

SUBJECT - HISTORY

TOPIC- L-8 DEVOTIONAL PATH TO DEVINE

CONTENT	GENERAL OUTCOME	SPECIFIC OUTCOME
	The students will be able to-	The students will be able to-
-PRE CONTENT Devotion and bhakti	understand various devo- tional practices	conclude the importance of devotional practices in establishing inner peace and strengthening family bonds
-CONTENT Idea of supreme god	comprehend the idea of supreme god	conceptualize the idea of supreme God which de- veloped in large kingdoms
-Saints of India	explore about the teach- ings and values of various saints	gain awareness about ma- jor beliefs and contribution of various Saints
-Teachings of Kabir and Guru Nanak	compile the teachings of Guru Nanak and Kabir	tabulate the differences and similarities between the teachings of Kabir and Guru Nanak
-Major Bhakti Saints	correlate to the religious development in India in during the 7 th century	identify the major Bhakti saints of India and their locations in the subconti- nent
-POST CONTENT Worksheet	apply the knowledge to complete the worksheet	collaboratively work and complete the worksheet

HOMEWORK/ASSIGNMENT-

- Read the chapter
- Complete the Question&Answers in notebook.
- The impact of Bhakti and Sufi saints is best visible during Akbar's reign. Explain.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL ACTION TAKEN
Teacher will-	Students will-	
-ANNEXURE 10A -hold a class discussion on devotional practices	-ANNEXURE 10a discuss the highlights of bhakti movement and share their views on the same.	
- highlight the idea of supreme god	-read the book and note the important points	
-ANNEXURE 10B Pick me out -guide the students to complete the activity	-ANNEXURE 10b Pick me out -follow the instructions to complete the activity	
-hold a discussion on the main teachings of Kabir and Guru Nanak.	-participate in the discussion, and enlist the similarities between kabir and guru nanak.	
- discuss about major bhakti saints and guide students to locate their place of origin.	-mark the major bhakti saints and their location on the map.	
-refer to ANNEXURE 10A to do the worksheet and initiate the recapitulation in class	-complete the worksheet given in ANNEXURE 10A	

TEACHING AIDS- Map pointing, Library books, Activity sheet, Interactive board and relevant support material.

METHODOLOGY-Booklet making, Map pointing, Group discussion – creating self awareness, Activity based learning.

INTERDISCIPLINARY LINK – Hindi – importance of Dohas and pads in daily life.

MISSION OBJECTIVE – to bring awareness of all religions among our children.

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

ANNEXURE 10A- Teacher will hold a discussion on religious teachers who strengthened the idea of devotion and bhakti.

TIMELINE	
SOME MAJOR RELIGIOUS TEACHERS IN THE SUBCONTINENT	
c.800-900	— ANDAL IN TAMIL NADU
c.1000-1100	— RAMANUJACHARYA IN TAMIL NADU
c.1100-1200	— BASAVANNA IN KARNATAKA
c.1200-1300	— JNANADEVA IN MAHARASHTRA, KHWAJA MUINUDDIN CHISHTI IN RAJASTHAN
c. 1400-1500	— KABIR, SURDAS IN UTTAR PRADESH, BABA GURU NANAK IN PUNJAB, SHANKARADEVA IN ASSAM, TUKARAM IN MAHARASHTRA

ANNEXURE 10a- Students will pen the down names of religious teachers along with their teachings in their notebook.

ANNEXURE 10B- Teacher will guide the students to complete the activity.

ANNEXURE 10b- Students will follow the instructions to complete the activity.

EXPERIENTIAL LEARNING-ACTIVITY NO. H - VIII

Subject	History
Class	VII
Chapter	L-8,Devotional Paths to divine
Topic	Teaching of Bhakti and Sufi Saints
Time	2 Periods/1 hour
Nature of Activity	Individual

Activity Title - Pick me out

What will I learn(Learning Outcomes)? The students will be able to:

- examine the and developments of syncretic cults(religious movements) in the medieval period.
- tabulate out the similarities in the teachings of the teachings of Bhakti and Sufi Saints.

SKILLS: Remembering and Analysing

What I have to do? – To speak about the teachings of Bhakti and Sufi saints allotted to them and tabulate the similarities and differences between the teachings.

What do I require? – a4 size sheet, pen, picture of Bhakti and Sufi saints.

What do I need to know? –

- Literacy developments that took place during the Bhakti movement.
- Bhakti saints and their teachings.
- Sufi saints and their teachings.

Teacher's Activity- Teacher will:

- conduct a discussion on the teachings of Bhakti and Sufi saints.
- guide the students a day before the activity to find the pictures and relevant content about the teachings of Bhakti and Sufi saints.
- use fig VIII.1 consisting of the names of Bhakti and Sufi saints to allot one saint to each student.

Fig.VIII.1

Most Famous Saints of the Medieval India:

1. **Ramanuja**
2. **Namadeva**
3. **Chaitanya**
4. **Mirabai**
5. **Surdas**
6. **Kabir**
7. **Shankar Dev**
8. **Muinuddin Chishti**

- guide to explore about the saint allotted to them and prepare their teachings.
- instruct them to speak about the teachings of that saint and prepare an A4 size sheet on the same and also tabulate the teachings of Bhakti and Sufi saints.

How will I proceed?

Students's Activity- Students will:

- follow the instructions and proceed accordingly.
- gather all the relevant information about the saints and will use the links shared by the teacher.
- speak about the teachings of the saint allotted to them and pen the similarities and differences between Bhakti and Sufi saints on an A4 size sheet.
- share their findings with the class and record it in a notebook.

What have I observed?

Observation Table- Famous Saints and their teachings.

<u>Name of the Saint</u>	<u>Associated Place</u>	<u>Philosophy</u>
*Kabirdas	Uttar pradesh	The only path of salvation was through Bhakti or devotion.

***Sample filled**

What have I learnt?

- Imagine yourself as a Sufi saint of medieval India who happened to visit contemporary India. Compile the teachings that you wish to impart to the present generation to strengthen their relations with god.

What am I curious to learn?

- Are the teachings of Bhakti and Sufi saints applicable in present day society?

Let me evaluate myself:-

Q.1 Choose the correct options from the following:-

- a. Tulsidas's Ramcharitamanas is written in-
 - (i) Awadhi
 - (ii) Sanskrit
 - (iii) Punjabi
 - (iv) Bhojpuri

- b. Mirabai became the disciple of-
 - (i) Surdas
 - (ii) Tulsidas
 - (iii) Dadu Dayal
 - (iv) Ravidas

- c. The institution of the khalsa is associated with-
 - (i) Guru Gobind Singh
 - (ii) Guru Arjan
 - (iii) Guru Nanak
 - (iv) Guru Tegh Bahadur

Q.2 Fill in the blanks.

- (i) The saints of Maharashtra rejected the idea of _____ and preferred to live with their families.
- (ii) The Sufi masters held their assemblies in their _____ or hospices.
- (iii) The songs of _____ became popular in the masses in Rajasthan and Gujarat.

Q.3 Match the following:

Column A	Column B
(i) Zikr	(a) Dancing
(ii) Sama	(b) A genealogy of teachers
(iii) Silsila	(c) Master
(iv) Pir	(d) Chanting of a name or sacred formula

Q.4 Tabulate any three similarities and differences between the teachings of Sufi and Bhakti Saints.

<u>Sufi saints and Bhakti saints</u>
<u>Similarities</u>
<u>Differences</u>

Q.5 The songs are as much a creation of the saints as of generations of people who sang them. Explain in 50-60 words.

Ans. _____

 _____.