

**CLASS – VIII**  
**LESSON PLAN HISTORY**  
**Ch.3 RULING THE COUNTRYSIDE**

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| Unit                                                                      | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Class Transaction                                                         | Total: 4periods (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Pre-requisite for the course                                              | This lesson requires <ol style="list-style-type: none"> <li>1. The arrival of new steam technology.</li> <li>2. East India Company's control</li> <li>3. New administration in India.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Assessment of qualifying knowledge                                        | <ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Group Discussion</li> <li>3. HW notebook</li> <li>4. UT Plans</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Objective                                                                 | <p>Provide a broad view of changes within the rural society through a focus on two contrasting regions.</p> <p>Growth of new crops often disrupted the rhythms of peasant life and led to revolts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning Outcomes                                                         | <p><u>KNOWLEDGE</u>- <i>Students will <b>learn</b> about</i></p> <ul style="list-style-type: none"> <li>• Company became the chief financial administrator of the territory under its control.</li> <li>• Trading company ensured that it could buy the products needed and sell what it wanted.</li> <li>• East India Company as the Diwan of Bengal.</li> </ul> <p><u>SKILLS</u>-</p> <ul style="list-style-type: none"> <li>• <i>Students will <b>critically think</b> about the advantages of EIC as the Diwan of Bengal.</i></li> <li>• Students will develop <b>collaboration by taking part in the discussion of the problems related to permanent settlement.</b></li> <li>• <i>Students would be able to enhance their <b>creativity</b> by creating mind map for entire chapter.</i></li> <li>• Students would be able to enhance their <b>critical thinking</b> skills by by imagining themselves as a company representative which is sending back the report about the conditions in rural areas under company's rule.</li> </ul> |
| Transaction Methodology<br>(The teacher can use the mentioned techniques, | <p>Transaction would proceed in the following manner-<br/> Student-teacher interaction ,Wipro-G.Os(Web charts, Flow Charts, and differentiation table,compare-contrast matrix),silent /loud reading ,collaborative learning,Hands-on experiment,Experimental work<br/> DOL1,2,3</p> <p>Active Learning</p> <ul style="list-style-type: none"> <li>• <b>Topic- The company becomes the Diwan</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| wherever applicable, and can use any other too.) | <p><b>(Competencies: Critical thinking)</b><br/>Students will be brainstormed by showing a picture where Robert Clive accepting the Diwani of Bengal, Bihar and Orissa.</p> <p>Group Learning</p> <ul style="list-style-type: none"> <li>• <b>Topic-Revenue for the Company</b></li> </ul> <p><b>(Competencies: Critical thinking)</b><br/>Students will be divided into 6 groups . Each group (would be given either the Permanent settlement, Mahalwari system, Ryotwari system) will find out the features and problems. Analysis will be done by groups, followed by cross questioning.</p> <p>Differentiation</p> <ul style="list-style-type: none"> <li>• <b>Topic- Crops for Europe.</b></li> </ul> <p><b>(Competencies: Collaboration, Critical thinking)</b><br/>Students will analyse the variety of method used by British to expand the cultivation. .Students will differentiate the crops grown in temperate and tropics region</p> <ul style="list-style-type: none"> <li>• <b>Topic-Britain turns to India</b></li> </ul> <p><b>(Competencies: Collaboration)</b><br/>Students will work in pair and Identify the different parts of India that were not under the British rule.</p> <ul style="list-style-type: none"> <li>• <b>Topic -Revision of chapter</b> Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each.</li> </ul> <p>Questioning- Multiple questions as per NCERT to cater the needs of various students.</p> <p><b>Techniques to be used:</b><br/>Think pair share<br/>Discussion<br/>Group work<br/>Mind Map</p> |
| Resources                                        | Text Book:<br>NCERT text book for History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Self Study, Home Work, Assignments               | <p><b>Independent Practice:</b> Students would do the questions in their H.W notebooks.</p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5 marks<br/> On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark<br/> Content.....3marks</p> <p>It is also advised that the students come to the class with proper background</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                | knowledge of the topic under discussion. They can refer to the resources stated above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Assessments                    | <p><b>4 UNIT TESTS (critical thinking )</b>5-7 Marks each<br/> <b>HALF YEARLY EXAMINATION(critical thinking)</b> 20 Marks<br/> <b>ANNUAL BOARD EXAMINATION (critical thinking)</b>20 Marks</p> <p><b>INTERNAL ASSESSMENT</b>20 Marks</p> <ul style="list-style-type: none"> <li>• Subject Enrichment Activity 10 Marks (creativity and collaboration)</li> <li>• Note Book Submission 05 Marks + HW Notebook 05 marks</li> </ul> <p>Through various test students critical thinking, creativity and collaboration skills will be enhanced.</p>                                                                                                                                                                                                                                         |
| Addressing Classroom Diversity | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• Hot questions to be done</li> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>• Easy questions has to be completed</li> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes and formulae, if not written</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> |
| Marks                          | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessment                     | <ol style="list-style-type: none"> <li>1. Describe the following policies of Britishers to improve the agriculture: Permanent Settlement, Mahalwari System and Munro System.</li> <li>2. Elaborate on the issues that the Company had after it was appointed as the Diwan of Bengal.</li> <li>3. Describe the condition of the people of Bengal when its economy was facing deep crisis.</li> <li>4. Discuss the adverse effects of permanent settlement on the cultivators.</li> <li>5. Explain the two main system of indigo cultivation.</li> </ol>                                                                                                                                                                                                                                 |

**CLASS – VIII**  
**DAY WISE CONSOLIDATED LESSON PLAN**  
**Ch.3 RULING THE COUNTRYSIDE**  
**SUBJECT: HISTORY**  
**SESSION: 2019-20**

| DAY                                                                                                                               | ONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Objective</b>                                                                                                                  | Provide a broad view of changes within the rural society through a focus on two contrasting regions.<br>Growth of new crops often disrupted the rhythms of peasant life and led to revolts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Students will be brainstormed by showing a picture where Robert Clive accepting the Diwani of Bengal, Bihar and Orissa.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                                                                          | <ul style="list-style-type: none"> <li><b>KNOWLEDGE-</b> <i>Students will know</i><br/>Advantages of becoming the chief financial administrator</li> </ul> <p><b>SKILLS and COMPETENCIES</b> <i>Students would be able to</i><br/> <b>differentiate</b> between the Bengal condition before and after in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-<br/>DOL1,2,3</p> <p><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>Who was the Governor General in Bengal ?</li> <li>How the company becomes Diwan?</li> <li>Why the company still saw itself primarily as a trader?</li> </ul> <p><b>Discussion of topic through Collaborative Learning: 15 min</b></p> <ul style="list-style-type: none"> <li>Students will develop <i>collaboration by taking part in discussion that why the company was unwilling to set up a regular system of settlement.</i></li> </ul> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/> <b>Closure: 5 min</b><br/> A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| <b>Resources</b>                                                                                                                  | Text Book:<br>NCERT text book for History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Self Study, Home Work, Assignments</b>                                                                                         | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessments</b>                                                                                                                | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>DAY</b>                                                                                                                        | <b>TWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Objective</b>                                                                                                                  | Provide a broad view of changes within the rural society through a focus on two contrasting regions.<br>Growth of new crops often disrupted the rhythms of peasant life and led to revolts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Questions from previous class about Diwani of Bengal ,Bihar and Orissa for whole class group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning Outcomes</b>                                                                                                          | <ul style="list-style-type: none"> <li>• <u>KNOWLEDGE</u>- <i>Students will know</i><br/>About the East India Company introducing Permanent settlement, Mahalwari and ryotwari.</li> </ul> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/><b>differentiate</b> between different land revenue settlement in <b>collaboration</b> with each other.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-<br/>DOL1,2,3</p> <p><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• Who was Charles Cornwallis?</li> <li>• What is the problem with Permanent settlement?</li> <li>• What do you mean by Ryots??</li> <li>• What is Mahal?</li> </ul> <p><b>Topic-All was not Well</b></p> <p><b>(Competencies: Critical thinking)</b><br/>Students will be divided into 6 group. Each group (would be given either the Permanent settlement, Mahalwari system, Ryotwari system) will find out the features and problems. Analysis will be done by groups, followed by cross questioning.</p> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: 5 min</b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                         | Text Book:<br>NCERT text book for History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Assessments                                                                                                                       | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>DAY</b>                                | <b>THREE</b>                                                                                                                                                                                |
| <b>Objective</b>                          | Provide a broad view of changes within the rural society through a focus on two contrasting regions.<br>Growth of new crops often disrupted the rhythms of peasant life and led to revolts. |
| <b>Assessment of qualifying knowledge</b> | Questions from previous class about the Permanent settlement, Mahalwari system, Ryotwari system for whole class group.                                                                      |
| <b>Learning Outcomes</b>                  | <ul style="list-style-type: none"> <li>• <u>KNOWLEDGE</u>- <i>Students will know</i></li> </ul>                                                                                             |

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|                                                                                                                                   | <ul style="list-style-type: none"> <li><b>Topic-Crops for Europe</b></li> </ul> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/>Students will analyse the variety of method used by British to expand the cultivation.<br/>.Students will differentiate the crops grown in temperate and tropics region</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-<br/>DOL1,2,3</p> <p><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>Why the condition of Peasants was not good under any system?</li> <li>Why Munro system was introduced in South India?</li> <li>Which land revenue settlement was better and why?</li> </ul> <ul style="list-style-type: none"> <li><b>Topic-The demands for Indian indigo</b><br/>(Competencies: Communication)<br/>Students will work in pair and discuss about the two main systems of Indigo cultivation.</li> </ul> <p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: 5 min</b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                         | Text Book:<br>NCERT text book for History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assessments                                                                                                                       | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>DAY</b>                                                 | <b>FOUR</b>                                                                                                                                                                                                                                                                                                                                    |
| <b>Objective</b>                                           | Provide a broad view of changes within the rural society through a focus on two contrasting regions.<br>Growth of new crops often disrupted the rhythms of peasant life and led to revolts.                                                                                                                                                    |
| <b>Assessment of qualifying knowledge</b>                  | Questions from previous class about two main systems of Indigo cultivation for whole class group.                                                                                                                                                                                                                                              |
| <b>Learning Outcomes</b>                                   | <ul style="list-style-type: none"> <li><u>KNOWLEDGE</u>- <i>Students will know</i></li> </ul> <p><b>Blue rebellion and After.</b></p> <p><u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i><br/><b>differentiate</b> between the condition for cultivation of Indigo and other crops in <b>collaboration</b> with each other.</p> |
| <b>Transaction Methodology</b><br>(The teacher can use the | Transaction would proceed in the following manner-<br>DOL1,2,3                                                                                                                                                                                                                                                                                 |

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| mentioned techniques, wherever applicable, and can use any other too.) | <p><b>Anticipatory Set: <u>10 min</u></b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• What do you mean by blue rebellion?</li> <li>• What is Indigo commission?</li> <li>• Where is Champaran?</li> </ul><br><ul style="list-style-type: none"> <li>• <b>Topic-Setting up New Administration.</b><br/><b>(Competencies: Communication)</b><br/>Students will work in pair and discuss the new administrative policy of British era and today.</li> </ul><br><p><b>Independent Practice:</b> Students will go through NCERT text book.<br/><b>Closure: <u>5 min</u></b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                              | Text Book:<br>NCERT text book for History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Self Study, Home Work, Assignments                                     | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assessments                                                            | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |