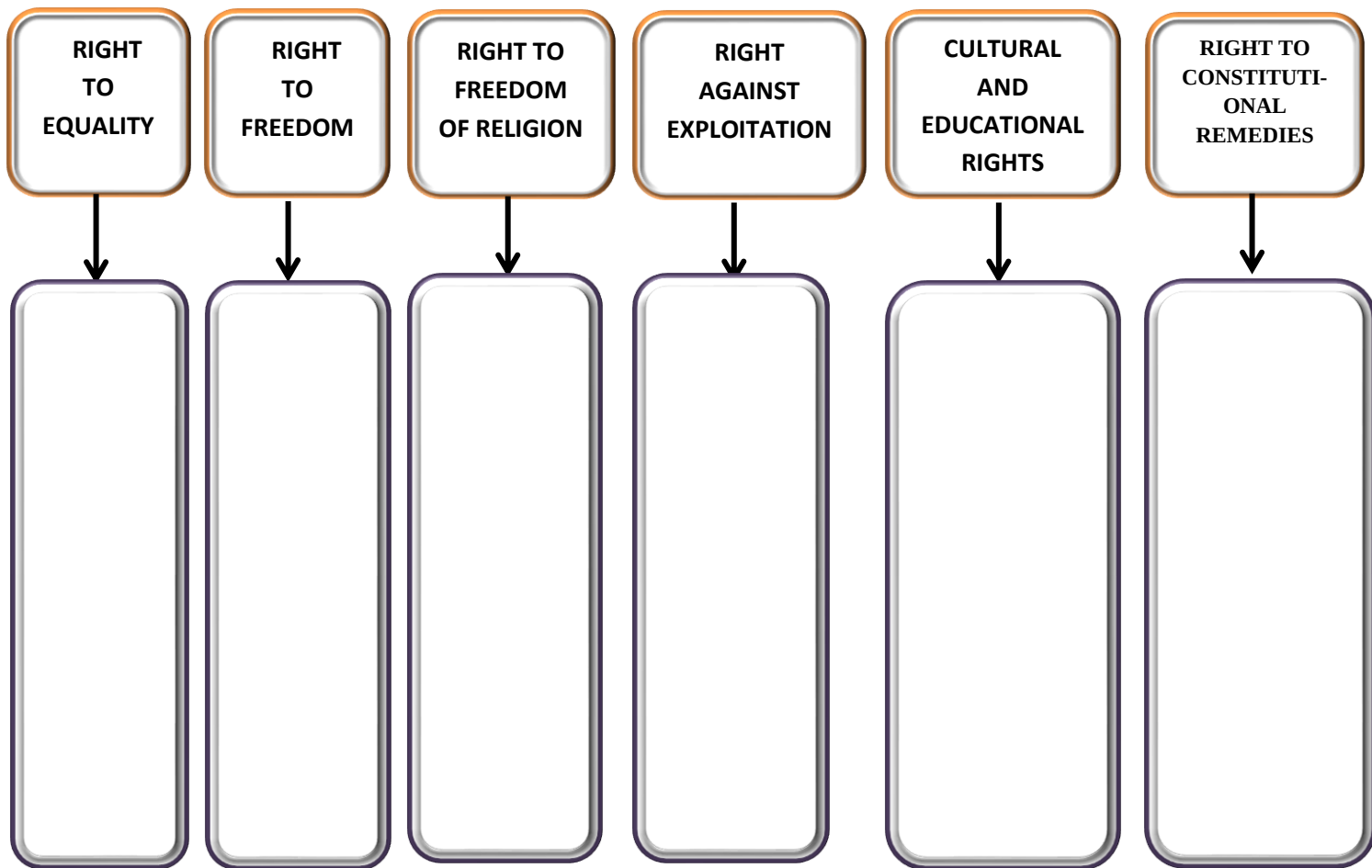
How will I proceed?

➤ **Student's Activity-** Students will:

- follow the instructions given by the teacher for the activity.
- form six teams, each consisting of six members and then rearrange into category groups.
- join back into original teams after insightful discussion into category groups and present information in class.

What have I observed?

Write the Provisions of the following Fundamental rights in the boxes given below:



What have I learnt?

_____ are guaranteed against the actions of the Legislatures, the Executive, and any other authorities instituted by the government. There can be no _____ or _____ that violates the Fundamental Rights. If any act of the _____ or the _____ takes away or limits any of the Fundamental Rights it will be _____.

What am I curious to learn?

“Rights are not limited only to Fundamental Rights as enumerated in the Constitution.”
Articulate the statement.

Let me evaluate myself

1. Name the Fundamental Right under which each of the following rights falls:
 - a) Freedom to propagate one's religion
 - b) Right to life
 - c) Abolition of untouchability
 - d) Ban on bonded labour

2. Which of the following freedoms is not available to an Indian citizen?

- a) Freedom to criticise the government
- b) Freedom to participate in armed revolution
- c) Freedom to start a movement to change the government
- d) Freedom to oppose the central values of the Constitution

3. Right to Life is mentioned in :

- a) Article 20
- b) Article 21
- c) Article 22
- d) Article 19

4. Name the freedoms allowed to the Indian citizens under the Right to Freedom.

Ans.

5. Enlist the three evils that has been declared illegal by the Indian Constitution.

Ans.
