



Teacher's Guide

Local Government

Part 1

Based on the Karnataka State Board Curriculum for
Standard VIII



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Local Government | Teacher's Guide (1/3)

Part 1

Class VIII
 Board – Karnataka State Board
 Subject – Social Science
 Textbook – Social Science Textbook for Class VIII (Karnataka State Board)
 Chapter 4 – Local Government
 Number of parts – 03
 Length – 70-95 minutes (estimated, for a class of 40-45 students)
Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I – What are we going to learn and why is it important?

Learning objectives

Students will:

- Understand the importance and need for a local government. Define local government and assess its need in a governing system.
- Appreciate the evolution of local government in India and Karnataka.
- Identify the objectives, functions and sources of income for local governments in rural areas.

Learning outcomes

Students will be able to:

- Understand that decentralization of power is important at all levels for effective governance.
- Understand that local Government is the closest form of government for its citizens that will help address local issues.

Key Terms

Local Self- Government	Decentralisation of Power	Elected Representatives	Gram Swarajya	73 rd and 74 th Amendment
Panchayat Raj System	Panchayat Raj Act	Karnataka Gram Swaraj and Panchayat Raj Act- 1993	Local Government	

Materials needed

- 5-6 prints of the village photo for the activity on functions, objectives, and sources of income for a local government.

Section II – How are we going to learn?

1. Decoding: What is this chapter all about?

Time: 5 minutes

Note to the teacher:

- This section will use a simple pedagogical technique of ‘Think-Pair- Share’ to decode the title of the chapter, splitting it word by word, and beginning to infer the essence of the chapter.
- For the first activity, you will need to write these two words on the board, ‘LOCAL’ and ‘GOVERNMENT’. Write them some distance apart.

Facilitation notes:

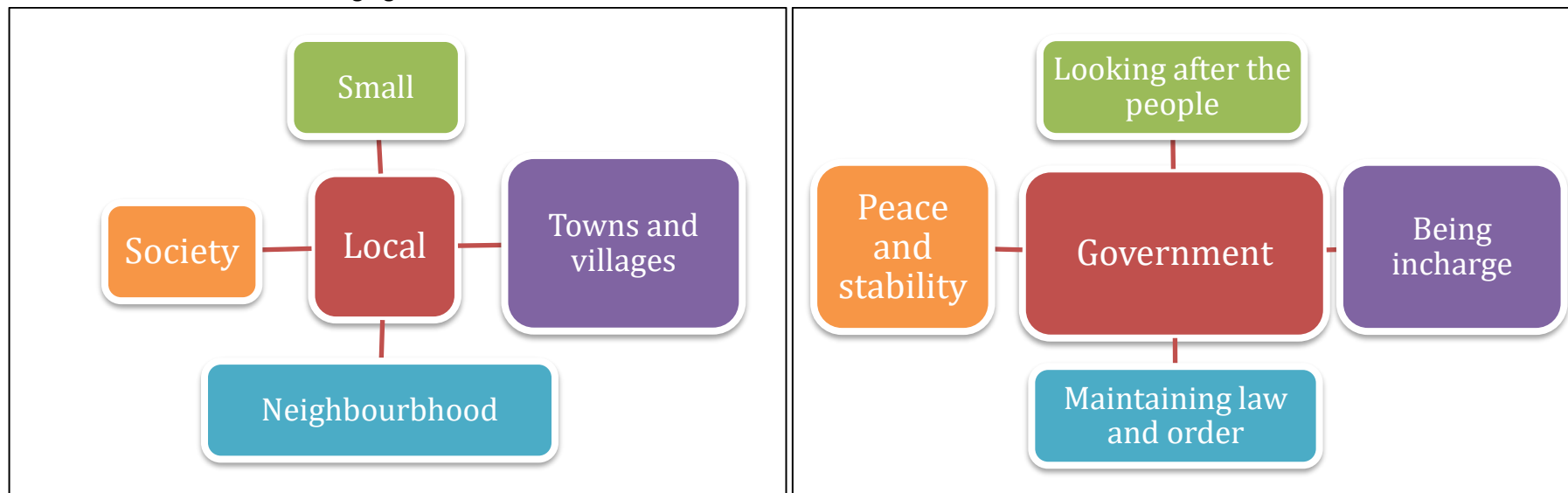
- Before we begin with the chapter, I want you to guide your attention to the two words that you see on the board. Read it loud and clear for yourself.
- I now want you to think about these two words, one at a time, and associate a meaning to each i.e. pay attention to each word and identify what it means to you?
- Once you complete the task, quickly articulate your understanding of these words in your notebook. (Give the students 2 minutes)
- Great! It’s now time to share your thoughts with your partner. For this, quickly face your partners. If you are the speaker first, then simply share your understanding with your partner in not more than a minute. If you are the listening partner, then put on your ‘listening hat’ to listen attentively to the speaker.
- At any point, if you have questions and arguments for the speaker then park them in your notebook. We will engage with them at a later time.

Debrief:

- Encourage students to share what their partners understood by the two words. This is also a time to reinforce the idea of attentive listening.
- Teacher to ask students to share their partner’s response and write the important points on the board.
- For any repeating point, highlight the number of times it appeared.

Note to the teacher:

You can use this format for arranging ideas on the board.



2. Defining Local Government

Time: 5 minutes

Facilitation notes:

- Before we go on to understanding the need for a local government, let's define it. (Ask students to write in their notebooks)
- Local government is defined as the administration of a particular county or district, with representatives elected by those who live there.
- Today Local Government and Local self- government are used interchangeably. But that is not how it was before pre- independence.
- In the pre- independence period, 'Local Self- Government' and 'Local Government' were different terms. This is because the country never enjoyed self-rule at either the provincial level or at the central level. The country was under the British rule. At that time, Local Government signified that the administration of a locality is looked after by officials appointed by the state, and these officials were paid a salary. On the other hand, Local self-

government was an aspiration where administration of a locality is looked by elected representatives from the locality. These representatives don't get a salary but the locality as a whole receives a grant for different activities like education, sanitation, constructions of community spaces etc.

- Since we are in a time after the Constitution was written, we will use Local Government and Local self- government interchangeably.

Note to the teacher:

- It is very natural for students to feel confused in this section and if you lay this sequence on a timeline for them, and repeat to reinforce, then it is an easy concept for students.
- If there are any doubts pertaining to this section, encourage students to ask these questions. As an inquiry you can suggest students to find countries or states where there is a distinction between ' Local Government' and ' Local Self- Government'.

3. Role Play: Why talk about local government? Why is it important?

Time: 15-25 minutes

Note to the teacher:

- This section will use case study and problem solving techniques to help students identify a need for local governing bodies in any governing system.
- The intention of the activity is to build a strong understanding of why local governments are important. So in both the role plays, the teacher is to guide the discussion in favor of getting more representation for all parties in the decision making process.
- Before the class starts, the teacher to select students to perform two role plays in class (5 students for each). She should brief them about the role play before hand and ask them to perform it in class. The class sees the role plays and then answers questions for each.

Role Play 1

Characters (the teacher to select students to play each)

1. Mrs/ Mr Singh (Teacher)
2. 'Mrs/ Mr Reddy (Teacher)
3. Mr. Aggarwal (Principal and Narrator)
4. Mr. Iyer (Trustee)
5. Mr. George (Trustee)

Situation

Ridgebloom High School was set up in the year 1995 in Karnataka by five close friends who were very passionate about making a change in school education. None of them were teachers but they understood what it takes to set a quality school, since they had been observing the education system for a long time. One good part of the team was that they could freely communicate and were very clear with their goal. They wanted to set a school that will use activities in a fun way to teach students.

To set up such a school, they did everything that was needed. They met for hours to strategize their plans and learn from experts. They hired the best teachers, set up the best infrastructure and ensured to frequently meet parents, students, teachers and support staff to understand their concerns and suggestions.

Over time, the school became popular. Today the school has nearly 2000 students, 100 teachers and 50 support staff. Each friend is responsible for a part of the school, and together they solve the school concerns, just the way they did before. These five people call themselves the management.

Off late, there have been some emerging problems. The teachers and support staff feel that they are not being taken care of. Last week a few teacher and parent groups marched on the streets to protest against the management. They feel that they are not being heard by the management and have no representation in it. All decisions are taken without consultation and they are expected to follow orders without any notice or involvement.

Mr. Aggarwal, the school principal has called for a meeting between two trustees and two teachers. Let's see what happens in the meeting. (The students perform the meeting where the teachers raise all their problems to the trustees and the trustees ask questions.)

The student playing Mr. Aggarwal and the narrator then asks the students of the class the following questions:

1. What were the main problems faced by the teachers?
2. What were the causes?
3. How can this problem be solved?

Role Play 2

Characters (the teacher to select students to play each)

1. Mrs/ Mr Reddy (Teacher and narrator)
2. Anubhav (Student from class 8)
3. Ishita (Student From class 8)
4. Tharun (Student Representative)
5. Simran (Student Representative)

Situation

Hansel Public School started off as a small school in Karnataka in the year 2005. It was set by a family who was passionate about school education. Few members of the family were teachers and understood what it takes to set up a school, while the others learnt on the job. The family's vision was to set up a school for underprivileged children and provide them good and affordable education.

A very important focus for the school is to make sure every student feels at home and welcome. To hear everyone's voices, the school started a student committee, which comprises grade 12 students. This committee brings to the teachers all concerns from the students and makes sure that no student faces any major challenges or bullying.

However, a lot of students have problems with this committee. They feel that they are not being heard. The grade 12 student representatives focus on problems faced by the older students and seem to ignore the younger ones. These grade 12 students who do not know anything about the other classes make all decisions for students. Additionally, they are mostly not available to talk and whenever a student approaches them, the student representatives are busy with some event or class.

Mrs. Reddy (the teacher in charge of the committee) has called for a meeting of two students and two class representatives to understand what are the problems. In the meeting, the students raise their concerns and the class representatives inform Mrs. Reddy how they are under a lot of academic pressure and cannot handle so much workload alone.

The student playing Mrs. Reddy and the narrator then asks the students the following questions:

1. What were the main problems faced by the teachers?
2. What were the causes?
3. How can this problem be solved?

Facilitation notes:

- In both the cases, what were the problems of the two parties? (Expected answer- they felt that no one was listening to them, they had no say in the decision making, their demands were ignored, they couldn't make decisions)
- What were the causes of the problem? (there was no system to listen to everyone's concerns, the trustees and the student representatives only focused on fewer number of people, different members were not consulted/heard before making decisions)
- Who were the decision makers in the above cases?
- How can we solve the problem? (include teachers and students in decision making, make a decision making body, hear everyone's concerns etc.)

- What we understand from both case-studies is that they both required some systems which required governance and administration. However, the power to make decisions and act on them rested in the hands of few. This is of concern as the others have very little or no say in the matters of decision making for issues that are important to them.
- This is exactly why we need local governments, to help in '**Decentralisation of Power**'.
- Decentralization is the process by which the activities of an organization, particularly those regarding planning and decision-making, are distributed or delegated away from a central, authoritative location or group.
- This is needed to ensure that people who are facing the problem also have the power to actually deal with the problem.
- In effect, we understand the need for a 'local government' so that the people closest to a problem can fix it. Imagine if I call the Prime Minister of a country to fix the electricity problem in my society! He will not only be confused about where the society is, he will also not know whom to contact, how to fix the timeline, and who to hold responsible.
- In our own cases. Will you prefer to go to your own class monitor when there is a problem in class or will you go directly to the principal? Why will going to the principal not be the best solution?
- In this chapter, we will look at systems of local government that enable decentralisation of power at state governance.
- Let's move ahead to watch a video on this. I would like you to take active notes.

Optional Video: Panchayati Raj - How India's Villages Work

Note to the teacher: Play the following video from 0 to 50 seconds.



The idea of this video is to reinforce the need of local government at any level

Link: [Youtube](#)

Summarising notes for the video:

- Local governments help people of the locality to voice their problems.
- The people are vested with powers of electing representatives to local administrative bodies.
- The local government help to solve local problems at the local level with the co-operation and involvement of the people.

- The involvement of people in administration strengthens the democratic institution at the grassroots level.

4. Laying the history of local government In India and Karnataka

Time: 10-20 minutes

Note to the teacher:

- Use the series of two videos to build understanding of local government. Play each video twice for students to understand and make notes.
- In case the video cannot be played, ask the students to read through their textbooks (pg 118 and 119 upto objectives of local government).
- After seeing the video or reading the text, the students fill the time series table

Facilitation notes:

- We will now look at the history of local government in our country, particularly focussing on Karnataka.
- Please watch the video once to understand. Ask doubts thereafter and then take notes in the second round.



Video: Local Government Part I

The idea of this video is to build a timeline for History of local -government

Link: [Youtube](#)



Video: Local - Government Part II

The idea of this video is to build a timeline for History of Local -government

Link: [Youtube](#)

Note to the teacher: Now, draw the following table on the board and ask the students to fill it after referring to their text book/ or what they gather from watching the video. Then summarise the solution after students fill these tables, and clear any doubts.

Local government in India

Date	Event and Details
1882	
1919	
1935	
1993	

Solved table:

Date	Event and Details
1882	Lord Rippon tabled the Bill on Local Government in 1882. He is therefore also known as the father of 'Local Government in India'.

1919 and 1935	Acts of 1919 and 1935 passed by the British provided more powers to local -governing institutions in India.
1993	73rd and 74th constitutional amendments that came into effect in 1993 became the milestone in the history of Panchayat Raj system. As per the amendment, from article 243 to 243 O of schedule IX Panchayat Raj system is detailed. 74th amendment provides the Constitutional status to civic administration. In schedule IX A, articles from 243P to 243 ZG detailed the civic administration.

Local government In Karnataka

Date	Event and Detail
1983	
1985	
2015	

Solved table:

Date	Event and Detail
1983	The Panchayat Raj Act was introduced
1985	In 1983 the Panchayat Raj Act was introduced and it came into effect in 1985. According this Act Zilla Panchayat at district level, Taluk Panchayat at taluk level and Grama Panchayat at village level were created through direct elections. The Karnataka Panchayat Raj Act was framed as per the 73 rd amendment to the Indian Constitution in 1993.
2015	This was renamed as 'Karnataka Grama Swaraj and Panchayat Raj Act - 1993 in 2015.

5. Discussion: Objectives, functions and sources of income of local government

Time: 15-20 minutes

Note to the teacher:

So far in the lesson, the objectives of local -government have been touched upon many a times. Use this acquired knowledge to begin this section.

Materials needed: 5- 6 print outs of the village photo (printable version of the photo in the appendix section)/ Projector to project the village photo

Facilitation notes:

- Now that we understand the need of local -government and we know that they serve certain purpose, now can you guess what their functions are?
- Let's look at this picture of a village. This will help you think of some functions of a local government body. I want as many of you to tell me what you think are the functions of local governments after looking at this picture.



- Take points from students till every element of the drawing is covered. Build on the points shared by students, and club them to establish these main headings and the roles of Local Government.
- Functions:
 - (i) To maintain and protect the panchayat property.

- (ii) To prepare the annual budget of the local body.
- (iii) To undertake health and family welfare programmes.
- (iv) To plan and undertake the developmental works like laying of roads, electrification, housing and supply of drinking water, etc.
- (v) To encourage and implement the primary, secondary, adult and informal education programmes.
- (vi) To maintain cleanliness and sanitation of the area.
- (vii) To prevent all sorts of pollution and to provide better health facilities.
- (viii) To provide facilities for the distribution of essential commodities like food grains, kerosene etc.
- (ix) To ensure prompt registration of birth and deaths.
- (x) To encourage agriculture, animal husbandry, khadi and handicraft industries.
- (xi) To undertake the programmes for conservation of soil, water and forest.
- (xii) To execute the agricultural extension programmes to help the farmers.
- (xiii) To plan and implement the welfare schemes for the benefit of SC, ST, weaker sections, women and children.
- (xiv) To provide marketing facilities, street lighting facilities and reading room facilities.
- (xv) To collect taxes, fees and penalties.
- (xvi) To identify the beneficiaries for the various and welfare pro- grammes of the government.

- Objectives.

- (i) To involve the local people in solving the problems of their own locality.
- (ii) To provide the knowledge of administration to common people.
- (iii) To help in decentralizing powers and make the administration more efficient.
- (iv) To train or develop leadership qualities among people at the grassroot level.

Facilitation notes:

- Now to do all these activities, where do you think the money comes from? With the person sitting next to you, discuss the possible sources of money for the Local Governments.
- This money comes in the form of taxes.
- (Ask students about what a tax is and what are some of the taxes they have heard of) **A tax is a sum of money that people pay to the government for the services the government provides.** This could be for services like building roads and highways or taking care of the street lights and all the other ones we discussed before.
- With the person sitting next to you, identify few places/ services where you pay tax ? (Give about 2 minutes)

- Take about 5-6 responses at the end of the exercise.

Note to the teacher:

- Build on the points shared by students, and club them to establish the sources of income given below.
 - (i) Amount collected through water cess, health cess, education cess, library and reading room cess.
 - (ii) Amount collected through building tax, vacant land tax, taxes on business establishments, markets, entertainment houses and advertising bodies.
 - (iii) Taxes collected from the tourist spots.
 - (iv) Rental and lease amount collected on their properties.
 - (v) Financial grants from the state government.

Section III: Assessment

Time: 5 minutes

True and False

- Local governments are important because the state and central governments are not doing their jobs well.
- Decentralisation of power is important.
- One of the most important functions of a local government is to create jobs for people.
- Local government does not need any money to do its work.
- Registration of births and deaths is a function of the local government.

Homework

1. What do you understand by local government?
2. Mention 2 objectives of a local government.
3. Mention 3 sources of revenue for a local government.
4. If you were a member of local government, what would be three areas that you would focus on and how? Please ensure that your areas of concern should be aligned to the functions of government in India. How will you collect revenue for your activities? Give 3 sources.

Expected Answer: Students can pick any three functions from the list provided above and explain them in their own words.

Section IV: Closure

Summary by students

Time: 5 minutes

Note to the teacher:

- Divide the class into groups of 6-9 depending on the class size.
- Ask one student in every group to make this table in their notebook . Starting from the first member of the group, each student writes one learning point, passes the notebook, the next student reads this point and writes one more. The entire group does this activity.

Resource:

Recap by the teacher

Time: 2 minutes

- In our country local self-government and local government are used interchangeably. It basically means administration of an area/ locality is managed by elected representatives who are residents of that area and are elected by the other residents.
- There are many advantages to have administration at a local level. The representatives being residents to that area understand the problems, and people of the area better than someone who is an alien to the community.
- Local government has certain objectives like to involve the local people in solving the problems of their own locality, to provide the knowledge of administration to common people, to help in decentralizing powers and make the administration more efficient.
- Some of their functions include:
 2. To maintain and protect the panchayat property.
 3. To prepare the annual budget of the local body.

4. To undertake health and family welfare programmes.
 5. To plan and undertake the developmental works like laying of roads, electrification, housing and supply of drinking water, etc.
 6. To encourage and implement the primary, secondary, adult and informal education programmes.
 7. To maintain cleanliness and sanitation of the area.
 8. To prevent all sorts of pollution and to provide better health facilities.
- Like any other level of government, local governments also need money to carry out its functions. They mostly get this money from:
 2. Amount collected through water cess, health cess, education cess, library and reading room cess.
 3. Amount collected through building tax, vacant land tax, taxes on business establishments, markets, entertainment houses and advertising bodies.
 4. Taxes collected from the tourist spots.
 5. Rental and lease amount collected on their properties.
 6. Financial grants from the state government.

Section V: Additional resources

Resources for students:

1. Reading: How to create empowered local governments in India.
Link: [The times of India](#)

Resources for teachers:

1. Reading: Chapter 1: Introduction local government in Karnataka.
This chapter allows you to historically place the evolution of Local Government in Karnataka and India
Link: [Pdf](#)
2. Video: Panchayati Raj - How India's Villages Work
This video is a simple explanation to the need of PRI.
Link: [Youtube](#)
3. Article: Resources to know latest work in the department of Panchayati Raj in India and Karnataka.



Link: [RPDR](#)

Link: [Ministry of Panchayati Raj](#)

4. Article: Background on 74th Amendment Act 1992

This reading gives a background of the 74th Amendment Act and the powers of urban governance bodies in India as per the Act.

Link: [Ministry of Housing and Urban Affairs, GoI](#)

Appendix

Printable picture for discussion on functions of local government



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