

LESSON PLAN
(LIP MODEL)

CLASS : 7
SUBJECT : SOCIAL
NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER:
SCHOOL NAME:
TEACHING PERIODS : 05 PRACTICE PERIODS : 05

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
THE UNIVERSE AND THE EARTH	PREREQUISITES	1+1			UNIVERSE SOLAR SYSTEM ENVIRONMENT NATURAL ENVERONMENT LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE HUMAN ENVIRONMENT MAN-MADE ENVIRONMENT POLLUTION DISASTER
	THE UNIVERSE THE SOLAR SYSTEM	1+1			<ul style="list-style-type: none"> The Universe is a vast space that contains many unimaginable elements. The sun, eight planets and their satellites are together called as the solar system.
	ENVIRONMENT COMPONENTS OF THE ENVIRONMENT NATURAL ENVIRONMENT	1+1			<ul style="list-style-type: none"> An environment is a natural system that works with all living and non- living things including plants, animals and micro-organisms in an area.
	LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE	1+1			<ul style="list-style-type: none"> Components of Natural Environment - Lithosphere, Hydrosphere, Atmosphere and Biosphere.
	HUMAN ENVIRONMENT MAN-MADE ENVIRONMENT FACTORS OF POLLUTION DISASTERS	1+1			<ul style="list-style-type: none"> Our surroundings which are formed with human beings are called human environment. Our surroundings which are made by the human beings are called man-made environment. Addition of various impurities to the environment is pollution. Disasters is serious disruption that occurs in short or long term.

PRIOR CONCEPTS/SKILLS :

- The Universe.
- The Solar System.
- Environment.
- Factors of pollution.
- Disasters.

LEARNING OUTCOMES

TLM

NO. OF PERIODS REQUIRED



The learner is able to

- Understand the origin of the Universe and the Solar system.
- Understand the components of the Environment.
- Appreciate the role of minerals in human life.
- Know about the important realms of the Earth.
- Locate various water bodies on the world map.
- Describe relations among the components of the environment.
- Know the factors effecting air and water pollution.
- Suggest preventive measures of disasters.

PICTURES
CHARTS
VIDEOS
DIKSHA CONTENT
PPTs

10

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>PREREQUISITES:</p> <ul style="list-style-type: none"> Teacher writes keywords and key concepts on the board and read for the students. Ask questions on prerequisites and explain in brief. <p style="text-align: center;"> UNIVERSE SOLAR SYSTEM ENVIRONMENT NATURAL ENVERONMENT LITHOSPHERE HYDROSPHERE ATMOSPHEREBIOSPHERE HUMAN ENVIRONMENT MAN-MADE ENVIRONMENT POLLUTION DISASTER </p> <ol style="list-style-type: none"> What is Universe? What do you know about Solar system? What is environment? 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>What is Universe?</p>
<p>MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic.</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> What do you see in these pictures? Do you know about these pictures? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>THE UNIVERSE AND THE EARTH</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	

RELEVENCE OF THE LESSON:

- Teacher conduct discussion through questions about the importance of the lesson.
- Why is life not possible on all planets?
- Scientists are now trying to explore more about moon and other planets. Do you think their efforts benefit us?

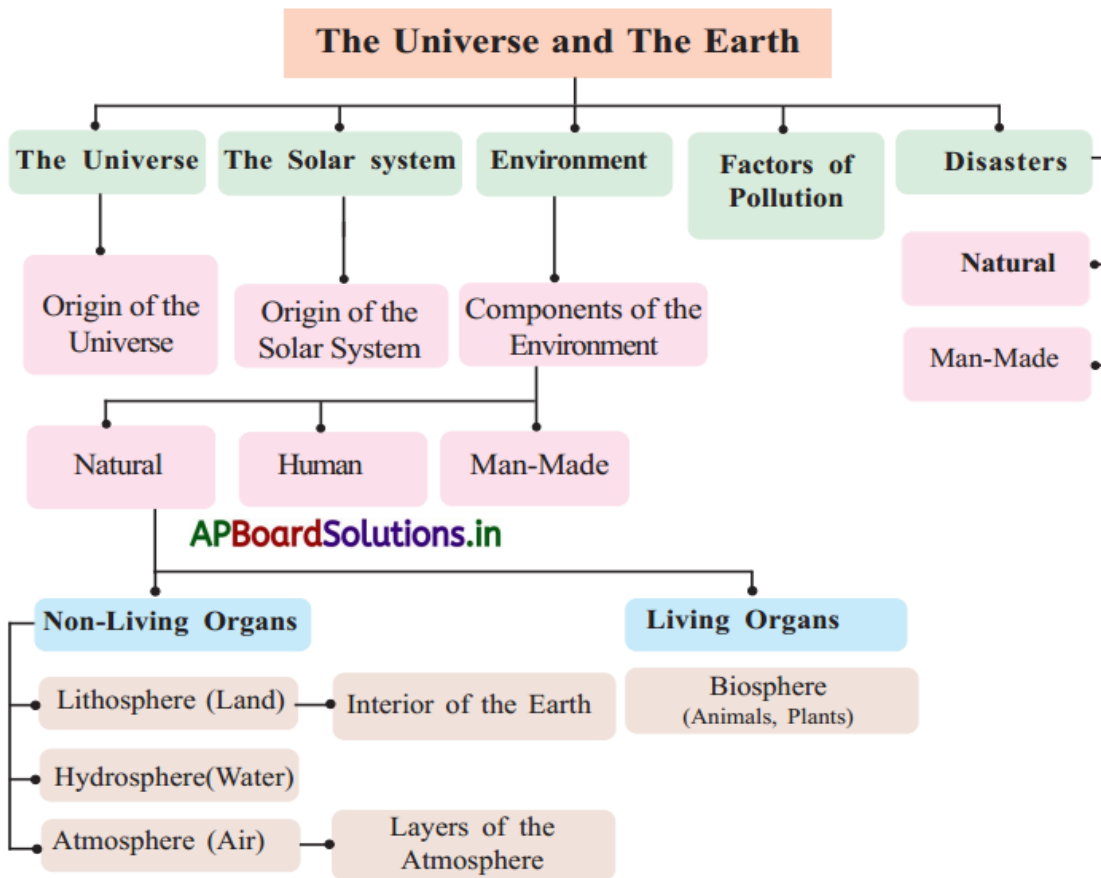
Students ask questions and participate in the discussion.

Students write questions/concepts what they want to know in the chapter.

What is environment?

CONCEPT MAP:

- Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

UNIVERSE SOLAR SYSTEM ENVIRONMENT NATURAL ENVIRONMENT
LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE
HUMAN ENVIRONMENT MAN-MADE ENVIRONMENT POLLUTION
DISASTERS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

1. Big Bang theory () A)Nicolaus Copernicus
 2. Geocentric theory () B)Georges Lemaitre.
 3. Heliocentric theory () C)Ptolemy.
- Connect with “was proposed by”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

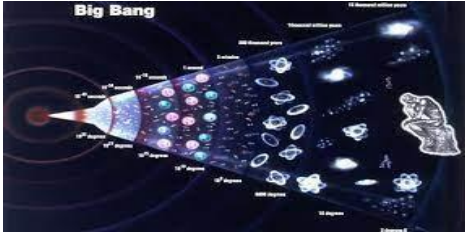

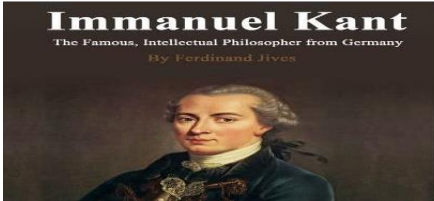



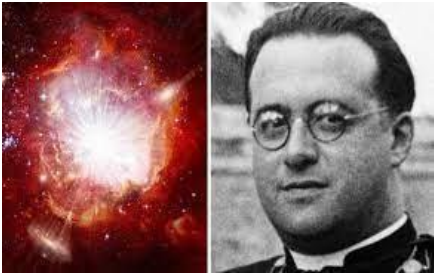
- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
-
- Teacher asks the following questions based on the synopsis.
 1. What do you know about the Universe?
 2. “Natural environment is different from the man-made”. Why?

SYNOPSIS ON THE BLACK BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>ASTRONOMY ASTRONOMER COSMOLOGY BIG BANG THEORY LIGHT YEAR</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>What is called light year?</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>BIG BANG THEORY</p> </div> <div style="text-align: center;">  <p>SOLAR SYSTEM</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Immanuel Kant The Famous, Intellectual Philosopher from Germany By Ferdinand Joven</p> </div> <div style="text-align: center;">  <p>NICOLAUS COPERNICUS</p> </div> </div> <ol style="list-style-type: none"> 1. What is Astronomy? 2. What are the observations of Galileo? 3. What is Big Bang theory? 4. What do you know about a light year? 5. Mention the theories about the origin of the solar system? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p> <div style="text-align: center;">  <p>GALILEO</p>  <p>PTOLOMY</p>  <p>GEORGES LEMAITRE</p> </div>	<p>What is called light year?</p>
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> The Universe is a vast space that contains many unimaginable elements. The science that studies the Universe is called Astronomy. Scientific research in astronomy began with the Italian astronomer named Galileo. He made a device called a telescope. The Big Bang theory was first proposed by a Georges Lemaitre. Geocentric theory was proposed by Ptolemy. Heliocentric theory was proposed by Nicolaus Copernicus. 	<p>Writes synopsis on their own. Read synopsis in groups.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ASTRONOMY ASTRONOMER COSMOLOGY BIG BANG THEORY LIGHT YEAR

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

According to

Geocentric theory the Earth as its centre.

Heliocentric theory the sun as its centre.

The Nebular Hypothesis the planets were formed out of a cloud of dust and gases associated with the sun.

- Use “According to” and form sentences.
Ex: According to Geocentric theory the Earth as its centre.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

1. What is Astronomy?

2. What are the observations of Galileo?

3. What is Big Bang theory?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ENVIRONMENT WORLD ENVIRONMENT DAY NATURAL ENVIRONMENT BIOTIC	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Biotic means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <div style="text-align: center;"> </div> <p>1. What is Environment? 2. What are the components of the environment? What do you mean by Natural environment?</p>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> An environment is a natural system that works with all living and non-living things including plants animals and micro- organisms in an area. It is a combination of both the natural and man-made components. The word “Environment” is derived from the French word Environer/Environner meaning ‘neighbourhood’. 	Writes synopsis on their own. Read synopsis in groups.	Read synopsis individually	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ENVIRONMENT WORLD ENVIRONMENT DAY NATURAL ENVIRONMENT BIOTIC

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

1. The solid part of the earth () A) Biosphere.
2. The water bodies on the earth () B) Atmosphere.
3. The air surrounding on the earth () C) Hydrosphere.
4. The living beings on the earth () D) Lithosphere.

- Connect with “is called”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

Teacher has to write summary of the lesson on the board.

Initially teacher read sentences and ask students to repeat after him. Ask students to read one by one.

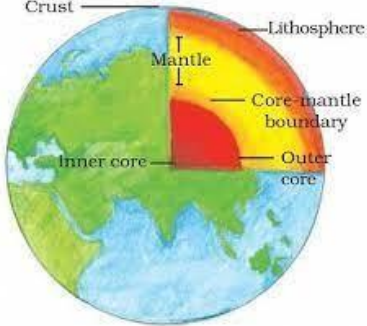
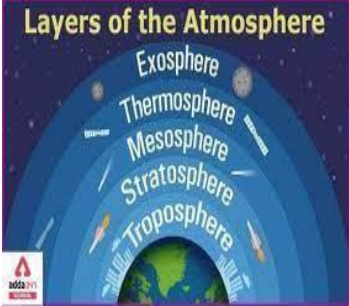
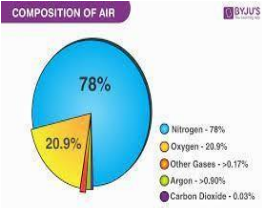

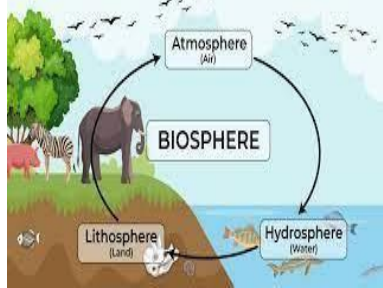
Ask students to explain meaning of those sentences.

- Teacher asks the following questions based on the synopsis.

1. What is Environment?
2. What are the components of the environment?
3. What do you mean by Natural environment

SYNOPSIS ON THE BOARD

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE CRUST MANTLE CORE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Mantle means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,   <ol style="list-style-type: none"> 1. What are the layers of the earth? 2. Into how many layers the atmosphere is divided? 3. Why can't we use total water on the earth? 4. What measures do you suggest to protect Biosphere? 5. Locate all oceans in the world map? 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p> 	<p>What is Biosphere?</p> 
SYNOPSIS READING	<ul style="list-style-type: none"> The solid part of the Earth is called Lithosphere. The Earth consists of three layers. They are 1.Crust 2.Mantle 3.Core. All the water bodies present on the Earth's surface are collectively known as Hydrosphere. The thin envelop of air surrounding the Earth is called Atmosphere. Biosphere is an environment where micro organisms, plants, animals and humans live together. 	Writes synopsis on their own. Read synopsis in groups.	Read synopsis individually.	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE CRUST MANTLE CORE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- | | | | | | |
|--------------------------------------|--------|---------------------------|---------|--------|------------------|
| 1. Every year June 5 th | () | A) World Ozone Day. | 1.Litho | () | A) life |
| 2. Every year April 22 nd | () | B) World Water Day. | 2.Hydor | () | B) vapour |
| 3. Every year March 22 nd | () | C) World Earth Day. | 3.Atmos | () | C) water |
| 4. Every year Sep 16 th | () | D) World Environment Day. | 4.Bios | () | D) stone or rock |

- Connect with “is celebrated as”
- * Connect with “means”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

Teacher has to write summary of the lesson on the board.
Initially teacher read sentences and ask students to repeat after him. Ask students to read one by one.
Ask students to explain meaning of those sentences.

Teacher asks the following questions based on the synopsis.

1. What are the layers of the earth?
2. Into how many layers the atmosphere is divided?
3. Why can't we use total water on the earth?




SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	HUMAN ENVIRONMENT HUMAN MADE ENVIRONMENT POLLUSTION FLOOD DROUGHT EARTH QUAKE DISASTERS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	

<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> 1. What is meant by human environment? 2. What is meant by man-made environment? 3. What are the factors of air pollution and water pollution? 4. Suggest measures to reduce water pollution and air pollution? 5. Prepare two slogans on the protection of environment? 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p>	 
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> Our surroundings which are formed with human beings are called human environment. Our surroundings which are made by the human beings are called man-made environment. Addition of various impurities to the environment is pollution. Disaster is a serious disruption that occurs in the short or long term. 	<p>Writes synopsis on their own. Read synopsis in groups.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

HUMAN ENVIRONMENT HUMAN-MADE ENVIRONMENT POLLUTION FLOOD DROUGHT EARTHQUAKE DISASTERS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

1. Natural environment () A) buildings, factories, parks, roads, bridges etc.,
2. Human environment () B) individual, family, community, religious, educational, economic, political situations etc.,
3. Human-made environment () C) lithosphere, hydrosphere, atmosphere and biosphere.

- Connect with “consists of”

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

Teacher has to write summary of the lesson on the board.

Initially teacher read sentences and ask students to repeat after him. Ask students to read one by one.

Ask students to explain meaning of those sentences.

* Teacher asks the following questions based on the synopsis.

1. Mention the types of disasters?
2. Prepare two slogans about prevention of disasters?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN
(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 05

PRACTICE PERIODS : 05

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
FORESTS	PREREQUISITES	1+1			TRADE TERRITORY COMPANY ZAMINDARS SUBADARS
	INTRODUCTION CLIMATE REGIONS	1+1			<ul style="list-style-type: none"> Different climatic regions.
	CONCEPT OF FOREST TYPES OF FORESTS	1+1			<ul style="list-style-type: none"> Different types of forests.
	FORESTS IN INDIA FORESTS IN ANDHRA PRADESH TRIBES IN ANDHRA PRADESH	1+1			<ul style="list-style-type: none"> Forests in India and Andhra Pradesh.
	USES OF FORESTS ISSUES AND REASONS FOR DEFORESTATION SOCIAL FORESTRY AND CONSERVATION OF FORESTS	1+1			<ul style="list-style-type: none"> Uses of forests, social forestry and conservation of forests.

PRIOR CONCEPTS/SKILLS:

CLIMATE REGIONS

CONCEPT OF FOREST

TYPES OF FORESTS

FORESTS IN INDIA

FORESTS IN ANDHRA PRADESH

TRIBES IN ANDHRA PRADESH

USES OF FORESTS

ISSUES AND REASONS FOR DEFORESTATION

SOCIAL FORESTRY AND CONSERVATION OF FORESTS

LEARNING OUTCOMES


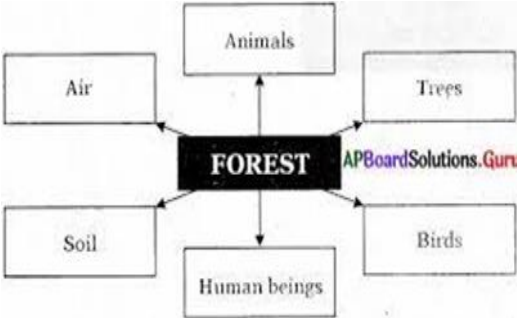
NO. OF PERIODS
REQUIRED

The learner is able to

- Know the different climatic Regions in the world and identify them in the world map.
- Understand the concept of the forest, social forestry and differentiate various forests.
- Analyse the issues related to deforestation and identify the reasons.
- Appreciate the role of forests in human life.
- Create a table with the information regarding various forests.
- Locate important forests in the outline map of India and A.P.

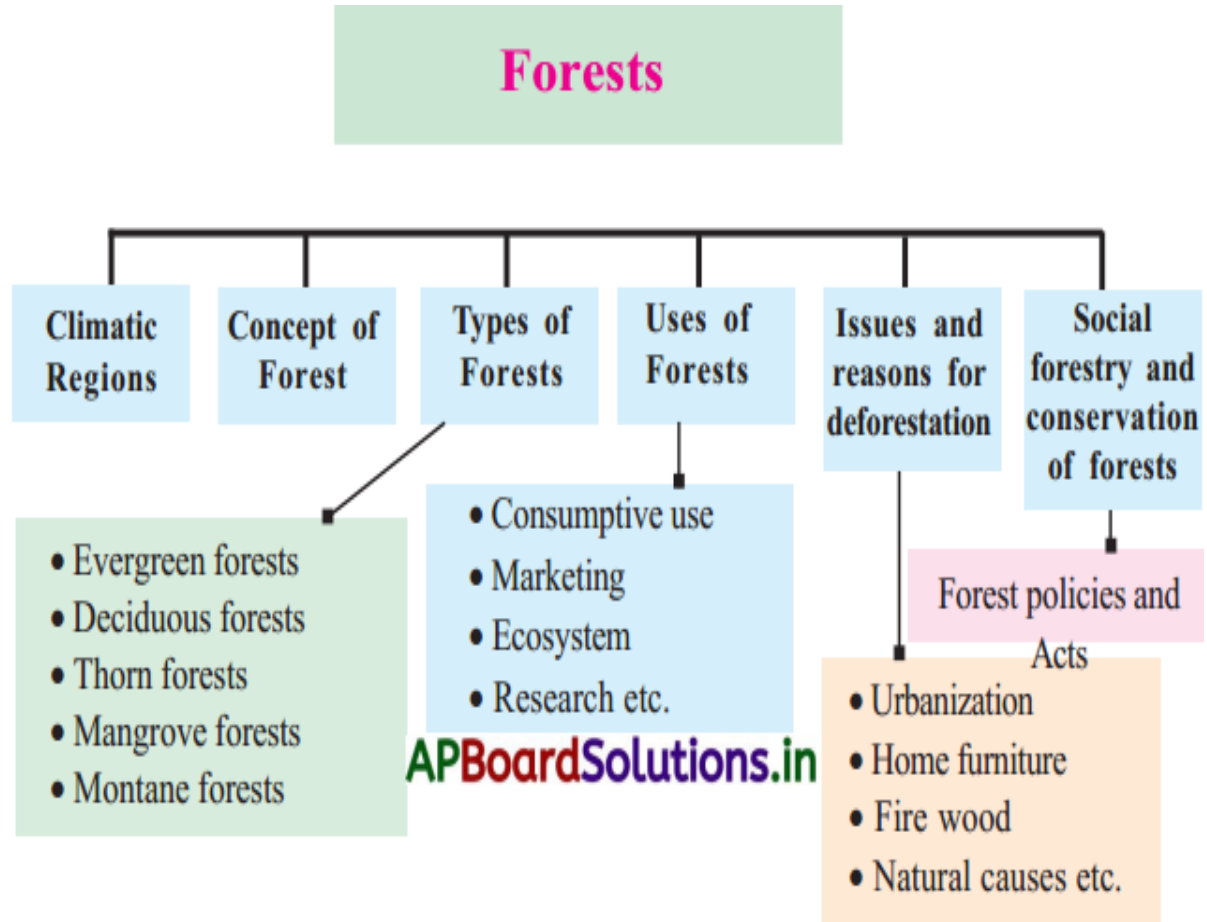
10

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>PREREQUISITES:</p> <p>* Teacher writes keywords and key concepts on the board and read for the students. CLIMATE FLORA FAUNA FOREST</p> <p>*Ask questions on Prerequisites and explain in brief.</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p>MIND MAP/TITLE OF THE LESSON :</p> <ul style="list-style-type: none"> Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">  </div> </div> <ol style="list-style-type: none"> What do you observe in the above picture? What are the components you can see in the forest? 	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	<p>Name the trees which are grown in your locality?</p>
<p>RELEVENCE OF THE LESSON:</p> <ul style="list-style-type: none"> Teacher conduct discussion through questions about the importance of the lesson. <ol style="list-style-type: none"> What is climate? How many climatic regions are there in the world? What is forest? 	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/c oncepts what they want to know in the chapter.</p>	

CONCEPT MAP:

- Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
FLORA FAUNA FOREST

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING: MATCH THE FOLLOWING

1. *Group-A*

1. Evergreen forests ()
2. Deciduous forests ()
3. Montane forests ()
4. Mangrove forests ()

Group-B

- a) Snow Leopard.
- b) Variety of fishes.
- c) Lion tailed macaque.
- d) Different kinds of deers

Group-A

1. High rainfall ()
2. Little rainfall ()
3. Coastal line ()
4. Mountain region ()

Group-B

- a) Mangrove forest.
- b) Montane forests.
- c) Evergreen forests.
- d) Thorny forests

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :


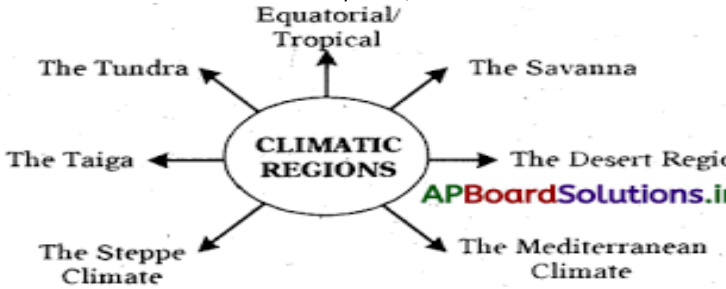



- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Express your views about the forest in your own words.

SYNOPSIS ON THE
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	CLIMATE SELVAS SAVANNA STEPPE TAIGA TUNDRA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,  <ol style="list-style-type: none"> How many climatic regions are there in the world? Compare the climate of the various climatic regions. 	<p>Students participated group reading in their respective group.</p> <p>Tundra Region</p> 	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p>Red Indians in the Amazon basin</p>  <p>Pigmies in the Congo basin</p> 
SYNOPSIS READING	<ul style="list-style-type: none"> The world has several climatic zones. Geographers defined the climatic region based on temperature and precipitation. There are seven climatic regions in the world. They are 1. Equatorial region. 2. The Savanna. 3. desert region. 4. Mediterranean climate. 5. Steppe climate. 6. Taiga. 7. Tundra. The tropical climatic region with dense forests are called "Selvas." Sahara desert is the biggest desert in the world. 	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
CLIMATE SELVAS SAVANNA STEPPE TAIGA TUNDRA

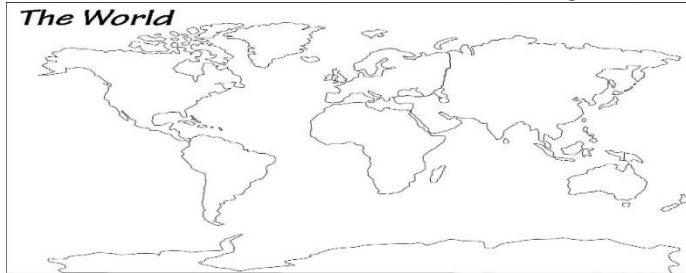
STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:
MATCH THE FOLLOWING

1. Equatorial Region () a) Congo basin
2. Savanna Region () b) Amazon basin
3. Desert Region () c) between 20 to 30 degrees North and South latitudes on the western margins of the continents.
4. Red Indians () d) between 10 to 20 degrees North and South latitudes of the equator
5. Pigmies () e) between 5 to 10 degrees North and South latitudes of the equator

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
1. What is impact of climate on natural vegetation in climatic regions?
 2. Locate 1) Sahara desert 2) Thar Desert 3) Congo 4) Alaska 5) Russia in the world map?

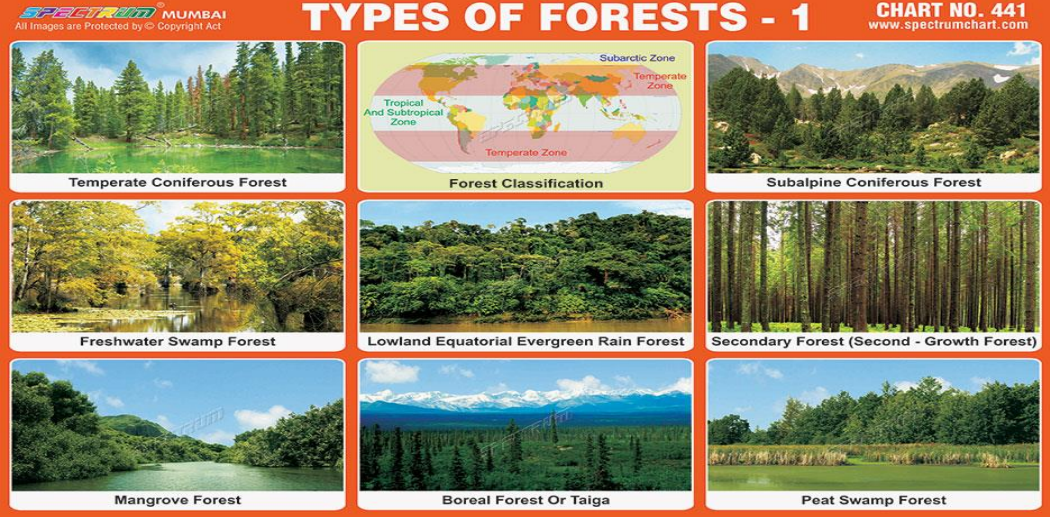
SYNOPSIS ON THE BOARD



STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEYWORDS/ CONCEPTS	HABITATION PODU CULTIVATION FLORA FAUNA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'flora' and 'fauna.'
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,  <ol style="list-style-type: none"> Trees om deciduous forests shed their leaves. When and why? Mangrove forests are natural protectors of sea coast. Discuss. 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> Large area covered with trees or shrubs in natural habitation in particular place is called forest. Forests are the places for survival for the tribals and variety of flora and fauna. Forests are divided into five types based on climate, rainfall and types of soils. They are 1.Evergreen forests. 2.Deciduous forests. 3.Thorny forests. 4.Mangrove forests. 5.Montane forests. 	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

PUPPET ASSASSINATED NABOBS INJUNCTION PRIVILEGES DIWAN

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READIN:

- Fill up the following table.

Types of forests	Extent	Flora	Fauna
Evergreen forests			APBoardSolutions.Guru
Deciduous forests			
Thorny forests			
Mangrove forests			
Montane forests			

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

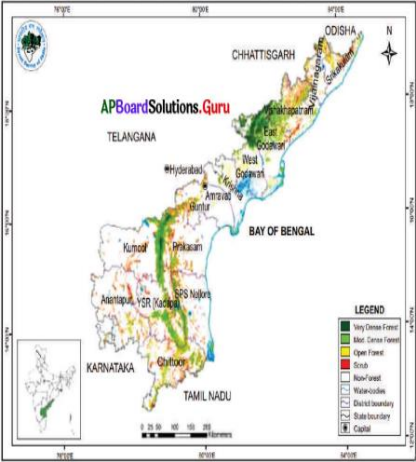

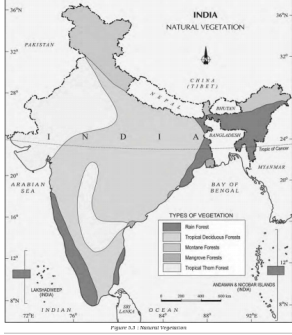

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Describe briefly about the evergreen forests?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS																																													
KEY WORDS/ CONCEPTS	DENSITY TRIBES IUCN DUNDARBANS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand IUCN.																																													
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <div style="display: flex; justify-content: space-around;">  <table border="1" data-bbox="696 619 1144 1082"> <thead> <tr> <th colspan="3">FOREST COVER IN AP</th> </tr> <tr> <th>District</th> <th>Area in sq km</th> <th>Coverage</th> </tr> </thead> <tbody> <tr><td>Anantapur</td><td>998</td><td>5.22%</td></tr> <tr><td>Chittoor</td><td>3,273.68</td><td>21.61%</td></tr> <tr><td>E Godavari</td><td>5,121.0</td><td>39.99%</td></tr> <tr><td>Guntur</td><td>892.92</td><td>7.84%</td></tr> <tr><td>Krishna</td><td>663.76</td><td>7.61%</td></tr> <tr><td>Kurnool</td><td>2,179.50</td><td>12.34%</td></tr> <tr><td>Prakasam</td><td>3,333.68</td><td>18.91%</td></tr> <tr><td>Nellore</td><td>1,468.93</td><td>11.23%</td></tr> <tr><td>Srikakulam</td><td>860.63</td><td>14.75%</td></tr> <tr><td>Visakhapatnam</td><td>3,773.88</td><td>33.81%</td></tr> <tr><td>Vizianagaram</td><td>1,113.58</td><td>17.03%</td></tr> <tr><td>W Godavari</td><td>1,728.31</td><td>20.32%</td></tr> <tr><td>Kadapa</td><td>4,376.03</td><td>28.49%</td></tr> </tbody> </table> </div> <ol style="list-style-type: none"> Which state has less forest cover. Give reason? Which type of forests do you find in your district? What are the uses of Red Sandalwood and Sandalwood? 	FOREST COVER IN AP			District	Area in sq km	Coverage	Anantapur	998	5.22%	Chittoor	3,273.68	21.61%	E Godavari	5,121.0	39.99%	Guntur	892.92	7.84%	Krishna	663.76	7.61%	Kurnool	2,179.50	12.34%	Prakasam	3,333.68	18.91%	Nellore	1,468.93	11.23%	Srikakulam	860.63	14.75%	Visakhapatnam	3,773.88	33.81%	Vizianagaram	1,113.58	17.03%	W Godavari	1,728.31	20.32%	Kadapa	4,376.03	28.49%	<p>Students participated group reading in their respective group.</p> <p>Kalivikodi</p> 	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	 <p>Chenchu tribe</p> 
FOREST COVER IN AP																																																	
District	Area in sq km	Coverage																																															
Anantapur	998	5.22%																																															
Chittoor	3,273.68	21.61%																																															
E Godavari	5,121.0	39.99%																																															
Guntur	892.92	7.84%																																															
Krishna	663.76	7.61%																																															
Kurnool	2,179.50	12.34%																																															
Prakasam	3,333.68	18.91%																																															
Nellore	1,468.93	11.23%																																															
Srikakulam	860.63	14.75%																																															
Visakhapatnam	3,773.88	33.81%																																															
Vizianagaram	1,113.58	17.03%																																															
W Godavari	1,728.31	20.32%																																															
Kadapa	4,376.03	28.49%																																															
SYNOPSIS READING	<ul style="list-style-type: none"> According to the National Forest Policy 1952, forest should cover 33% of surface of total area. Madhya Pradesh has the largest forest cover in the country and Haryana has the lowest forest cover in the country. As per Indian State Forests Reports 2019, Andhra Pradesh has a forest cover area of 37,392 sq.kms, which amounts to 22.94% of the total geographical area. In A.P., YSR Kadapa has highest forest area and Krishna has lowest forest area. 	Read synopsis in group.	Read synopsis individually/.																																														

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READIN

STEP 2 : **GROUP WORK (WE DO) – SIMILAR LINES READING :**

- Fill up the following table.

Types of forest	Extent	Flora

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
1. Why do tribal people reject to leave the forests?

SYNOPSIS ON THE
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ECOSYSTEM DEFORESTATION EXPLOITED URBANISATION GLOBAL WARMING SOIL EROSION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

• MATCH THE FOLLOWING

1. 1894 () a) Forest Right Act
2. 1950 () b) Forest Conservation Act
3. 1952 () c) National Forest Policy
4. 1980 () d) Forest Festival
5. 2006 () e) The Forest Law

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. “Forests are essential for us, but we destroy them.” Respond on this.
 2. Suggest a few measures for afforestation?

SYNOPSIS ON THE
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN
(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 05

PRACTICE PERIODS : 05

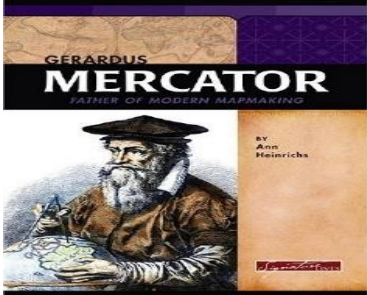

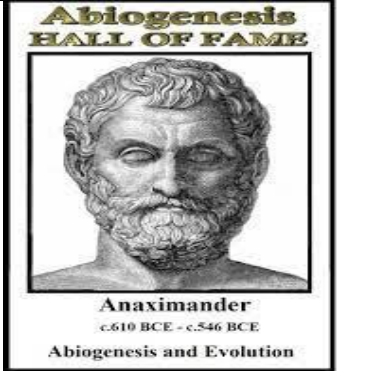
NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
LEARNING THROUGH MAPS	PREREQUISITES	1+1			GLOBE MAP CARTOGRAPHERS
	INTRODUCTION INDEX OF A MAP	1+1			Title, Directions, Scale, Conventional Symbols, Colours, Patterns, Legend, Latitude and Longitudes.
	TYPES OF MAPS: POLITICAL MAP Location and Extent of India	1+1			Political map, Location and extent of India.
	PHYSICAL MAP Contour Lines	1+1			Physical map and Contour lines.
	THEMATIC MAP HISTORICAL MAP	1+1			Thematic Map and Historical map.

PRIOR CONCEPTS/SKILLS:

- INDEX OF A MAP
- TYPES OF MAPS
- POLITICAL MAPS
- PHYSICAL MAPS.
- THEMATIC MAPS
- HISTORICAL MAPS

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The learner is able to</p> <ul style="list-style-type: none">• Understand and use the index of a map like Title, Scale, Symbols, Colours, Patterns in map reading, pointing and drawing.• Understand various types of maps like Political, Physical, Thematic and Historical and their uses.• Locate important countries in the world map, states in the India map.• Analyse various types of maps.• Prepare various types of maps.	PICTURES MAPS CHARTS VIDEOS DIKSHA CONTENT PPTs	10

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>PREREQUISITES:</p> <ul style="list-style-type: none"> * Teacher writes keywords and key concepts on the board and read for the students. GLOBE MAP CARTOGRAPHERS *Ask questions on Prerequisites and explain in brief. 1. Define “Cartographers.” 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p>MIND MAP/TITLE OF THE LESSON :</p> <ul style="list-style-type: none"> • Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic.  <p style="text-align: center;"><i>Route Map between two places</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>LEARNING THROUGH MAPS</p> </div>	<ol style="list-style-type: none"> 1.What do you notice in the map? 2.What does the blue mark in the map indicate? 3.Name the neighbouring countries of India? 4.Can you name any two states in the given route? 5.What are the different means of transportation shown in theMap? 	<p>Students read mind map in the group.</p>	

RELEVENCE OF THE LESSON:

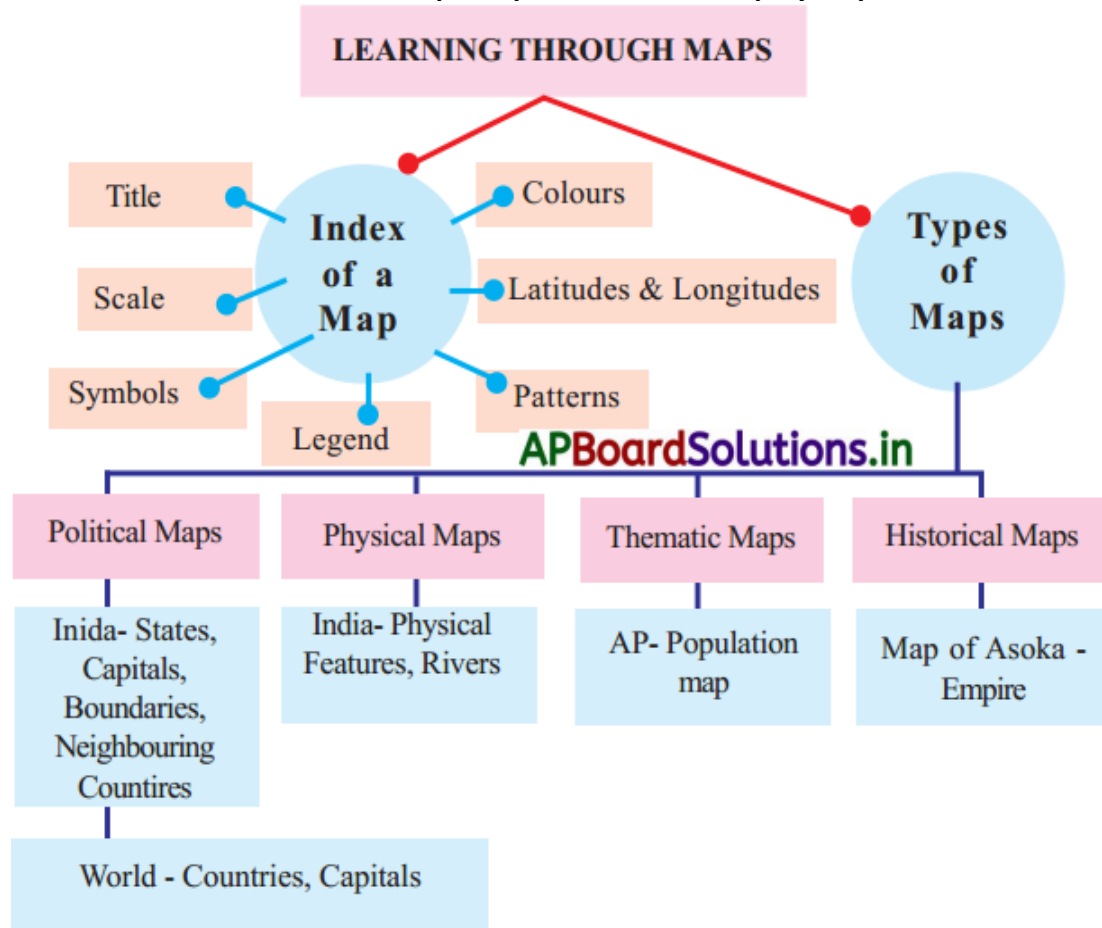
- Teacher conduct discussion through questions about the importance of the lesson.
1. What are the uses of maps?

Students ask questions and participate in the discussion.

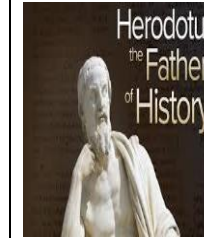
Students write questions/concepts what they want to know in the chapter.

CONCEPT MAP:

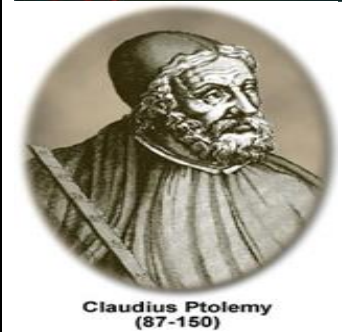
- Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.



Read concept map individually and copy the concept map in their note books.



Claudius Ptolemy (87-150)

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
ACCURATE VOYAGE SAILORS CLAY TABLETS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING: MATCH THE FOLLOWING



Route Map between two places

Observe the given map and respond.

1. What do you notice in the map?
2. What does the blue mark in the map indicate?
3. Name the neighbouring countries of India?
4. Can you name any two states in the given route?
5. What are the different means of transportation shown in the map?

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

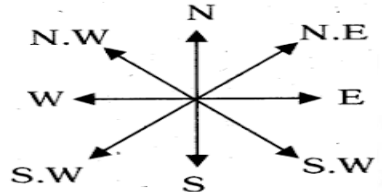
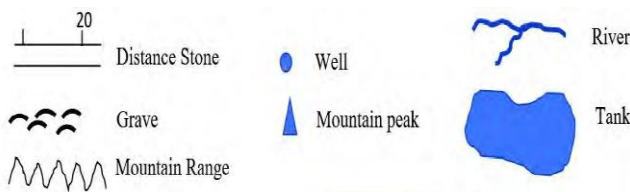
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

SYNOPSIS ON THE
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS																																																
KEY WORDS/ CONCEPTS	<p>TITLE DIRECTIONS SCALE CONVENTIONAL SYMBOLS COLOURS PATTERNS LEGEND LATITUDES LONGITUDES</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>What is scale?</p>																																																
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>DIRECTIONS</p>  </div> <div style="text-align: center;"> <p>CONVENTIONAL SYMBOLS</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>COLOURS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"><i>As Per Height</i></th> <th colspan="2" style="text-align: left;"><i>As per Themes</i></th> </tr> </thead> <tbody> <tr> <td>Green</td><td>Plains (low lands - 0-100 MSL)</td> <td>Dark Green</td><td>Forest</td> </tr> <tr> <td>Light Green</td><td>Grasslands</td> <td>Light Green</td><td>Grasslands</td> </tr> <tr> <td>Yellow</td><td>Plateaus (200-1000 MSL)</td> <td>Yellow</td><td>Plateaus</td> </tr> <tr> <td>Orange</td><td>Height (1000-3000 MSL)</td> <td>Dark Grey</td><td>Mountains</td> </tr> <tr> <td>Violet</td><td>3000-7000 approx. from MSL</td> <td>Light Grey</td><td>Hills</td> </tr> <tr> <td>White</td><td>7000-8000 MSL</td> <td>White</td><td>Places where minerals are available</td> </tr> <tr> <td></td><td></td> <td>Black</td><td>Boundaries</td> </tr> <tr> <td></td><td></td> <td>Light Red</td><td>Wastelands</td> </tr> <tr> <td></td><td></td> <td>Light Blue</td><td>Tanks, Rivers, canals etc.</td> </tr> <tr> <td></td><td></td> <td>Dark Blue</td><td>Seas and Oceans</td> </tr> <tr> <td></td><td></td> <td>Brown</td><td>Land useful for agriculture</td> </tr> </tbody> </table> </div> <ol style="list-style-type: none"> What are cardinal and intermediate directions of a map? What is the use of scale in a map? Expand MSL? 	<i>As Per Height</i>		<i>As per Themes</i>		Green	Plains (low lands - 0-100 MSL)	Dark Green	Forest	Light Green	Grasslands	Light Green	Grasslands	Yellow	Plateaus (200-1000 MSL)	Yellow	Plateaus	Orange	Height (1000-3000 MSL)	Dark Grey	Mountains	Violet	3000-7000 approx. from MSL	Light Grey	Hills	White	7000-8000 MSL	White	Places where minerals are available			Black	Boundaries			Light Red	Wastelands			Light Blue	Tanks, Rivers, canals etc.			Dark Blue	Seas and Oceans			Brown	Land useful for agriculture	<p>Students participated group reading in their respective group</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Legend</p> <p style="text-align: center; color: blue;">APBoardSolutions.Guru</p> <ul style="list-style-type: none"> ----- State Boundary ----- District Boundary ----- Railway ----- Golden Corridor ----- North-South corridor ----- National Highway ----- Coastal Road ☆ State Headquarters ● District Headquarters ● Other Places </div>
<i>As Per Height</i>		<i>As per Themes</i>																																																		
Green	Plains (low lands - 0-100 MSL)	Dark Green	Forest																																																	
Light Green	Grasslands	Light Green	Grasslands																																																	
Yellow	Plateaus (200-1000 MSL)	Yellow	Plateaus																																																	
Orange	Height (1000-3000 MSL)	Dark Grey	Mountains																																																	
Violet	3000-7000 approx. from MSL	Light Grey	Hills																																																	
White	7000-8000 MSL	White	Places where minerals are available																																																	
		Black	Boundaries																																																	
		Light Red	Wastelands																																																	
		Light Blue	Tanks, Rivers, canals etc.																																																	
		Dark Blue	Seas and Oceans																																																	
		Brown	Land useful for agriculture																																																	
SYNOPSIS READING	<ul style="list-style-type: none"> Maps make our travel easier and accurate in guiding us towards the destination. The Sailors and travellers had a great contribution in map making. The Greek map makers Anaximander, Hacataeus, Herodotus prepared maps from arranging the places from west to east. Gerardus Mercator introduced a method called projection that brought a great change in map making. Title, scale, symbols, legend, patterns, colours, latitude and longitudes are parts of a map. 	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>																																																	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
SCALE CONVENTIONAL SYMBOLS MSL

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

Identify the elements of the map and write their names in map 3.2.

Fill up the given table based on the scale given in the map 3.2.



Places : From - To	Distance in the above map	Actual Distance
Chennai to Hyderabad	3 CM	
Mumbai to Bhuvanesar	5 CM	
Panaji to Thiruvananthapuram	2.5 CM	
Gandhinagar to Jaipur	2 CM	
Kolkata to Ranchi		3000 KM
New Delhi to Kohima		2200 KM

STEP 3 : SYNOPSIS READING (WHLE CLASS WORK) :

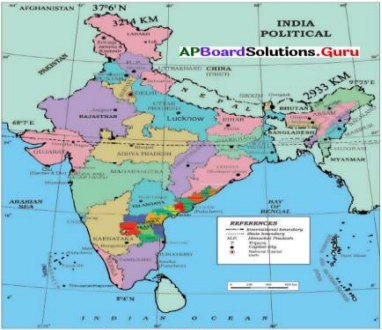

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Why do we use symbols in a map?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEYWORDS/ CONCEPTS	POLITICAL MAP GRID FRONTIERS TROPIC OF CANCER	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'grid.'
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,  <p><i>India - Political Map</i></p> <ol style="list-style-type: none"> Name the state closest to equator? What is tropic of cancer? Name the states through which the tropic of cancer runs? What is Grid? Name the Continents through which the Equator runs? 	<p>Students participated group reading in their respective group.</p>  <p><i>WORLD MAP</i></p>	<p>Read concept/flow chard individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> Political map shows the administrative units, neighbouring countries, boundaries, capitals etc., India is the seventh largest country in the world with an area of 3.28 million sq.kms., It has 28 states and 8 Union Territories. India is located in the southern part of the Asian continent. 	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

GRID FRONTIERS TROPIC OF CANCER

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

Fill up the following table with the help of the Indian Political Map (Map-3.4) that shares land frontier.

S.No	Neighbouring Country	States that share borders with

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

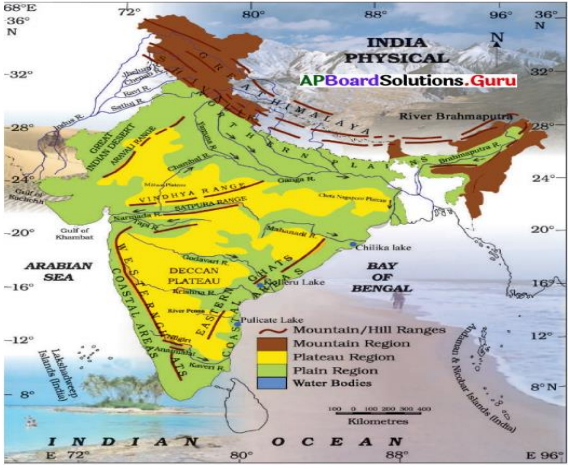
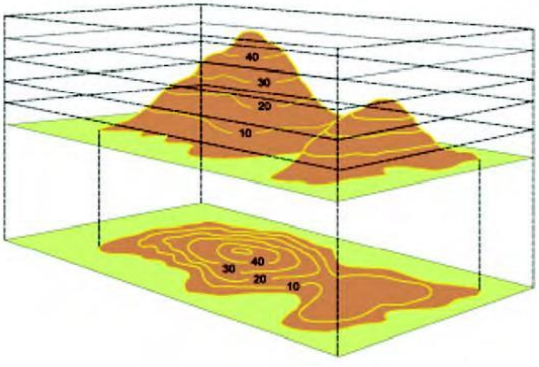
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Describe the location of India?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>PHYSICAL MAP PLATEAUS PENINSULAR PLATEAU CONTOUR LINES TOPOGRAPHY</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>Define 'topography.'</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,  <ol style="list-style-type: none"> 1. What does a physical map show? 2. What are contour lines? 3. Mention land forms of India? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p style="text-align: center; color: red;">CONTOUR LINES</p> 
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> The map that shows the information about the physical features of a place like mountain ranges, hills, plateaus, plains, rivers, lakes, highlands etc., is called physical map. The imaginary lines that connect the places of equal heights are known as Contour lines. 	<p>Read synopsis in group.</p>	<p>Read synopsis individually/.</p>	

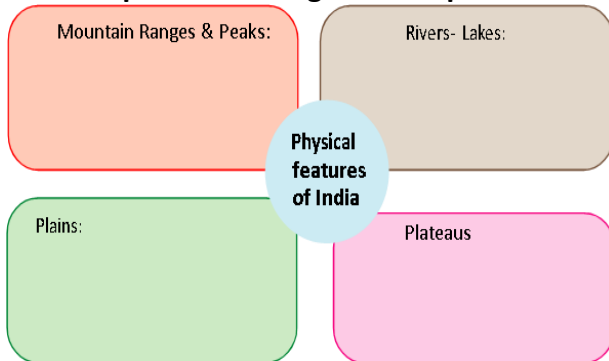
PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING

PHYSICAL MAP PLATEAUS PENINSULAR PLATEAU CONTOUR LINES TOPOGRAPHY

STEP 2 : **GROUP WORK (WE DO) – SIMILAR LINES READING :**

- **Fill up the following mind map with the help of the India-Physical Map (map-3.6).**



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
1. The rivers originated in western ghats flow towards east and join Bay of Bengal. Why?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT /STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	THEMATIC MAP TOPOSHEETS HISTORICAL MAP INSCRIPTIONS PROJECTION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is Toposheet? Ans: A map showing man made and natural features of ground.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <div style="display: flex; justify-content: space-around;"> <div data-bbox="282 683 752 1046"> <p>INDEX</p> <ul style="list-style-type: none"> Sandy Coastal Soils Red Soils Rocky Hilly Soils <p><i>Map-3.7: Andhra Pradesh- Soils</i></p> </div> <div data-bbox="763 683 1167 1046"> <p><i>Map-3.8: Temperature Map of India</i></p> </div> </div> <ol style="list-style-type: none"> What are thematic maps? What are Historical maps? 	Students participated group reading in their respective group	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<p>EDICTS OF ASHOKA</p> <ul style="list-style-type: none"> Major rock edicts Pillar edicts Minor rock edicts Territorial limits <p><i>Edicts of Ashoka Map</i></p>
SYNOPSIS READING	<ul style="list-style-type: none"> Maps that are prepared for a special purpose or on theme are called Thematic maps. For example, Natural Vegetation Maps, Soils Maps, Population Maps, Climatic Maps etc., The map that shows historical details are know as Historical maps. 	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

THEMATIC MAP TOPOSHEETS HISTORICAL MAP INSCRIPTIONS PROJECTION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- **Take an Andhra Pradesh map and prepare a Thematic map (Andhra Pradesh-Population Density Map) with the help of given data.**

Census – 2011: AP – population Density per sq KM

<i>S.No</i>	<i>District</i>	<i>Population per Sq. KM</i>
1	Srikakulam	463
2	Vizianagaram	359
3	Visakhapatnam	384
4	East Godavari	413
5	West Godavari	470
6	Krishna	518
7	Guntur	429
8	Prakasam	193
9	SPS Nellore	227
10	YSR Kadapa	188
11	Chittoor	275
12	Kurnool	230
13	Anantapur	213

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Based on map 3.7 prepare a table with the distribution of soils.
 2. Prepare a table with edicts of Ashoka and their location in the present states based on map 3.10.

SYNOPSIS ON THE
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN

(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 6

PRACTICE PERIODS : 6

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
4. DELHI SULTANATE	PREREQUISITES	1+1			KINGDOM EMPIRE SULTANATE DYNASTY
	HISTORY <ul style="list-style-type: none"> What is History? Why do we study History? Sources of History 	1+1			<ul style="list-style-type: none"> History is considered as the record of the past factual events. It gives us the information about the past of the society in diverse spheres. It helps to build out present and future. So, we have to study history. Archaeological. Literary sources.
	RULERS OF DELHI SULTANATE <ul style="list-style-type: none"> Early Invasions of India Slave or Mamluk Dynasty Khilji Dynasty – Alauddin Khilji 	1+1			<ul style="list-style-type: none"> Rulers of Delhi Sultanate. Early invasions on India – Muhammad Ghori Slave or Mamluk Dynasty – Qutbuddin Aybak Khilji Dynasty – Alauddin Khilji
	TUGHLUK DYNASTY - Muhammad bin Tughluk SAYYID DYNASTY LODI DYNASTY	1+1			<ul style="list-style-type: none"> Tughluk Dynasty – Muhammad bin Tughluk Sayyad Dynasty – Khizr Khan formed this dynasty. Lodi Dynasty
	SOCIAL, POLITICAL AND ECONOMIC LIFE <ul style="list-style-type: none"> Administration Iqta system Social Life Economic Life 	1+1			<ul style="list-style-type: none"> The Sultan was the head of the empire. The rule was in accordance with Shariat.
	ART AND ARCHITECTURE <ul style="list-style-type: none"> Qutub Minar Alai Darwaja Literature DECLINE	1+1			<ul style="list-style-type: none"> A combination of Arabic and Indian style of art and architecture. Qutub Minar, Alai Darwaja were the important constructions.

PRIOR CONCEPTS/SKILLS :

- History – What is History? Why do we study History?
- Sources of history.
- Rulers of Delhi Sultanate.
- Social, Political and Economic Life.
- Art and Architecture.
- Decline.

LEARNING OUTCOMES


NO. OF PERIODS REQUIRED

The students will be able to

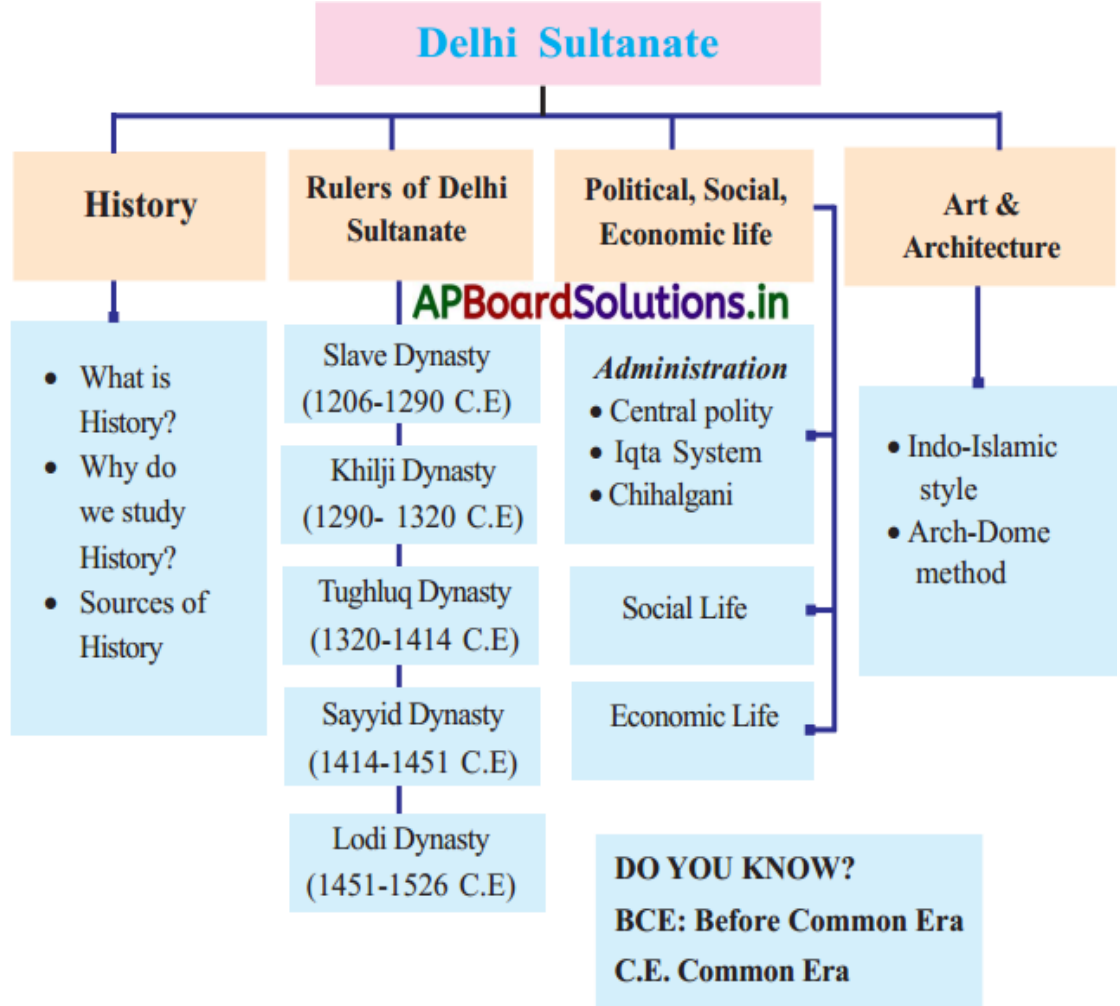
- Know about various dynasties of Delhi sultans.
- Understand social, political, economic and administrative system under the Delhi Sultanate.
- Appreciate the art, culture, heritage and architectural styles of the Sultanate period.
- Locate the historical places of Delhi Sultanate period in the outline map of India.

12

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><u>PREREQUISITES:</u> Teacher writes keywords and key concepts on the board and read for the students. *Ask questions on Prerequisites and explain in brief.</p> <p style="text-align: center;">KINGDOM EMPIRE SULTANATE DYNASTY</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define 'dynasty'.</p>
<p><u>MIND MAP/TITLE OF THE LESSON :</u> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p>1. What do you observe in the above map?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="color: green; text-align: center;">DELHI SULTANATE</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><u>RELEVENCE OF THE LESSON:</u> Teacher conduct discussion through questions about the importance of the lesson.</p> <p>1. As a woman ruler Razia Sultana had to face discrimination and conspiracies. Are the women of the present times free to make their choices as a man would?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	<p>Who was the founder of Delhi Sultanate?</p>

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

KINGDOM EMPIRE SULTANATE DYNASTY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Name some historical places in your surroundings in the following proforma.

Name of the Historical Place	Name of the District and Mandal	Importance of the place

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who was the head of the country during Delhi Sultanate?
 2. Who is the first and last woman ruler of Delhi Sultanate?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	CHRONOLOGICAL ORDER ARCHAEOLOGICAL SOURCES LITERARY SOURCES BCE C.E	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand BCE, C.E.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <div data-bbox="414 470 1265 909" data-label="Diagram"> <p style="text-align: center;">Sources of History</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Archeological Sources</p> <ul style="list-style-type: none"> Potteries Toys Tools Ornaments Coins Rock Edits Temple Wall Inscriptions Metal Pillar Monuments Places: Hampi, Kondapalli, Tirupati, Amaravati, Tabhang </div> <div style="width: 45%;"> <p>Literary Sources</p> <ul style="list-style-type: none"> Epics & Poems Account by Foreign Travellers Works by Indian Authors Folk Art </div> </div> <p style="text-align: center;">APBoardSolutions.in</p> </div> <ol style="list-style-type: none"> What is history? Why do we study history? What are the sources of history? Give some examples of Archeological and Literary sources of history? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	What are the sources of history?
SYNOPSIS READING	<ul style="list-style-type: none"> History is considered as the record of the past factual events. History helps to understand the socio-cultural changes over a period of time in a better way. History contributes to moral understanding and provides a sense of identity. Sources of history are classified in 1) Archeological sources 2) Literary sources. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
ARCHAEOLOGICAL SOURCES LITERARY SOURCES BCE C.E

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- Have you visited any historical places earlier? Try to write a travelogue.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :








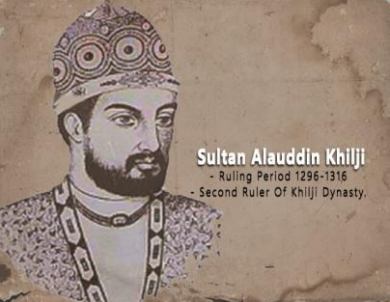
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. How many periods are there in Indian history? What are they?
 2. How are archaeological sources useful for the study of history?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/ STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>INVASIONS ASSASSINATION CHRONOLOGY SOVEREIGN REIGN SLAVE CONSPIRACIES SPY</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <p style="text-align: center;">SLAVE DYNASTY RULERS</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Qutubuddin Aibak</p> </div> <div style="text-align: center;">  <p>Shamsuddin Iltutmish</p> </div> <div style="text-align: center;">  <p>Razia Sultan</p> </div> <div style="text-align: center;">  <p>Balban</p> </div> <div style="text-align: center;">  <p>Nasiruddin Mahmud</p> </div> </div> <ol style="list-style-type: none"> 1. Write about Bandagan system introduced by Iltutmish? 2. When did Prithviraj Chauhan was defeated? 3. Who was the founder of Slave dynasty? What was his capital? 4. Who was the founder of Khilji dynasty? 5. Who is the commander of Alauddin Khilji? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p style="text-align: center;">KHILJI DYNASTY RULERS</p> <p style="text-align: center;">Founder of Khilji Dynasty</p> <div style="text-align: center;">  <p>Khilji Dynasty</p> <p style="font-size: 1.2em;">Jalaluddin Khilji</p> <p>(1290-1296 AD)</p> </div> <div style="text-align: center; margin-top: 20px;">  <p>Sultan Alauddin Khilji - Ruling Period 1296-1316 - Second Ruler Of Khilji Dynasty.</p> </div>
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> • Tomara Rajputs built the Dhillika Pura (Delhi) and as their capital. • Md.Ghori defeated Prithviraj Chauhan at Tarain in 1192 A.D. and occupied Delhi. • The Slave dynasty was established by Qutbuddin Aibak in 1206 A.D. Lahore was his capital. • Sultana Razia was the only woman ruler of Delhi Sultanate. • Jalaluddin Khilji was the founder of Khilji dynasty. • Alauddin Khilji was the famous ruler of Khiljis. He was a great conqueror, administrator and a reformer. The market and military reforms of Alauddin were very famous. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

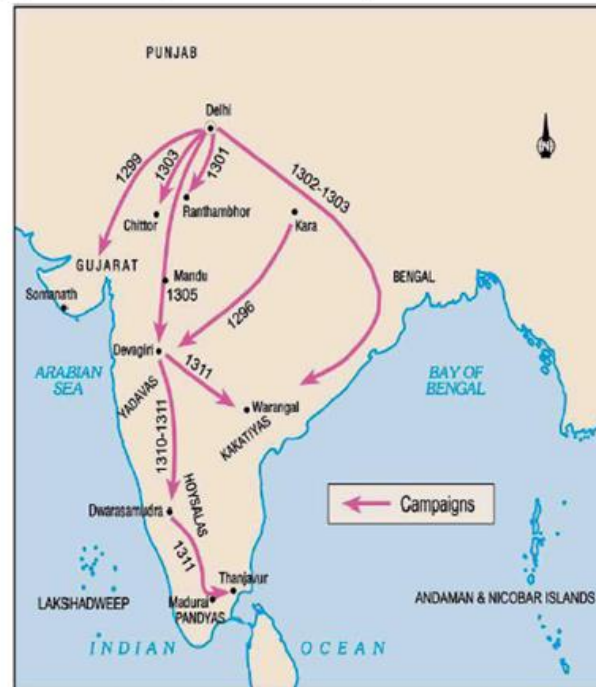
PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

INVASIONS ASSASSINATION CHRONOLOGY SOVEREIGN REIGN SLAVE CONSPIRACIES SPY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

Chronology of Delhi Sultanate			
Name of the Dynasty	Founder	Period	Significant Rulers
1. Slave or Mamluk Dynasty	Qutbuddin Aybak	1206–1290 C.E	Qutbuddin Aybak (1206–1210 C.E) Iltutmish (1211–1236 C.E) Raziya Sultana (1236–1240 C.E) Balban (1266–1287 C.E)
2. Khalji Dynasty	Jalaluddin Khalji	1290–1320 C.E	Jalaluddin Khalji (1290–1296 C.E) Alauddin Khalji (1296–1316 C.E)
3. Tughlaq Dynasty	Ghiyasuddin Tughlaq	1321–1414 C.E	Ghiyasuddin Tughlaq (1320–1324 C.E) Muhammad Bin Tughlaq (1324–1351 C.E) Firuz Shah Tughlaq (1351–1388 C.E)
4. Sayyid Dynasty	Kizar Khan	1414–1451 C.E	Kizar Khann (1414– 1421 C.E)
5. Lodi Dynasty	Bahlul Lodi	1451–1526 C.E	Bahlul Lodi (1451–1489 C.E) Ibbrahim Lodi (1517–1526 AD)



Alauddin Khalji's campaign into South India.

1. Qutbuddin Aibak belongs to which dynasty?
2. Who was the founder of Khalji dynasty?
3. Who was the lady ruler in the above table?
4. Which dynasty ruled for long time?
5. Who ruled from 1324-1351 C.E.?

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

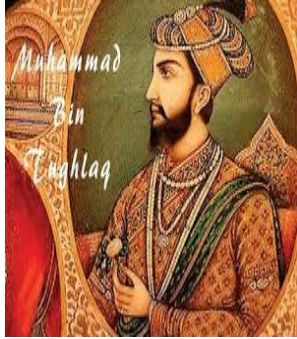

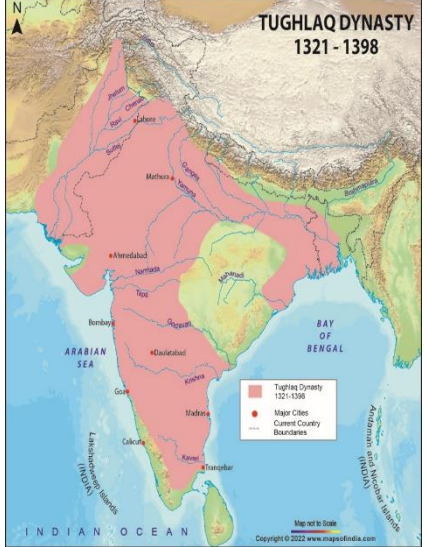

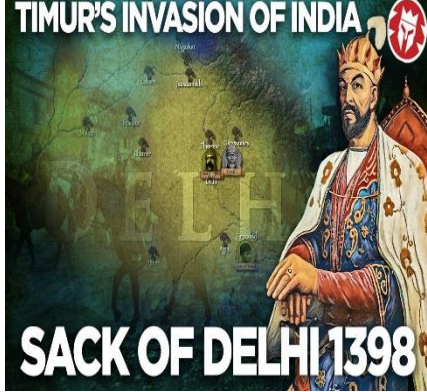
SYNOPSIS ON THE BOARD

1. List out the invasions of Alauddin Khalji in South India with place and year based on the map.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>ECENTRIC RULER PROXIMITY PLUNDERED CAPTURED DESTROYED</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. Who is known as mad-man in Indian history? 2. Who introduced copper coins? 3. Write the administrative failures of Mohammad bin Tughlaq? 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p> 	
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> Ghiyasuddin Tughlaq was the founder of Tughlaq dynasty. Mahammad bin Tughlaq and Firoz Sha Tughlaq were important rulers. He was the most learned but failed in administration. He changed the capital from Delhi to Devagiri (Daulatabad). The token currency and change of capital were the mostly criticized deeds. 	<p>Students read synopsis in group.</p> <p>COINS OF MUHAMMAD BIN TUHLUQ</p> 	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
ECENTRIC RULER PROXIMITY PLUNDERED CAPTURED DESTROYED

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

Match the following.

Group-A	Group-B
1. Slave Dynasty ()	a) Bahalul Lodi
2. Tuglaq Dynasty ()	b) Khizr Khan
3. Khalji Dynasty ()	c) Ghiyasuddin
4. Lodi Dynasty ()	d) Qutb'uddin Aibak
5. Sayyad Dynasty ()	e) Jalaluddin

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
1. What could be the reason for shifting the capital from Delhi to Daulathabad?
 2. What might be the reason for the death of many people on their travelling from Delhi to Daulathabad?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ADMINISTRATION SHARIAT IQTA BANDAGAN CHIHALGANI HEREDIATARY MUQTI HEREDIATARY PRIVILEGES TANKA JITAL	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is Iqta?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Who was supreme in all aspects of administration? 2. Write about Iqta system? 3. Write about Bandagan System introduced by Iltutmish? 4. What is Chihalgani? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	What is Chihalgani?
SYNOPSIS READING	<ul style="list-style-type: none"> • The Sultan was the head of the empire. The rule was in accordance with Shariat or the Islamic Law. • Iltutmish purchased slaves for military service called Bandagan. • Delhi Sultanate was divided in to Iqtas (Provinces). • The governors of these Iqtas were called Muqtis, the military officers. • The Muslim community had twe branches, foreign and local. • Agriculture was the main occupation. • Tanka (silver coins) and Jital (copper coins) were the basic coins in usage. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ADMINISTRATION SHARIAT IQTA BANDAGAN CHIHALGANI HEREDIATARY MUQTI HEREDITARY PRIVILEGES TANKA JITAL

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- Identify and write the rulers to the description given below.

Famous Woman ruler	
Founder of Slave dynasty	
Couplet writer during Tughluks	
Shifting of Capital	
Last ruler of Delhi Sultans	
The first ruler of Mughal dynasty	

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):



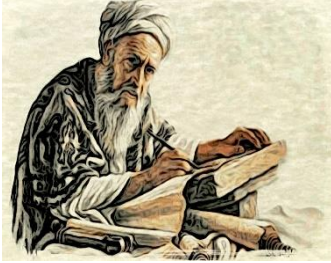

- Teacher has to write summary of the lesson on the board.
 - Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
1. Write a few words on social and economic life of Delhi sultanate?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ARCHITECTURE CALLIGRAPHY TRABEATE STYLE ARCUATE STYLE LITERATURE DECLINE DEVASTATION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Calligraphy means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <p style="text-align: center;">QUTUB MINAR ALAI DARWAJA</p> <div style="display: flex; justify-content: space-around;">   </div> <p>1. Write about Art and Architecture in the Delhi Sultanate period?</p>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book. <p style="text-align: center;">AMIR KHUSRAU</p> 	<p style="text-align: center;">ALBERUNI</p> 
SYNOPSIS READING	<ul style="list-style-type: none"> A combination of Arabic and Indian style of art and architecture developed during this period. Qutub Minar was built by Qutbuddin Aibak. Literature was produced in Persian, Sanskrit and other regional languages. Alberuni, Amir Khusrau and Zia-ud-din-Barani were some of the great scholars. The rule of the Delhi Sultanate came to an end during the reign of Lodi dynasty. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ARCHITECTURE CALLIGRAPHY TRABEATE STYLE ARCUATE STYLE LITERATURE DECLINE DEVASTATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• Match the following

1. Qutub Minar () a) Tuti-e-Hind
2. Alai Darwaja () b) Tarikh Al-Hind
3. Alberuni () c) Aladdin Khilji
4. Amir Khusrau () d) Qutubuddin Aibak

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who were the famous scholars of Delhi sultanate period?
 2. Who wrote Tarikh Al-Hind (History of India)?
 3. Who was known as 'Tuti-e-Hind' (The Parrot of India)

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN

(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 6 PRACTICE PERIODS : 6

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
5. KAKATIYA KINGDOM	PREREQUISITES	1+1			HISTORY KINGDOM DYNASTY HERITAGE CULTURE
	REGIONAL KINGDOMS IN MEDIEVAL PERIOD	1+1			<ul style="list-style-type: none"> Chalukyas of Kalyani (Western Chalukyas) Yadavas Hoyasalas Pandyas
	THE KAKATIYA – DYNASTY	1+1			<ul style="list-style-type: none"> Who were the Kakatiyas? Kakatiya Dynasty – Important Rulers Prola Raju II Rudra Deva
	<ul style="list-style-type: none"> Ganapathi Deva Rudrama Devi 	1+1			<ul style="list-style-type: none"> Ganapathi Deva Rudrama Devi
	POLITICAL, SOCIO AND ECONOMIC LIFE	1+1			<ul style="list-style-type: none"> Administration - Nayamkara system – Village administration – Ayagars Social and economical life
	ART AND ARCHITECTURE THE END OF THE KAKATIYA DYNASTY MUSUNURI NAYAKAS	1+1			<ul style="list-style-type: none"> Art and architecture

PRIOR CONCEPTS/SKILLS :

REGIONAL KINGDOMS IN MEDIEVAL PERIOD

- Chalukyas of Kalyani (Western Chalukyas)
- Yadavas
- Hoyasalas
- Pandyas

THE KAKATIYA – DYNASTY

- Who were the Kakatiyas?
- Kakatiya Dynasty – Important Rulers
- Prola Raju II
- Rudra Deva
- Ganapathi Deva
- Rudrama Devi

POLITICAL, SOCIO AND ECONOMIC LIFE

ART AND ARCHITECTURE

LEARNING OUTCOMES

NO. OF PERIODS
REQUIRED

TLM


The students will be able to

- Understand the history ,culture and heritage of the regional kingdoms in Medieval period.
- learn the administrative policies ,political social and economic life of the people in Kakatiya Dynasty.
- appreciate the language, culture and heritage which was enriched in the regional kingdoms in medieval period.
- locate the historical places of the Chalukas, Yadavas, Kakatiyas, Hoyasala and Pandya's in a outline map of India.

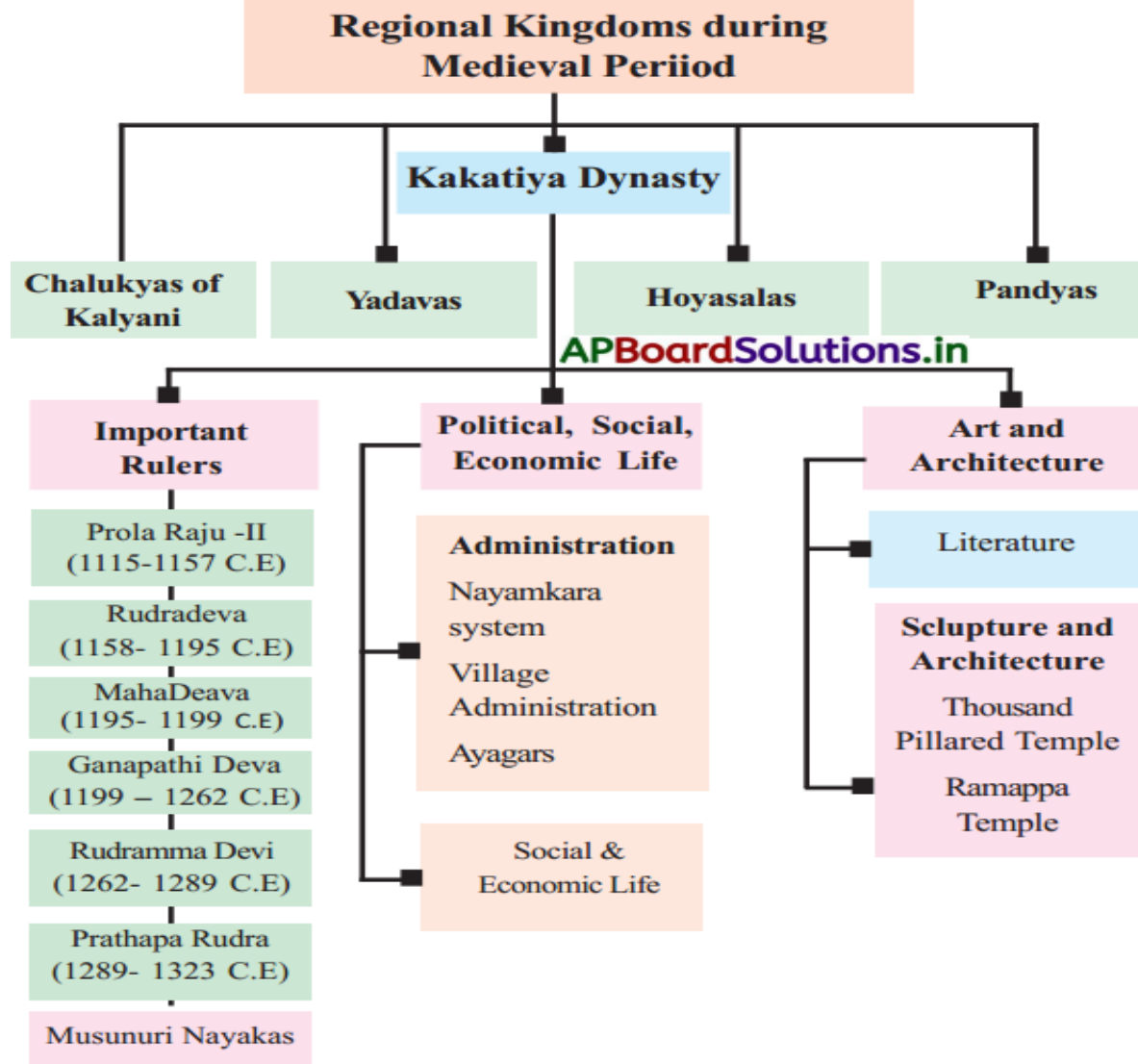
12

- PPTs
- Videos
- Maps of Kingdoms
- Images of Kakatiya rulers

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students. HISTORY KINGDOM DYNASTY HERITAGE CULTURE *Ask questions on Prerequisites and explain in brief. 1. Define 'kingdom' 'dynasty'.</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define 'heritage'.</p>
<p>MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p><i>Regional Kingdoms during Medieval Period</i></p> <ol style="list-style-type: none"> 1. Which dynasties do you observe in the given map? 2. According to given map who ruled Andhra region? 3. Name the South Indian kingdoms in the given map? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>KAKATIYA KINGDOM</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p>RELEVENCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> 1. Have you heard any news related to ancient excavations and remains of historical monuments? 	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	<p>Who was the founder of the Kakatiya dynasty?</p>

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
HISTORY KINGDOM DYNASTY HERITAGE CULTURE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

Let us discuss:

What do we learn from History?

We should know the past and act wisely in future.

We should learn the heritage and culture from the past.

Now add your opinion.....

.....
.....
.....

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

SYNOPSIS ON THE BOARD

1. What are the names of the dynasties emerged in South India during Medieval period?

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	MEDIEVAL PERIOD INVASIONS GHATIKAS HISTORIAN ARCHAEOLOGIST	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is Ghatikas?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. Who was the founder of Chalukyas of Kalyani and what is their capital? 2. What are the religions patronised by Western Chalukyas? 3. Name the temples which are built by Pandyas? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> • During the medieval period five important kingdoms emerged in south India. They were the Chalukyas of Kalyani, the Yadavas, the Kakatiyas, the Hoyasalas and the Pandyas • Thailapa II was the founder of Chalukyas of Kalyani. Basava Kalyani in Bidar district was their capital. • Yadavas of Devagiri originally served as subordinates to Chalkukyas of Kalyani. • Hoyasalas belong to Dwarasamudra • Pandyas ruled from Madurai. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

MEDIEVAL PERIOD INVASIONS GHATIKAS HISTORIAN ARCHAEOLOGIST

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- **Kakatiya Dynasty-Important rulers :**

Kakatiya Ruler	Ruling period	Importance
Prola II	1115-1157 CE	The first independent ruler of the Kakatiyas.
Rudra Deva	1158-1195 CE	Constructed Rudreswara temple at Hanumakonda.
Maha Deva	1195-1199 CE	Died while besieging the Yadava capital Devagiri.
Ganapathi Deva	1199-1262 CE	This period is called the Golden era.
Rudrama Devi	1262-1289 CE	One and only woman ruler of Kakatiya Dynasty.
Pratapa Rudra	1289-1323 CE	The last ruler of the Kakatiya dynasty.

1. Who is the brave woman ruler in Kakatiya Dynasty?
2. Who ruled longest period in Kakatiyas?
3. Who was the last king in Kakatiya dynasty?
4. What is the period of Rudra Deva?
5. Who was the father of Rudrama Devi?

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who wrote Vikramankadeva Charitra?
 2. How did Yadavas last their kingdom?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	PATRIOTISM FEUDTORIES REIGN INSCRIPTION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'inscription'?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Who were the Kakatiyas? 2. How does the Name "Kakatiya" originae? 3. Which regions are called as Thrilinga Desa? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	Who was the founder of Kakatiya dynasty?
SYNOPSIS READING	<ul style="list-style-type: none"> • Kakatiya dynasty was founded by Gundyana. • Rudra deva, the Kakatiya king built a new capital Orugallu. • The reign of the Prola II, was a land mark in the history of the Kakatiyas. • He started independent rule from Hanumakonda • Rudra Deva's achievements were described in Hanumakonda inscription. • He wrote a book Neetisara in Sanskrit. He built the magnificent thousand pillar temple in Hanumakonda. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING

PATRIOTISM FEUDTORIES REIGN INSCRIPTION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

1. Thailapa II () a) Kakatiya dynasty.
2. Billama () b) Chalukya of Kalyani dynasty.
3. Gundyana () c) Yadava dynasty.

- Connect with the word “was the founder of “.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.





SYNOPSIS ON THE BOARD

1. How did the Kakatiya’s emerge as independent rulers?

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	REBELLION RECALCITRANT NOBLES TRAVELLER	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. A European traveller visited Rudrama Devi reign, who was he and which country did he come from? 2. Who issued the Motupalli inscription? 3. Who had a title Mahamandaleswara? 4. Who was called Rudra Deva Maharaja in Bollinayaka inscription? 	Students participated group reading in their respective group. 	Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book. 	
SYNOPSIS READING	<ul style="list-style-type: none"> • Ganapathi deva was the most powerful of the Kakatiya sovereigns. • He had a title Mahamandaleswara. • He issued the Motupalli inscription. • Rudrama Devi came to the throne in 1262 CE. • Rudrama Devi was undoubtedly one of the greatest rulers of the Andhra region who took an active part in the government and led the army in person on occasions. • An Italian traveller Marco polo who visited Rudrama Devi's court paid tributes to her administrative abilities. • Other names of Rudrama Devi were Rudramambha, Rudradeva Maharaja. 	Students read synopsis in group. 	Students read synopsis individually and copy in their note books. 	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
REBELLION RECALCITRANT NOBLES TRAVELLER

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

1. Basava Kalyani () a) Yadava dynasty.
2. Devagiri () b) Chalukya of Kalyani dynasty.
3. Dwarasamudra () c) Kakatiya dynasty.
4. Orugallu () d) Hoyasala dynasty.

- Connect with the word “ was the capital of”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. How do you think Rudrama Devi got those brave adventurous qualities?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ADMINISTRATION NAYANKARA AYAGARS ARTHA SEERI ILLARI PULLARI RACHAPOLAM SUNKADHIKARIS PERINI NATYAM	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'illari' and 'pullari'?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Who were Nayankara? Why were they appointed? 2. Why did the Kakatiya rulers transfer the Nayankaras frequently? 3. Name the taxes which are imposed by Kakatiyas? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	Who were Nayankara?
SYNOPSIS READING	<ul style="list-style-type: none"> The administration of the kingdom was organized on a military basis. The Kakatiyas divided their territories among a number of military chiefs known as Nayankara. The village administrative divisions were divided into two main classes, the Sthala and the Nadu. Land revenue was the major source of income to the kingdom. During this period various taxes were imposed. They are mainly Trade tax, House tax called <i>Illari</i>, tax on forest products called <i>Pullari</i> and tax imposed upon flock was called <i>Addapattu sunkam</i>. Saivism in general, Veerasaivism in paritcular were the very popular religious sects during the Kakatiya period. Basavapuramam was written by Palkuriki Somanatha. Kumarasambhavam was written by Nannechoda. Vidyanatha wrote Prataparudreeyamu in Sanskrit. Geetha ratnavali, Nrutya ratnavali were written by Jayapa senani in Sanskrit. Vallabha Raya wrote Kreedabhiramam in Telugu. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ADMINISTRATION NAYANKARA AYAGARS ARTHA SEERI ILLARI PULLARI RACHAPOLAM SUNKADHIKARIS PERINI NATYAM

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

1. Srimadandhra Mahabharatham () a) Rudra Deva.
2. Neetisara () b) Tikkana.
3. Basavapuramam () c) Nannechoda.
4. Kumarasambhavam () d) Palkuriki Somanatha.
5. Geetha ratnavali () e) Vallabha Raya.
6. Kreedabhiramam () f) Jayapa senani.

- Connect with the word “was written by”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

1. Explain about the Kakatiya’s Administration?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ART ARCHITECTURE EXCAVATIONS MONUMENTS DECLINE CLAN	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'clan'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <div data-bbox="365 539 1294 834"> </div> <ol style="list-style-type: none"> 1. Describe the Kakatiya Art and Architecture? 2. What aspects do you observe while visiting a temple? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> • The Thousand pillar temple and Ramappa temple were glorious constructions of the Kakatiya dynasty. It was built by Rudra Deva. • Ramappa temple which is near Palampet village in Warangal area is very famous. Recharla Rudra the builder of this temple. • Thousand pillared temple, Ramappa temple are recognized by the UNESCO as world heritage centres. • During Prataparudra's time Delhi sultans invaded the Kakatiya kingdom many times. Kakatiya kingdom was finally occupied by Delhi sulthans when Ulugh khan invaded it in 1323C.E, 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ART ARCHITECTURE EXCAVATIONS MONUMENTS DECLINE CLAN

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

1. Thousand Pillar temple () a) Recharla Rudra.
2. Ramappa temple () b) Rudra Deva.
3. Kakatiya kalathoranam () c) Ganapathi Deva.

- Connect with the word “**was built by**”.

- **Match the following**

1. Ayagars () a) tax on forest products
2. Karanam () b) house tax
3. Reddi () c) the village police man
4. Talari () d) village officials
5. Illari () e) the village headman
6. Pullari () f) who kept the village records

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Why did all the local kings form into an alliance?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN
(LIP MODEL)

CLASS : 7
SUBJECT : SOCIAL
NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :
SCHOOL NAME:
TEACHING PERIODS : 6 PRACTICE PERIODS : 6

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
6.VIJAYANAGARA EMPIRE	PREREQUISITES	1+1			DOAB NAYAKAS MERCHANT INVADE AGGRESSION GLORIOUS CONQUEST SUCCEDED ASHTADIGGAJAS
	EMERGENCE OF VIJAYANAGARA KINGDOM RULERS OF VIJAYANAGARA	1+1			<ul style="list-style-type: none"> • Emergence of Vijayanagara Kingdom. • About Harihara Raya and Bukkaraya – Swamy Vidhyaranya.
	FOUR IMPORTANT DYNASTIES OF VIJAYANAGARA <ul style="list-style-type: none"> • Sangam Dynasty • Saluva Dynasty • Thuluva Dynasty – Sri Krishna Deva Raya • Aravedu Dynasty 	1+1			<ul style="list-style-type: none"> • ABOUT FOUR IMPORTANT DYNASTIES • Sangam Dynasty • Saluva Dynasty • Thuluva Dynasty – Sri Krishna Deva Raya • Aravedu Dynasty
	POLITICAL, SOCIAL AND ECONOMIC LIFE <ul style="list-style-type: none"> • Administration • Social life • Economic life 	1+1			<ul style="list-style-type: none"> • ABOUT POLITICAL AND ECONOMIC LIFE • Administration • Social life • Economic life
	ART AND ARCHITECTURE <ul style="list-style-type: none"> • Cultural contribution • Art and music • Dance form THE DECLINE OF VIJAYANAGARA EMPIRE	1+1			<ul style="list-style-type: none"> • ABOUT ART AND ARCHITECTURE • Cultural contribution • Art and music • Dance form
	OTHER CONTEMPORARY KINGDOMS <ul style="list-style-type: none"> • Reddy Dynasty • Bahamani Kingdom • Muhammad Gawan 	1+1			<ul style="list-style-type: none"> • OTHER CONTEMPORARY KINGDOMS • Reddy Dynasty • Bahamani Kingdom • Muhammad Gawan

PRIOR CONCEPTS/SKILLS :

- EMERGENCE OF VIJAYANAGARA KINGDOM
- RULERS OF VIJAYANAGARA
- FOUR IMPORTANT DYNASTIES OF VIJAYANAGARA – SRI KRISHNA DEVA RAYA
- POLITICAL, SOCIAL AND ECONOMIC LIFE
- ART AND ARCHITECTURE
- OTHER CONTEMPORARY KINGDOMS – BAHAMANI KINGDOM

LEARNING OUTCOMES

TLM

NO. OF PERIODS REQUIRED


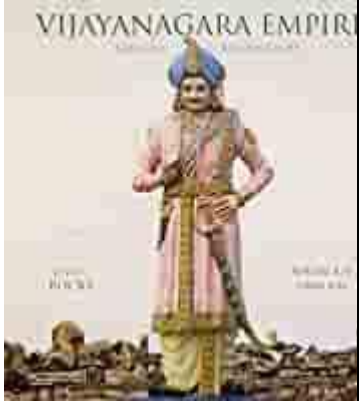
The students will be able to:

- Understand about the glory of Vijayanagara empire during the medieval period.
- Know contemporary kingdoms of Vijayanagara period in South India i.e., Bahamans, Reddies etc.,
- Understand the social, political, and economic life in this period.
- Appreciate the heritage of the Vijayanagara empire.
- Mark the areas ruled by Vijayanagara, Bahaman, Reddy kingdoms in the map of India.
- Explain Vijayanagara's relations with contemporary kingdoms.
- Appreciate the role of Sri Krishnadevaraya and his victorious conquests in Vijayanagara empire.

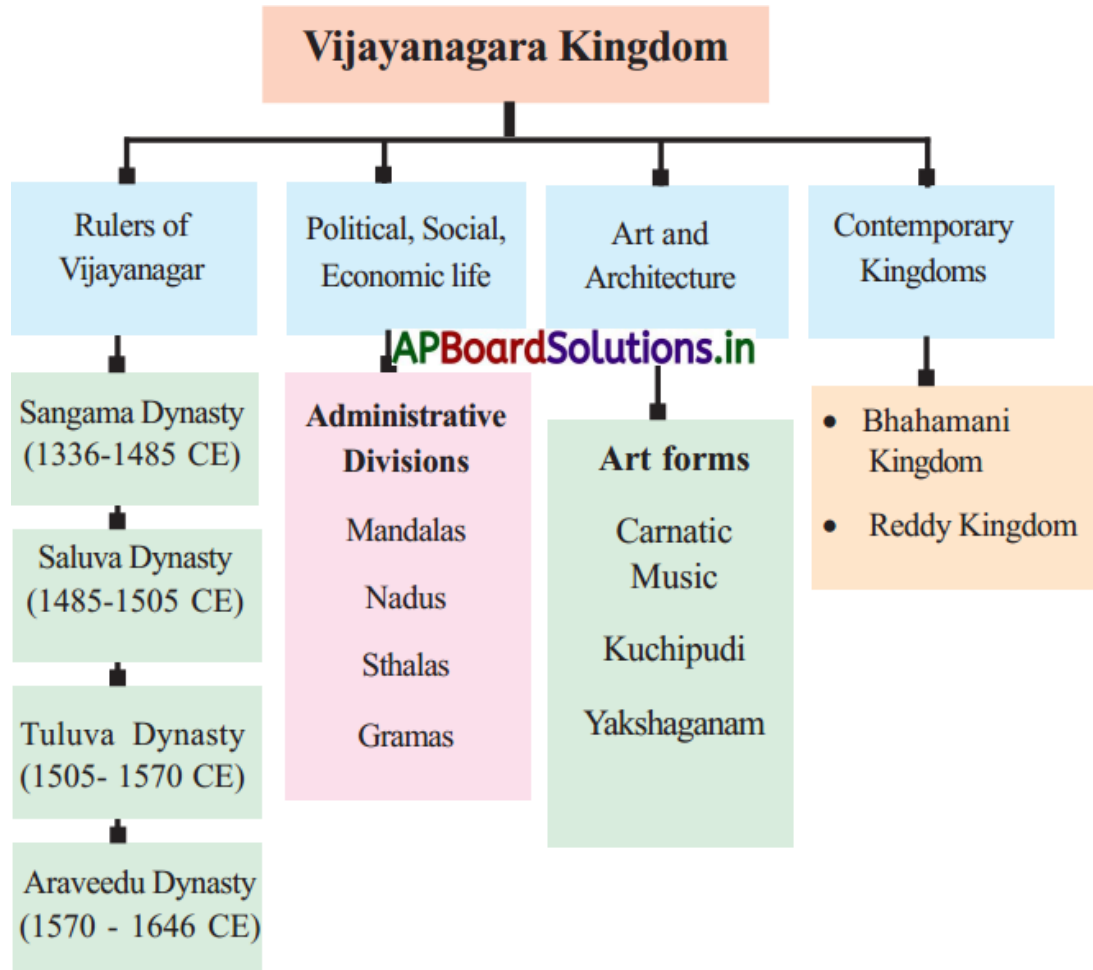
India map
Pictures
PPTs
charts

12

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
<p><u>PREREQUISITES:</u> Teacher writes keywords and key concepts on the board and read for the students.</p> <p>DOAB NAYAKAS MERCHANT INVADE AGGRESSION GLORIOUS CONQUEST SUCCEEDED ASHTADIGGAJAS ARTILLERY</p> <p>*Ask questions on Prerequisites and explain in brief.</p> <p>1. Define 'doab' and 'nayakas'.</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define 'Doab'.</p>
<p><u>MIND MAP/TITLE OF THE LESSON :</u> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <p>1. Have you ever heard about kings?</p>  <p>APBoardSolutions.Guru</p> <p>2. Con you identify the person in the above picture?</p> <p>3. He belongs to which empire?</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">VIJAYANAGARA EMPIRE</div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><u>RELEVENCE OF THE LESSON:</u> Teacher conduct discussion through questions about the importance of the lesson.</p> <p>1. Why did Vidyaranya want to establish new kingdom on the bank of Tungabhadra river?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING :

DOAB NAYAKAS MERCHANT INVADE AGGRESSION GLORIOUS CONQUEST SUCCEDED ASHTADIGGAJAS ARTILLERY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Match the following:
 1. Empire () a) remarkable, well noted
 2. Doab () b) group of kingdoms ruled by one kingdom
 3. Artillery () C) area between two rivers
 4. Nayakas () d) a big size of manually used gun
 5. Merchant () e) the military chiefs in Vijayanagara empire
 6. Invade () f) a person whose job is to buy and sell goods
 7. Glorious () g) to center a country with an army in order to attack and take control of it
- Ask students to prepare sentences on their own connect with “means”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

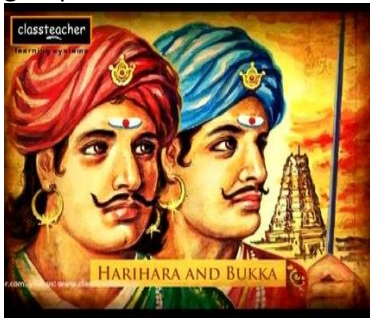

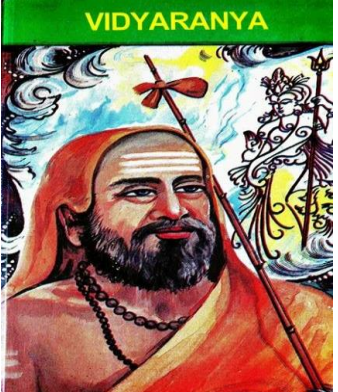
- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. How can you define the term ‘Empire’.
 2. What is Artillery?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	EMPIRE DYNASTIES EMPEROR GLORIOUS INITIATIVE MISRULE CONFLICT DIPLOMATIC STRATEGIES HERITAGE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'Empire'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> 1. What was the period of Vijayanagara empire? 2. When was it founded? 3. Who were the founders of this empire? 4. In which part of India it was flourished? 	Students participated group reading in their respective group. 	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> When Muhammad bin Tughluq was losing his power in the Deccan, two new kingdoms were emerged in South India. They were called Vijayanagar and Bahamani Kingdoms The famous Vijayanagara Empire in South India was founded in 1336 CE by the first Harihara Rayas and the first Bukkaraya brothers of the Sangam dynasty with the encouragement of swamy Vidhyaranya. The capital of Vijayanagara was Hampi in the present state of Karnataka. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

EMPIRE DYNASTIES EMPEROR GLORIOUS INITIATIVE MISRULE CONFLICT DIPLOMATIC STRATEGIES HERITAGE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• Match the following:

1. Allasani Peddana () a) Amukthamalyada
2. Krishnadevaraya () b) famous for comedy
3. Praudha Devaraya () c) Andhra Kavitha Pitamaha
4. Tenali Ramakrishna () d) Devaraya II
5. Second dynasty () e) minister of Krishna Devaraya
6. Timmarusu () f) Saluva dynasty

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :



- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Under which dynasty Harihara – I and Bukkaraya – I worked?
 2. What do you know about Harihara Bukkaraya?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS																								
KEY WORDS/ CONCEPTS	PATTON OF RENOVATED AUTHORED IN MEMORY OF PROMINENT COURT THRONE CONFRONTATION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Renovated means?																								
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. How many dynasties ruled Vijayanagara? What are they? 2. Describe the administration of Sri Krishna Deva Raya? 3. Describe the literary services of Sri Krishna Deva Raya? 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<table border="1"> <caption>Chronology of Delhi Sultanate</caption> <thead> <tr> <th>Name of the Dynasty</th> <th>Founder</th> <th>Period</th> <th>Significant Rulers</th> </tr> </thead> <tbody> <tr> <td>1. Slave or Mamluk Dynasty</td> <td>Qutbuddin Aybak</td> <td>1206-1290 C.E</td> <td>Qutbuddin Aybak (1206-1210 C.E) Iltutmish (1211-1236 C.E) Raziya Sultana (1236-1240 C.E) Balban (1266-1287 C.E)</td> </tr> <tr> <td>2. Khalji Dynasty</td> <td>Jalaluddin Khilji</td> <td>1290-1320 C.E</td> <td>Jalaluddin Khilji (1290-1296 C.E) Alauddin Khilji (1296-1316 C.E)</td> </tr> <tr> <td>3. Tughlaq Dynasty</td> <td>Ghiyasuddin Tughlaq</td> <td>1321-1414 C.E</td> <td>Ghiyasuddin Tughlaq (1320-1324 C.E) Muhammad Bin Tughlaq (1324-1351 C.E) Firuz Shah Tughlaq (1351-1388 C.E)</td> </tr> <tr> <td>4. Sayyid Dynasty</td> <td>Kizar Khan</td> <td>1414-1451 C.E</td> <td>Kizar Khann (1414- 1421C.E)</td> </tr> <tr> <td>5. Lodi Dynasty</td> <td>Bahlul Lodi</td> <td>1451-1526 C.E</td> <td>Bahlul Lodi (1451-1489 C.E) Ibrahim Lodi (1517-1526 AD)</td> </tr> </tbody> </table>	Name of the Dynasty	Founder	Period	Significant Rulers	1. Slave or Mamluk Dynasty	Qutbuddin Aybak	1206-1290 C.E	Qutbuddin Aybak (1206-1210 C.E) Iltutmish (1211-1236 C.E) Raziya Sultana (1236-1240 C.E) Balban (1266-1287 C.E)	2. Khalji Dynasty	Jalaluddin Khilji	1290-1320 C.E	Jalaluddin Khilji (1290-1296 C.E) Alauddin Khilji (1296-1316 C.E)	3. Tughlaq Dynasty	Ghiyasuddin Tughlaq	1321-1414 C.E	Ghiyasuddin Tughlaq (1320-1324 C.E) Muhammad Bin Tughlaq (1324-1351 C.E) Firuz Shah Tughlaq (1351-1388 C.E)	4. Sayyid Dynasty	Kizar Khan	1414-1451 C.E	Kizar Khann (1414- 1421C.E)	5. Lodi Dynasty	Bahlul Lodi	1451-1526 C.E	Bahlul Lodi (1451-1489 C.E) Ibrahim Lodi (1517-1526 AD)
Name of the Dynasty	Founder	Period	Significant Rulers																									
1. Slave or Mamluk Dynasty	Qutbuddin Aybak	1206-1290 C.E	Qutbuddin Aybak (1206-1210 C.E) Iltutmish (1211-1236 C.E) Raziya Sultana (1236-1240 C.E) Balban (1266-1287 C.E)																									
2. Khalji Dynasty	Jalaluddin Khilji	1290-1320 C.E	Jalaluddin Khilji (1290-1296 C.E) Alauddin Khilji (1296-1316 C.E)																									
3. Tughlaq Dynasty	Ghiyasuddin Tughlaq	1321-1414 C.E	Ghiyasuddin Tughlaq (1320-1324 C.E) Muhammad Bin Tughlaq (1324-1351 C.E) Firuz Shah Tughlaq (1351-1388 C.E)																									
4. Sayyid Dynasty	Kizar Khan	1414-1451 C.E	Kizar Khann (1414- 1421C.E)																									
5. Lodi Dynasty	Bahlul Lodi	1451-1526 C.E	Bahlul Lodi (1451-1489 C.E) Ibrahim Lodi (1517-1526 AD)																									
SYNOPSIS READING	<ul style="list-style-type: none"> The greatest ruler of the Sangam dynasty was Deva Raya II. Saluva Dynasty was founded by Saluva Narasimharaya. The Tuluva dynasty was founded by Veera Narasimha. The greatest of the Vijayanagar rulers, Krishna Deva Raya belonged to the Tuluva dynasty. He was known as Andhra Bhoja. He said "Desa Bhashalandu Telugu Lessa. "Eight eminent scholars known as Astadiggajas were at his royal court. Krishna Deva Raya himself authored a telugu work 'Amuktamalyada and Sanskrit works, Jambavathi Kalyanam and Ushaparinayam. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.																									

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

PATTON OF RENOVATED AUTHORED IN MEMORY OF PROMINENT COURT THRONE CONFRONTATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

NAME OF THE BOOK		NAME OF THE POET
Manu Charita, Harikatha saram Paarijathaparanam Rajasekhara Charitham Sree kaalahasthisvara Mahathyam Sakala neethi saara sangraham Raghava pandaveeyam Vasu charitra Pandu ranga mahatyam	was written by	Allasani Peddana Nandi Timmana Madayagaari Mallana Dhurjati Ayyalaraju Ramabhadru Pingali Surana Ramaraja Bhushana Tenali Ramakrishna

- Ask students to prepare sentences on their own connect with “was written by”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)


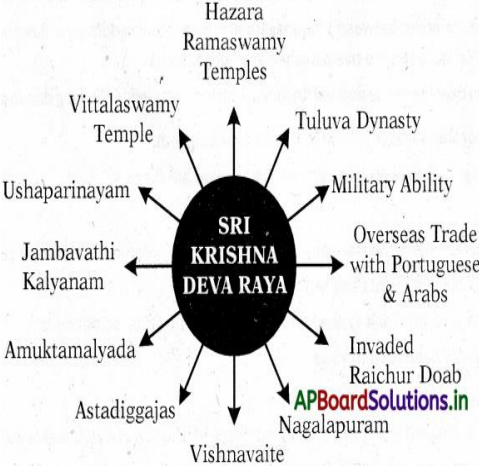
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who said “Desa Bhashalandu Telugu Lessa?
 2. Who founded Saluva dynasty?
 3. Who founded Thuluva dynasty?
 4. What were the effects of Tallikota war?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ADMINISTRATION MANDALAS STALAS GRAMA CAVALRY INFANTRY ARTILLERY WRESTLING VARAHA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Artillery means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. Write about the Nayakar system in Vijayanagar kingdom. 2. Describe the development of trade and commerce under the Vijayanagar rulers. 3. Who are Amaranayakas? 4. What do you understand about land revenue? 5. Who are powerful military chiefs? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING:	<ul style="list-style-type: none"> The administration under the Vijayanagar Empire was well organized. The king enjoyed absolute authority in executive, judicial and legislative matters. The Empire was divided into different administrative units called Mandalas, Nadus, Sthalas and finally into Gramas. Among those who exercised power in the Empire were military chiefs who usually control forts and had armed supporters. These chiefs were known as nayakas. Women occupied a high position and took an active part in the political, social, and literary life of the empire. Cotton and silk, spices, rice, iron, saltpeter and sugar were the chief items exported. Vijayanagar kings imported horses, pearls, copper, coral, mercury, China silk and velvet cloths. 			

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ADMINISTRATION MANDALAS STALAS GRAMA CAVALRY INFANTRY ARTILLERY WRESTLING VARAHA

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

The Vijayanagara empire	had	Great military force.
		Systemized society.
		Amaranayaka system.
		More wealth.
		Ship building.

Example : 1) The Vijayanagara empire had great military force.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :





- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What was the role of the king in the Vijayanagara empire's administration?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	TALL GOPURAMS CARVED PILLARS MANDAPAS INVADE CARNATIC MUSIC BHARATA NAATYAM TALLIKOTA WAR	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Bharata Natyam belongs to which state dance form?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Read the concept of “Art and Music” in the lesson and compare it with the present? 2. What are the specific features of vijayanagara architecture? 3. Name the famous temples of vijayanagara period? 4. Who destroyed the city of vijayanagara? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<p style="text-align: center;">Hampi ruins, 19th century</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Krishna temple in 1868</p> </div> <div style="text-align: center;">  <p>Rama temple in 1868</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Vitthala temple in 1880</p> </div> <div style="text-align: center;">  <p>King's balance in 1858</p> </div> </div>
SYNOPSIS READING	<ul style="list-style-type: none"> • The chief characteristics of the Vijayanagar architecture were the construction of tall Gopurams or gateways and the Kalyana mandapams with carved pillars in the temple premises. • Horse was the most common animal found in these pillars. • The Varadaraja and Ekambaranatha temples at Kanchipuram stand as examples for the magnificence of the Vijayanagara style of temple architecture. • The Carnatic music tradition was developed during this age. Swami Vidyanarya wrote Sangeetha Sarwaswam. • Bharatanatyam, the most popular dance form was introduced by Bharata Muni. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

TALL GOPURAMS CARVED PILLARS MANDAPAS INVADE CARNATIC MUSIC BHARATA NAATYAM TALLIKOTA WAR

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

Sangeetha sarwaswam Mahanataka Sudhanidhi Natyashastra	was written by	Swami Vidyananya.
		Praudahdevaraya.
		Bharata Muni



Example: Bharatanatyam dance form belongs to Tamil Nadu.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):


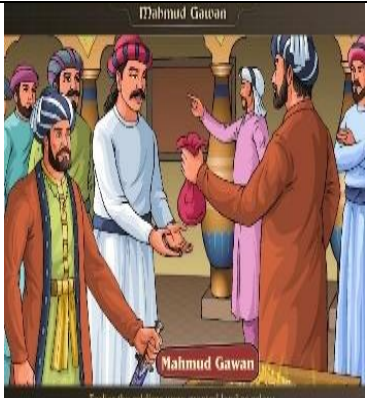
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Which is the most common animal found in the pillars?
 2. What did you understand about vijayanagara temple building?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ESTABLISHED PATRONIZED DHARMASUTRAS DECLINED EXTENDED MERCHANT PROVINCE SHIRKED CUSTOM DUTIES ALLOWENCES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'custom duties'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> Why Bahamani kingdom breakup and what was the result? Which was the famous sea port in Reddy kingdom? Who lifted customs duties and taxes on trade? Who got the title of Prabandha Parameswara. 	Students participated group reading in their respective group.  Ala-ud-din Hasan Bahman Shah	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their not	 Mahmud Gawan
SYNOPSIS READING	<ul style="list-style-type: none"> The Reddy kingdom was established in Southern India by Prolaya Vema Reddy. The Reddy rulers patronized and protected Hinduism and its institutions. The administration was carried according to the "Dharmasutras". The Bahmani kingdom was founded in 1347 A.D by Alauddin Bahman Shah also known as Hasan Gangu. His capital was Gulbarga. The Bahmani kingdom reached its peak under the guidance of Mahmud Gawan 	Students read synopsis in group.	Students read synopsis individually and copy in their note books	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

ESTABLISHED PATRONIZED DHARMASUTRAS DECLINED EXTENDED MERCHANT PROVINCE SHIRKED DUSTOM DUTIES ALLOWENCES

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

Sangama Dynasty	was founded by	Harihara Raya and Bukka Raya.
Saluva Dynasty		Saluva Narasimharaya.
Thuluva Dynasty		Veera Narasimha.
Aravedu Dynasty		Tirumala Deva Raya.
Reddy Dynasty		Prolaya Vema Reddy.
Bahamani kingdom		Alauddin Bahman Shah.

Example: 1) Sangama dynasty was founded by Harira Raya and Bukka Raya.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who is Prolaya Vema Reddy?
 2. Who was Gawan?
 3. In which year Bahamani kingdom founded?
 4. Who got good name among Bahamani sultans

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN

(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 6

PRACTICE PERIODS : 6

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
7. MUGHAL EMPIRE	PREREQUISITES	1+1			KINGDOM EMPIRE RULERS THRONE BATTLE ADMINISTRATION ART & ARCHITECTURE
	<ul style="list-style-type: none"> RULERS OF MUGHAL EMPIRE 	1+1			<ul style="list-style-type: none"> Babur – Humayun – Sher Shah
	<ul style="list-style-type: none"> RULERS OF MUGHAL EMPIRE 	1+1			<ul style="list-style-type: none"> Akbar – Jahangir – Shahjahan - Aurangzeb
	<ul style="list-style-type: none"> POLITICAL, SOCIAL & ECONOMIC LIFE 	1+1			<ul style="list-style-type: none"> Administration – Mansabdari system – Relations of Mughals with other rulers. Social life -Religion Coinage – Agriculture – Zabat – Industrial Manufacturing
	<ul style="list-style-type: none"> ART AND ARCHITECTURE END OF MUGHAL RULE 	1+1			<ul style="list-style-type: none"> Fatehpur Sikri – Buland Darwaza – Red Fort – The Taj Mahal Culture – Literature – painting – Music End of Mughal empire.
	<ul style="list-style-type: none"> CONTEMPORARY KINGDOM – SHIVAJI KINGDOM 	1+1			<ul style="list-style-type: none"> Shivaji – Maratha Kingdom – footsteps of Shivaji – Coronation of Shivaji – Coronation of Shivaji – Administration of Shivaji

PRIOR CONCEPTS/SKILLS :

- RULERS OF MUGHAL EMPIRE.
- POLITICAL, SOCIAL AND ECONOMIC LIFE.
- ART AND ARCHITECTURE.
- END OF MUGHAL RULE.
- CONTEMPORARY KINGDOM – SHIVAJI – MARATHA KINGDOM – ADMINISTRATION OF SHIVAJI.

LEARNING OUTCOMES


NO. OF PERIODS REQUIRED

The learner is able to:

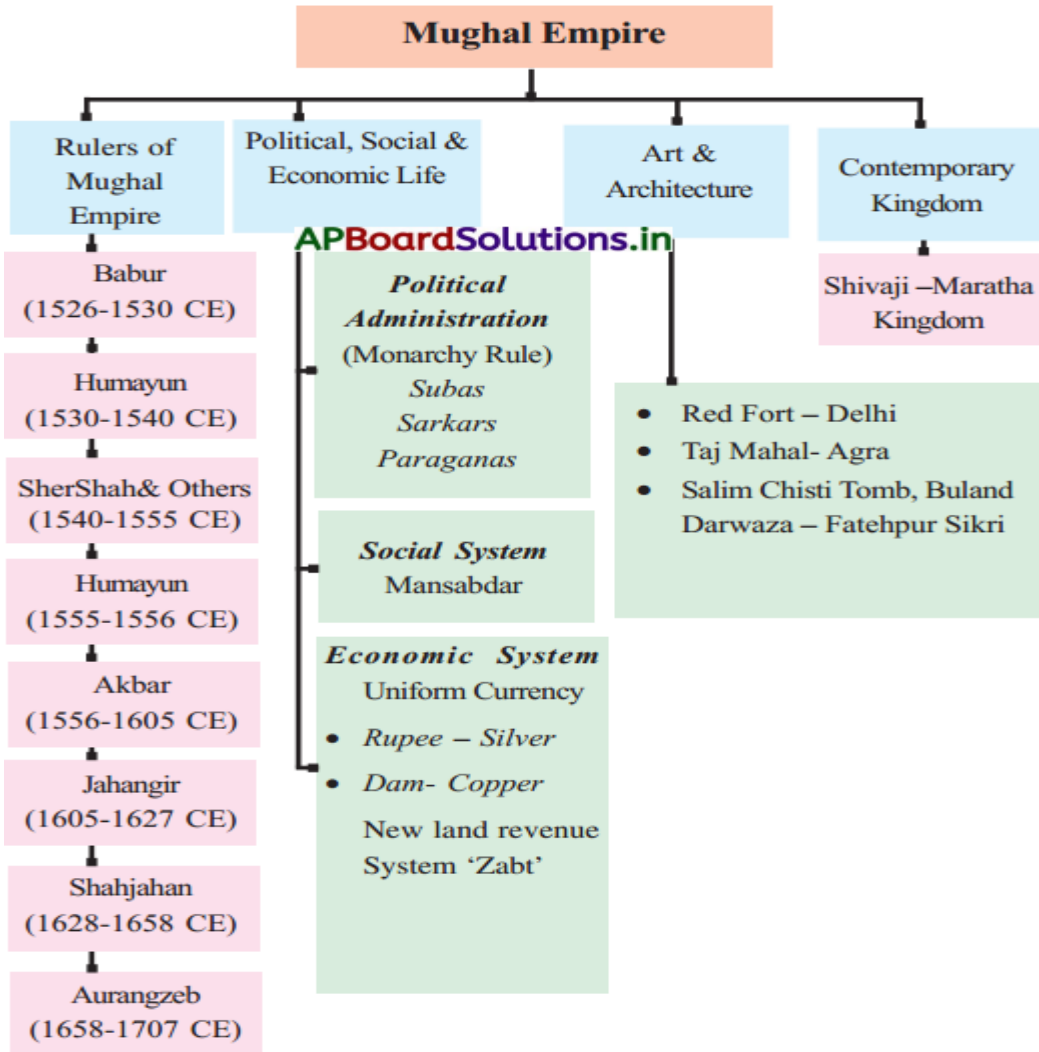
- Know about various Mughal rulers.
- Understand political, social and economic changes in the Mughal period.
- Appreciate the Art, Heritage, Culture, Architectural Contributions of Mughals to the Indian History.
- Know about administrative system of the Mughals.
- Identify the historical places during Mughal empire in the out line map of India.
- Understand the life, adventures and achievements of Shivaji.

12

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><u>PREREQUISITES:</u> Teacher writes keywords and key concepts on the board and read for the students.</p> <p>KINGDOM EMPIRE RULERS THRONE BATTLE ADMINISTRATION ART & ARCHITECTURE</p> <ul style="list-style-type: none"> Ask questions on Prerequisites and explain in brief. <ol style="list-style-type: none"> Define 'kingdom' 'empire'. 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define kingdom?</p>
<p><u>MIND MAP/TITLE OF THE LESSON :</u> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <ol style="list-style-type: none"> Have you ever seen this picture? Who built this? He belongs to which empire? <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">MUGHAL EMPIRE</div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	<p>Who built Taj Mahal?</p>
<p><u>RELEVANCE OF THE LESSON:</u> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> What was the importance of Mughal empire in Indian history? 	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	<p>Who was the founder of Delhi Sultanate?</p>

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING :

KINGDOM EMPIRE RULERS THRONE BATTLE ADMINISTRATION ART & ARCHITECTURE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING

1. Peshwa () a) Religion intolerant
2. Chatrapati () b) Prime Minister
3. Akbar () c) Shivaji
4. Aurangzeb () d) Shahjahan
5. Taj Mahal () e) Religions tolerant

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :


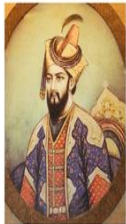


- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. When was the Mughal empire founded?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>FLOURISHED CONQUERED DESCENDANTS SUCCESSOR EMERGING BATTLE REFORMS ARTILLERY</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>ARTILLERY</p> 
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <p>Babur (1526 AD - 1530 AD)</p> <ul style="list-style-type: none"> Zahir-ud-din Muhammad Babur born - 1483 at Farghana in Central Asia Eldest son of Umar Saikh Mirza Descendant of Timur (on father's side) and Changez Khan, a Mongol (on Mother's side) Belong to Chagtai section   <ol style="list-style-type: none"> Analyze the reasons why the Mughal Empire was first established in northern India? What were the circumstances that led to Sher Shal coming into power? 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> Babur established Mughal empire after defeating Ibrahim Lodi the last ruler of Delhi Sultanate at Panipat in 1526 C.E. His son Humayun came to throne after Babur, but, Humayun's brothers did not help him at the right time. So he lost his throne to Sher Khan, an Afghan king. Sher shah Sur was an Afghan leader who had progressed on his own. He defeated Humayun twice and therefore established the Sur Dynasty in Delh 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

FLOURISHED CONQUERED DESCENDANTS SUCCESSOR EMERGING BATTLE REFORMS ARTILLERY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- MATCH THE FOLLOWING
 1. Humayun () a) Shah Jahan
 2. Akbar () b) Jahangir
 3. Jahangir () c) Akbar
 4. Shahjahan () d) Humayun
 5. Aurangzeb () e) Babur
- Ask students to prepare sentences on their own connect with “the successor of “.
Ex: Humayun the successor of Babur.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :




- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who was the founder of Mughal empire?
 2. The word “Mughal” comes from?
 3. Who defeated Humayun twice?
 4. What were the administrative reforms introduced by Sher Shah.

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

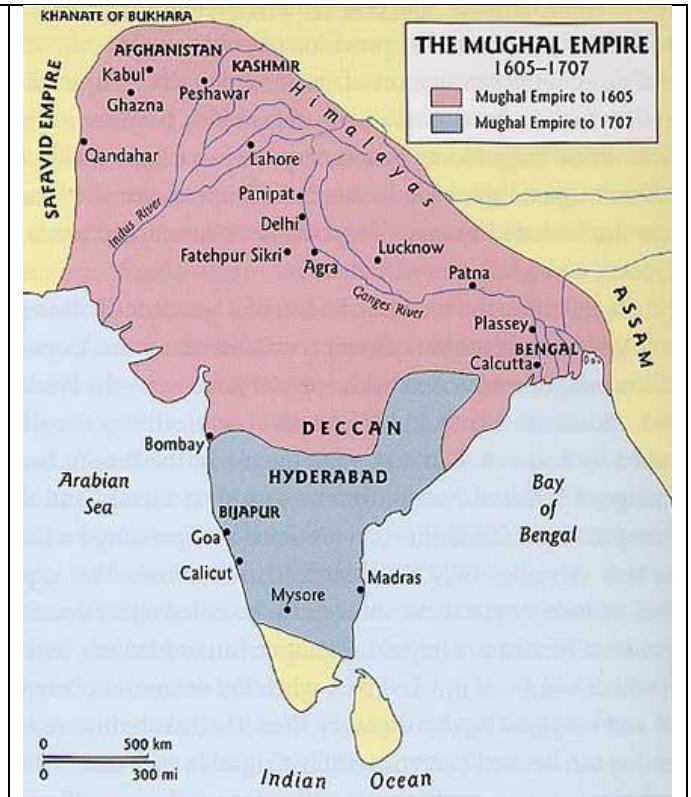
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>PASSED AWAY TERRITORIES CONQUEROR MONUMENTS REIGN THRONE</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>Aurangzeb 1658-1707 (1) In the north-east, the Ahoms were defeated in 1663, but rebelled again in the 1680s. Campaigns in the north-west against the Yusufzai and the Sikhs were temporarily successful. Mughal intervention in the succession and internal politics of the Rathor Rajputs of Marwar led to their rebellion. Campaigns against the Maratha chieftain Shivaji were initially successful. But Aurangzeb insulted Shivaji who escaped from Agra, declared himself an independent king and resumed his campaigns against the Mughals. Prince Akbar rebelled against Aurangzeb and received support from the Marathas and the Deccan Sultanate. He finally fled to Safavid Iran. (2) After Akbar's rebellion Aurangzeb sent armies against the Deccan Sultanates. Bijapur was annexed in 1685 and Golconda in 1687. From 1698 Aurangzeb personally managed campaigns in the Deccan against the Marathas who started guerrilla warfare. Aurangzeb also had to face the rebellion in north India of the Sikhs, Jats and Satnamis, in the north-east of the Ahoms and in the Deccan of the Marathas. His death was followed by a succession conflict amongst his sons.</p> <p>49 THE MUGHAL EMPIRE</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <p>Emperor Akbar ALBERT</p> <p>About AKBAR</p> <p>Reign : 27 January 1556 - 29 October 1605 (49 years, 275 days) Coronation : 14 February 1556, near Kalanaur, Gurdaspur Predecessor : Humayun Successor : Jahangir Regent : Bairam Khan (1556-1561)</p> <p>Full name : Abu'l-Fath Jalal ud-din Muhammed Akbar I Spouse : 36 wives including Mariam-uz-Zamani Children : Jahangir, Murad, Danyal, 6 daughters others Full name : Abu'l-Fath Jalal ud-din Muhammed Akbar I</p>  <p>Jalaluddin Akbar</p> <p>Father : Humayun Mother : Hamida Banu Begum Born : 15 October 1542, Umerkot, Sind Died : 27 October 1605 (age 63), Fatehpur Sikri, Agra Burial : Sikandra, Agra Religion : Din i Ilahi</p> <p>© 2015 albert-learning.com</p> <ol style="list-style-type: none"> What would happened in the Mughal Empire if there was no Bairam Khan in the life of Akbar? Many Rajput rulers joined Akbar's court. But Ranapratap did not. Why? Locate the following places in the outline map of India. DELHI AGRA FATEHPUR SIKRI CHITHORGARH AHMADNAGAR. 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p>Nuruddin Muhammad Jahangir (birth name was Shahzada /Prince Salim or Selim) (20 September 1569 – 8 November 1627) was the fourth Mughal Emperor from 1605 to 1627. Jahangir was the eldest son of Emperor Akbar the Great. He was married to Queen Nur Jahan ('Light of the World') and was much under her influence.</p> <p>Died: 8 November 1627 Children: Prince Khurram, Khusrau Mirza</p> <p>ABOUT SHAH JAHAN</p> <ul style="list-style-type: none"> His full name was Shahab-ud-din Muhammad Khurram The emperor of the Mughal Empire in South Asia from 1628 until 1658. The name Shah Jahan comes from Persian, meaning "Ruler of World". He was the fifth Mughal emperor after Babur, Humayun, Akbar, and Jahangir. While young, he was the favorite of his legendary grandfather, Akbar the Great. At a young age, he was chosen as successor to Mughal throne after the death of his father Emperor Jahangir, in 1627 His reign has been one of the most prosperous ages of Indian civilization.  

SYNOPSIS READING

- Akbar was just 13 years old when his father Humayun passed away. Since Akbar was very young, his guardian Bairam Khan.
- With the guidance of Bairam Khan, Akbar defeated Hemu in the battle of second Panipat in 1556 C.E.
- Salim the successor of Akbar came to the throne with the tittle Jahangir (world conqueror) He levied some local taxes on trade and manufacturing of goods.
- Shahjahan was the son of Jahangir. Shajahan's period was much known for the construction of buildings. In his period also, Mughal campaigns continued in the Deccan.
- He was the younger son of Shah Jahan. He was a devout muslim and led his life as per the principles of Quaran. He did not show tolerance to other religions.

Students read synopsis in group.

Students read synopsis individually and copy in their note books.



PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

PASSED AWAY TERRITORIES CONQUEROR MONUMENTS REIGN THRONE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING:
 1. Copper coin () a) Agra
 2. Mansab () b) Autobiography
 3. Taj Mahal () c) Minister
 4. Todarmal () d) Dam
 5. Tuzuk-I-Jahangiri () e) Rank

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)


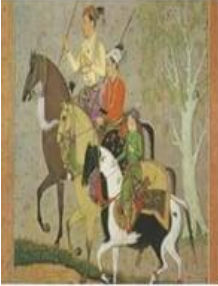

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who was the guardian of Akbar?
 2. When was the second battle of Panipat fought?
 3. Jahangir means?
 4. Who was the younger son of Shah Jahan?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	CENTRALIZED SUBAS SUBEDAR SARKARS PARAGANAS MANSAB JIZYA TAX PILGRIM TAX DAM ZABT	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What was Zabt?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. "Din-I-Ilahi could not become a popular". Why? 2. Compare the present land revenue system to that of Mughal system. 3. Akbar introduced a number of administrative reforms. What are they? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<p style="text-align: center;">Akbar's Mansabdari System </p>  <ul style="list-style-type: none"> The mansab of a Mughal noble implied the following: <ol style="list-style-type: none"> 1. Salary of the officer 2. Status of the officer 3. Number of soldiers, horses and elephants etc., maintained by an officer. Akbar later introduced 'Zat' (Personal salary) and 'Sawar' (payment for military contingent) in the Mansabdari system
SYNOPSIS READING	<ul style="list-style-type: none"> The Mughals had a centralized administration. All power vested with the emperor. A council of ministers assisted him in administration. Akbar divided his kingdom into 15 Subas. Subas were divided into Sarkars. These Sarkars were divided into Paraganas. Akbar introduced the Mansabdari system in his military policy. Mughals are Sunni Muslims. Akbar showed religious tolerance. He Abolished Jizya tax and Pilgrim tax levied on the Hindus but Aurangzeb reimposed these taxes during his reign. The Mughals adopted and standardized the Rupee (silver) and Dam (copper) currencies introduced by the Sur emperor Sher shah Sur during his brief rule. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	 <p style="text-align: center;">COINS</p>

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

CENTRALIZED SUBAS SUBEDAR SARKARS PARAGANAS MANSAB JIZYA TAX PILGRIM TAX DAM ZABT

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

• MATCH THE FOLLOWING:

1. DAM () a) Tax
2. Din-I-Ilahi () b) Copper coin
3. Zabt () c) Military policy
4. Mansabdari system () d) New Religion introduced by Akbar
5. Jizya () e) land revenue system

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

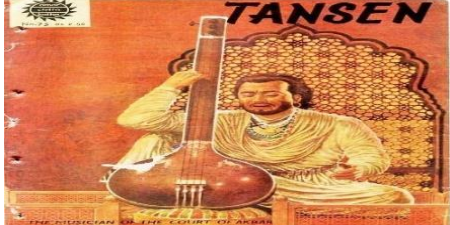
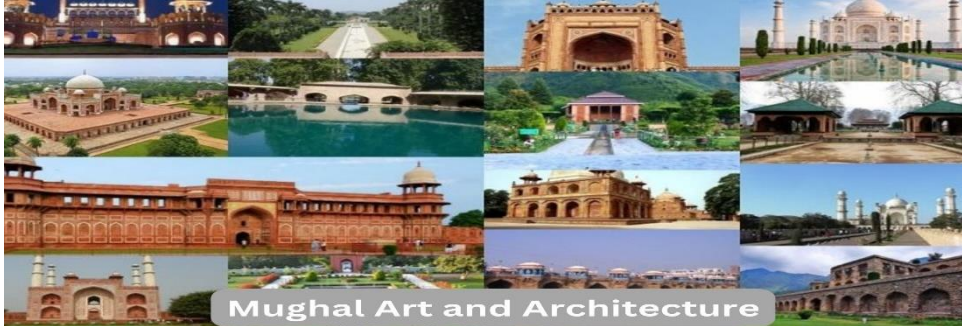
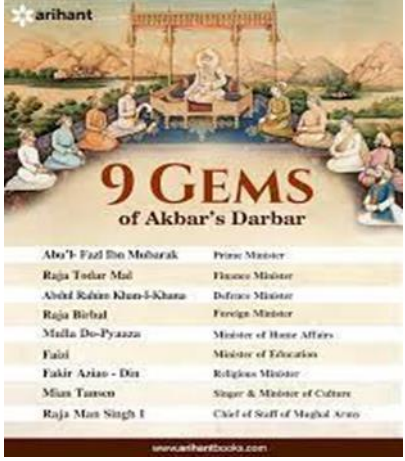
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What was zabt?
 2. Who abolished jizya tax and pilgrim tax?
 3. Who introduced Mansabdari system?
 4. Din-I-Ilahi means?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>MONUMENTS MAUSOLEUM HERITAGE MINIATURE PAINTING SUSPICIOUS NATURE RELIGIOUS BIGOTRY</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p>  <p style="text-align: center;">Mughal Art and Architecture</p> <ol style="list-style-type: none"> 1. Appreciate the work of the Mughals in architecture and sculpture. 2. What are the reasons for the decline of Mughal empire? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> • A new tradition of architecture was started during the Mughal era. The monuments were constructed on high plinths. Marble was mostly used as construction material and constructed water flowing fountains extensively. • The combination of Persian art and literature with Indian art. • Persian language was the dominant and official language of the Empire. • A new school of art known as miniature painting emerged during the Mughal period. • According to Abul Fazal, there were 36 singers in Akbar's court. The most famous among them was Tansen and Bajbahadur. Akbar himself used to play nakara (Nagara) well. • The decline of Mughal empire started with Shah jahan and ended with Aurangzeb. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

MONUMENTS MAUSOLEUM HERITAGE MINIATURE PAINTING SUSPICIOUS NATURE RELIGIOUS BIGOTRY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- MATCH THE FOLLOWING:
 1. Babar Nama () a) Shah Jahan
 2. Akbar Nama () b) Tulasidas
 3. Tuzuk-I-Jahangiri () c) Abul Fazal
 4. Ramacharithmanas () d) Babur
- Ask students to prepare sentences on their own connect with “was written by”.
- MATCH THE FOLLOWING:
 1. Buland Darwaza and Panch Mahal () a) Shah Jahan
 2. Red Fort and The Taj Mahal () b) Akbar
- Ask students to prepare sentences on their own connect with “was built by”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):



- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who built Fatehpur Sikri?
 2. Who built the Red Fort and the Taj Mahal?
 3. Who were Navaratnas in the court of Akbar?
 4. Who was Tansen?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	CONTEMPORARY RELENTLESSLY SAINTS WARFARE CORONATION GUERRILLA WARFARE WARRIORS PATRIOTISM AGRARIAN	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is guerrilla warfare?
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <p style="text-align: center;">ASHTAPRADHANS</p>  <p>1. Explain “why Shivaji’s personality is glorious”.</p>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their not	
SYNOPSIS READING	<ul style="list-style-type: none"> • Shivaji was born in Shivaneri fort near Pune. His father was Shaji Bhonsle. • At the age of 19, Shivaji captured Torana Durga, which was under the control of Mahammad Adilshah of Bijapur. • In Raigarh Shivaji was conferred with the title Chhatrapati and was crowned king of Marathas in a grand ceremony. • Though Shivaji devote Hindu he respected other religions. He ordered his soldiers to respect women and other religious texts. • He trained his army in guerrilla warfare and made them great warriors. • There were eight ministers called “Ashta Pradhans” to assist him in administrative matters. The Prime Minister was called Peshwa. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

CONTEMPORARY RELENTLESSLY SAINTS WARFARE CORONATION GUERRILLA WARFARE WARRIORS PATRIOTISM AGRARIAN

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

*MATCH THE FOLLOWING:

1. Peshwa () a) High priest
2. Amatya () b) Chief Justice
3. Sacheev () c) Foreign Minister
4. Waqia-i-Navis () d) Commander
5. Senapati () e) Home Minister
6. Sumant () f) Secretary
7. Nyayadhish () g) Finance Minister
8. Panditrao () h) Prime Minister

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

Teacher has to write summary of the lesson on the board.

Initially teacher read sentences and ask students to repeat after him.

- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Where was Shivaji born?
 2. Who were the parents of Shivaji?
 3. Who established the Maratha Kingdom?
 4. Who were Ashta Pradhans?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN

(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 06

PRACTICE PERIODS : 06

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
8. BHAKTI - SUFI	PREREQUISITES	1+1			UPANISHADS ESOTERIC EGALITARIAN ECSTASY SALVATION
	<ul style="list-style-type: none"> Bhakti Movement What is Bhakti? Journey of the Bhakti Movement Main features of Bhakti movement 	1+1			<ul style="list-style-type: none"> Know about: What is bhakti. Journey of bhakti movement Main features of bhakti movement
	<ul style="list-style-type: none"> SOME RELIGIOUS REFORMERS Adi Shankaracharya -Ramanujacharya Madhwacharya - Vallabhacharya Basaveswara - Ramananda 	1+1			<ul style="list-style-type: none"> Teachings of: Adi Shankaracharya -Ramanujacharya Madhwacharya - Vallabhacharya Basaveswara - Ramananda
	<ul style="list-style-type: none"> SOME RELIGIOUS REFORMERS Kabir - Sant Ravidas Mira Bai - Chaitanya Mahaprabhu Shankara deva 	1+1			<ul style="list-style-type: none"> Teachings of: SOME RELIGIOUS REFORMERS Kabir - Sant Ravidas Mira Bai - Chaitanya Mahaprabhu - Shankara deva
	<ul style="list-style-type: none"> SOME RELIGIOUS REFORMERS Guru Nanak - Namdev - Jnaneswar TELUGU SAINTS Molla - Annamayya IMPACT OF THE BHAKTI MOVEMENT ON THE MEDIEVAL INDIAN SOCIETY 	1+1			<ul style="list-style-type: none"> Teachings of: Guru Nanak – Namdev – Jnaneswar Molla – Annamayya Impact of the Bhakti movement on the medieval Indian society.
	<ul style="list-style-type: none"> SUFI MOVEMENT: Interferences from the Poetry of Bhakti and Sufi saints about the existing social order. 	1+1			<ul style="list-style-type: none"> The salient features of Sufism Khwaja Moinuddin Chisti – Nizam-ud-din Auliya Impact of Sufi movement

PRIOR CONCEPTS/SKILLS :

- Bhakti Movement
- What is Bhakti?
- Journey of the Bhakti Movement
- Main features of Bhakti movement
- SOME RELIGIOUS REFORMERS THEIR TEACHINGS
- IMPACT OF THE BHAKTI MOVEMENT ON THE MEDIEVAL INDIAN SOCIETY
- SUFI MOVEMENT:
- Interferences from the Poetry of Bhakti and Sufi saints about the existing social order.

LEARNING OUTCOMES

TLM

NO. OF PERIODS REQUIRED


The students will be able to:

- Know the origin, nature and expansion of Bhakti movement.
- Know the different types of Bhakti, appreciate the role of saints in Bhakti movement.
- Understand the salient features and the effects of Bhakti movement.
- Understand the origin and expansion of Sufi concepts.
- Appreciate the role of Sufi saints and the impact of Sufi movement on society.
- Apply knowledge of the principles of Bhakti movement in real life situations.

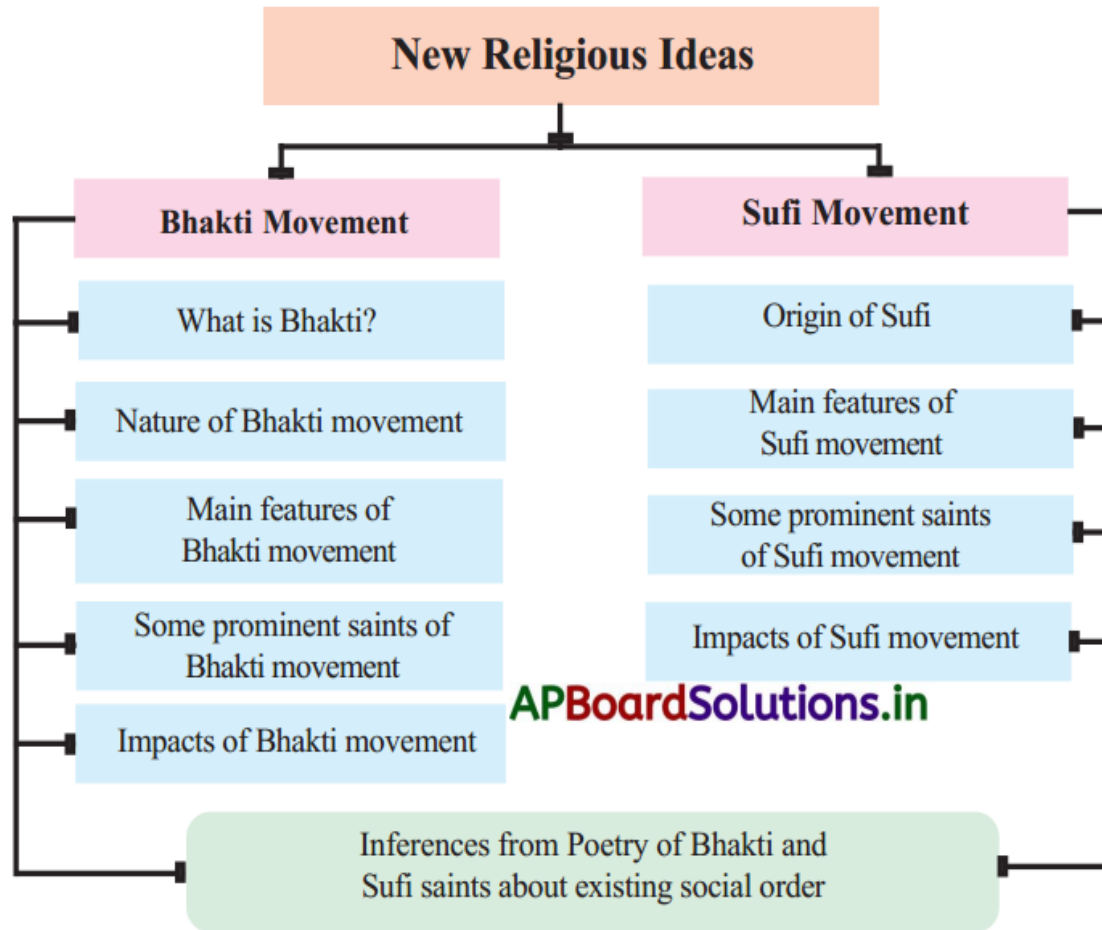
INDIA MAP
PICTURES OF SAINTS
PPTs
VIDEOS

12

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students.</p> <p>UPANISHADS ESOTERIC EGALITARIAN ECSTASY SALVATION</p> <p>*Ask questions on Prerequisites and explain in brief.</p> <p>1. Define Upanishads?</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define Upanishads?</p>
<p>MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p>APBoardSolutions.Guru</p> <ol style="list-style-type: none"> 1. What do you observe in the above picture? 2. Who are they? 3. What are they teaching? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>BHAKTI - SUFI</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p>RELEVENCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.</p> <p>1.What can the present society learn from the bhakti movement and Sufi movement?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING :

UPANISHADS ESOTERIC EGALITARIAN ECSTASY SALVATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

• MATCH THE FOLLOWING:

1. Always () a) worshipping god with form
2. Hindu scripture () b) worshipping of Vishnu
3. Saguna Bhakti () c) worship of the divine as formless
4. Nirguna Bhakti () d) Nayanars
5. Shaiva () e) Ramayana, Bhagavadgita

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
 - Ask students to read one by one.
 - Ask students to explain meaning of those sentences.
 - Teacher asks the following questions based on the synopsis.
 1. What is Bhakti?
 2. Define Sufi movement?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	BHAKTI DEVOTION FRAGMENTED CASTE DISTINCTIONS PREACH HARMONY REFORMS REFORMERS HYMNS MOKSHA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define Bhakti?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. What are the salient features of Bhakti movement? 2. What is the difference between Saguna Bhakti and Nirguna Bhakti? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> • The Bhakti movement reached its prominence in 8th century and continued to grow ever after. This movement spreads all over India. • Bhakti means a path of loving devotion to a particular deity. • In Bhakti there is saguna bhakti, nirguna bhakti. • Saguna bhakti means worshiping God with form, nirguna bhakti means worshiping God without form. • Bhakti movement was started by Adi Shankaracharya. • Always were Vaishnava saints. Nayanars were Saiva saints. • Main features of the Bhakti Movement. • Oneness of God. • One of the ways to moksha is Bhakthi. • Bhakthi means to surrender to God. • Emphasized equality of all humans. • No discrimination of caste, creed, sect. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

BHAKTI DEVOTION FRAGMENTED CASTE DISTINCTIONS PREACH HARMONY REFORMS REFORMERS HYMNS MOKSHA

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• **MATCH THE FOLLOWING:**

- | | | |
|---------------------------|-------|--|
| 1. Dwaita | () | a) Each soul is Divine |
| 2. Vishishtadwaita | () | b) Individual soul is part of the entity |
| 3. Adwaita | () | c) Brahman and Atman are different entities |
| 4. Alwars | () | d) Saiva saints |
| 5. Nayanars | () | e) Vishnava saints |

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What is Bhakti?
 2. What is the main characteristic of Bhakti Movement?
 3. When did Bhakti movement became popular in all religions?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ADWAITHA SHAKTHI PEETHAAS VISISHTAADWAITHA SALVATION SRI BHASYA DWAITHA SUDDHADVAITA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Dwaitha means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <div data-bbox="360 683 1088 1374" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">4 Aamnya Peethas Established by Jagadguru Sri Shankaracharya</p> <p>The map highlights four primary Advaita Peethas established by Sri Shankaracharya: Sri Sharada Sarvagna Peetham in Kashmir, Sri Jyotish Peetham in Badarinath, Sri Sharada Peetham in Dwaraka, and Sri Govardhan Peetham in Puri. It also indicates Sri Sharada Peetham in Sringeri and Kalady as the birth place of Sri Shankaracharya. Small portraits of the respective gurus are placed near their respective peethas.</p> </div>	Students participated group reading in their respective group.	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p> <div data-bbox="1285 810 1552 1182" style="text-align: center;"> <p>BASAVESWARA</p> </div>	<div data-bbox="1603 683 2069 1098" style="text-align: center;"> <p>Vallabhacharya <i>Jayanto</i></p> </div>

Sri Ramanujacharya Jayanti



Sri Ramanuja Acharya (1017-1157 C.E.) was a great Hindu philosopher and thinker. He is the most venerated Acharya in the philosophy of Sri Vaishnavism.

He was born in the village of Sriperumbudur, Tamil Nadu in 1017 CE. Sri Ramanuja birth name was Lakshmana and also referred to as Ilaya Perumal which means the radiant one.



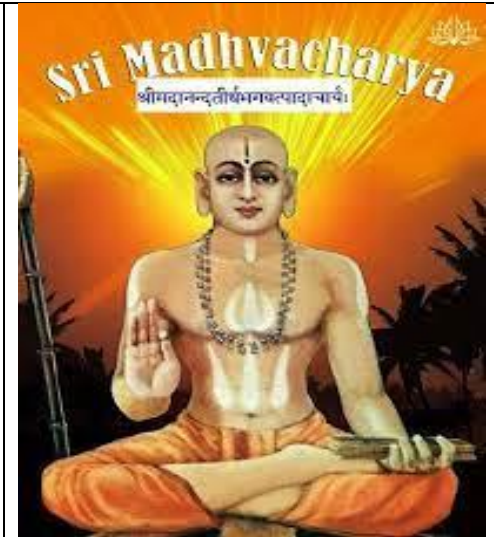
Infoblogics

+1 905 895-5493

360px

www.sgvp.org

1. Who preached the Advaita Philosophy?
2. Define Advaita philosophy?
3. Who wrote a commentary on the Brahma Sutras?
4. What is the ideology of Vallabhacharya?
5. Why did Ramananda oppose Sectarianism?

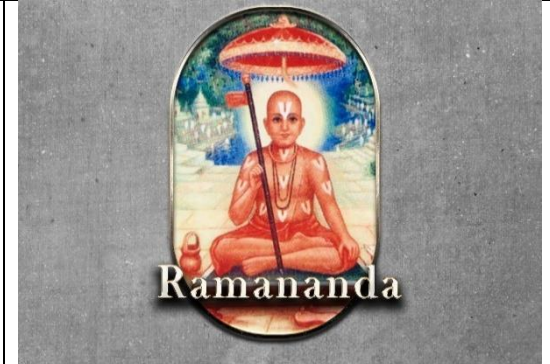


SYNOPSIS READING

- Adi Shankaracharya:
- He preached Advaita Philosophy. He established four Shakthi Peethas in all the four corners of India.
- He Wrote Viveka chudamani, Soundaryalahari, Sivanandalahari, Atmabodha etc.
- Ramanujacharya was a philosopher and social reformer.
- He preached Vishishtadvaita.
- He wrote a commentary on the Brahma Sutras popularly known as "Sri Bhasya".
- Madhvacharya: He promoted the Dvaita philosophy. Dvaita - means duality, dualism.
- It considers Brahman and Atman as two different entities and Bhakti (devotion) is the route to eternal salvation.
- Vallabhacharya: . His ideology is known as Suddhadvaita (pure Non-Dualism).

Students read synopsis in group.

Students read synopsis individually and copy in their note books.



PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ADWAITHA SHAKTHI PEETHAAS VISISHTAADWAITHA SALVATION SRI BHASYA DWAITHA SUDDHADVAITA

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING:
 1. Adwaitha () a) Ramanujacharya
 2. Visishtaadwaitha () b) Shankaracharya
 3. Dwaitha () c) Vallabhacharya
 4. Suddhadvaita () d) Madhwacharya
- Ask students to prepare sentences on their own connect with '**preached by**'.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)





- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Who started the Bhakti movement?
 2. Who established four Shakthi Peethaas? What are they?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	DISCIPLE PHILOSOPHY RECONCILE DEVOTEE PROPAGATE PILGRIMAGE MONASTERIES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Monasteries means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. Kabir said that "All are equal before God"? Do you agree with this statement? Mention your reason. 2. Who is Mira Bhai? What was her contribution to the Bhakthi movement? 3. Who founded many Satras or monasteries and Nam-Ghars? 	Students participated group reading in their respective group.  <p>SHANKARA DEVA</p>	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book. 	 <p>KABIR</p>
SYNOPSIS READING	<ul style="list-style-type: none"> Kabir : He advocated "all are equal before God". In fact, he was the first saint who tried to reconcile Hinduism and Islam. Sant Ravidas: His cardial quote was "Hari is in all and all in Hari". Mira Bai: Mira became a devotee of Krishna right from her childhood She propagated Krishna Bhakthi among all sections of the society. Chaitanya Mahaprabhu. He is also known as Sri Gauranga. He was a popular Vaishnava saint and reformer from Bengal. Shankara deva is the saint of Assam. He was a poet, play write and social reformer. He founded many Satras or monasteries. 	Students read synopsis in group.	Students read synopsis individually and cop y in their note books.  <p>CHAITANYA MAHAPRABHU</p>	 <p>MIRA BAI</p>

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

DISCIPLE PHILOSOPHY RECONCILE DEVOTEE PROPAGATE PILGRIMAGE MONASTERIES

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING QUOTES:
 1. “All men are equal. There is no caste or sub-caste” () a) Sant Ravidas
 2. “All are equal before God” () b) Basaveswara
 3. “Hari is in all and all in Hari” () c) Kabir

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What was the cardinal quote of Sant Ravi Das?
 2. Who is also known as Sri Gauranga?
 3. Who was the first saint who tried to reconcile Hinduism and Islam?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>SIKHS GURU GRANDH SAHIB KEERTHANAS CAST DISCRIMINATION TOLERANCE</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	 <p>Her work is known as Molla Ramayana and is considered to be the simplest of all Ramayan's written in Telugu. She primarily used simple Telugu words and used Sanskrit words very rarely.</p> <p>MOLLA</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p>   <ol style="list-style-type: none"> Who was the founder of Sikhism and what were the main principles of Sikhism? What is the impact of the Bhakti movement on the Medieval Indian Society? Bhakti inculcates honesty, kindness, love, service mindedness etc. Discuss. 	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p>Sikh Guru Name List</p> <ul style="list-style-type: none"> • Guru Nanak (1469-1539) • Guru Angad(1539-1552) • Guru Amar Das(1552-1574) • Guru Ram Das(1574-1581) • Guru Arjan Dev(1581-1606) • Guru Hargobind(1606-1644) • Guru Har Rai(1644-1661) • Guru Har Krishan(1656-1664) • Guru Tegh Bahadur(1664-1675) • Guru Govind Singh (1675-1708) 
SYNOPSIS READING	<ul style="list-style-type: none"> • Guru Nanak: Guru Nanak, the founder of the Sikh religion. • His disciples included both the Hindus and the Muslims. • His followers were known as Sikhs. • Namdev: He was a devotee of Vithoba of Pandharpur. • According to Namdev there is no need to follow rituals and elaborated processes to worship god. • Jnaneswar : Jnaneswar wrote his commentary on the Bhagawadagita called Bhagavat Deepika.commonly known as Jnaneswari. • Molla: She is also called Mollamamba. • She wrote Ramayana in telugu and she is said to be the contemporary of Krishna devaraya.Her style is simple and attractive. • Annamayya: Tallapaka annamacharya is popularly known as annamayya. • He is known as padakavitha pithamaha. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	 <p>JNANESWAR</p>

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

SIKHS GURU GRANDH SAHIB KEERTHANAS CAST DISCRIMINATION TOLERANCE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- MATCH THE FOLLOWING:
 1. Viveka Chudamani () a) Molla
 2. Sri Bhasya () b) Jnaneswar
 3. Commentaries on the Brahma Sutra () c) Adi Shankaracharya
 4. Commentary on the Bhagavadgita () d) Ramanujacharya
 5. Ramayana in Telugu () e) Vallabhacharya
- Ask students to prepare sentences on their own connect with '**was written by**'.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):



- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Namdev preached no need to follow rituals and elaborated process to worship God.
Why did he say?
 2. Write about Molla.
 3. Write a few words about Annamayya.
 4. Collect the names of all ten Sikh gurus.
 5. Who is known as Padakavitha Pithamaha?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>SUFI EGALITARIAN MEDITATION WAHDAT-UL-WUJUD MONOTHEISM SUPERSTITIONS</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	 <p>KHWAJA MOINUDDIN CHISTI DARGA</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Write about Sufi saints and their teachings. 2. What is the impact of Sufi movement? 3. List out the similarities in the preaching of Hindu and Islamic reformers.</p>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their not</p>	 <p>NIZAM-UD-DIN AULIYA DARGA</p>
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> • Sufi Movement: The Sufi movement was a socio-religious movement in Islam • The word Sufi is derived from an Arabic word Saf. Saf means purity / clean. • The salient features of Sufism: • There is only one God. All are children of God. • To love ones fellow men is to love God. • Sufi believes Wahdat-ul-Wujud means worship for a single God. • Khwaja Muinuddin Chishti was a great Sufi Saint of India. The Chishti order was established in India by him. • Farid-ud-din Ganj-i-Shakar was another great Sufi Saint of India. • Impact of Sufi movement: Sufi's travelled all over the country to reach the poor and rural communities. They preached in the local languages. They lived a modest simple life. 	<p>Students read synopsis in group</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

SUFI EGALITARIAN MEDITATION WAHDAT-UL-WUJUD MONOTHEISM SUPERSTITIONS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- MATCH THE FOLLOWING
 1. Saf means () a) worship for a single God
 2. Wahdat-ul-Wujud menas () b) purity/clean
 3. Moinuddin Chisti Darga is located at () c) Delhi
 4. Nizam-ud-din Auliya Darga located at () d) Ajmer

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Sufi means?
 2. Who was a great Sufi Saint of India?
 3. Define Sufi movement?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN

(LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 06 PRACTICE PERIODS :06

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
9. INDIAN CONSTITUTION AN INTRODUCTION	PREREQUISITES	1+1			CONSTITUTION PARLIAMENT PREAMBLE FUNDAMENTAL RIGHTS FUNDAMENTAL DUTIES CONSTITUENT ASSEMBLY DRAFTING COMMITTEE
	INTRODUCTION Brief background of the Indian Constitution Activities related to the Constitution during British rule	1+1			<ul style="list-style-type: none"> • The Government of India Act - 1935 • The first Constitutional Document – 1929 (Nehru Report) • Indian National Congress (INC) – 9131 Karachi session
	The Constituent Assembly Drafting Committee	1+1			<ul style="list-style-type: none"> • The Constituent Assembly • Cabinet Mission Plan – 1946 • Drafting Committee • Father of Indian Constitution – The Constitution Day
	The Preamble of Indian Constitution The Values expressed in the Preamble	1+1			<ul style="list-style-type: none"> • The Preamble of Indian Constitution – Basic structure of our Constitution • The values expressed in the Preamble
	Salient Features of the Indian Constitution Fundamental Rights	1+1			<ul style="list-style-type: none"> • Salient features of the Indian Constitution • Fundamental Rights: Article 14 to 32 in Part 3 • 44th Constitutional amendment – 1978 the Right to Property was deleted • Right to Information – Right to Education
	Fundamental Duties Values and Responsible Citizenship	1+1			<ul style="list-style-type: none"> • Fundamental Duties – Article 51A, Part 4A – 42nd Amendment in 1976 • Values and Responsible Citizenship

PRIOR CONCEPTS/SKILLS :

- Brief background of the Indian Constitution
- Activities related to the Constitution during British rule
- The Constituent Assembly
- Drafting Committee
- The Preamble of Indian Constitution
- The Values expressed in the Preamble
- Salient Features of the Indian Constitution
- Fundamental Rights
- Fundamental Duties
- Values and Responsible Citizenship

LEARNING OUTCOMES

TLM

NO. OF PERIODS REQUIRED

The students will be able to:

- Understand the background of the Indian constitution.
- Explain the role of the Constituent Assembly and Drafting Committee.
- Appreciate the role of Dr.B.R.Ambedkar in making of the Indian Constitution.
- Understand the constitutional values.
- Know the role of Fundamental Rights and Duties in the development of the individual and the society.

APSCERT TEXTBOOK
INDIA MAP
PICTURES
DIKSHA CONTENT
PPTS
VIDEOS

12

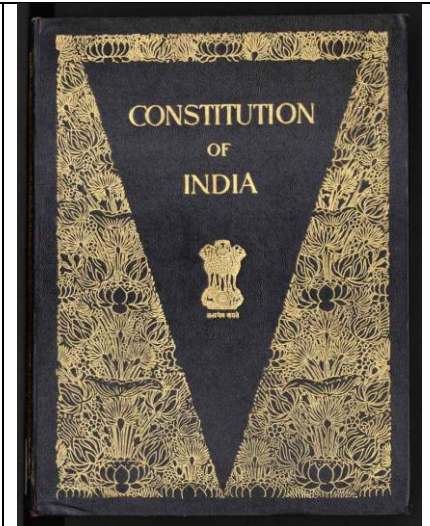
TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><u>PREREQUISITES:</u> Teacher writes keywords and key concepts on the board and read for the students. CONSTITUTION PARLIAMENT PREAMBLE FUNDAMENTAL RIGHTS FUNDAMENTAL DUTIES CONSTITUENT ASSEMBLY DRAFTING COMMITTEE</p> <p>*Ask questions on Prerequisites and explain in brief. 1. What is constitution?</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define constitution?</p>
<p><u>MIND MAP/TITLE OF THE LESSON :</u>Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic. 1. Do we follow any rules to keep our school functioning properly? 2. Are such rules required? Why?</p> <div data-bbox="383 831 981 895" style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold;"> INDIAN CONSTITUTION AN INTRODUCTION </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><u>RELEVENCE OF THE LESSON:</u> Teacher conduct discussion through questions about the importance of the lesson. 1. Why does a democratic country need a constitution?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

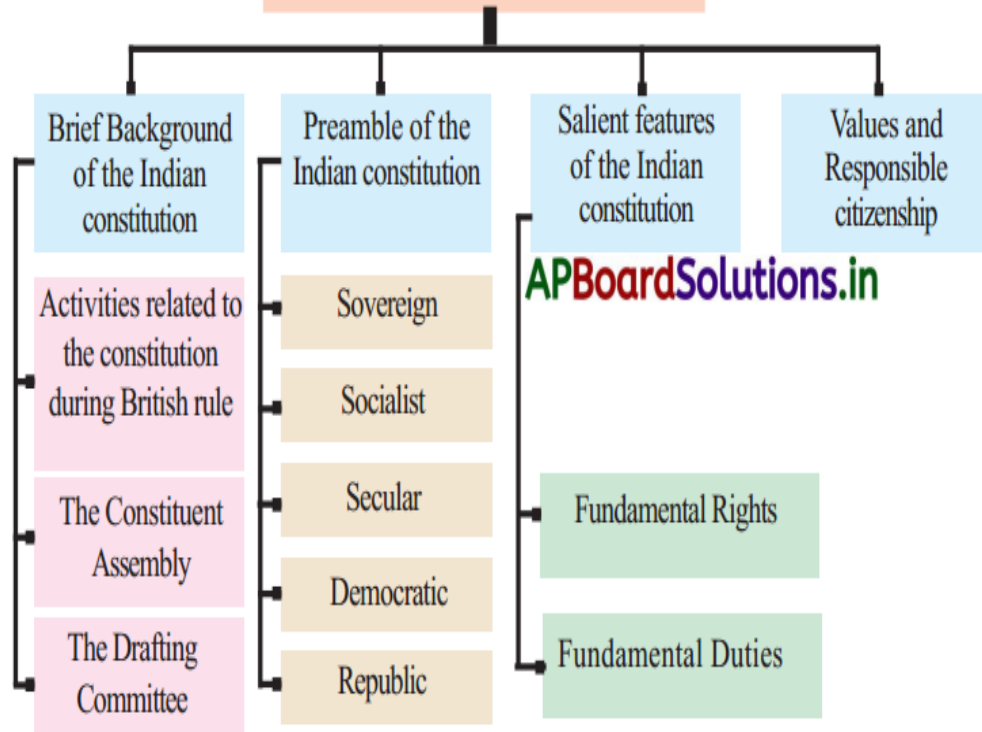
CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.

Read concept map in group.

Read concept map individually and copy the concept map in their note books.



An Introduction to The Indian Constitution



PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

CONSTITUTION PARLIAMENT PREAMBLE FUNDAMENTAL RIGHTS FUNDAMENTAL DUTIES CONSTITUENT ASSEMBLY DRAFTING COMMITTEE

STEP 2 : GROUP WORK (WE DO) –SIMILAR LINES READING :

• MATCH THE FOLLOWING:

1. Dr.B.R.Ambedkar () a) Inaugural Session
2. Dr.Babu Rajendra Prasad () b) First President of INC
3. W.C.Benerjee () c) President of Constituent Assembly
4. Jawaharlal Nehru () d) Chairman of Drafting Committee

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :




- * Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. When was our Constitution adopted?
 2. Why do we celebrate Republic day on 26th January?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	PARLIAMENT GOVERNMENT OF INDIA ACT PROVINCES DIARCHY AUTONOMY INDIAN NATIONAL CONGRESS I.N.C RESOLUTION UNIVERSAL ADULT FRANCHISE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand INC?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Our national leaders opposed the acts made by the British government. Why? 2. Why did the Indian National Congress (INC) demanded for a separate constitution for India. What were the reasons for it? 3. Why does a democratic country need a constitution? 	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<p style="text-align: center;"><u>NEHRU REPORT (1928)</u></p> <p style="text-align: center;">Motilal Nehru and 8 other leaders drafted a constitution.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>
SYNOPSIS READING	<ul style="list-style-type: none"> Government of India Act - 1935 was an important Act. It was provided for the establishment of an all-India federation consisting of Provinces and Princely states. The act divided the powers between the Centre and States into three lists. This act introduced diarchy at the centre.It also introduced the autonomy of the states. In the year 1928, a committee was constituted by all the parties including Indian National Congress to draft the constitution for India. Motilal Nehru (father of Jawaharlal Nehru) acted as the chairman of this committee. T his committee submitted its report in the year 1929. It was known as Nehru report. It was the first Constitutional Document. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	 <p style="text-align: center;">INDIAN NATIONAL CONGRESS</p>

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

PARLIAMENT GOVERNMENT OF INDIA ACT PROVINCES DIARCHY AUTONOMY INDIAN NATIONAL CONGRESS I.N.C
RESOLUTION UNIVERSAL ADULT FRANCHISE

STEP 2 : GROUP WORK (WE DO) –SIMILAR LINES READING:

- MATCH THE FOLLOWING:
 1. Government of India Act () a) 1931
 2. Nehru report () b) 1929
 3. INC Karachi session () c) 1885
 4. Indian National Congress () d) 1935

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :


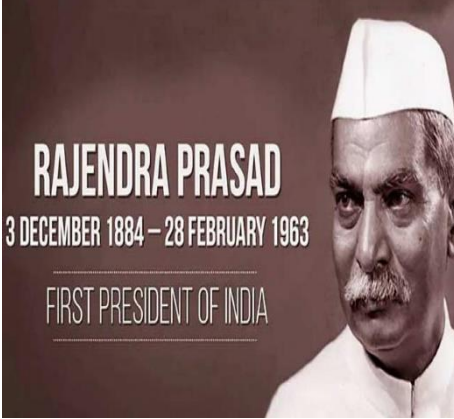
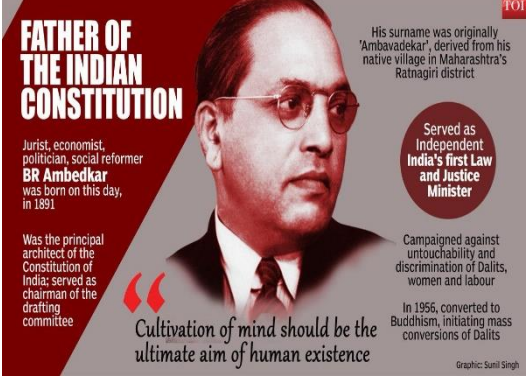
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What is Constitution?
 2. What is Universal Adult Franchise?
 3. In which year Government India Act was made?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>CONSTITUENT ASSEMBLY REPRESENTATIVES CABINET MISSION PLAN PROVINCIAL ASSEMBLIES NOMINATED MEMBERS BIFURCATED DRAFTING COMMITTEE ARTICLES SCHEDULES CRITICS</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>•Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <ol style="list-style-type: none"> 1. There are only nine women members in the constituent Assembly. Do you think it would have been better if there had been more female members? Why? 2. Appreciate the role of Dr.B.R.Ambedkar in the preparation of the Indian Constitution? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> • The Constitution was drafted by an assembly of elected representatives called the Constituent Assembly. • According to the Cabinet Mission plan 1946, election to the Constituent Assembly was held in July 1946.The Indian Constituent Assembly had 299 members. It elected Dr. Babu Rajendra Prasad, as its President. • Drafting Committee: The Drafting committee was entrusted with the responsibility to prepare the Draft constitution. • It was set up on 29th August, 1947 under the chairmanship of Dr. B.R Ambedkar with seven members. Draft constitution was prepared and submitted to the Constituent Assembly in 1948. It contained 315 Articles and 8 Schedules. • After modifications, the Constitution with 395 Articles, 22 Parts and 8 Schedules was finally adopted by the Constituent Assembly on 26th November, 1949 and it came into force on 26th January 1950. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

CONSTITUENT ASSEMBLY REPRESENTATIVES CABINET MISSION PLAN PROVINCIAL ASSEMBLIES NOMINATED MEMBERS BIFURCATED
DRAFTING COMMITTEE ARTICLES SCHEDULES CRITICS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

• MATCH THE FOLLOWING:

1. Cabinet Mission came to India () a) 26th January, 1950
2. Elections to the Constituent Assembly held in () b) 26th November, 1949
3. Constitution was adopted on () c) 1946
4. Constitution came into force () d) July 1946



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)

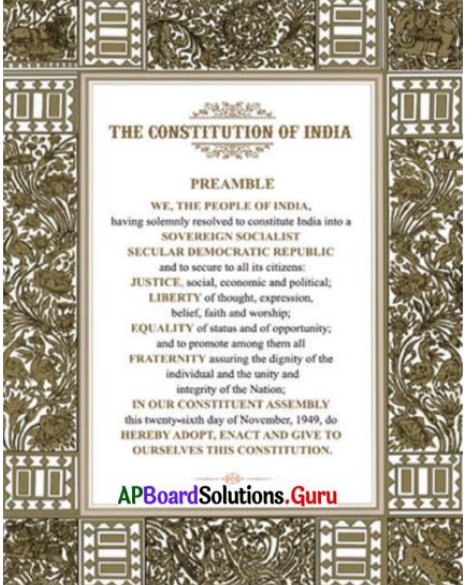
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. When was our constitution adopted?
 2. When did our Constitution came into force?
 3. Who is known as “Father of the Nation”?
 4. How many years time taken for the preparation of our Constitution?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>PREAMBLE OBJECTIVE RESOLUTION SOCIALIST SECULAR AMENDMENT SOVEREIGNTY SOCIALISM SECULARISM DEMOCRACY REPUBLIC JUSTICE LIBERTY EQUALITY FRATERNITY</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>Define fraternity?</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> • Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. <ol style="list-style-type: none"> 1. The Preamble of our Constitution starts with ‘We the people of India’. What does it mean? 2. “India is a sovereign country” comment. 3. What are the main ideals contained in the Preamble to the Constitution of India? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> • Preamble which is known as an introduction to the Constitution. It sets out the goals, the values and the ideals to which our country stands. • It is the basic structure of our Constitution. • JUSTICE: Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. • LIBERTY :It means freedom to all. • EQUALITY : All are equal before the law. • FRATERNITY: It means brotherhood.It promotes unity, integrity and loyalty among the people of the nation. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

PREAMBLE	OBJECTIVE RESOLUTION	SOCIALIST	SECULAR	AMENDMENT	SOVEREIGNTY	SOCIALISM	SECULARISM
DEMOCRACY	REPUBLIC	JUSTICE	LIBERTY	EQUALITY	FRATERNITY		

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING:
 1. An Article () a) a set of articles relating to one concept
 2. A Part () b) a specific rule or principle on specific aspect in the constitution
 3. A Schedule () c) additional information or details not mentioned in the articles
- Ask students to prepare sentences on their own connect with “**refers to**”.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

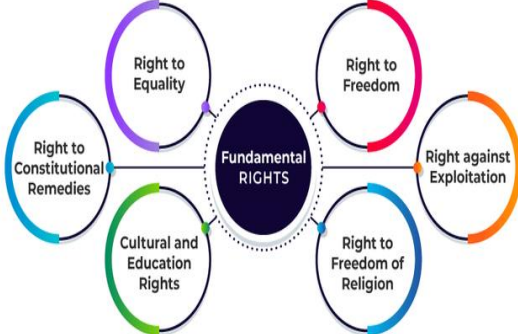
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. What is meant by Preamble?
 2. Which words were added to the Preamble through the 42nd amendment?
 3. Why is India called a Republic?
 4. How can you say that India is Secular country?
 5. What is meant by Liberty?
 6. What is meant by Equality?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>FUNDAMENTAL RIGHTS CITIZENS PROTECTED SUPREME COURT HIGH COURT RIGHT TO EQUALITY RIGHT TO FREEDOM RIGHT AGAINST EXPLOITATION RIGHT TO FREEDOM OF RELIGION RIGHT TO EDUCATION AND CULTURE RIGHT TO CONSTITUTIONAL REMEDIES</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> How many fundamental rights are there in our Indian constitution? What are they? Right to Property was deleted from the Fundamental Rights. Why? How do the “Right against exploitation” contributes to the development of the children? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> Salient Features of the Indian Constitution: Written Constitution. Lengthiest constitution. Democratic form of government. Sovereignty of the people. The Parliamentary form of government. Fundamental Rights. Fundamental Duties. Directive principle of state Policy. Single citizenship. Independent judiciary. Adult suffrage. Rigid and flexible Constitution etc. Fundamental Rights: Rights are reasonable claims of persons. At present there are six Fundamental Rights that are mentioned from Article 14 to 32 in Part 3 of the Constitution of India. At the time of our Indian constitution coming into force, we had seven Fundamental Rights. But, in the year 1978 the Right to Property was deleted from the list of the Fundamental Rights through 44th Constitutional amendment. 	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

FUNDAMENTAL RIGHTS CITIZENS PROTECTED SUPREME COURT HIGH COURT RIGHT TO EQUALITY RIGHT TO FREEDOM
RAIGHT AGAINST EXPLOITATION RIGHT TO FREEDOM OF RELIGION RIGHT TO EDUCATION AND CULTURE RIGHT TO CONSTITUTIONAL REMEDIES

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• MATCH THE FOLLOWING:

1. Article 14 – 18 () a) Right to Constitutional Remedies
2. Article 19 – 22 () b) Right to Education and Culture
3. Article 23 – 24 () c) Right to Freedom of Religion
4. Article 25 – 28 () d) Right against Exploitation
5. Article 29 – 30 () e) Right to Freedom
6. Article 32 () f) Right to Equality

RESPONSIBLE CITIZEN



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

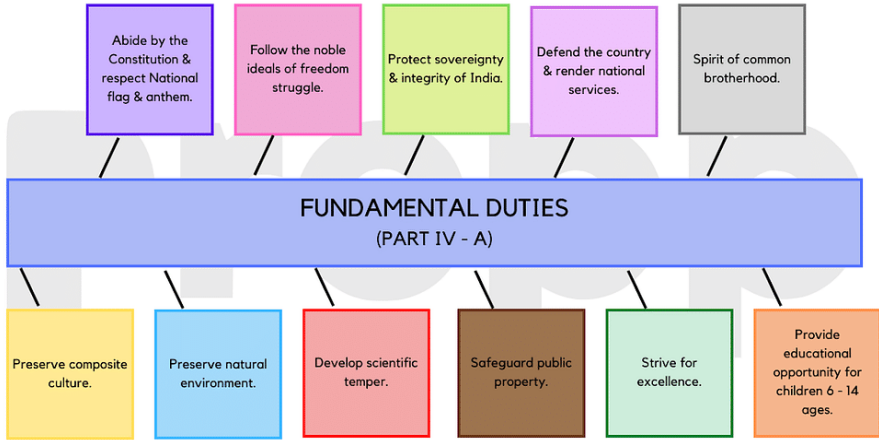
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
 1. Which part of our constitution, Fundamental Rights are mentioned?
 2. Why do we need right to freedom?
 3. Try to know, how the Right to Information ensures transparency in government administration?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	FUNDAMENTAL DUTIES PATRIOTISM MOTIVATION MORAL OBLIGATIONS INTEGRITY HARMONY HERITAGE HUMANISM	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p>  <p>1. The fundamental duties enhance patriotism. How?</p> <p>2. Write the Fundamental Duties of our Constitution?</p> <p>3. Write a characteristics of a good citizen?</p>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their not	
SYNOPSIS READING	<ul style="list-style-type: none"> • Fundamental Duties: These are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. • These duties were set out in Article 51A, Part 4A in our constitution through 42ndAmendment in 1976. These were taken from Russian constitution. Rights and duties are complimentary to each other. • Where there are rights, there are duties. One can't think of rights without duties. 	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 6

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

FUNDAMENTAL DUTIES PATRIOTISM MOTIVATION MORAL OBLIGATIONS INTEGRITY HARMONY HERITAGE HUMANISM

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- Identify the statement of fundamental rights and fundamental duties given below, and put a tick mark in the respective box.

S.No.	Statement	Fundamental Right	Fundamental Duty
1.	Forced labour are prohibited	✓	
2.	In a school, students protect school property such as the library, furniture		
3.	Abolition of untouchability		
4.	Develop scientific temper, humanism etc.		
5.	Abide by the constitution, National Flag and National Anthem		
6.	Reside and settle in any part of India		

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

Teacher has to write summary of the lesson on the board.

Initially teacher read sentences and ask students to repeat after him/her.

Ask students to read one by one.

Ask students to explain meaning of those sentences.

- Teacher asks the following questions based on the synopsis.
 - In which part of our Constitution, Fundamental duties are mentioned?
 - Fundamental duties were taken from which country?
 - "Rights and duties are the two sides of the same coin". Discuss.

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN (LIP MODEL)

CLASS : 7

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 05 PRACTICE PERIODS : 05


NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
STATE GOVERNMENT	PREREQUISITES	1+1			MONARCHY DEMOCRACY LEGISLATURE EXECUTIVE JUDICIARY ELECTION GOVERNMENT
	<ul style="list-style-type: none"> State Government How does the state government form and work Legislature Governor – Functions of the governor 	1+1			<ul style="list-style-type: none"> In India we have two levels of governments. One is Central government and the other is State government. Legislature Functions of the governor
	<ul style="list-style-type: none"> Legislative Assembly Elections to the Legislative Assembly Election of member of Legislative Assembly 	1+1			<ul style="list-style-type: none"> The state legislative assembly is a legislative body. Generally, elections to the state legislative assembly are held once in every five years.
	<ul style="list-style-type: none"> Legislative Council Law making process Executive Council of ministers 	1 + 1			<ul style="list-style-type: none"> Bicameral system Lawal are enacted by the legislature
	<ul style="list-style-type: none"> Judiciary – High Court District level administration The District Collector District level judiciary 	1 + 1			<ul style="list-style-type: none"> The High court is the highest judicial organ at the state level. The district collector is the head of the district administration.
		1 + 1			

PRIOR CONCEPTS/SKILLS :

- State Government - How does the state government form and work
- Legislature - Governor – Functions of the governor
- Legislative Assembly
- Elections to the Legislative Assembly
- Election of member of Legislative Assembly
- Legislative Council - Law making process
- Executive - Council of ministers
- Judiciary – High Court
- District level administration - The District Collector
- District level judiciary

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
The students will be able to: <ul style="list-style-type: none">• understand the formation of State Government• identify the names of Assembly Constituencies in AP Map.• understand the law-making process.• understand how the State Government is formed and how it works.• differentiate between Local Government and State Government.• explain about District Level Administration I understand the role of media in Government	PICTURES INDIA MAP CHARTS DIKSHA CONTENT VIDEOS PPTs	10

TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>MIND MAP/TITLE OF THE LESSON: Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p><i>Public Amenities</i></p> <ol style="list-style-type: none"> 1. What do you observe in the above picture? 2. What are the public amenities observe in the picture? 3. Who provided these public amenities? 4. What is a government? <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> <h3 style="color: blue; margin: 0;">STATE GOVERNMENT</h3> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students.</p> <p>MONARCHY DEMOCRACY LEGISLATURE EXECUTIVE JUDICIARY ELECTION GOVERNMENT</p> <ul style="list-style-type: none"> • Ask questions on Prerequisites and explain in brief. <ol style="list-style-type: none"> 1. What is democracy? 2. What is a government? 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	

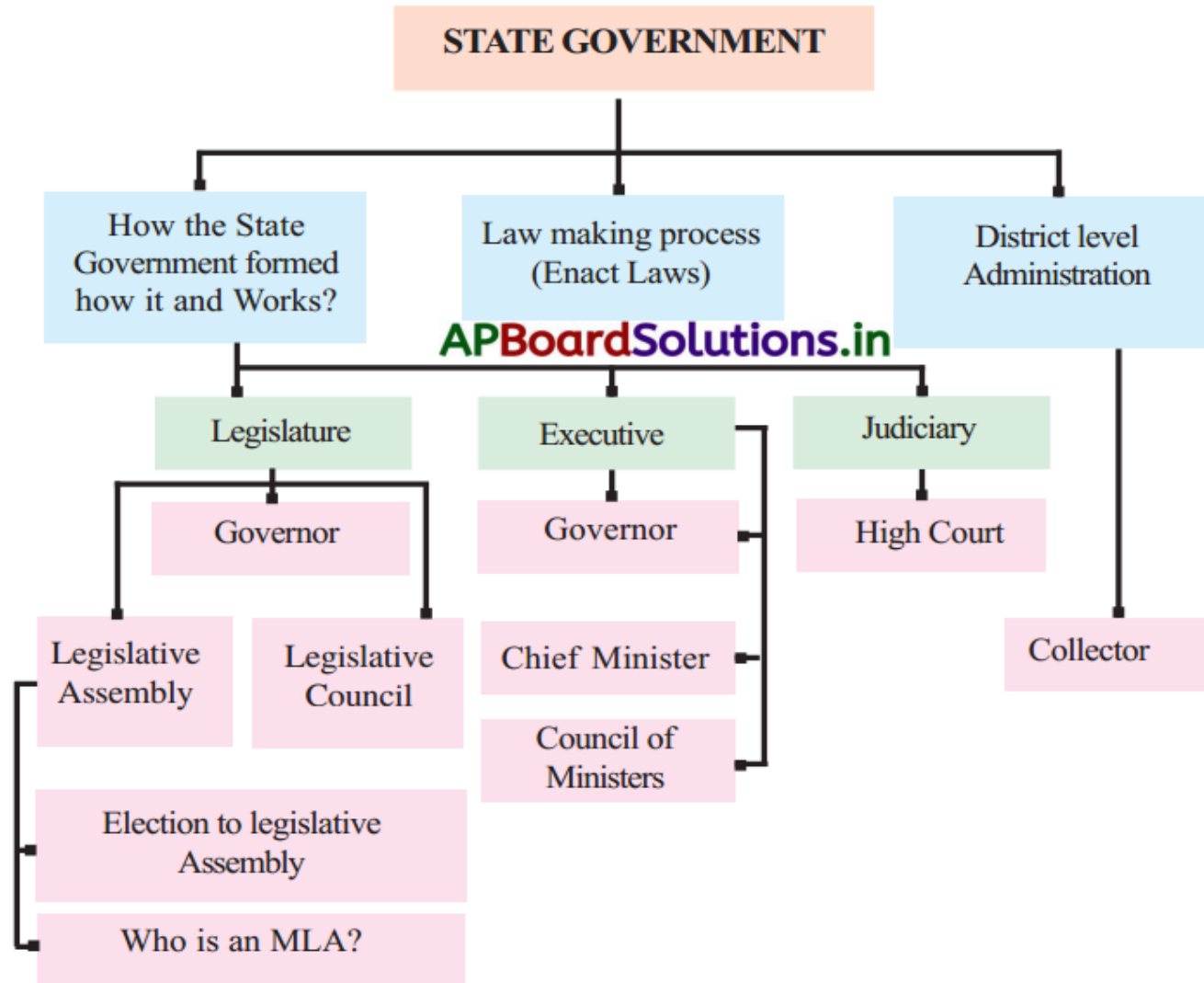
RELEVANCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.

1. What kind of facilities do you expect from the government?

Students ask questions and participate in the discussion.

Students write questions/ concepts what they want to know in the chapter.

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.




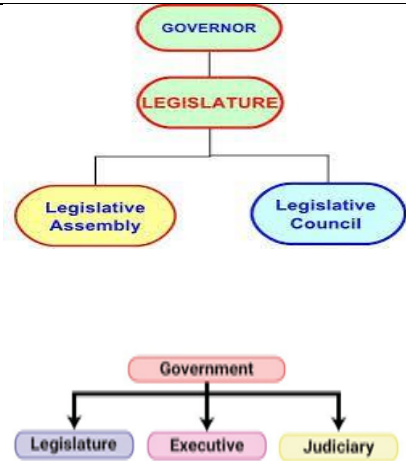
Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO				
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous chapter. <p>MONARCHY DEMOCRACY LEGISLATURE EXECUTIVE JUDICIARY ELECTION GOVERNMENT</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.				
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. Segregate the following in suitable heading. (Speaker, Magistrate, Judge, Minister, Member of Legislative Assembly, Lawyer) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="510 639 985 692">Judiciary</th> <th data-bbox="985 639 1480 692">Legislature</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 692 985 858"></td> <td data-bbox="985 692 1480 858"></td> </tr> </tbody> </table>	Judiciary	Legislature			Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Judiciary	Legislature						
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. The group of people that controls and makes decisions for a country or a state is called government. It ensures food, shelter for citizens. It helps the people during disasters etc., It also protects the borders from terrorism. In addition to making and implementing decisions (Laws), the government organize so many activities like building schools, hospitals, roads etc., The Government also implements various welfare schemes. 	Conducting editing in group.	Write explanation or meaning of key words on their own.				
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.				



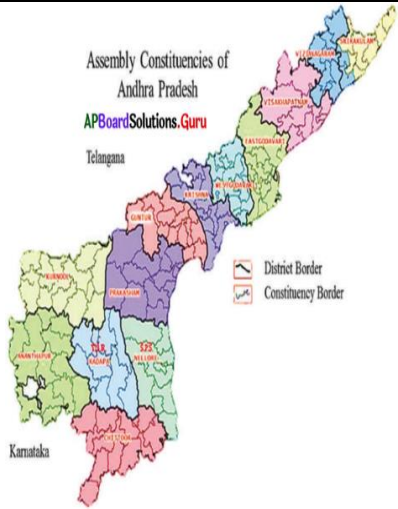
TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p style="text-align: center;">GOVERNOR FEDERAL SYSTEM CABINET SECRECY SUMMONS PROROGUE</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	Prorogue means?
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> How many organs are there in the government? What are they? What is a state legislative? Who appoints the governor? What is federal system? Who makes the laws? Who nominated the governor? Who is present governor and Chief Minister of our state? What are the functions of the governor? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	<div style="text-align: center;"> <p>Former Supreme Court Judge Abdul Nazeer Appointed As Governor Of Andhra Pradesh</p>  <p>Live Law.in</p> </div>
RECAPTULATION/ ASSESEMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. <ul style="list-style-type: none"> In India we have the government at two levels. One is at the centre and the other is at the state. The state Government is responsible for the governance of the people of the State. The State Government manages the affairs of the state at three organs. i.e., 1. Legislative, 2. Executive, 3. Judiciary. Legislature: The Governor, Legislative Assembly and Legislative Council are together called a state legislature. The primary function of the state legislature is to enact Laws. Governor: The President of India nominates the Governor on the recommendation of the Prime Minister and his cabinet, for a term of five years. Functions of Governor: Invites the leader of the majority party to form the Government. Administers the oath of loyalty to the constitution and secrecy ☑ Summons the sessions of legislative houses and also announces their prorogue. Appoints the Judges of all the courts that work under the High Court. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> • Write key words from the text what they learnt in the previous period. <p style="text-align: center;"> GOVERNOR FEDERAL SYSTEM CABINET SECRECY SUMMONS PROROGUE </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> • Write similar lines like a substitution table on the board and give one model reading. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%; padding: 5px;"> The Governor, Legislative Assembly and Legislative council The Governor, Chief Minister and Council of Ministers The District courts , The high courts, and The supreme court </td> <td style="width: 10%; text-align: center; padding: 5px;"> are together called </td> <td style="width: 45%; padding: 5px;"> a state legislature. a state executive. the judicial system. </td> </tr> </table>	The Governor, Legislative Assembly and Legislative council The Governor, Chief Minister and Council of Ministers The District courts , The high courts, and The supreme court	are together called	a state legislature. a state executive. the judicial system.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
The Governor, Legislative Assembly and Legislative council The Governor, Chief Minister and Council of Ministers The District courts , The high courts, and The supreme court	are together called	a state legislature. a state executive. the judicial system.				
SYNOPSIS READING	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • In India we have the government at two levels. One is at the centre and the other is at the state. • The state Government is responsible for the governance of the people of the State. • The State Government manages the affairs of the state at three organs. i.e., 1. Legislative, 2. Executive, 3. Judiciary. • Legislature: The Governor, Legislative Assembly and Legislative Council are together called a state legislature. • The primary function of the state legislature is to enact Laws. Governor: • The President of India nominates the Governor on the recommendation of the Prime Minister and his cabinet, for a term of five years. • Functions of Governor: Invites the leader of the majority party to form the Government. • Administers the oath of loyalty to the constitution and secrecy ☐ Summons the sessions of legislative houses and also announces their prorogue. • Appoints the Judges of all the courts that work under the High Court. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
WRITING/EDITING	<ul style="list-style-type: none"> • Conduct seen/unseen dictation on key words/similar lines. • Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.			



TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p style="text-align: center;"> CONSTITUENCIES MLA ELECTION COMMISSION MANIFESTO POLITICAL PARTY SWEARING CEREMONY </p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> Which is the lower house of the state assembly? Who takes up responsibility to conduct the elections? Who is MLA? List out Assembly constituencies in your district? What is a coalition government? Who appoints the Chief Minister and other ministers? What is called 'manifesto'? Why the Chief Minister is called real head of the government? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
RECAPTULATION/ ASSESMENT/ SUMMARY/ SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. <ul style="list-style-type: none"> Legislative Assembly: The State Legislative Assembly is a legislative body. Legislative Assembly has the lower house where all the MLAs meet to discuss on various issues related to the welfare of the State. Elections to the Legislative Assembly: Generally, elections to the state Legislative Assembly are held once in every five years. The Election Commission announces notification for election for all assembly constituencies. Election Commission deutes mechanism to conduct elections in Assembly Constituencies. On the day of elections, the voters in the constituency cast their vote. After completion of polling, all votes are counted on a scheduled date. After counting votes, the candidate who gets the majority of the votes is declared MLA (Member of Legislative Assembly) of that constituency. The political party or group of parties that have a majority of MLAs on their side will elect their leader. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p> CONSTITUENCIES MLA ELECTION COMMISSION MANIFESTO POLITICAL PARTY SWEARING CEREMONY </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> The Chief Minister The Governor The District Collector The Chief Justice of India </td> <td style="width: 30%; padding: 5px; text-align: center;"> is the head of the </td> <td style="width: 40%; padding: 5px;"> government. state. district administration. Supreme Court. </td> </tr> </table>	The Chief Minister The Governor The District Collector The Chief Justice of India	is the head of the	government. state. district administration. Supreme Court.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
The Chief Minister The Governor The District Collector The Chief Justice of India	is the head of the	government. state. district administration. Supreme Court.				
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Legislative Assembly: The State Legislative Assembly is a legislative body. Legislative Assembly has the lower house where all the MLAs meet to discuss on various issues related to the welfare of the State. Elections to the Legislative Assembly: Generally, elections to the state Legislative Assembly are held once in every five years. The Election Commission announces notification for election for all assembly constituencies. Election Commission deposes mechanism to conduct elections in Assembly Constituencies. On the day of elections, the voters in the constituency cast their vote. After completion of polling, all votes are counted on a scheduled date. After counting votes, the candidate who gets the majority of the votes is declared MLA (Member of Legislative Assembly) of that constituency. The political party or group of parties that have a majority of MLAs on their side will elect their leader. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing 	Conducting editing in group.	Write explanation or meaning of key words on their own.			





TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>BICAMERAL INDIRECT ELECTION MLC GAZETTE BUREACRACY PORTFOLIOS ASSENT VOTING</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	Expand MLC.
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> Which is the upper house of the state legislative? What is a bicameral system? Which house has more economic powers? Into how many lists the powers are divided? Who makes the laws on state list? What is meant by gazette? Who enforces the laws? Who is the head of the state? Why the C.M. is called real head o the government? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. Legislative Council: The upper House of the state legislature is called the Legislative council or Vidhana Parishad. The legislative council serves as the indirectly elected upper house of a bicameral legislature. Executive: Who enforces the laws? The state Executive comprises of the Governor, the Chief Minister and the Council of Ministers (the Cabinet) and Bureaucracy. The Governor is the constitutional head of a state. Chief Minister: In the Parliamentary System of Government, provided by the constitution the Governor is the ceremonial executive authority and the Chief Minister is the actual executive authority. Council of Ministers: The Chief Minister allots different portpolios to the members of the Cabinet. The Minister directs the policy of the departments under his/her charge. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	 <p>Discussion in a legislative house on a bill</p>


PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO												
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p>BICAMERAL INDIRECT ELECTION MLC GAZETTE BUREACRAC PORTFOLIOS ASSENT VOTING</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.												
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. The composition of Legislative council is as follows: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">1/3 of the members</td> <td style="width: 30%;"></td> <td style="width: 30%; padding: 5px;">the Legislative Assembly.</td> </tr> <tr> <td style="padding: 5px;">1/3 of the members</td> <td style="text-align: center; padding: 5px;">are elected by</td> <td style="padding: 5px;">the Local Authorities.</td> </tr> <tr> <td style="padding: 5px;">1/12 of the members</td> <td></td> <td style="padding: 5px;">the Graduates Constituency,</td> </tr> <tr> <td style="padding: 5px;">1/12 of the members</td> <td></td> <td style="padding: 5px;">the Teachers Constituency.</td> </tr> </table>	1/3 of the members		the Legislative Assembly.	1/3 of the members	are elected by	the Local Authorities.	1/12 of the members		the Graduates Constituency,	1/12 of the members		the Teachers Constituency.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
1/3 of the members		the Legislative Assembly.													
1/3 of the members	are elected by	the Local Authorities.													
1/12 of the members		the Graduates Constituency,													
1/12 of the members		the Teachers Constituency.													
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Legislative Council: The upper House of the state legislature is called the Legislative council or Vidhana Parishad. The legislative council serves as the indirectly elected upper house of a bicameral legislature. Executive: Who enforces the laws? The state Executive comprises of the Governor, the Chief Minister and the Council of Ministers (the Cabinet) and Bureaucracy. The Governor is the constitutional head of a state. Chief Minister: In the Parliamentary System of Government, provided by the constitution the Governor is the ceremonial executive authority and the Chief Minister is the actual executive authority. Council of Ministers: The Chief Minister allots different portpolios to the members of the Cabinet. The Minister directs the policy of the departments under his/her charge. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.												
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.												

TEACHING PERIOD - 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS	
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p style="text-align: center;"> JUDICIARY HIGH COURT SUPREME COURT LOK ADALAT CORT OF RECORD CPC CrPC APEX COURT </p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.		
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> Which is the highest court of the state? Who appoints the Chief Justice of India? What is the tenure of Chief Justice of High Court? What is meant by court of record? What is purpose of Lok Adalat? Who is the head of the district? What is fourth estate? Make a list of functions of the District Collector? 	 <p style="text-align: center;">Duties of Collector</p>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
RECAPTULATION/ ASSESSEMENT/ SUMMARY/ SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. <ul style="list-style-type: none"> Judiciary - High Court: It is the system of courts that interprets, defends and applies the law in the name of the state. . The High court is the highest Judicial organ at the State level. As a part of the independent Judiciary, it functions under the Apex court of the country, the Supreme Court. The President of India appoints the Chief Justice and he can hold the office until he/she completes the age of 62 years. Law making Process (Enact Laws): The State Government makes laws on the state list and concurrent list. The District Collector: The District Collector is the head of the district administration. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.		

PRACTICE PERIOD – 5

CONCEPTS/STEPS	I DO	WE DO	YOU DO															
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p>JUDICIARY HIGH COURT SUPREME COURT LOK ADALAT CORT OF RECORD CPC CrPC</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.															
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. Fill the table with correct words given. <p>(175 members, MLA, Speaker, 58 members, 5 years, MLC, 6 years, Chairman)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Item</th> <th>Legislative Assembly</th> <th>Legislative Council</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td></td> <td></td> </tr> <tr> <td>No. of Members</td> <td></td> <td></td> </tr> <tr> <td>Presides the House</td> <td></td> <td></td> </tr> <tr> <td>People representative</td> <td></td> <td></td> </tr> </tbody> </table>	Item	Legislative Assembly	Legislative Council	Term			No. of Members			Presides the House			People representative			Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually. 
Item	Legislative Assembly	Legislative Council																
Term																		
No. of Members																		
Presides the House																		
People representative																		
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Judiciary - High Court: It is the system of courts that interprets, defends and applies the law in the name of the state. . The High court is the highest Judicial organ at the State level. As a part of the independent Judiciary, it functions under the Apex court of the country, the Supreme Court. The President of India appoints the Chief Justice and he can hold the office until he/ she completes the age of 62 years. Law making Process (Enact Laws): The State Government makes laws on the state list and concurrent list. The District Collector: The District Collector is the head of the district administration. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.															
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.															

Signature of the teacher

Signature of the H.M.

Signature of the Visiting officer

LESSON PLAN (LIP MODEL)

CLASS : 7
 SUBJECT : SOCIAL
 NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :
 SCHOOL NAME:
 TEACHING PERIODS : 04 PRACTICE PERIODS : 04

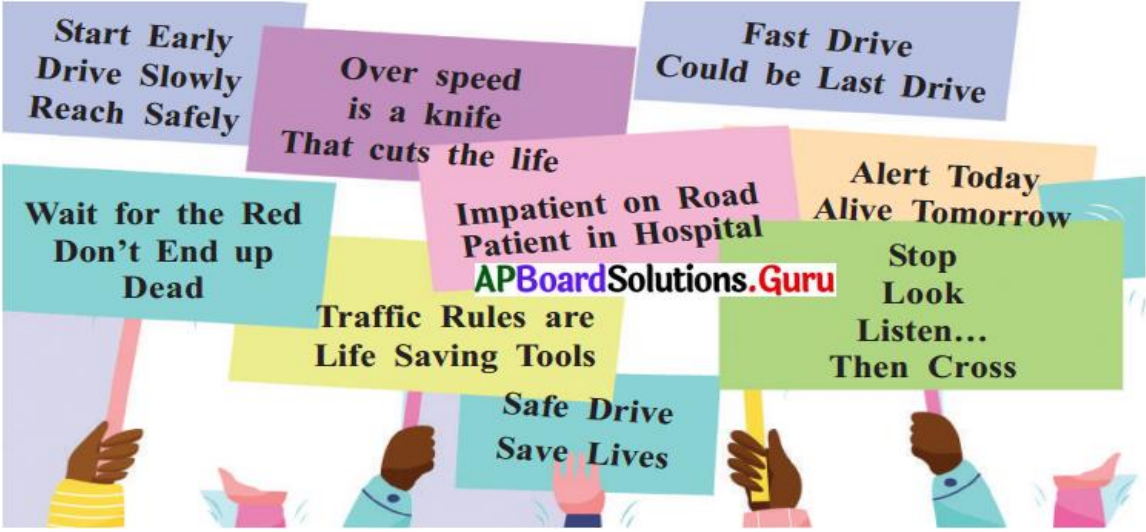
NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION	
			FROM	TO		
ROAD SAFETY	PREREQUISITES	1+1			TRAFFIC FOOT PATH TRAFFIC SIGNALS PEDESTRIAN TRAFIC POLICE ZEBRA CROSSING	
	<ul style="list-style-type: none"> Road Safety Need and significance of road safety education Road Crashes – Reasons - Consequences 	1+1			<ul style="list-style-type: none"> Road safety education Important safety measures for drivers Causes for road accidents Consequences of road accidents 	
	<ul style="list-style-type: none"> Traffic Police Duties of traffic police Traffic Signs 	1+1			<ul style="list-style-type: none"> Duties of traffic police Breath Analyser Speed gun camera Mandatory signs – Important signa – cautionary signa 	
	<ul style="list-style-type: none"> Road Safety Measures – Pedestrian Safety Safe cycling Safe travelling 	1 + 1			<ul style="list-style-type: none"> Pedestrial safety Safe cycling Safe travelling KERB DRILL 	

PRIOR CONCEPTS/SKILLS :

- Road Safety
- Need and significance of road safety education
- Road Crashes – Reasons – Consequences
- Traffic Police - Duties of traffic police
- Traffic Signs
- Road Safety Measures – Pedestrian Safety
- Safe cycling - Safe travelling

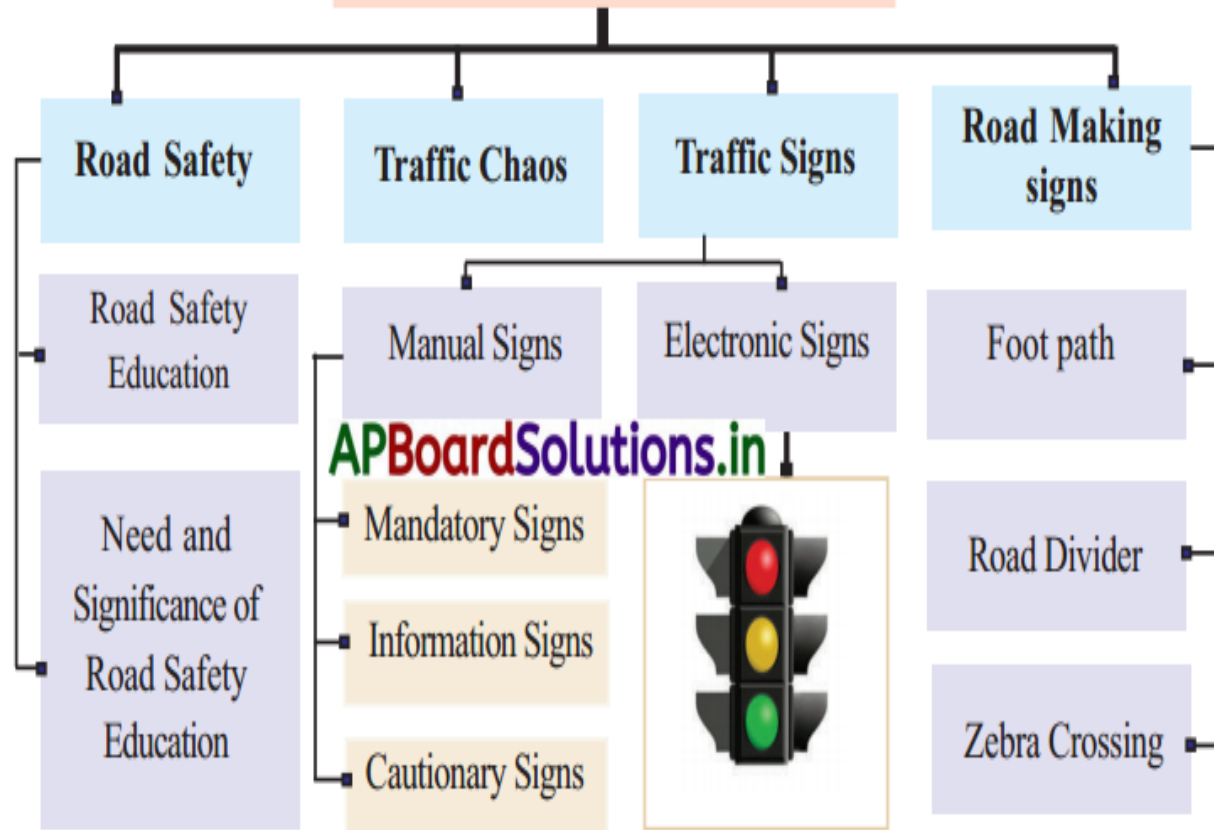
LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to:</p> <ul style="list-style-type: none">• understand the concept of road safety.• identify the need and significance of road safety education.• draws various traffic signs. understand the meaning of traffic chaos, and road marking signs• appreciate the role of traffic police in regulating traffic.• apply the knowledge of road safety education in daily life.	<p>PICTURES CHARTS DIKSHA CONTENT VIDEOS PPTs</p>	<p>08</p>

TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>MIND MAP/TITLE OF THE LESSON_: Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p>1. What does the above image represent?</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">ROAD SAFETY</div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students.</p> <p>TRAFFIC TRAFFIC SIGNALS TRAFIC POLICE ZEBRA CROSSING FOOT PATH PEDESTRIAN</p> <ul style="list-style-type: none"> • Ask questions on Prerequisites and explain in brief. <ol style="list-style-type: none"> 1. Define 'zebra crossing' 'pedestrian'. 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>What is traffic?</p>
<p>RELEVANCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> 1. Now a days traffic is increasing rapidly. Find out the possible solutions for this. 	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.


Road Safety Education





Read concept map in group.

Read concept map individually and copy the concept map in their note books.







PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO									
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous chapter. <p style="text-align: center;">TRAFFIC SIGNALS TRAFIC POLICE ZEBRA CROSSING FOOT PATH PEDESTRIAN</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.									
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. <div style="display: flex; align-items: center;">  <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">Red light</td> <td style="padding: 5px;">indicates</td> <td style="padding: 5px;">To stop</td> </tr> <tr> <td style="padding: 5px;">Yellow light</td> <td></td> <td style="padding: 5px;">To slow down and be ready to stop</td> </tr> <tr> <td style="padding: 5px;">Green light</td> <td></td> <td style="padding: 5px;">To go</td> </tr> </table> </div>	Red light	indicates	To stop	Yellow light		To slow down and be ready to stop	Green light		To go	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Red light	indicates	To stop										
Yellow light		To slow down and be ready to stop										
Green light		To go										
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Foot path, road divider and zebra crossing are considered as road marking signs. Foot path is meant for the pedestrians to walk. Zebra crossing is meant for pedestrians to cross the road from one side to another side safely. 	Conducting editing in group.	Write explanation or meaning of key words on their own.									
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.									

TEACHING PERIOD - 2


















CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>READING ACTIVITY/ KEYWORDS</p>	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>ROAD SAFETY ROAD CRASHES AWARENESS SURVIVAL DRUNK AND DRIVE DRIVING LICENCE TRAFFIC SIGNAL JUMPING VICTIMS TRAUMA CARE FIRST AID POTHOLES</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <p style="text-align: center;">Reasons for Road Accidents</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p><i>Fig-5.4: Distractions to Drive</i></p> </div> <div style="width: 50%;">  <p><i>Fig-5.5: Red Signal Jumping</i></p> </div> <div style="width: 50%;">  <p><i>Fig-5.6: Over loading and Over taking</i></p> </div> <div style="width: 50%;">  <p><i>Fig-5.7: Using cellphone while crossing the road</i></p> </div> </div> <ol style="list-style-type: none"> How can you say that traffic problem has increased due to urbanization? Why is road safety education important? What are the reasons for road accidents? If a person met with a road crash, how will it effect his/her family? Define "Trauma Care", "First Aid". Prepare slogans to create awareness on the prevention of road accidents. 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.</p>	
<p>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</p>	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. Road safety refers to the safety of road users including pedestrians, cyclists, motorists, other passengers in the usage of road. The approach that is aimed to educate children and young people to behave responsibly on the road is known as road safety education. Causes for Road Accidents: Over speed and reckless driving. Drunk and drive Distractions of the driver. Signal Jumping. Avoiding Safety measures like wearing seat belts and helmets. Non-adherence to lane driving and overtaking in a wrong manner. 	<p>Students write synopsis on their own. Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<p>KEY WORDS READING</p>	<ul style="list-style-type: none"> • Write key words from the text what they learnt in the previous period. <p>ROAD SAFETY ROAD CRASHES AWARENESS SURVIVAL DRUNK AND DRIVE DRIVING LICENCE TRAFFIC SIGNAL JUMPING VICTIMS TRAUMA CARE FIRST AID POTHOLES</p>	<p>Read key words and discuss meaning in groups.</p>	<p>Read key words individually with spelling. Explain key words orally.</p>
<p>SIMILAR LINES READING</p>	<ul style="list-style-type: none"> • Write similar lines like a substitution table on the board and give one model reading. • Dear students...some pairs of pictures have been given below. Observe each pair of pictures carefully and put a tick mark against the picture which you would like to follow and write a reason in the box given below. <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> <div style="text-align: center; margin: 5px;">  <p><i>Reason:</i></p> </div> </div>	<p>Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.</p>	<p>Read similar lines individually.</p>

SYNOPSIS READING	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Road safety refers to the safety of road users including pedestrians, cyclists, motorists, other passengers in the usage of road. • The approach that is aimed to educate children and young people to behave responsibly on the road is known as road safety education. • Causes for Road Accidents: Over speed and reckless driving. Drunk and drive Distractions of the driver. Signal Jumping. Avoiding Safety measures like wearing seat belts and helmets. Non-adherence to lane driving and overtaking in a wrong manner 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
WRITING/EDITING	<ul style="list-style-type: none"> • Conduct seen/unseen dictation on key words/similar lines. • Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.

TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>READING ACTIVITY/ KEYWORDS</p>	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>TRAFFIC POLICE PENALTIES FOOT PATH ROAD DIVIDER ZEBRA CROSSING BREATH ANALYSER SPEED GUN CAMERS</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <p style="text-align: center;">MANDATORY SIGNS - Red circle instructs what should not be done</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p style="text-align: center;">INFORMATION SIGNS - Signs in the Blue rectangle informs</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">      </div>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	 <p style="text-align: center;">Alcohol Breath Analyser Tester</p> 



FOOT PATH

ZEBRA CROSSING

ROAD DIVIDER

1. What are the duties of a traffic police?
2. If you are a traffic officer, what steps would you like to suggest to the students to reach school safely?
3. Which device is used to identify the alcoholic drivers?
4. Which device is used to measure the speed of the vehicles?
5. When and why do we celebrate road safety week?

**RECAPTULATION/
ASSESSMENT/
SUMMARY/
SYNOPSIS/
READING**

- **Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.**
- **Duties of traffic police:**
- **Inculcate awareness on road usage among public.**
- **Regulate the flow of traffic.**
- **Alert the people regularly to avoid road accidents.**
- **Breath Analyser: A device used to identify the alcoholic drivers.**
- **Speed gun camera: A device that measure the speed of the vehicle during the violation of road safety rules.**
- **Traffic signs can be divided into three types. They are 1.Mandatory sign 2.Information signs. 3.Cautiounary signs.**














































Students write synopsis on their own.

Read synopsis in group.



Read synopsis individually.



PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO																		
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p>TRAFFIC POLICE PENALTIES FOOT PATH ROAD DIVIDER ZEBRA CROSSING BREATH ANALYSER SPEED GUN CAMERS</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.																		
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. Match the following traffic signs with their meaning <table border="1" data-bbox="264 518 987 976" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Mandatory signs</th> <th style="text-align: center;">Information signs</th> <th style="text-align: center;">Cautionary signs</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  <input type="checkbox"/> A. STOP </td> <td style="text-align: center;">  <input type="checkbox"/> A. PEDESTRIAN SUBWAY </td> <td style="text-align: center;">  <input type="checkbox"/> A. PEDESTRIAN CROSSING </td> </tr> <tr> <td style="text-align: center;">  <input type="checkbox"/> B. GIVE WAY </td> <td style="text-align: center;">  <input type="checkbox"/> B. FIRST AID POST </td> <td style="text-align: center;">  <input type="checkbox"/> B. SCHOOL ZONE </td> </tr> <tr> <td style="text-align: center;">  <input type="checkbox"/> C. HORN PROHIBITED </td> <td style="text-align: center;">  <input type="checkbox"/> C. HOSPITAL </td> <td style="text-align: center;">  <input type="checkbox"/> C. RAILWAY CROSSING </td> </tr> <tr> <td style="text-align: center;">  <input type="checkbox"/> D. PEDESTRIANS PROHIBITED </td> <td style="text-align: center;">  <input type="checkbox"/> D. BUS STOP </td> <td style="text-align: center;">  <input type="checkbox"/> D. TRAFFIC SIGNAL </td> </tr> <tr> <td style="text-align: center;">  <input type="checkbox"/> E. OVER TAKING PROHIBITED </td> <td style="text-align: center;">  <input type="checkbox"/> E. PUBLIC TELEPHONE </td> <td style="text-align: center;">  <input type="checkbox"/> E. NARROW BRIDGE </td> </tr> </tbody> </table>	Mandatory signs	Information signs	Cautionary signs	 <input type="checkbox"/> A. STOP	 <input type="checkbox"/> A. PEDESTRIAN SUBWAY	 <input type="checkbox"/> A. PEDESTRIAN CROSSING	 <input type="checkbox"/> B. GIVE WAY	 <input type="checkbox"/> B. FIRST AID POST	 <input type="checkbox"/> B. SCHOOL ZONE	 <input type="checkbox"/> C. HORN PROHIBITED	 <input type="checkbox"/> C. HOSPITAL	 <input type="checkbox"/> C. RAILWAY CROSSING	 <input type="checkbox"/> D. PEDESTRIANS PROHIBITED	 <input type="checkbox"/> D. BUS STOP	 <input type="checkbox"/> D. TRAFFIC SIGNAL	 <input type="checkbox"/> E. OVER TAKING PROHIBITED	 <input type="checkbox"/> E. PUBLIC TELEPHONE	 <input type="checkbox"/> E. NARROW BRIDGE	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Mandatory signs	Information signs	Cautionary signs																			
 <input type="checkbox"/> A. STOP	 <input type="checkbox"/> A. PEDESTRIAN SUBWAY	 <input type="checkbox"/> A. PEDESTRIAN CROSSING																			
 <input type="checkbox"/> B. GIVE WAY	 <input type="checkbox"/> B. FIRST AID POST	 <input type="checkbox"/> B. SCHOOL ZONE																			
 <input type="checkbox"/> C. HORN PROHIBITED	 <input type="checkbox"/> C. HOSPITAL	 <input type="checkbox"/> C. RAILWAY CROSSING																			
 <input type="checkbox"/> D. PEDESTRIANS PROHIBITED	 <input type="checkbox"/> D. BUS STOP	 <input type="checkbox"/> D. TRAFFIC SIGNAL																			
 <input type="checkbox"/> E. OVER TAKING PROHIBITED	 <input type="checkbox"/> E. PUBLIC TELEPHONE	 <input type="checkbox"/> E. NARROW BRIDGE																			
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Duties of traffic police: Inculcate awareness on road usage among public. Regulate the flow of traffic. Alert the people regularly to avoid road accidents. Breath Analyser: A device used to identify the alcoholic drivers. Speed gun camera: A device that measure the speed of the vehicle during the violation of road safety rules. Traffic signs can be divided into three types. They are 1.Mandatory sign 2.Information signs. 3.Cautionary signs. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.																		
WRITING/ EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing 	Conducting editing in group.	Write explanation or meaning of key words on their own.																		

TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>READING ACTIVITY/ KEYWORDS</p>	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>PEDESTRIAN KERB DRILL JUNCTIONS PRECAUTIONS STRANGERS</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.  <ol style="list-style-type: none"> What will happen if some one doesn't follow traffic signals? What sign boards are required at your school premises? What are the rules followed by pedestrians? What are precautions to be followed while riding a bicycle? What are the precautions for safety travelling? What does kerb drill mean? 	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	
<p>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</p>	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. Rules for pedestrians: Walk on the foot path. If the foot path is not available and the road is narrow, walk on the right side of the road watching the oncoming traffic. Rules for Motor cyclists: Must hold a valid driving license and required documents. Wearing a helmet is compulsory both for the rider and the pillion rider. Safe cycling: Ride close to the road in single file. Try to avoid a road with heavy traffic. Have a reflector or light while riding at night. 	<p>Students write synopsis on their own. Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS READING	Write key words from the text what they learnt in the previous period. PEDESTRIAN KERB DRILL JUNCTIONS PRECAUTIONS STRANGERS	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES READING	<ul style="list-style-type: none"> ● Write similar lines like a substitution table on the board and give one model reading. ● Write a letter to your friend about what precautions to take on the road when going from home to school and when coming home from school. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <u>Write a letter to your friend:</u> </div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	<ul style="list-style-type: none"> ● Write synopsis based on key words and similar lines on the board and give one model reading. ● Rules for pedestrians: Walk on the foot path. If the foot path is not available and the road is narrow, walk on the right side of the road watching the oncoming traffic. ● Rules for Motor cyclists: Must hold a valid driving license and required documents. Wearing a helmet is compulsory both for the rider and the pillion rider. ● Safe cycling: Ride close to the road in single file. ● Try to avoid a road with heavy traffic. ● Have a reflector or light while riding at night. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
WRITING/EDITING	<ul style="list-style-type: none"> ● Conduct seen/unseen dictation on key words/similar lines. ● Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN (LIP MODEL)

CLASS : 7
 SUBJECT : SOCIAL
 NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :
 SCHOOL NAME:
 TEACHING PERIODS : 04 PRACTICE PERIODS : 04

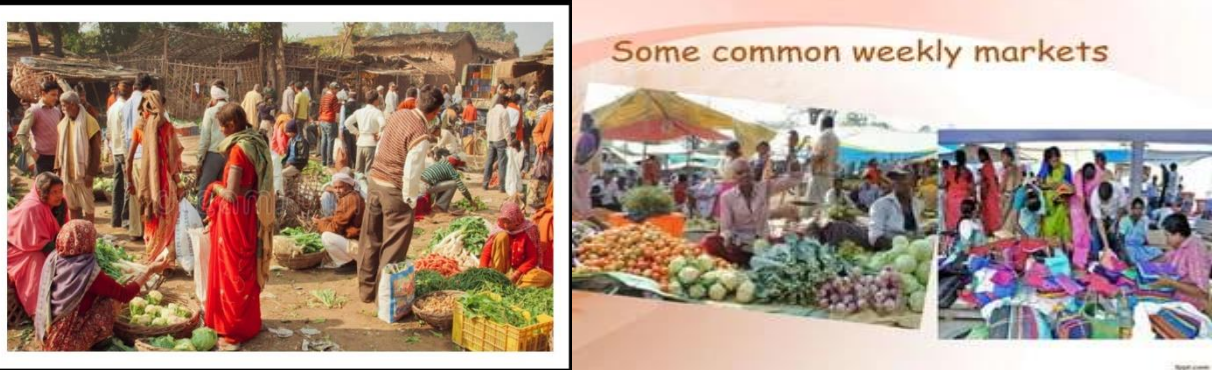
NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
MARKETS AROUND US	PREREQUISITES	1+1			MARKET SELLER BUYER CONSUMER TRADER
	<ul style="list-style-type: none"> Different types of markets Physical markets Based on geographic location Based on nature 	1+1			<ul style="list-style-type: none"> Local markets Regional markets National markets International markets Shopping mall – Shopping complex
	<ul style="list-style-type: none"> e-Markets Chain of markets 	1+1			<ul style="list-style-type: none"> Online market Chain markets
	<ul style="list-style-type: none"> Consumer Rights 	1 + 1			<ul style="list-style-type: none"> Consumer – consumer protection Consumer Protection Act 2019 Consumer Rights
		1 + 1			
		1 + 1			

PRIOR CONCEPTS/SKILLS :

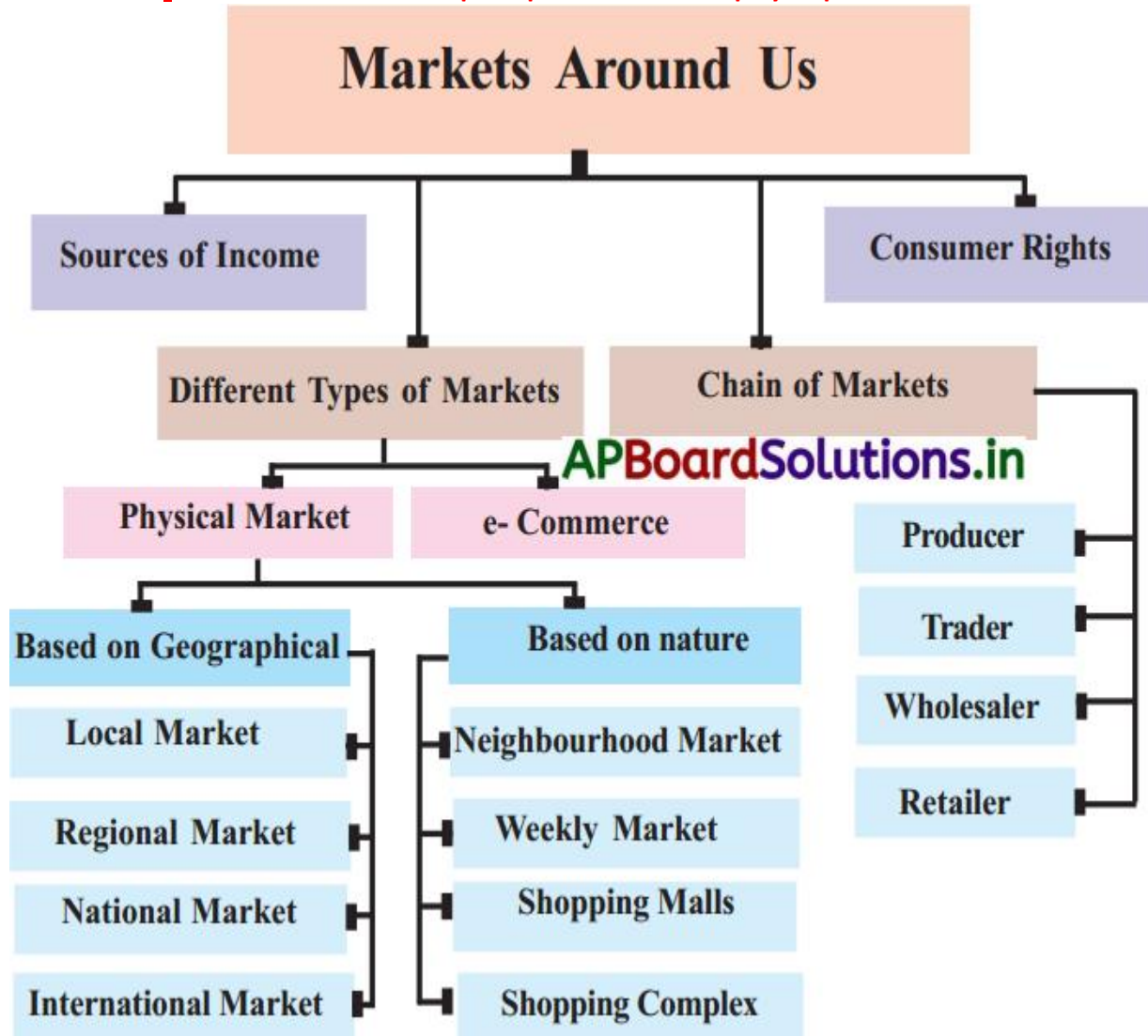
- Different types of markets
- Physical markets
- Based on geographic location
- Based on nature
- e-Markets
- Chain of markets
- Consumer Rights

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to:</p> <ul style="list-style-type: none">• know about various sources of income.• understand and identify what a market is.• compare and contrast various types of markets.• understand the relation between producers, traders and consumers.• Collect and compare the prices from various ecommerce sites. ☑ explain consumer rights	<p>PICTURES INDIA MAP CHARTS DIKSHA CONTENT VIDEOS PPTs</p>	<p>08</p>

TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p>  <p style="text-align: center;">Some common weekly markets</p> <ol style="list-style-type: none"> 1. What do you observe in the above pictures? 2. Why do people gather there? 3. What kind of things are sold there? <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> <p>MARKETS AROUND US</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students.</p> <p>MARKET SELLER BUYER CONSUMER TRADER</p> <ul style="list-style-type: none"> • Ask questions on Prerequisites and explain in brief. <ol style="list-style-type: none"> 1. Define 'market', 'consumer'. 	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>What is a market?</p>
<p>RELEVANCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> 1. "Buying goods through online market affects the local traders". Do you agree or disagree with this statement? Give your reason. 	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	

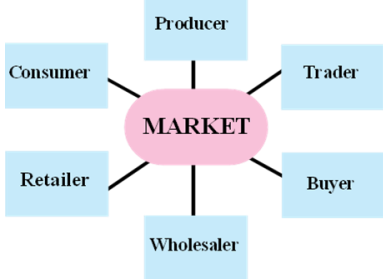
CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.




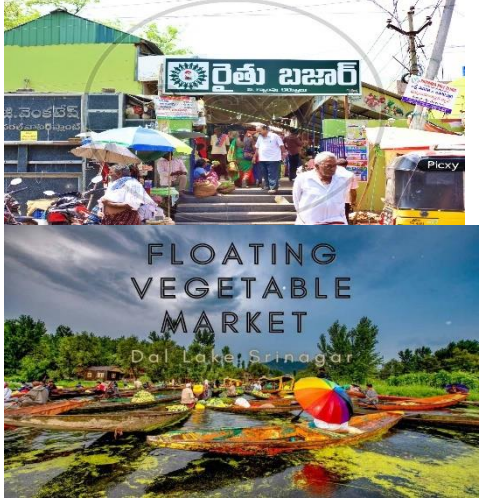
Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous chapter. MARKET SELLER BUYER CONSUMER TRADER 	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> Producer is a person Consumer is a person Buyer is a person Seller is a person Trader is a person </td> <td style="width: 10%; text-align: center; vertical-align: middle;">Who</td> <td style="padding: 5px;"> Produce goods and services. Buys good or services for his/her personal use. Buy goods from market. Sell goods to buyer. Buys and sells goods. </td> </tr> </table>	Producer is a person Consumer is a person Buyer is a person Seller is a person Trader is a person	Who	Produce goods and services. Buys good or services for his/her personal use. Buy goods from market. Sell goods to buyer. Buys and sells goods.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually. 
Producer is a person Consumer is a person Buyer is a person Seller is a person Trader is a person	Who	Produce goods and services. Buys good or services for his/her personal use. Buy goods from market. Sell goods to buyer. Buys and sells goods.				
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. A market is a place where buyers and sellers interact with each other. Producer is a person who produce goods and services. Consumer is a person who buys goods or services for his/her personal use. Buyer is a person who buy goods from market. Seller is a person who sell goods to buyer. Trader is a person who buys and sells goods. 	Conducting editing in group.	Write explanation or meaning of key words on their own.			
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.			

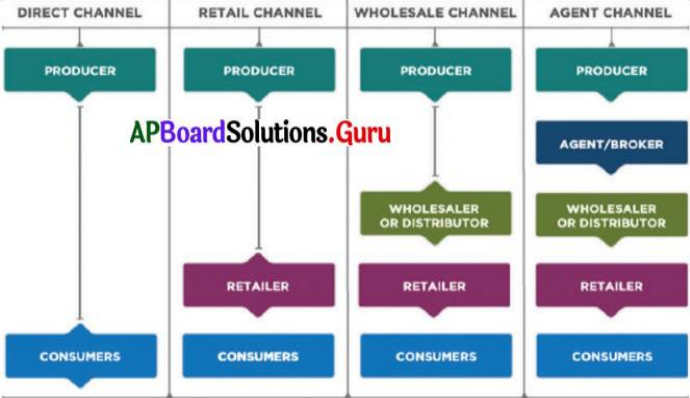
TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>PHYSICAL MARKET REGIONAL MARKET NATIONAL MARKET CREDIT CARD RYTHU BAZAR SHIKARA DIGITAL PAYMENT</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	Shikara means?
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <ol style="list-style-type: none"> Differentiate between National and International Markets. What is the importance of local markets? Name some spices which are available in your local market. What is a digital payment? What are the advantages of Rythu Bazar? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	<p style="text-align: center;">Making India a Cashless Economy through Digital Payments</p> 
RECAPTULATION/ ASSESEMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. <ul style="list-style-type: none"> Market: A market is a place where buyers and sellers interact with each other. Types of Markets: Depending upon the nature and geographical location, markets can be broadly classified into two types. They are: 1. Physical Markets and 2. e-Commerce Markets. Physical Markets: A Physical market is a place where buyers can physically meet the sellers and purchase the desired items from them. Shopping malls, departmental stores, retail stores are some examples of physical markets. Markets based on the Geographical Location: 1.Local markets. 2.Regional markets. 3.National markets. 4.International markets. Markets based on the Nature: Neighbourhood markets, Weekly market (Santha), Shopping malls and Shopping complex. Rythu Bazar: This is a farmer's market in our state and it was started in January 1999.This market is being run by Government of Andhra Pradesh, for the benefit of farmers and to avoid middle men between the farmers and consumers. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	 <p style="text-align: center;">SHIKARA</p>

PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS READING	<ul style="list-style-type: none"> • Write key words from the text what they learnt in the previous period. <p>PHYSICAL MARKET REGIONAL MARKET NATIONAL MARKET CREDIT CARD RYTHU BAZAR SHIKARA</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES READING	<ul style="list-style-type: none"> • Write similar lines like a substitution table on the board and give one model reading. • Visit a Shopping mall or Rythu bazar and write your experience in brief. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Write your experience:</u></p> </div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Market: A market is a place where buyers and sellers interact with each other. • Types of Markets: Depending upon the nature and geographical location, markets can be broadly classified into two types. They are: 1. Physical Markets and 2. e-Commerce Markets. • Physical Markets: A Physical market is a place where buyers can physically meet the sellers and purchase the desired items from them. Shopping malls, departmental stores, retail stores are some examples of physical markets. • Markets based on the Geographical Location: 1.Local markets. 2.Regional markets. 3.National markets. 4.International markets. • Markets based on the Nature: Neighbourhood markets, Weekly market (Santha), Shopping malls and Shopping complex. • Rythu Bazar: This is a farmer’s market in our state and it was started in January 1999.This market is being run by Government of Andhra Pradesh, for the benefit of farmers and to avoid middle men between the farmers and consumers. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
WRITING/EDITING	<ul style="list-style-type: none"> • Conduct seen/unseen dictation on key words/similar lines. • Conduct model editing. 	Conducting editing in group.	Write explanation or meaning of key words on their own.


TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>E-MARKETS COTTAGE INDUSTRY DCDRF NCDRC</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., <p style="text-align: center;">MARKETING CHANNELS FOR CONSUMER PRODUCTS</p>  <ol style="list-style-type: none"> What is meant by e-market? How can you buy goods through online markets? What are the advantages and disadvantages of online shopping? How do you pay for online shopping? Do you have any cottage industries in your area? 	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
RECAPITULATION/ ASSESSEMENT/ SUMMARY/ SYNOPSIS READING	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. e-Commerce: Electronic commerce or e-commerce is a business platform that allows buyers and sellers to buy or sell things over the internet. Chain of Markets: Goods are produced by industries and agricultural farms, of course in homes (cottage industries) too. But the producers of the goods whether they are industrialists or farmers do not show any interest to sell their products in small quantities. So, they sell their products to traders. The people in between the producers and the final consumers are the traders. 	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p style="text-align: center;">E-MARKETS COTTAGE INDUSTRY DCDRF NCDRC</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"> U.P.I Q.R D.C.D.R.F N.C.D.R.C </td> <td style="padding: 5px; text-align: center;"> Stands for </td> <td style="padding: 5px;"> Unified Payments Interface Quick Response District Consumer Dispute Resolution Forum National Consumer Dispute Redressal Commission </td> </tr> </table>	U.P.I Q.R D.C.D.R.F N.C.D.R.C	Stands for	Unified Payments Interface Quick Response District Consumer Dispute Resolution Forum National Consumer Dispute Redressal Commission	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
U.P.I Q.R D.C.D.R.F N.C.D.R.C	Stands for	Unified Payments Interface Quick Response District Consumer Dispute Resolution Forum National Consumer Dispute Redressal Commission				
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. e-Commerce: Electronic commerce or e-commerce is a business platform that allows buyers and sellers to buy or sell things over the internet. Chain of Markets: Goods are produced by industries and agricultural farms, of course in homes (cottage industries) too. But the producers of the goods whether they are industrialists or farmers do not show any interest to sell their products in small quantities. So, they sell their products to traders. The people in between the producers and the final consumers are the traders. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing 	Conducting editing in group.	Write explanation or meaning of key words on their own.			

TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>READING ACTIVITY/ KEYWORDS</p>	<ul style="list-style-type: none"> Teacher read the content loudly for the student. <p>CONSUMER CONSUMER RIGHTS CONSUMER PROTECTION ACT OCCUPATION FIRM FORA UNSCRUPUTIOUSE</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</p>	<ul style="list-style-type: none"> Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.  <p>The infographic features a central orange circle with a hand icon and the text 'Consumer Rights'. Surrounding it are seven colorful segments, each with an icon and a right: 'Right To Be Heard' (speech bubbles), 'Right To Be Informed' (megaphone), 'Right To Be Heard' (speech bubbles), 'Right To Be Informed' (megaphone), 'Right To Redress' (scales), 'Right To Consumer Education' (book), 'Right To Basic Needs' (hand holding a coin), 'Right To Safety' (lock), and 'Right To Choose' (hand pointing). A purple segment at the top is labeled 'Right To Heathy Environment' with a globe icon. The logo 'leverage edu' is in the top right corner.</p>	<p>1.What is the uses of consumer protection Act? 2.What is the aim of Consumer Protection act 2019? 3.Write any three consumer rights?</p>	<p>Students participated group reading in their respective group.</p> <p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	
<p>RECAPTULATION/ ASSESSEMENT/ SUMMARY/ SYNOPSIS READING</p>	<ul style="list-style-type: none"> Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students. Consumer: A consumer is a person who buys goods or services for his personal use. Consumer protection Act 2019: On 9th August 2019, consumer protection act was approved. It aims to provide timely and effective administration and settlement of consumer dispute in the digital age. Consumer Rights: The right to be protected against the marketing of goods, products or services which are hazardous to life and property. The right to be assured, wherever possible, access to a variety of goods, products or services at competitive prices. The right to seek redressal against unfair trade practices or restrictive trade practices or unscrupulous exploitation of consumers: and The right to consumer awareness. 	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO														
KEY WORDS READING	<ul style="list-style-type: none"> Write key words from the text what they learnt in the previous period. <p>CONSUMER CONSUMER RIGHTS CONSUMER PROTECTION ACT OCCUPATION FIRM FORA UNSCRUPUTIOUSE</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.														
SIMILAR LINES READING	<ul style="list-style-type: none"> Write similar lines like a substitution table on the board and give one model reading. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Wholesaler</td> <td rowspan="3" style="width: 10%; text-align: center;">Who</td> <td>Sells goods in large quantities to other companies or people.</td> </tr> <tr> <td>Retailer</td> <td>Sells goods to the public.</td> </tr> <tr> <td>Agent/broker</td> <td>Acts on behalf of another person or group.</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Rythu Bazar was started</td> <td rowspan="3" style="width: 5%; text-align: center;">In</td> <td style="width: 10%; text-align: center;">1999</td> </tr> <tr> <td>Consumer Protection Act approved</td> <td style="text-align: center;">2019</td> </tr> <tr> <td>NCDRC was set up</td> <td style="text-align: center;">1988</td> </tr> </table>	Wholesaler	Who	Sells goods in large quantities to other companies or people.	Retailer	Sells goods to the public.	Agent/broker	Acts on behalf of another person or group.	Rythu Bazar was started	In	1999	Consumer Protection Act approved	2019	NCDRC was set up	1988	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Wholesaler	Who	Sells goods in large quantities to other companies or people.															
Retailer		Sells goods to the public.															
Agent/broker		Acts on behalf of another person or group.															
Rythu Bazar was started	In	1999															
Consumer Protection Act approved		2019															
NCDRC was set up		1988															
SYNOPSIS READING	<ul style="list-style-type: none"> Write synopsis based on key words and similar lines on the board and give one model reading. Consumer: A consumer is a person who buys goods or services for his personal use. Consumer protection Act 2019: On 9th August 2019, consumer protection act was approved. It aims to provide timely and effective administration and settlement of consumer dispute in the digital age. Consumer Rights: <ul style="list-style-type: none"> The right to be protected against the marketing of goods, products or services which are hazardous to life and property. The right to be assured, wherever possible, access to a variety of goods, products or services at competitive prices. The right to seek redressal against unfair trade practices or restrictive trade practices or unscrupulous exploitation of consumers: and The right to consumer awareness. 	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.														
WRITING/EDITING	<ul style="list-style-type: none"> Conduct seen/unseen dictation on key words/similar lines. Conduct model editing 	Conducting editing in group.	Write explanation or meaning of key words on their own.														

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

