

Topic - CIVICS

Subject- L-6 RURAL ADMINISTRATION

CONTENT	LEARNING OUTCOMES GENERAL	LEARNING OUTCOMES SPECIFIC
PRE- CONTENT Village scene	The students will be able to- relate to a village scene	The students will be able to- compare a village lifestyle with a city life style
CONTENT Disputes in a village	analyze the types of disputes and their possible solutions	correlate the facts that village people mainly depend upon land, hence disputes arise between parties
Local police	correlate the duty of the police in villages and cities	realize that the main duty of the local police is to maintain law and order
Patwari	recognize the working of government in rural level	highlight the role of the patwari in the maintenance of land records
new inheritance law	relate with the new inheritance Law 2005	appreciate the new inheritance law that gives daughters along with the sons- equal right and property of the father
POST CONTENT worksheet	compare the activities seen in villages and cities	make a list of activities

HOMEWORK/ ASSIGNMENT

- Read the chapter.
- Paste the picture of khasra records.
- Mention the various functions of a patwari.
- How do the women benefit under the new inheritance law?

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	Teacher's Observation and Remedial action taken
Teacher will	Students will	
- initiate the session of discussion by showing a picture to the students.	-see the picture displayed on the ICR and compare the life of city and village with the help of discussion method.	
-hypothetically provide a situation given in the chapter and ask to find out the dispute. -guide the students in doing picture reading	-find out the reasons for disputes in a village and give possible solutions for the same. - do picture reading	
ANNEXURE 6 A -highlight the work of the police station and the local police.	Annexure 6 a -understand the work as well as the area of police station and they maintain the law and order in the country.	
ANNEXURE 6 B -initiate the discussion and show a concept map on functions of patwari	ANNEXURE 6 b -participate in the discussion draw the concept map in their notebooks	
-generate a sense of responsibility and start the discussion about the property and their owners in a family. Then she will relate it with earlier times.	-understand the importance of Hindu Succession Amendment Act, 2005. They will write in their copies that how it is beneficial for women.	
-tell few activities -help in completion of the worksheet ANNEXURE 6A	- find and write the activities. - complete the worksheet ANNEXURE 6A	

Teaching Aids : Activity sheet, Interactive board and relevant support material.

Methodology/Innovative Methods: correlate poem with personal feelings, discussion, sharing of personal experiences, activities.

Interdisciplinary Links: Maths- khasra records – land measurement , Art- village scene
Language- poem

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

EXPERIENTIAL LEARNING ACTIVITY NO.- P.S- VI

Subject	Political Science
Class	VI
Chapter/Unit	L- 6, Rural Administration
Topic	Police Station
Time	40 minutes
Nature of Activity	Group

Activity Name: Visit to a Police Station.

What will I learn (Learning Outcome)? - The students will be able to:-

- examine the role responsibilities bestowed on the police.
- appreciate police in ensuring law and order in an area.

Skills:- Enquiring and Analyzing.

What I have to do? – To visit the nearest police station of your area.

What do I require? – A copy of questionnaire and a pen.

What I need to know? –

- Role and duties of a Police man.
- Seen the police station from outside.

Teacher's Activity- Teacher will:

- hold a discussion on Police station , a day before the activity.
- instruct the students, to bring a copy of questionnaire (sample image 6.1) and be ready to visit the police station which comes under the area of school.
- take the whole class to the nearest police station and students will do a short survey by asking the questions.
- meet the S.H.O and request him to explain the work of a police station.
- then ask students to fill the questionnaire accordingly and note down the important points.
- return to school and ask students to share the findings with the whole class.

Sample Questionnaire
Name of the Police Station:
Address:
Name of S.H.O.:
Areas covered:
Post held:
Structure of police station:
Total No. of officials:
Ranks of different officers:
Different rooms:
List of essential documents:
Types of cases:
Whom to report for filing a complaint?
Procedure of filing a complaint:
Brief description of how police carry out an investigation:
Conclusion:

Image 6.1

How will I proceed? –

Student's Activity- Students will:

- visit the nearest police station with the teacher and converse with S.H.O.
- ask the queries from the officers.
- fill the questionnaire with the help of image 6.1.
- come to school and share their findings with the class.

What have I observed?

Observation table; Functions of different officers in a Police station.

Duty person	Function
*SHO	Record the FIR

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*Sample filled.

What have I learnt?

Head of the police station is _____.

We can file an FIR in the _____ which comes under our area.

What am I curious to know?

Whole country is in problem due to COVID 19. Find the essential services provided by the police in this situation.

Let me evaluate myself

Q1. Enlist the different types of officers in a Police station.

S.No.	Officer
1.	
2.	
3.	
4.	

Q2. Highlight any three purpose of setting a police station in an area.

Ans. _____

Q3. Police men play an important role in the smooth functioning of the country. Justify the statement in three points.

Ans. _____

Q4. It is not the role of Police to decide the punishment for an offence. Describe your views in 30-40 words.

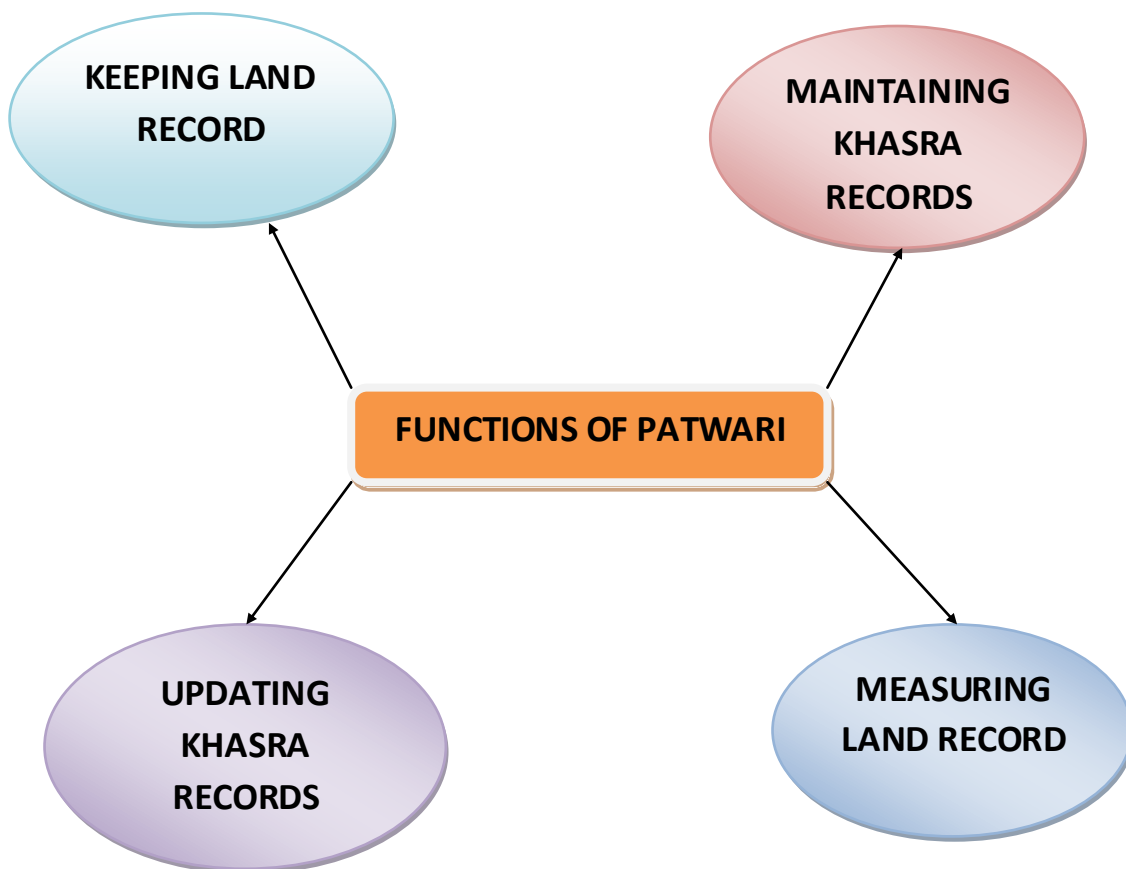
Ans. _____

Q5. What is an FIR? Mention two components of it.

Ans. _____

ANNEXURE 6 B

Teacher will draw the concept map.



Annexure 6 b

Students will draw the concept map in their copies.