

CLASS – VII
LESSON PLAN
CHAPTER-3 THE DELHI SULTANS

Unit	The Delhi Sultans
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. To understand how Turkish rule began in India. 2. To learn about the major political developments and socio-economic changes in the life of people during the Sultanate period. 3. To develop an insight into the five ruling dynasties of the period under study. 4. To understand the important features of the administration of the period under study.
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	Students would be able to understand about Delhi Sultans how they set up their rule in Indian sub-continent.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. The important dynasties of Delhi Sultans were Slave dynasty, Khalji dynasty, Tughlaq dynasty, Sayyid dynasty and Lodi dynasty. 2. The nobles were paid by grants of land called <i>iqta</i>. 3. AlauddinKhalji was the most important ruler of Khalji dynasty. 4. He introduced the system of market control and administrative measures in order to maintain a large standing army. 5. Among Tughlaqs, Muhammad Tughlaq was an important ruler. 6. He introduced token currency, raising the land tax in the doab region to 50% ----- all of which failed and weakened his position. <u>SKILLS</u>- <i>Students would be able to</i>

	1. To critically think about how Delhi became the important center under the Delhi Sultans. 2. And the importance of Tawarikhs. 3. Collaborate and Know the introduction of Garrison town and Hinterland. 4. Know that after Tughlaq dynasty, Sayyid dynasty ruled till 1526.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PowerPoint and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Reading MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book for History
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS(25 MARKS EACH)=100 HALF YEARLY EXAMINATION 80

	MARKS+20(internal)=100 ANNUAL EXAMINATION 80 MARKS+20(internal)=100 INTERNAL ASSESSMENT 20 MARKS in each term Subject Enrichment Activity 10 Marks With the help of subject enrichment we assess communication, collaboration, character building and citizenship. The students in group of five will demonstrate the activity. Note book submission 10 Marks
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> - Spiral Level 3 questions to be done - Encouragement for referring other resources <i>For weak students:</i> - Spiral Level 1 to be completed - Buddy help to be provided - Provide grade-up classes <i>For differently abled students:</i> - Ignore spelling mistakes and grammatical mistakes - Call parents at regular intervals - Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	Q-1 List the three types of taxes collected during Alauddin Khalji's reign. Q-2 Delhi Sultanate refers to what period of rule over Delhi? Q-3 List the dynasties that come under Delhi Sultanate? Q-4 Write a note on Razia Sultan. Q-5 Elaborate on the policies adopted by Alauddin Khalji to achieve his goal of establishing a large empire. (Administrative Policy) Q-5 'Slaves and clients were loyal to their masters but not to their heirs.' Give your views on the statement

	along with an emphasis on the outcome
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DAY	ONE
Objective	Learn about important dynasties of Delhi Sultans were Slave dynasty, Khalji dynasty, Tughlaq dynasty, Sayyid dynasty and Lodi dynasty.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about the important dynasties of Delhi Sultans were Slave dynasty, Khalji dynasty, Tughlaq dynasty, Sayyid dynasty and Lodi dynasty.</i> • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> ○ To critically think about how Delhi became the important center under the Delhi Sultans.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about</i> Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Learn about the nobles were paid by grants of land called <i>iqta</i>
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about and the importance of Tawarikh.</i>

	SKILLS and COMPETENCIES Students would be able to Critically think and build citizenship Compare with situations of today's governance.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about importance of Tawarikh.</i> Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Three
Objective	Learn about Delhi Sultans how they set up their rule in Indian sub-continent.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> <i>Students will critically think about AlauddinKhalji was the most important ruler of Khalji dynasty. He introduced the system of market control and administrative measures in order to maintain a large standing army.</i> SKILLS and COMPETENCIES Students would be able to Collaborate and work on dynasties and problems related in each.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about</i> Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.

Assessments	Oral Test (5 minutes)
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DAY	Four
Objective	Learn about Among Tughlaqs, Muhammad Tughlaq was an important ruler.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about</i> <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Brain Storming, Comparing & Contrasting – gaols.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about</i> Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Five
Objective	Learn about currency of that time.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about</i> introduction of token currency, raising the land tax in the doab region to 50% ----- all of which failed and weakened his position. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Creativity will enhance with drawing out charts comparing dynasties.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Creativity Learning: 15 min <i>Students will critically think about</i> <i>Students will critically think about</i> introduction

	of token currency, raising the land tax in the doab region to 50% ----- all of which failed and weakened his position. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)