

CLASS – VIII
LESSON PLAN HISTORY
CH: 12 INDIA AFTER INDEPENDENCE

Unit	HISTORY
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. About India after Independence in 1947 2. Formation of constitution 3. Formation of regional states 4. New five year plan for the development of the independent country
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to unravel the story of an Indian Nationalism entered into a new phase, role of Mahatma Gandhi and Independence and partition, about the successes and failures of the Indian democracy in the last fifty years and how newspapers and recent writings can be used to understand contemporary history.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> 1. About the challenges faced by the newly independent India in 1947 2. About the planned economic development 3. About the reforms implemented by the government since Independence 4. About India's progress as a developing nation and as a growing economy 5. About India's relation with its neighboring countries <u>SKILLS</u>- 1. Students will critically think about the problems that India faced after independence. 2. Students will understand the various means adopted by the government to handle these problems affectively through critical thinking and creativity. 3. Students will develop citizenship through understanding the policy and framework of the government executed to realise the goals set by the country's founding fathers. 4. Students will critically analyze about how India finally after they attained freedom.
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Active Learning • Topic- India after Independence- A new divided Nation (Competencies: Critical thinking and collaboration) Students will be asked to make groups and discuss the problems faced by the newly independent country India

wherever applicable, and can use any other too.)	Group Learning • Topic- A written Constitution (Competencies: Critical thinking and creativity and communication skills) Students in group of six will asked to discus the features of constitution framed for Independent India. Differentiation • Topic- Formation of States (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to find out about the state recognition commission and the how many states were formed 1953, the reason behind it and locate them on political map of India. • Topic- Planning and Development (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be divided in the group of five and asked to come up with plan of development and progress taken in India from 1951 till date. • 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.....3 marks 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 ASSESSMENT 20 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 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. Explain the problems which our country faced after independence. 2. Describe the four important features of the Indian constitution. 3. Elaborate on the formation of Andhra Pradesh after independence. 4. Draw a sketch on the work of Planning Commission which was set up in 1950. 5. Describe briefly the main features of India's foreign policy.

CLASS –VIII
DAY WISE CONSOLIDATED LESSON PLAN

CHAPTER CH: 12 INDIA AFTER INDEPENDENCE

SUBJECT: HISTORY

SESSION: 2019-2020

DAY	ONE
Objective	Students will be able to know that celebration of Independence brought some serious problems to face by India which needed a quick action. DOL 1,2,3,4
Assessment of qualifying knowledge	Questions from the real-life situation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The problems faced India after independence such as unity, development, princely states, settlement of refugees, political formations etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the problems arose after independence, 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- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • When did India got independence? • Name some freedom fighters. • What was the condition of India during independence. • Topic- India after Independence- A new divided Nation (Competencies: Critical thinking and collaboration) Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be asked to make groups and discuss the problems faced by the newly independent country India Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work. 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)

DAY	TWO
Objective	Students will be able to know how important it was to make Constitution after

	independence as India has come out the arbitrary rules. DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the eradication of problems after independence.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The features of Indian constitution such as universal adult sufferage, equality to socially and economically backward caste, abolition of evil practice of untouchability. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about features of Indian constitution and its importance, 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Imagine your school without rules and regulations. • What kind of situation will there without rules? • How can we solve the problem in simple method? • Topic- Topic- A written Constitution (Competencies: Critical thinking and creativity and communication skills) Students in group of six will asked to discuss the features of constitution framed for Independent India. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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 Economics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will able to know the cause for the formation of Indian states in 1953. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the importance of written constitution.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The demand of linguistic states and the contribution of the people in the same. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critically think</i> about the demand of linguistic states, 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Name the state you reside in. - Do you know the history of the State? - Who was the father of the Indian constitution? • Topic- Formation of States (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to find out about the state recognition commission and the how many states were formed 1953, the reason behind it and locate them on political map of India. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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	Students will be able to know that India was moving towards the development in the country by introducing five years plans. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the formation of states.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the five-year planes and their objective such as agriculture, education, upliftment of the lower caste, development of heavy industries etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critically think</i> about the objectives of five-year plan, in collaboration with each other.
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Name some newly formed states in 1953. - What were the needs of Indian people? - What was major occupation in rural and urban areas? Topic- Planning and Development (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be divided in the group of five and asked to come up with plan of development and progress taken in India from 1951 till date. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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	FIVE
Objective	Students would be able to do spirals and NCERT questions which will enhance their knowledge.
Assessment of qualifying knowledge	Questions from NCERT questions
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> Students would be able to attempt questions SKILLS and COMPETENCIES <i>Students would be able to</i> Develop a communication skills to discuss questions with the follow students and teacher 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- Independent Practice: Students will go through NCERT text book. Closure: 10 min A short oral test would be taken to check proper assimilation of the topic discussed.

any other too.)	
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	Completion of work in notebook