

CLASS – VIII
LESSON PLAN HISTORY
Ch.8 CIVILISING THE NATIVE AND EDUCATING THE NATION

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. British rule affected rajas and nawabs,Peasants and tribals. 2. British wanted tio change their customs and values. 3. British rule affected all the sections of Indian society.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	1. The educational system that is seen as universal and normal today has a history. 2. The politics of education is linked to questions of power and cultural identity. 3. British implied systematic education.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students willlearn about</i> • Systematic education implied by british • The tradition of Orientalism. • The Grave errors of the East • Education for Commerce • Local schools working • The agenda for the National education.. <u>SKILLS-</u> • <i>Students will critically think about the new routines and rules introduced in education system by the British</i> • <i>Students will develop collaboration by exchanging their ideas about the orientalist and Anglicists.</i> • <i>Students would be able to enhance their creativityby creating mind map for entire chapter.</i> • <i>Students would be able to enhance their critical thinking skills by discussing the national education proposed by Mahatama Gandhi and the combine elements of modern western civilization with Indian tradition,proposed by tagore.</i>
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- 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 DOL1,2,3

mentioned techniques, wherever applicable, and can use any other too.)	Active Learning • Topic- How the British saw education. (Competencies: Critical thinking) Students will be brainstormed by showing the pictures William Jones, Colebrooke, Madrasa, Hindu college of Banars and the topic would be uncovered through questioning. Group Learning • Topic-What happened to the local Schools. (Competencies: Critical thinking) Students will be divided into 6 groups. Each group asked to write the changes or the introduce new elements in the present education system. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- The Agenda For a National Education. (Competencies: Collaboration, Critical thinking) Students will analyse the viewpoints of Mahatma Gandhi in the context of education. Discussion on national education proposed by Mahatma Gandhi. • Topic-Tagore's abode of Peace. (Competencies: Collaboration) Students will work in pair and analyse the difference in the viewpoints of Mahatma Gandhi and Rabindranath Tagore. • Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions as per NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark

	Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION(critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking)20 Marks INTERNAL ASSESSMENT20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Hot questions has to be done • Encouragement for referring other resources <i>For weak students:</i> • Easy questions has to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Discuss the reaction of the British officials towards the Oriental's vision of learning 2. Describe the reasons that Macaulay emphasized on, for teaching the English language. 3. Explain in detail the functioning of the local schools during the 1830s. 4. Describe the new measures undertaken by the company to improve vernacular education. 5. Elaborate on the impact of the new measures adopted by the company on the education of local population.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.8 CIVILISING THE NATIVE AND EDUCATING THE NATION
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	1. The educational system that is seen as universal and normal today has a history. 2. The politics of education is linked to questions of power and cultural identity. 3. British implied systematic education..
Assessment of qualifying knowledge	Students will be brainstormed by showing the pictures William Jones, Colebrooke, Madrasa, Hindu college of Banars and the topic would be uncovered through questioning
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i> The tradition of Orientalists And the Anglicists. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between Orientalists And the Anglicists collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What do you mean by linguist? • What is Madrasa? • What is Vernacular? Discussion of topic through Collaborative Learning: 15 min • Students will develop collaboration by discussing on the tradition of orientalism and anglicists, Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	1. The educational system that is seen as universal and normal today has a history. 2. The politics of education is linked to questions of power and cultural identity. 3. British implied systematic education.
Assessment of qualifying knowledge	Questions from previous class about two main tradition of education for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About the Wood's Despatch, the magna carta of Indian Education. • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the economic and moral use of wood's despatch, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Who was Lord Macaulay? • What was Macaulay minute? • When Wood's Despatch was introduced? • Topic-What happened to the local Schools. (Competencies: Critical thinking) Students will be divided into 6 groups . Each group asked to write the changes or the introduce new elements in the present education system . Analysis will be done by groups, followed by cross questioning. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	1. The educational system that is seen as universal and normal today has a history. 2. The politics of education is linked to questions of power and cultural identity. 3. British implied systematic education.
Assessment of qualifying knowledge	Questions from previous class about the Woods Despatch and new routines and rules for whole class group.

Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> .About the National education and mahatma gandhi's viewpoints on education. • Topic- The Agenda For a National Education. (Competencies: Collaboration, Critical thinking) Students will analyse the viewpoints of Mahatma Gandhi in the context of education .Discussion on national education proposed by Mahatma Gandhi
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What do you mean by National? • What do you mean by literacy? • What do you mean by abode? • Topic-Tagore's abode of Peace. (Competencies: Collaboration) Students will work in pair and analyse the difference in the viewpoints of Mahatma Gandhi and Rabindranath Tagore. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	1. The educational system that is seen as universal and normal today has a history. 2. The politics of education is linked to questions of power and cultural identity. 3. British implied systematic education.
Assessment of qualifying knowledge	Questions from previous class about the agenda of National education for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Tagore's abode of peace and shantiniketan. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between the Mahatma Gandhi and Tagore's view about education , in collaboration with each other.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • Where is santiniketan? • What was Tagore's contribution ? • What do you mean by creative learning? • Topic-Tagore's abode of Peace. (Competencies: Collaboration) Students will work in pair and analyse the difference in the viewpoints of Mahatma Gandhi and Rabindranath Tagore. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)