

CLASS – VII
LESSON PLAN
CHAPTER-4 THE MUGHAL EMPIRE

Unit	The Mughal Empire(Chapter 4)
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. To understand the origin ofMughals and from where did they come into the Indian subcontinent? 2. Trace the impact of the imperial administration at the local and regional levels. 3. Religious tolerance reconstructed history
Assessment of qualifying knowledge	Written test Quiz Group Discussion HW notebook
Objective	Students would be able to understand who Mughals were and how the Mughal rule started in the Indian subcontinent and appreciate the efficient administration of Akbar.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. Critically establishment of new dynasty--- The Mughals from Central Asia. Babur was the first Mughal king followed by Humayun, Akbar, Jahangir, Shah Jahan and Aurangzeb. 2. Charactership through Akbar introduced new administrative measures like Mansabdari system and Jagirdari system. 3. And Akbar followed a secular religious policy and advanced the concept of Sulh-i-kul or ‘Universal peace’. 4. Collaborative work through Jahangir did not add much to the territories of Akbar and also followed the systems introduced by him. 5. Under Aurangzeb, the Mughal Empire set the emergence of new regional powers. <u>SKILLS</u>- <i>Students would be able to</i> 1. CriticallyKnow about Mughal Empire 2. Able to answer the genealogy of Mughal Empire in collaboration. 3. Use analytical skills and critical thinking to learn new administrative policies took by Akbar.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active Learning <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 Group Work Students will learn about Mansabdari system in groups of 5. And present their points later. Differentiation Peer assignment, Group work and presentation for class. Questioning <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> - Encouragement for referring other resources <i>For weak students:</i> - 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	- Elaborate important aspects of the revenue system during Akbar's reign. - Highlight three problems that were witnessed in the Mansabdari system during the reign of Aurangzeb. - Describe the Mansabdari system under the Mughals. "Akbar's religious tolerance was commendable". Justify the statement. - State the difference between the <i>Iqtadari system</i> prevalent under the Delhi Sultanate and the <i>Mansabdari system</i> under the Mughals.

DAY	ONE
Objective	Learn about to understand who Mughals were and how the Mughal rule started in the Indian subcontinent.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	KNOWLEDGE- Students will know Students will critically think about Mughals were and how the Mughal rule started in the

	Indian subcontinent. <u>SKILLS and COMPETENCIES</u>Students would be able to Build citizenship by thinking about how people and country evolved at the establishment of Mughals.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- In groups of 3, students will share their views. Discussion of topic through Collaborative Learning: 15 min Students will critically think about 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 Trace the impact of the imperial administration at the local and regional levels.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know Students will critically think about Trace the impact of the imperial administration at the local and regional levels. <u>SKILLS and COMPETENCIES</u>Students would be able to Build citizenship by thinking about how people and country evolved at the establishment of Mughals.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Able to answer the genealogy of Mughal Empire in collaboration. Groups of 5 and answers by each group. Discussion of topic through Collaborative Learning: 15 min Students will critically think about 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 Religious tolerance reconstructed history
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> Learn about Religious tolerance reconstructed history <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> 1. Use analytical skills and critical thinking to learn new administrative policies took by Akbar.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Students in group of 4, will discuss the points and create chart on the topic. 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	FOUR
Objective	Learn about Under Aurangzeb, the Mughal Empire set the emergence of new regional powers.
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> Under Aurangzeb, the Mughal Empire set the emergence of new regional powers.

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Build <i>citizenship</i> by thinking about how people and country evolved at the establishment of Mughals.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Use analytical skills and <i>critical thinking</i> to learn new administrative policies took by Aurangzeb. Discussion of topic through Collaborative Learning: <u>15 min</u> <i>Students will critically think</i> about 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)