

**BUDHA DAL PUBLIC SCHOOL,
PATIALA**

CLASS – IV

SOCIAL STUDIES

CH- I LOVE MY INDIA

1. **Topic** – India- Our Country

2. **Objectives** – Student will be able to

1. Recognise the names of different landforms of the earth.
2. learn about the states and union territories.
3. learn about neighbouring countries.

3. **Previous Knowledge Testing** –

1. What is the name of our country and its capital?
2. How many states and union territories are there?
3. Which states are known as seven sisters? Why?

4. **Vocabulary**

Plateau - raised ground.

Peninsula – land surrounded by water on 3 sides.

Coast – shore

5. **Important Spellings**

Island, Kanniyakumari, plateau, peninsula, territory, southern, plains.

6. **Link** : <https://youtu.be/H4sKinACKk>

7. **Aids used to explain the topic**

Smart class, maps, (India physical, political).

8. **Participation of students** –

Students will perform the folk dances of different states of India. They will make different landforms with the clay.

9. Procedure

Reading and explanation method will be followed to explain the topic with the help of globe and wall map. Teacher will explain the location of India. With the help of political map the students will be able to locate the 29 states and 7 union territories. With the help of physical map (wall map) students will come to know the neighbouring countries and physical divisions of India. They will also locate the water bodies surrounding India. This will help them to differentiate between island and peninsula. Ques/ Ans will be discussed and done in the note books.

10. Recapitulation –

1. The southern part of India is a _____.
2. India has the _____ largest population in the world.
3. India has _____ states and _____ union territories.
4. Which is the smallest and largest state in terms of area?
5. In which continent is India located?

11. Assignment

1. Write the names of seven union territories and their capital.
2. Mark the seven sisters (states), largest and smallest state on political map of India.
3. Mark the neighbouring countries of India on physical map.
4. Read the chapter thoroughly and do the back exercises.

12. Integration with other domain –

1. It will enhance the vocabulary of the students.

2. It will enhance the drawing of the students.

13. Learning Outcomes - Students will be able to:

- recall the different landforms learnt in this class and previous class.
- recognise that Indians speak different languages, eat different kinds of food and follow different religions
- identify India's neighbours
- look at a map and locate India in the continent of Asia and learn the names of the oceans surrounding the country
- recognise the different physical features of India and locate them on a physical map
- recognise the division of states and union territories in India on a political map

14. Assessment - Test will be conducted

CH- THE NORTHERN MOUNTAINS

1. **Topic-** The Northern Mountains
2. **Objectives** - Students will be able to
 1. Learn about the different mountains and ranges in northern India.
 2. Culture of the states that covers an area of northern mountains.
 3. Climatic conditions
3. **Previous Knowledge Testing**
 1. Name any hill station you have visited.
 2. Name some rivers of India.
 3. How are rivers formed?
4. **Vocabulary**

Terrace farming – farming done by cutting mountain slopes into steps.

Wildlife Sanctuary – a protected area

Glacier – moving sheets of ice.
5. **Important Spellings** – Karakoram Purvanchal, Gangotri, Yamunotri, glacier, orchids, weaving.
6. **Link** – <https://youtu.be/uDcLnum5ck0>
7. **Teaching Aids** – Smart class modules, maps, personal experience.
8. **Participation of students** – Each student will wear the costume of the state which he/she has visited and share their views.

9. Procedure-

Reading of the chapter will be done by the students. The teacher with the help of wall map, will explain the location of Himalayas and its three ranges. The teacher will also encourage the students to find out the names of the people who have conquered Mount Everest. The students will share their personal experiences of visiting a hill station food, costume, festivals, climate, tourist attractions of any state. The students will be able to mark the states and capitals on the political map of India that lie in northern mountain region Ques/Ans will be discussed and done in the note-book.

10. Recapitulation

1. Glaciers are found in the _____ ranges
2. Himalaya means _____.
3. Wular lake is situated in _____
4. In which country is Mount Everest situated?
(a) India (b) Nepal
5. Which is the Capital of Sikkim?
(a) Gangtok (b) Kohina

11. Assignments

1. Write the names of states and their capitals that lie in the northern mountains.
2. Mark the states that lie in northern mountain region on political map of India.

3. Read the chapter thoroughly and do the back exercises for Monday test (full chapter)
4. Make a collage on any one state that lies in this region.

12. Integration with other domain –

1. It will enhance the vocabulary of the students.
2. It will enhance the knowledge and skills of the students

13. Learning Outcomes - Students will be able to:

- locate the Northern Mountains on the physical map of India
- identify the three mountain ranges—the Himadri, the Himachal and the Shivalik
- identify the names of the major rivers arising from the Himalayas
- state the importance of the Himalayas
- identify the states and the life of the people in the states through which the Northern Mountains run
- locate the capitals of each of these states
- appreciate the festivals that the people celebrate, the food that they eat and the major industries of each state
- appreciate that they need to save the environment (life skills)

14. Assessment

Test will be conducted

CH- THE NORTHERN & COASTAL PLAINS

1. **Topic** – The Northern Plains

2. **Objectives** - Students will be able to learn about

1. The type of soil in northern plains
2. Why it is called food bowl of India.
3. the states located in the plains as well as the life of the people.

3. **P.K. Testing**

1. Name your state and its capital.
2. Name the rivers that flow through your state.
3. What do the rivers bring along with them when they enter plains.

4. **Vocabulary**

Sericulture – production of raw silk from silk worms.

Tributary – small river that flows and joins a bigger one.

harvester – machine used to harvest crops.

5. **Important spellings**

aluminum, tributary, basin, sunderban, Hugli, glacier, hydroelectricity.

Teaching Aids – Smart class, wall maps.

6. **Link** - <https://youtu.be/DdYM0O5YX04>

7. **Participation of students**

Students will collect the information of the states that lie in the northern plains and represent them in the form of concept maps-students will draw the diagram of delta.

8. Procedure

Reading of the chapter will be done by the students. The teacher will explain the terms like tributary, distributary, basis, delta etc. with the help of political wall map students will be able to locate the three river basis of northern plains and the states located in these river basis. The students will come to know the origin of some big rivers of India. They will be able to tell the life of the people of each state- food, festivals, occupation, costume etc. Ques/Ans will be discussed and done in the note books.

9. Recapitulation –

1. _____ is regarded as the holy river of the Hindus.
2. The largest delta in the world is _____
3. _____ is rearing of silkworms.
4. _____ is the capital of India.
5. Brahmaputra is known as
(a) Tsangpo (b) Betwa
6. The food bowl of India is
(a) Ganga Basin (b) Satluj Basin

10. Assignments

1. Write the states and their capitals that lie in the northern plains.
2. Mark these states on the political map of India.
3. Make a collage on any one state that lies in northern plains.
4. Read the chapter and do the back exercises.

11. Integration with other domain –

1. It will enhance the vocabulary of the students.
2. It will enhance the skills and abilities of the students

12. Learning Outcomes - Students will be able to:

- locate the Northern Plains on the physical map of India
- identify the type of soil in the Northern Plains
- name the three major river basins in the Northern Plains and the names of the rivers that flow into it
- identify the states through which these rivers flow • appreciate the life of the people in these states, their food, dance forms and the festivals that they celebrate
- locate capitals and the major industries in the states
- recognise why the Northern Plains are thickly populated
- appreciate the environment and list ways to keep it clean in spite of it being thickly populated (life skills)

THE COASTAL PLAINS

1. Topic – The Coastal Plains

2. Objectives – Student will be able to

- (i) To know about the two main coastal regions of India.
- (ii) To learn about the occupation and life of people of this region.
- (iii) To learn about the islands along the two coastal plains.

3. Previous Knowledge Testing –

- (i) What is island?
- (ii) Name the island along two coastal plains.
- (iii) Which states come under this region?

4. Vocabulary

- (i) GULF – a narrow part of the sea which enters the land.
- (ii) PORT – trading centre and a place from where ships sail.

- (iii) LAGOONS – Backwater of sea or lakes.
- (iv) CORAL – Hard deposits from the skeletons or remains of sea creatures.

5. Important Spellings

Coastline, surrounded, Kanniyakumari, Malabar, lagoons, Grocers, Coast, Cellular Jail, Kavaratti, Asiatic, Aurobindi, Marina, Arabian Sea.

6. Link : https://youtu.be/YXAjyfD_Wyg

7. Aids used to explain the topic

Smart class, physical map of India to show the coastal areas of India, pictures related to coastal areas and states of this region.

8. Participation of students –

Students will make a collage of any state related to the coastal plains showing the lifestyle of the people, tourist places etc. They will perform folk dances of the different states that lies in the coastal plains.

9. Procedure

Reading and explanation method will be followed by the teacher. Teacher will explain the chapter with the help of smart class. Students will do the reading of the lesson and will underline the difficult words. Teacher will explain about the location of western and eastern coast. Islands situated along two plains and the life of people of this region. Back exercises and Indus will be discussed and done in the class. Students will also mark the states which lies in the coastal areas.

10. Recapitulation –

- (i) A strip of plain land near the sea is known as _____.
- (ii) _____ are salty water lakes.
- (iii) The third largest part of India is _____.

(iv) _____ island in the Arabian sea looks like a horseshoe.

(v) _____ is known as the Rice Bowl of India.

11. Assignments : Students will:

(i) Write the capital of the states which lies in the coastal plains.

(ii) They will mark the states which lies in the coastal plains on the political map of India.

(iii) They will also mark the Gujarat coast, Konkan coast, Malabar Coast along with Northern Circass and the coromandel coast on the physical map of India.

(iv) Students will make a collage on any one state related to the chapter.

(v) They will read the chapter thoroughly and do the back exercises.

12. Integration with other domain –

(i) It will enhance the vocabulary of the students.

(ii) It will enhance the understanding skill of the students.

13. Learning Objectives - Students will be able to:

(i) Locate the two coastal plains and the group of islands on the physical map of India.

(ii) Identify the names of the major ports on both the western and Eastern Ghats.

(iii) Recognize the states that makes up the coastal plains.

(iv) Identify the capitals and the location of the islands.

14. Assessment

Test will be conducted

CH- OUR CLIMATE

Topic- Climate

Objective – Student will about the

1. Importance of weather and climate.
2. Factors that affect the climate
3. Features that are unique to each season.

Pk Testing –

1. What is weather/Climate?
2. Diff between weather of climate?
3. Main season of India?

Vocabulary - Coastal areas – Surrounded by water.

season – Time of the year

Monsoon winds seasonal winds

Loo – hot winds

Important spellings – autumn, weather, seasonal, monsoon, temperature, foggy, western disturbances, rainfall, cyclones, coromandal, coast.

Link - https://www.youtube.com/watch?v=A_LOsCaRzNA&feature=youtu.be

Aids used to explain the topic

Smart class modules, maps, seasonal items on things, videos.

Participation of students – students will be divided into different groups and choose a season. collect things associated will the season like eatables, dieses, objective etc and display them in different corners of their class room.

Procedure - Reading of the chapter will be done by the students. The teacher will explain the chapter by showing weather fore cost in the newspapers the teacher will discuss the factors the effect of climate of a place. Students will share their information about the main seasons of India. Smart class modules and map will be shown to show the distribution of rainfall. The teachers will explain the states which least and the heaviest rainfall in India. Back exs/ Question will be discussed

Recapitulation –

1. what is loo?
2. What are seasonal winds?

Assignments

1. Students will learn to move lemonade.
2. Students will also try to work the states of least and heaviest rainfall in India.

Integration with other domain –

1. It will enhance the vocabulary of the students.
2. It will enhance the drawing of the students

Learning Outcomes - Students will be able to:

- define climate and weather

- appreciate the three factors that influence the climate of a place
- recognise the three main seasons—summer, winter and monsoon
- identify the months that these seasons fall into and describe the weather during each season
- describe the different seasons as they occur in different parts of India
- survive the heat of peak summer (life skills)

Assessment

Test will be conducted

CH- OUR AGRICULTURE

1. **Topic** – Our Agriculture

2. **Objectives** – Student will be able to

- (i) Study about the different type of a crops grown in India.
- (ii) Find out where the particular crop is grown.
- (iii) Acknowledge the importance of livestock rearing in our country.

3. **Previous Knowledge Testing** –

- (i) Name some of the crops grown in Punjab.
- (ii) What is the main occupation of people living in our country?
- (iii) What is a cattle and how is it useful to us?

4. **Vocabulary**

- (i) RABI- agricultural season which begins in autumn
- (ii) KHARIF – agricultural season that begins with the onset or beginning of monsoons.
- (iii) LIVESTOCK– domestic and farm animals
- (iv) HORTICULTURE – Farming of flowers, fruits and vegetables.

5. **Important Spellings**

agriculture, kharif, rabi, millets, bajra, pulses, sugarcane, plantation, spices, Green revolution, milch cattle.

6. **Link** : <https://youtu.be/ljZTUYC4e20>

7. **Aids used to explain the topic**

Smart class, charts of different types of crops grown in India, livestock and wall map to show the distribution of crops in India.

8. **Participation of students** –

Students will collect the different type of food and cash crops and paste them in the note-book. They will also list out the importance of particular crop and the state in which it is grown.

9. Procedure

Reading and explanation method will be followed by the teacher to explain the chapter. She will discuss about the different type of food and cash crops grown in the country. She will also discuss about the climate required for a particular crop and the states that are the leading producers of these crops. The teacher will use the wall map to show the distribution of crops in India. The students will made clear about the terms like horticulture, livestock, rabi, kharif, manure etc. Difficult words and activity of the lesson will be given as H.W. Back exercises and Q/Ans will be discussed in the class. Students will do the question-answer in the note book as classwork.

10. Recapitulation –

- (i) About _____ of the Indians are engaged in farming.
- (ii) Cotton and Jute are _____ crops.
- (iii) India is one of the world's largest producer of _____.
- (iv) _____ is called the golden fibre of India.
- (v) Cattle waste is used to produce _____ and _____.

11 Assignment

- (i) Students will collect the different type of food and cash crops and paste them in the note-book.
- (ii) They will list out the importance of a particular crop and the climate required for its proper growth.
- (iii) Read the chapter thoroughly and do the back exercises.

12. Integration with other domain –

- (i) It will enhance the vocabulary of the students.

- (ii) It will enhance the knowledge of the principles and methods of promoting, presenting and selling products or crops.

13. Learning Objectives - Students will be able to:

- (i) Recall how agriculture is needed for the progress of the country.
- (ii) List the different crops grown in India.
- (iii) Locate on map the states that grow different crops.
- (iv) Describe the importance of the Green Revolution and how it has helped the farmers.
- (v) Distinguish between raw materials and finished goods.

14. Assessment –

Test will be conducted

CH- TRANSPORT AND COMMUNICATION

1. **Topic** – Means of Transport

2. **Objectives** – Student will be able to

- (i) Identify the different means of transport
- (ii) Describe the network of roads in India and its uses
- (iii) Describe the history of railways in India and its growth over the years.
- (iv) Explain the importance of airways during calamities
- (v) Identify the need for waterways and the kind of cargo it carries.

3. **Previous Knowledge Testing** –

- (i) What does the choice of transport depend on ?
- (ii) Who builds the national highways?
- (iii) How are helicopters useful?

4. **Vocabulary**

- (i) VEHICLE- Means of transportation like car, scooter, etc.
- (ii) TRANSPORT- Vehicle which carry people and goods from one place to another.
- (iii) INVENT – To create something new

5. **Important Spellings**

Ancient, transport, invention, comfortable, Highways, metalled, unmettalled, construction, expensive, helicopters, medicines, passengers, cargo, ships

6. **Link** : <https://youtu.be/BZf6frPNrhg>

7. **Aids used to explain the topic**

Smart class, charges showing different means of transport map showing national highways, railways and airways.

8. Participation of students –

Students will paste pictures related to different means of transport and their uses. They will list out certain points related to the origin of particular means of transport.

9. Procedure

Reading and explanation method will be followed by the teacher. Students will be explained the chapter with the help of smart class and other related pictures by the teacher. The teacher will explain the importance of transport and discuss its various types. Teacher will explain the uses of different means of transport according to our requirements. She will also discuss various examples related to different means of transport. Back exercises will be discussed by the teacher in the class.

10. Recapitulation –

- (i) _____ is the fastest means of transport on land.
- (ii) _____ are common in Kolkata and Delhi.
- (iii) Oil tankers carry _____.
- (iv) National Highways are built by _____ government.
- (v) _____ is the official airline of India.

11. Assignments

- (i) Students will collect pictures related to different means of transportation and will paste in their note-book.
- (ii) They will list out the importance of particular means of transportation.
- (iii) Read the chapter thoroughly and do the back exercises.

12. Integration with other domain –

- (i) It will enhance the vocabulary of the students.

- (ii) It will enhance the understanding skills of the students.

13. Learning Objectives - Students will be able to:

- (i) Recall the different means of transport in India.
- (ii) Describe the network of roads in India and its uses.
- (iii) Differentiate between the four modes of transport in terms of speed, cost and time.
- (iv) Recognise the need for safety while traveling by train and the steps to be taken for the same.

COMMUNICATION

1. Topic – Communication

2. Objectives – Student will be able to

- (i) To learn about the means of communication that have been used over the years in India.
- (ii) The vast improvement in the field of communication.
- (iii) Impact of mass media in our lives.

3. Previous Knowledge Testing –

- (i) Name the means of communication seen in our daily routine.
- (ii) How their uses made our life more convenient?

4. Vocabulary

- (i) COMMUNICATION – sending and receiving messages is called communication.
- (ii) INTERNATIONAL – Worldwide
- (iii) NATIONAL – In the country (countrywide)
- (iv) MASS- A large number of people

5. Important Spellings

envelope, post card, post office, stamp telephone, Fax, Fax-smile, computers, Television, Radio, Communication.

6. Link : <https://youtu.be/ijZTUyC4e20>

7. **Aids used to explain the topic**

Smart class, chart/pictures related to different type of industries, political.

8. **Participation of students –**

Students will paste pictures related to primitive means of communication as well as modern means of communication. They will list out the advantages of modern means of communication.

9. **Procedure**

Reading and explanation method will be followed by the teacher. Students will do the reading of the chapter thoroughly in the classroom. Teacher will explain the different means of communication with the help of smart class. She will also explain about internet and its uses. Teacher will discuss the back exercises in the classroom. Oral revision of back exercises will be done in the class by the teacher.

10. **Recapitulation –**

- (i) _____ is the fastest means of communication.
- (ii) India has the largest _____ network in the world.
- (iii) _____ is a medium of communication through which we can both see and hear.
- (iv) _____ has six digits in India.
- (v) _____ was launched in the year 2007.
- (vi) We can send a _____ if a message is urgent.

11. **Assignments**

- (i) Students will collect the pictures related to primitive as well as modern means of communication.
- (ii) They will list out the advantages of particular means of communication.

(iii) They will read the chapter thoroughly along with back exercises.

12. Integration with other domain –

(i) It will enhance the understanding skills of the students.

(ii) It will enhance the vocabulary of the students.

13. Learning Objectives - Students will be able to:

(i) Describe communication and how it has developed over the years.

(ii) Comprehend the need for a postal system and the services it provide to the people.

(iii) List various other modes of personal communication emails, fax, cell phone, smart phones etc.

(iv) Describe the uses of each of these modes of personal communication and its growth in India.

(v) Define mass communication and explain its uses in India.

(vi) List different mediums of mass communication radio, newspaper and television.

(vii) Recognise the need for each medium and its popularity in India.

(viii) Open and operate an e-mail account.

14. Assessment

Test will be conducted

CH - OUR WATER RESOURCES

Topic – Our Water Resources

Objectives - Students will be learn about the

1. Importance of water
2. Sources of Water
3. Uses of water
4. Conservation of water

P.K. Testing

1. What are the uses of water?
2. What are the sources of water?
3. How much of earth's surface is covered with water?

Vocabulary used

Sluice gate- gate that controls flow of water in a dam. Multi purpose project a project that is useful in many hydroelectricity – electricity generated ways by water.

Important spellings – rainwater, harvesting, irrigation, sluice gate, hydroelectricity, artificial lake.

Link - <https://www.youtube.com/watch?v=yFHxfggjWAw&feature=youtu.be>

Aids used to explain the topic – model of dam, smart class, model of rainwater harvesting.

Participation of students

Students will prepare an advertisement based on 'save water'. They will write slogans based on save water and place them near the school taps.

Procedure

Reading of the chapter will be done by the students. The teacher will explain the importance of water in our lives. The teacher will explain the methods of bringing under ground water to the surface. With the help of models, teacher will explain hydro-electricity rainwater harvesting and location of dams of map.

Recapitulation

1. The longest dam in India is _____.
2. The water of seas and oceans is _____

Assignments

1. Paste the pictures of sources of water.
2. Suggest five methods to save water.

Integration with other domain –

1. It will enhance the vocabulary of the students.
2. It will enhance the understanding skill of the students
3. It will enhance the confidence of the students.

Learning Outcomes - Students will be able to:

- list the uses of water
- identify the sources of water
- list the reasons for shortage of drinking water
- recognise the uneven distribution of water on the Earth

- specify the various ways water is sourced—from rivers, wells, dams, irrigation canals
- list the major dams in India and discuss the advantages and disadvantages of building big dams
- recognise the importance of rainwater harvesting
- analyse the advantage of oil-based over water- based paints (life skills)

Assessment

Test will be conducted

CH- THE AGE OF EXPLORATION

1. **Topic** – The Age of Exploration

2. **Objectives** – Student will be able to

1. Learn about the explorers
2. trace the routes taken by different explorers on a world map.
3. recognize the importance of instruments such as sails, compass etc.

3. **Previous Knowledge Testing** –

1. What do you mean by the word 'explorer'?
2. Who discovered the sea route to east?
3. Why sailors used instruments?

4. **Vocabulary**

1. Voyage – long journey
2. expedition – long journey for special purpose.
3. explorer – a person who discovers new land.

5. **Important Spellings**

Portugal, navigator, sailor, British, voyage, quadrant, Dutch, Magellan, Compass, Astrolabe.

6. **Link** : <https://youtu.be/iXnt150JzkM>

7. **Aids used to explain the topic**

Smart class, a political map of the world, a pointer

8. **Participation of students** –

The teacher will divide the students in four groups and ask them to find out the modern instruments that sailors use in sea voyage. Each group will share the information in the class.

9. Procedure

Reading and explanation will be followed by the teacher. Teacher will explain the chapter with the help of world political map. Reading of the lesson will be done by the students and they will underline the difficult words. Teacher will explain about the different explorers and also explain why did exploration begin? Difficult words will be given as H.W. Activity will be done in the class by making four groups. Back Exs. and Qus. Ans. will be discussed in the class. Students will do the Qus/Ans. in the notebook.

10. Recapitulation –

1. What did Christopher Columbus discover?
2. _____ reached the cape of Good Hope.
3. _____ discovered sea route to east.
4. Who was the first to sail around the world?

11. Assignment

1. Students will draw the picture of compass.
2. They will list out of the instruments that were used by sailors to know the location of their ship at sea.
3. Read the chapter thoroughly and do the back exercise.
4. Read the chapter thoroughly and do the back exercises.

12. Integration with other domain –

1. It will enhance the vocabulary of the students.
2. It will enhance the drawing of the students.

13. Learning Outcomes -

- learn about the explorers
- appreciate the contribution of the explorers
- recognize the importance of instruments.
- understand the reason why cape of storms was renamed cape of Good hope.

14. Assessment – Test will be conducted

CH- LOCAL SELF GOVERNMENT IN CITIES

1. **Topic** – Local Self Government

2. **Objectives** – Student will be able to :

- (i) Study the levels of local self Government.
- (ii) Study about the functions of Gram Panchayat.
- (iii) Study about the functions of Municipal Committee.

3. **Previous Knowledge Testing** –

- (i) Who fulfill the basic utility services in villages or town?
- (ii) What are their sources of income?
- (iii) Who elect the members of Gram Panchayat or Municipal Committee?

4. **Vocabulary**

- (i) CIVIC AMENITIES – basic facilities such as water, electricity supply etc.
- (ii) TOLL TAX – money paid to use roads and bridges.
- (iii) SARPANCH – head of the Gram Panchayat

5. **Important Spellings**

Government, Panchayat, Democracy, elected, Municipal Committee, Octroi tax, Sarpanch, amenities, medical

6. **Link** : https://youtu.be/B_5VTbhJt-g

7. **Aids used to explain the topic**

Smart class, class/pictures related to the topic.

8. **Participation of students** –

Students will draw a flow chart of local self government with the guidance of the teacher. They will list out the function of each.

9. Procedure

Reading and explanation method will be followed by the teacher. Teacher will explain the chapter with the help of smart class. Students will do the reading of the chapter and will mark difficult words in the book. Teacher will explain about the local and self government of our country. She will explain about Panchayat, Municipal Committee, Municipal Corporation their functions and source of income. Back exercises will be discussed by the teacher in the class.

10. Recapitulation –

- (i) Head of the Municipal Committee is called _____.
- (ii) _____ means government of the people, by the people and for the people.
- (iii) People who are _____ of age of above can cast the vote to choose members of the Gram Panchayat.
- (iv) Panchayat means a council of _____ members.

11. Assignments

- (i) Students will organize an act of casting vote in the class among the students. They will make voter cards and will cast vote.
- (ii) They will mark a flow chart showing different levels of the local self government.

12. Integration with other domain –

- (i) It will enhance the vocabulary of the students.
- (ii) It will enhance the understanding skill of the students.

13. Learning Objectives - Students will be able to:

- (i) Understand about the civic amenities.

- (ii) They will be able to understand the different level of governments working at village and cities/ Big cities.
- (iii) They will be able to list out the functions of Gram Panchayat and Municipal Committee.
- (iv) They will come to know about the sources of income for Gram Panchayat and Municipal Committee.

14. Assessment – Test will be conducted