

# LESSON PLAN

<b>NAME OF THE TEACHER</b>	
<b>CLASS</b>	12 <sup>th</sup>
<b>SUBJECT</b>	Knowledge Traditions and Practises Of India
<b>UNIT / CHAPTER</b>	4 – Education in Ancient India
<b>DATE</b>	FROM: TO:
<b>NO. OF PERIODS</b>	
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• <b>Goals of Indian Education</b></li> <li>• <i>Teaching and Learning</i></li> <li>• <b>Teacher and the student</b></li> <li>• <i>Centres of Education</i></li> <li>• <b>Community supported education</b></li> <li>• <i>Extracts from the primary texts</i></li> </ul>
<b>LEARNING OBJECTIVES</b> <i>(Objectives should enhance knowledge (knowing), emotions (feelings) and actions (doing) using Blooms Taxonomy)</i>	<p><b><u>Students are able to,</u></b></p> <ol style="list-style-type: none"> <li><b>Summarize</b> the key points of the goals of Indian Education.</li> <li><b>Explain</b> the importance of the teacher in the learning process.</li> <li><b>Compare</b> the life and values of teacher student relationship in the modern world and in the ancient times.</li> <li><b>Identify</b> different centres of learning by quoting examples from different stories heard like Ramayan and Mahabharat.</li> <li><b>Evaluate</b> the contribution of the community in supporting the education in various centres.</li> <li><b>Associate</b> the ideas of the primary extracts which are the proofs of such education system to have existed.</li> </ol>
<b>PRIOR KNOWLEDGE / PRE-REQUISITES</b>	<ul style="list-style-type: none"> <li>➤ Basic knowledge of the Gurukula type of education imparted during the ancient times through stories of Ramayan and Mahabharat.</li> <li>➤ Knowledge of “The highest kind of knowledge is knowing the self” through spiritual classes.</li> </ul>
<b>ACTIVITY</b>	<p><b><u>Activity 1: If I become the education minister.....</u></b></p> <p><b><u>Instruction</u></b> - Class level brain storming discussion on “If given a chance to make changes in the education system, how do I want the Education system to be in this present world”.</p>

Also discuss and list out various skills present in oneself and in people of our family which makes us worth while. Compare it with your elders and from where did they get them.

## 21<sup>ST</sup> CENTURY SKILLS

### Communication

While discussing, they try their best to express their ideas on education. Making points clear on what they like and what they do not like on the present education system.

### Collaboration

In the process of discussion, they realise that others too have similar ideas and something different too to share with others. They adapt new ideas from others.

### Critical Thinking

- Is this really education what we are undergoing?
- Do we have the courage to get out of this kind of education and do that which we really like in our future life? If yes, how can one go about it? If no, why?

### Creativity

- ❖ Design an ideal course you think is right for a student who aspires to get 'educated'.

## CVP LINKAGE

*(Integrate one or more aspect of CVP & explain how these aspects will be brought out)*

- ❖ **Mental development:** Becoming sensitive towards people who work hard in this world and meet their ends.
- ❖ **Intellectual development :** Ancient education teaches us 'how to think' with which we can be successful in field of life.
- ❖ **Spiritual Development:** Goal of ancient education is ultimately spiritual development.
- ❖ **Indian Culture:** How education has a direct link to culture as what and how you think is ultimately reflected in your daily life.
- ❖ **Patriotism :** Various great men (ancient and modern) as to patriots how did their education system help them to become as they are.
- ❖ **Universal Outlook :** Chinese and arabic travellers diary notes drawing inspiration from our system of education.

<p><b>INTERDISCIPLINARY CONNECTION</b> (Explain the connection to other discipline / subjects)</p>	<ul style="list-style-type: none"> <li>➤ <b>Atomism</b> - Every aspect of Indian education was interdisciplinary. Example: Vaisesika is a branch of philosophy also a branch of science(Related to chemisty and physics- substance and atomism).</li> <li>➤ <b>Poetry and grammar</b> while writing the verses.</li> </ul>
<p><b>RESOURCES</b> (Specify the resources used: Website, video links, and books etc.)  (Upload files containing the details of the activities, if any)</p>	<p><b>The Story of Taxila:</b> <a href="https://www.youtube.com/watch?v=7CeOt6XbB2g">https://www.youtube.com/watch?v=7CeOt6XbB2g</a></p> <p><b>The Japanese Education System:</b> <a href="https://www.youtube.com/watch?v=kXnugJecVE8">https://www.youtube.com/watch?v=kXnugJecVE8</a></p>
<p><b>ASSESSMENT</b> (Attach relevant worksheets / cyclic test papers / quiz / case studies / homework assignment etc.)</p>	<ul style="list-style-type: none"> <li>• Make a mind map or concentric circles depicting ‘Goals of Education’ in ancient India.</li> <li>• Flow chart on disciplines in education.</li> </ul>

<p><b>REFLECTION</b> (On completion of lesson, mention whether learning objectives were met, time</p>	<p><b>WHAT WORKED WELL?</b></p>
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*allocated was sufficient,  
method and resources used  
were appropriate or  
requires modifications)*

**WHAT DIDN'T WORK WELL?**

**NOTES / CHANGES / SUGGESTIONS**