

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -1

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: Brick, Beads, and Bones	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: Brick Concept 2: Beads Concept 3: Bones	

Content

Brick	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/Real life applications
Brick	1.Understanding Urbanization: Students will explore the characteristics of the Harappan Civilization as an early example of Urban culture..	1.Introduction to the Harappan Civilization (10 minutes):	Economics :	Evaluate students' ability to analyze population distribution and density using	1.Textbook: Class 12 NCERT History Textbook	1.Link to Geography: Explore the Geographic factors that influenced the development of Harappan cities along river plains..	Environmental Applications

				statistical data.			
Beads	2.Analyzing Excavations and Discoveries: Students will gain insight into the methods of archaeological discoveries and the importance of excavations..	2.Exploring Discovery and Excavations (15 minutes): •Discuss the discovery of Harappa And Mohenjo-Daro, the role of archaeologists, and how these sites were excavated.	Sociology	Assess understanding through written quizzes on demographic concepts and theories.	3.Maps and Diagrams: Maps of the Indus Valley region and diagrams Of Harappan City layouts for better visualization. .	2.Life Skills: Promote critical thinking as students analyze the societal structure and the challenges faced by Harappans..	Solving Real-Life Problems
Bones	3.Evaluating Cultural Heritage: Students will appreciate the legacy of the Indus Valley Civilization and its contribution to South Asian history.	Explain the layout of Harappan cities, focusing on structured streets, drainage systems, and building materials like bricks. .	Environmental Science	Grade group presentations on the factors affecting population growth and distribution.	2.Digital Tools: Use a projector to display excavation site images,	3.Values: Foster appreciation for historical heritage and encourage respect for archaeological preservation.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -2

General Facts

Date:

Name of the teacher: SHRI DINESH KUMAR	Class: 12	Name of chapter: : Kings, Farmers, and Towns	No of periods required: 8
Designation: PGT-HISTROY	Subject: HIS.		No of students in the class: 40

Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐	Lesson Plan Developer: Concept 1: :Kings, Concept 2: Farmers, Concept 3: Towns
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Content

Concepts	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/Real life applications
KINGS	Understanding Early States: Students will gain insights into the formation of early states and kingdoms in ancient India	Introduction to Early States (10 minutes): • Discuss the time period and geographic context of the chapter, emphasizing the transition from tribes and clans to organized states and kingdoms.	Economics:	Oral Questioning : Ask students to explain the role of kings in ancient India and discuss the significance of towns in the economy	Textbook: Class 12 NCERT History Textbook	Link to Economics: Explore the economic aspects of ancient kingdoms, including trade, taxation, and resource management.	Environmental Applications
FARMERS	Economic and Social Roles: Students will explore the roles of farmers and townspeople in the economy and social structure.	• Describe the agricultural practices of the time, including irrigation systems, crop varieties, and the role of farmers..	Sociology	Source Interpretation Exercise: Provide a historical source and ask students to interpret its significance, assessing their	Online videos explaining human geography concepts with real-	Economics practices : Examine how population growth affects resources, employment, and	Solving Real-Life Problems

				ability to analyze evidence.	world Examples https://www.youtube.com/live/gInhUsAm3oQ?si=ojTfpOQjngE9r40C	labors condition.	
TOWNS	Political Structures: Students will understand the political systems established by early kings and dynasties.	•Explain how different kingdoms emerged, focusing on significant dynasties like the Mauryas and the Guptas.	Environmental Science	Map Labeling: Assess students' understanding of geographical locations by having them label important kingdoms on a map.	.Digital Tools: Use a projector to display maps, inscriptions, and images of coins.	Towns planning Towns growth and empires Towns administration system	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
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Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN
LESSON PLAN-3

General Facts

Date:

Name of the teacher: SHRI DINESH KU.SABAL	Class: 12	Name of chapter : Kinship, Caste and Class	No of periods required: 6
Designation: PGT HISTORY	Subject: HIST.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: KINSHIP Concept 2: CASTE Concept 3: CLASS	

Content

Concepts	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/Real life applications

KINSHIP	1.Understandig Kinship,Patter ns:Students will learn how kinship systems structured family and Social relationships.	1.Introduction to Kinship and Caste (10 minutes): •Begin with an overview of how Ancient Indian society was structured,explainin g the Importance of kinship and family networks.	Economics:	Evaluate students' understanding of key KIN GROUP through written assignments.	1.Textbook : Class 12 NCERT History Textbook.	1.Oral Questioning : Ask students to define and explain key Concepts like varna, jati, and kinship ties.	Environmen tal Applications
CASTE	2.Analyzing Caste System: Students will explore the origins, characteristics , and functions of the caste system in ancient India.	2.Textual Analysis (15 minutes): •Introduce students to excerpts from the Mahabharat a and Manusmriti, discussing how these texts describe social roless.	Sociology	Assess students' ability to apply human geography theories through group discussions and presentations.	Online videos explaining CASTE concepts with real-world examples. https://www.youtube.com/live/YNUx_ixfZQQ?si=F0zdpHAMtYc6MMb0	Economics: Examine how population growth affects resources, employment, and economic development.	Solving Real-Life Problems
	3.Comprehend ing Class Structure:	minutes): •Explain the varna	Environme ntal	Evaluate research reports and case study	Access to research articles and	Environmental Science: Analyze	Case Study

CLASS	Students will understand the different social classes and their roles in society.	system (Brahmins, Kshatriya, Vaishyas, Shudras) and jatis (sub-castes) as a basis for class and occupational roles.	Science	analyses for depth of understanding.	case studies on human Nature	the environmental impact of high population densities, such as pressure on natural resources.	
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Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐

Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -4

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: :Thinkers, Beliefs, and Buildings	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: Thinkers, Concept 2: Beliefs Concept 3: Buildings	

Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integratio n with other subjects	Assessment (Item Format)	Resources/Di gital/Physica l	21 st Century Skills/ Value Education/Vocational skills	Extensi on/Real life applicat ions

Thinkers,	1.Understanding Philosophical Evolution: Students will learn about the development of philosophical ideas in ancient India, particularly Buddhism and Jainism.	1. Introduction to Ancient Beliefs (10 minutes): Exploring Buddhist and Jain Teachings (15 minutes):	Economics :	1.Oral Questioning : Ask students to explain the main teachings of Buddha and Mahavira and describe how these ideas challenged existing beliefs.	1.Textbook: Class 12 NCERT History Textbook	1. 2.Life Skills: Promote ethical reflection, empathy, and respect for diverse beliefs as students learn about the teachings of Buddha and Mahavira.	Environmental Applications
Beliefs	2. 2.Appreciating Religious Architecture: Students will explore the architectural legacy left by religious beliefs, including stupas and caves.	2. Read excerpts from Buddhist texts (Dhammapada) and Jain texts to highlight key teachings.	Sociology	2.Group Presentation: Evaluate group presentations on religious architecture , focusing on historical accuracy and depth of analysis. concepts and theories.	2.Digital Tools: Use a projector to show images of stupas, caves, and historical sites, along with diagrams explaining architectural elements.	2.Life Skills: Promote critical thinking as students analyze the societal structure and the challenges faced by Buddha and Mahavira.	Solving Real-Life Problems
Buildings	3.Evaluating Historical Legacy: Students will appreciate the cultural and spiritual contributions of ancient thinkers and their relevance today.	3.Show images of these structures and discuss their symbolic meaning and construction techniques.	Environmental Science	4.Worksheet: Provide a worksheet with questions on the social and architectural impact of Buddhism and Jainism to reinforce learning..	3.Primary Sources: Excerpts from Buddhist and Jain texts (e.g., Dhammapada, Jain Agamas) to provide students with firsthand insights.	3.Values: Encourage values like non-violence, compassion, and community service as espoused by Buddhism and Jainism..	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -5

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: Through the Eyes of Travellers	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40

Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐	Lesson Plan Developer: Concept 1: AlBiruni Concept 2 Ibn Battuta Concept 3 and Francois Bernier
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Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Dig ital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extensi on/Real life applicat ions
: AlBiruni	1. .Understandi ng Cultural Exchange: Students will understand the role of foreign travelers in documenting and interpreting Indian society and culture...	1. Introductio n to Foreign Travel Accounts (10 minutes):	Economics:	1.Oral Questioning : Ask students to discuss the significance of travel accounts in understandi ng Indian history and describe the differences.	1.Textboo k: Class 12 NCERT History Textbook	1 .Link to Geography: Discuss the routes taken by these travelers and the geographical challenges they faced.	Environ mental Applicat ions
2 Ibn Battuta	2. Analyzing Sources of Historical Knowledge: Students will learn to critically analyze the accounts of travelers and evaluate their perspectives and biases..	2. •Begin with a brief discussion on why travelers from various countries	Sociology	.Text Analysis: Evaluate students’ understandi ng of primary sources by assessing their ability to interpret travelers’ perspective s and identify biases	3.Maps and Diagrams: Maps of the Indus Valley region and diagrams Of Harappan	2. Life Skills: Develop critical thinking as students analyze historical sources, recognizing cultural bias and interpreting perspectives.	Solving Real-Lif e Proble ms

					City layouts for better visualization..		
Francois Bernier	3. Recognizing Indian Society's Diversity: Students will explore the diversity of Indian society as observed by travelers, focusing on social structures, economy, and religion.	.Close Reading and Discussion of Travel Narratives (15 minutes. .	Environmental Science	4.Comparati ve Discussion: Assess students' ability to compare the travelers' accounts and draw conclusions on how background influences perspectives.	2.Digital Tools: Use a projector to display excavation site images,	3 Values: Foster openmindedness and respect for diverse perspectives as students explore different interpretation s of Indian society	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐

Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher

Signature Principal

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -6

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter :Bhakti-Sufi Traditions	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: Bhakti Concept 2 :Sufi Concept 3:Tradition	

Content

Bhakti	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/Real life

							applicat ions
Bhakti	1. Understandi ng the Origins of Bhakti and Sufi Movements: Students will learn about the historical context that led to the development of these devotional movements.	1. Introducti on to Bhakti and Sufi Traditions (10 minutes):	Economics :	.Oral Questioning : Ask students to explain the main tenets of the Bhakti and Sufi movements and describe the.	1.Textboo k: Class 12 NCERT History Textbook	11.Link to Literature and Music: Discuss the literary contributions of Bhakti and Sufi poets and the impact of these traditions on Indian music.	Environ mental Applicat ions
Sufi	2.Exploring Key Beliefs and Practices: Students will understand the beliefs, rituals, and practices associated with Bhakti and Sufi traditions.	2. •Begin with an overview of the Bhakti and Sufi movements, focusing on their rise during the medieval period as responses to orthodox religious practices.	Sociology	Textual Analysis: Evaluate students' understandi ng of Bhakti and Sufi poetry by analyzing their interpretati on of verses.	2. Digital Tools: Use a projector to display paintings for better Visualization and images of Bhakti and Sufi saints, and play audio clips of bhajans and qawwalis.	2. Life Skills: Develop empathy and openmindedness through the study of inclusive spiritual philosophies.	Solving Real-Lif e Proble ms
Tradition	3. Analyzing Influential Figures: Students will gain insights into the lives and teachings of prominent Bhakti and Sufi saints.	Discuss the social context and the appeal of personal devotion over ritualistic worship	Environm e-ntal Science	Worksheet: Provide a worksheet with questions on the differences between Bhakti and Sufi traditions, focusing on their teachings and social impacts..	3. 3.Primary Sources: Provide copies of translate d verses from Bhakti poets and Sufi mystics to facilitate analysis and discussion.	3. Values: Encourage values of tolerance, unity, and devotion as expressed in Bhakti and Sufi teachings..	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -7

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: :An Imperial Capital: Vijayanagar	No of periods required: 12
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Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: An Imperial Capital Concept 2 Vijayanagar Concept 3: RULER	

Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/Real life applications
An Imperial Capital	1. Understanding the Significance of Vijayanagar: Students will explore the historical and cultural importance of the Vijayanagar Empire and its capital.	1. Introduction to Vijayanagar Empire (10 minutes):	Economics :	Oral Questioning : Ask students to explain the significance of Vijayanagar's architecture and describe the social structure of the empire.	1.Textbook: Class 12 NCERT History Textbook	1. Link to Geography: Discuss the geographical advantages of Vijayanagar's location on the Tungabhadra River.	Environmental Applications
Vijayanagar	2. .Analyzing Architectural Grandeur: Students will appreciate the architectural style and urban planning of the city.	2. Begin with an overview of the Vijayanagar Empire, including its foundation, geographical	Sociology	Text Analysis: Evaluate students' understanding by analyzing their	2.Digital Tools: Use a projector to show images of Hampi, maps, and	2. Life Skills: Develop analytical skills through the interpretation of architectural styles and historical sources.	Solving Real-Life

		setting, and historical importance.		interpretati on of traveler accounts and inscriptions.	architectural features.		Proble ms
RULERS	3. Studying Administratio n and Economy: Students will gain insights into the administrative structure and economic systems of Vijayanagar.	•Introduce key rulers and the role of the empire in unifying South India against invasions.	Environm ental Science	Group Presentatio n: Assess students' ability to compare the architectura l and cultural achievemen ts of Vijayanagar with those of other Indian empires.	.Primary Sources: Provide translated excerpts from traveler accounts or inscription s related to Vijayanagar.	3. Values: Foster respect for cultural heritage and an appreciation of architectural and artistic achievements.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN
LESSON PLAN -VIII

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: Peasants, Zamindars, and the State-8	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: : Peasants Concept 2 : Zamindars Concept 3: The State	

Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integratio n with other subjects	Assessment (Item Format)	Resources/Digit al/Physical	21 st Century Skills/ Value Education/Vocatio nal skills	Extension/R eal life applications
: Peasants	1. 1.Understand ing Agrarian Society: Students will explore the structure of rural society under the Mughals, including the role of peasants, zamindars, and the state.	1. Introduction to Mughal Agrarian Society (10 minutes):	Economics :	1.Oral Questioning : Ask students to explain the roles of peasants, zamindars, and revenue officials in Mughal society.	1.Textboo k: Class 12 NCERT History Textbook	1.Link to Economics: Discuss how revenue systems influenced the economy of the Mughal Empire.	Environmen tal Applications
: Zamindars	2. Analyzing Revenue Systems: Students will learn about the revenue collection methods and the significance of land revenue to the Mughal administration.	2. Begin with an overview of the agrarian base of the Mughal Empire and the importance of agriculture to its economy. .	Sociology	2.Document Analysis: Evaluate students' ability to interpret historical sources and extract relevant information on agrarian practices.	2.Digital Tools: Use a projector to show images of Hampi, maps, and architectural features.	2. .Life Skills: Develop critical thinking by analyzing agrarian structures and social hierarchies.	Solving Real-Life Problems
The State	3. .Evaluating Economic and Social Changes: Students will understand the changes in agrarian practices and their impact on society and the economy.	• Introduce the role of peasants, zamindars, and the state in managing and profiting from agricultural production.	Environm ental Science	3.Workshee t: Provide a worksheet with questions on revenue systems, agricultural practices, and social hierarchies.	.Primary Sources: Provide translated excerpts from traveler accounts or inscriptio n s related to Vijayanagar.	3. Values: Encourage empathy and appreciation for the labor intensive work of peasants and the complexities of historical social structures.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN
LESSON PLAN -IX

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: Colonialism and the Countryside - 9	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self ☐ Resource Pool ☐ Concept 2: Self ☐ Resource Pool ☐ Concept 3: Self ☐ Resource Pool ☐		Lesson Plan Developer: Concept 1: Revenue Policies, Concept 2 : Agrarian Change Concept 3: Colonial policies.	

Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21 st Century Skills/ Value Education/Vocational skills	Extension/ Real life applications
Revenue Policies	1. Understanding Colonial Revenue Policies: Students will learn about the Permanent Settlement, Mahalwari, and Ryotwari systems and their impact on rural society.	1.Introduction to Colonial Policies (10 minutes)):	Economics:	1. 1.Oral Questioning : Ask students to explain the key features of different revenue systems and describe there Impacts on rural society..	1.Textbook: Class 12 NCERT History Textbook	1.Link to Economics: Discuss the economic impact of colonial policies on rural society, focusing on changes in land ownership.	Environmental Applications
Agrarian Change	2 .Analyzing Agrarian Change and Peasant Life: Students will gain insights into how British policies affected agricultural practices, land ownership, and peasant livelihoods.	2 Begin with an overview of British colonial interests in India, particularly in the countryside.	Sociology	2. .Document Analysis: Evaluate students' ability to interpret colonial records and surveys, assessing their understanding of the source's content and	2. Digital Tools: Use maps, charts, and visual aids to compare the revenue systems and display areas affected by different policies. systems and	2 .Life Skills: Develop critical thinking and empathy as students analyze the effects of	Solving Real-Life Problems

				biases.	display areas affected by different policies.	colonialism on rural communities.	
Colonial policies	3. Examining Peasant Resistance: Students will explore the various ways peasants resisted colonial policies.	3. Introduce the significance of agriculture to the British economy and the importance of revenue collection.	Environmental Science	3.Group Presentation: Assess students' ability to explain and present the differences between the Permanent Settlement, Mahalwari, and Ryotwari systems..	3.Primary Sources: Provide translated excerpts from colonial records or peasant accounts to facilitate deeper understanding.	3 .Values: Encourage respect for resilience and solidarity, as shown by the peasants' collective responses to exploitation.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐

Do I need any modifications in the plan?	Partially satisfied <input style="width: 20px; height: 20px;" type="checkbox"/> Satisfied <input style="width: 20px; height: 20px;" type="checkbox"/> Unsatisfied <input style="width: 20px; height: 20px;" type="checkbox"/>
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Signature of Teacher
HM/VP/Principal

Signature of

KENDRIYA VIDYALAYA SANGATHAN
LESSON PLAN -X

General Facts

Date:

Name of the teacher: SHRI Dinesh Sabal	Class: 12	Name of chapter: Colonialism and the Countryside -	No of periods required: 12
Designation: PGT-History	Subject: Hist.		No of students in the class: 40
Source of the LP: Concept 1: Self <input style="width: 30px; height: 20px;" type="checkbox"/> Resource Pool <input style="width: 30px; height: 20px;" type="checkbox"/> Concept 2: Self <input style="width: 30px; height: 20px;" type="checkbox"/> Resource Pool <input style="width: 30px; height: 20px;" type="checkbox"/> Concept 3: Self <input style="width: 30px; height: 20px;" type="checkbox"/> Resource Pool <input style="width: 30px; height: 20px;" type="checkbox"/>		Lesson Plan Developer: Concept 1: Revenue Policies, Concept 2 : Agrarian Change Concept 3: Colonial policies.	

Content

	Learning Outcomes (NCERT)	Pedagogical Strategies	Integrati on with other subjects	Assessment (Item Format)	Resources/Digital/P hysical	21 st Century Skills/ Value Education/Vocati onal skills	Extension/ Real life applicatio ns

Revenue Policies	1. Understanding Colonial Revenue Policies: Students will learn about the Permanent Settlement, Mahalwari, and Ryotwari systems and their impact on rural society.	1.Introduction to Colonial Policies (10 minutes)):	Economics:	1. 1.Oral Questioning : Ask students to explain the key features of different revenue systems and describe their Impacts on rural society..	1.Textbook: Class 12 NCERT History Textbook	1.Link to Economics: Discuss the economic impact of colonial policies on rural society, focusing on changes in land ownership.	Environmental Applications
Agrarian Change	2 .Analyzing Agrarian Change and Peasant Life: Students will gain insights into how British policies affected agricultural practices, land ownership, and peasant livelihoods.	2 Begin with an overview of British colonial interests in India, particularly in the countryside.	Sociology	2. .Document Analysis: Evaluate students' ability to interpret colonial records and surveys, assessing their understanding of the source's content and biases.	2. Digital Tools: Use maps, charts, and visual aids to compare the revenue systems and display areas affected by different policies.	2 .Life Skills: Develop critical thinking and empathy as students analyze the effects of colonialism on rural communities.	Solving Real-Life Problems
Colonial policies	3. Examining Peasant Resistance: Students will explore the various ways peasants resisted colonial policies.	3. Introduce the significance of agriculture to the British economy and the importance of revenue collection.	Environmental Science	3.Group Presentation: Assess students' ability to explain and present the differences between the Permanent Settlement, Mahalwari, and Ryotwari systems..	3.Primary Sources: Provide translated excerpts from colonial records or peasant accounts to facilitate deeper understanding.	3 .Values: Encourage respect for resilience and solidarity, as shown by the peasants' collective responses to exploitation.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher
HM/VP/Principal

Signature of