

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Bhakti and Sufi Traditions
Concept (If Applicable)	Religious History from c. 700 CE- c. 1700 CE
Mapping of skills/competencies/attitudes:	
<u>Competencies:</u> Critical Thinking (reasons effectively, makes judgements and decisions, uses systems thinking) Communication (communicates clearly, uses and manages information) Collaboration (collaborates with others) Creativity (Generates ideas) Citizenship	<u>Life Skills:</u> • Critical thinking and problem-solving • Appreciation of different lifestyles • Collaboration • Effective oral communication <u>Core values:</u> • Curiosity • Respect for all
<u>Assessment of skills and values:</u> Opinion of peer group and people around, Grading by facilitator for projects , Survey sheet, Collection and interpretation of data, Observing the spontaneous action of learners in and outside school, Writing reviews, paraphrasing	
Lesson Plan Duration:	5 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Picture Study, PPTs, Group Discussions, creating graphic organisers, Brainstorming
Questioning Technique/s to be Used:	Intermittent questions, Probing Questions, open ended questions
Learning objectives: By the end of the topic, the learners will be able to:	

- Familiarize the learners with religious developments.
- Discuss ways of analyzing devotional literature as sources of history.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (intermittent questions)

- *Have you ever visited Nizamuddin Dargah in Delhi?*
- *Have you ever been to Harmandir Sahib Gurudwara?*
- *What do you know about Meera Bai?*

Resources Required:

NCERT history book, Colored A4 sheets, chart paper, Smart Boards, Textbook

DPSG Spiral, DPSG Study Material

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Discussion

In reading the poetry from the female Bhaktas, focus on the imagery utilized by them. Is it "other-worldly"? Is it "this-worldly," focused on everyday realities?

- Many of these poems emphasis women's relationships, with their husbands, with their in-laws. Why do you think this is the case?
- There is a great deal of diversity within the poetry and the actual experiences of female bhaktas in terms of the extent that they challenged the patriarchal system surrounding them. Discuss.
- The poet-saints often used wedding imagery, or even sexual images in portraying their love and devotion to the Divine. Why?

Day 2: Learning Engagement 3- Source interpretation

Ask students to describe God as represented in the Judeo-Christian Muslim tradition. They may describe God as an old man with a beard who sits on a throne in heaven, as a "father," or

as one who grants blessings, performs miracles, or distributes punishment. Then ask students to imagine their ideal boyfriend or girlfriend. What would he or she be like? Finally, ask students to meld the two ideas in their minds. What if they were to seek love with God instead of with a human partner? Students may react with a variety of emotions such as disgust, shock, or curiosity. Explain to students that “bhakti” means devotion or love.

Distribute copies of Source: Poem, Mirabai to students. Have a student read the poem out loud. Ask students to discuss their initial impression of the poem. For whom does the poet long? Why does she defiantly tell the country doctor to go away? Have another student read the same poem out loud, instructing students to listen for phrases that express the poet’s desire to be united with the divine. Have students underline these phrases. Then ask students to circle phrases or images that express the poet’s pain. Ask the following questions then.

- To whom is this poem addressed?
- What does the poem describe?
- What details does the poet include?
- What consequences might a woman experience if she chose marriage to her God rather than to a human man? **This will be an AHAA moment for the learners as they will understand how dohas, poems, bhajans can be used to reconstruct the religious history of India.**

Day 3: Learning Engagement 4- Discussion

The learners would be enabled to develop an understanding of the leading sufi and bhakti saints with the help of small intermittent questions. How many of you have seen Ranbeer Kapoor starrer Rockstar? Have you heard the song Kun Faya Kun? Where is the song picturised? Have you seen or heard about the dargah of nizamuddin auliya in delhi? Have you studied the dohe of kabir in Sanskrit? Introduce sufism.

Day 4: Learning Engagement 5- graphic organiser

The learners will then make graphic organisers and find out how state has helped both bhakti and sufi to evolve.

Day 5: Learning Engagement 6- Group Research, skit

The learners will be divided into groups. Each group will research on the following and prepare a skit.

Guru Nanak

Kabir

Nizamuddin

Meera Bai

Salim Chisti

Proceeding further

Day 1: Learning Engagement 2- Discussion

Student led discussion.

Day 5: Learning Engagement 6- Group Research

Students will research on the given topics and present in the class.

Learning Logs

Notebooks, charts, graphic organisers, PPTs, Spirals

Lesson Plan: Stage 2

Formatives/Unit test

Notebook assignments

Presentation

Timeline

Teacher Interventions

The teacher will intervene meaningfully by:

- Asking relevant probing questions driving learners towards the desired outcome.
- PCC/ extra class
- Observations

Extending the Lesson Further	The learners will go through the works of Kabir and meera bai and compare and contrast both.
Summative Assessment	
3 UNIT TESTS	30+35+35 Marks each
HALF YEARLY EXAMINATION	80 Marks
PRACTICAL	20 Marks