

SUBJECT-HISTORY
L-3 TOPIC-NATIONALISM IN INDIA

MONTH- OCT/NOVEMBER

PRE CONTENT/ CONTENT/POST CONTENT	LEARNING OUTCOMES/OBJECTIVES	
	GENERAL	SPECIFIC
<u>PRE CONTENT</u> - Establishment of the British rule in India <u>CONTENT:</u> - Emergence of Nationalism in India - Khilafat & non co-operation Movement in India - Salt March & the beginning of the Civil Obedience Movement. - Movements of peasants, workers & tribal's. activities of different political groups. • POST- CONTENT: Implementation of the ideas of Satyagraha. Cultural process through Nationalism captured the imagination of people • Worksheets	Students will be able to: - trace the origin of the growth of Nationalism in India. - trace the emergence of Indian national congress. - examine the characteristics of Indian Nationalism through a case study of Civil Disobedience Movement. - writings & ideas of different political groups & individuals e.g. Mahatma Gandhi etc. - infer the role of women in independence struggle of India - apply knowledge to complete the worksheet	Students will be able to: - identify the ways through which the Britishers exploited Indians. - discuss the various stages of the national movement in India. - research the Gandhian Era by focusing on different phases of Indian struggle against the British from Non co-operation to Civil Disobedience Movement - examine the ideas & roles of various political leaders like Mahatma Gandhi, Jawaharlal Nehru etc. in inculcating the feeling of nationalism among the people. - appreciate the role of women leaders & masses in the anti-imperialist struggle in India. - collaboratively work and solve the worksheet

HOMEWORK/ASSIGNMENT:

- Complete NCERT back exercises
- Imagine yourself as a nationalist fighting for swaraj .With which phase of INC would you like to get associated and why?

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will: - recall the important stages of Indian National Movement before 1914 by asking objective type of questions for recapitulation. - guide the students to find out the causes of the Non-Co-operation Movement after discussing the causes of Khilafat Movement. - highlight the contribution of Mahatma Gandhi in bringing workers together in national movement Annexure-(H3)-guide the students to complete the activity and refer to the worksheet given in the Annexure-(H3)	Students will: - reiterate the various stages of Indian Freedom Struggle and write the answers of objective type of questions in practice notebook. - prepare a flow chart showing the important movements, its common & different factors, and the nature of movement & pattern of participation. - make notes of all groups and communities which participated in national movement Annexure-(H3)- follow the instructions to complete the activity and do the worksheet given in the Annexure-(H3)	Teacher will write her own observations after the completion of the topic.

Teaching Aids: - Teacher learner interaction. Worksheets, Group work, Activity sheet

Methodology/Innovative Methods: - Activity (Group Work), Discussion, MCQs

Interdisciplinary Link- Political Science, Economics, Philosophy

HOD

COORDINATOR

VICE PRINCIPAL

PRINCIPAL

ANNEXURE (H3): Teacher will guide the students to complete the activity.

ANNEXURE (h3): Students will follow the instructions to complete the activity.

ACTIVITY NO. – H-3

Subject	History
Class	X
Chapter/Unit	Ch-3 Nationalism in India
Topic	The Sense of Collective Belonging
Time	40 Minutes
Nature of Activity	Group Activity

What will I learn?

Student will be able to:

- familiarize with the writings and ideas of different political groups and individual
- appreciate the ideas promoting Pan Indian belonging.
- recognize the causes for the sense of collective belonging.
- work effectively as a team member.

Skills: Understanding, Analyzing, Evaluating, Expressing, Presenting ideas, Creating Preserving cultural heritage and Displaying love for the country.

What do I have to do?

To do research work and complete the observation table.

What do I require?

Newspaper , textbook, scrap book ,coloured pen , paper , glue ,pictures and internet

What do I need to know?

Meaning of colonialism and India was a colony of England for 190 years.

➤ Teacher's Activity-

Teacher will:

- explicate the students- how a variety of cultural processes developed a sense of collective belongingness in India during 19th century through images and illustrations given in the textbook.
- divide the class into groups of four .

- ask each group members to research on following topics, analyse and discuss how they contributed in India's freedom struggle.
 - Figures or Image
 - Indian Folklore
 - Use of Icons and Symbols
 - Reinterpretation of History

How will I proceed?

➤ Student's Activity-

Students will:

- follow the instructions given by the teacher
- do research work on the topics allotted to them .

What have I observed?

<u>Cultural Processes</u>	<u>Contribution in India's freedom struggle</u>
Figures and Images	
Indian Folklore	
Use of Icons and symbols	
Reinterpretation of History	

What have I learnt?

The image of country India was transformed as Bharat Mata first by_____

Later other artist _____ too painted the image of Bharat Mata portraying her as a calm, composed ,divine and spiritual figure.

Nationalist leaders made every possible effort to collect folk songs and legends._____ himself began to revive folk tales,cultures . Natesa Sastri published a four volume collection of Tamil folktales_____.

What am I curious to learn?

If Gandhiji was present today, what would have been his modern tools in this competitive world?

Let me evaluate myself

Q1) “Ideas of nationalism also developed through a movement to revive Indian folklore.” Support the statement with five examples.

Q2) Find out the names of authors of following books:

- a) Ananda math
- b) Hind Swaraj
- c) The Folklore of Southern India

Q3) “Method of reinterpretation of history was followed to encourage a feeling of Nationalism”. Give any five arguments to support this statement.

Q4) Who created the image of Bharat Mata ?

- a) Abanindranath Tagore
- b) Bankim Chandra Chattopadhyay
- c) Netesa Sastri
- d) Sir Mohammad Iqbal
