APPENDICES
APPENDIX - I
MEMORY TRAINING
PACKAGE
"A Study on Effectiveness of Specially Designed Memory Training Package on Enhancement of Memory of Secondary School Students"

Simply put, memory is the mental activity of recalling information that you have learned or experienced. That simple definition, though, covers a complex process that involves many different parts of the brain and serves us in disparate ways. Memory, like muscular strength, is a “use it or lose it” proposition. The more you work out your brain, the better you’ll be able to process and remember information. Novelty and sensory stimulation are the foundation of brain exercise. If you break your routine in a challenging way, you’re using brain pathways you weren’t using before. This can involve something as simple as brushing your teeth with your non-dominant hand, which activates little-used connections on the non-dominant side of your brain. Or try a “neurobic” exercise – an aerobic exercise for your brain that forces you to use your faculties in unusual ways, like showering and getting dressed with your eyes closed.

Mnemonic is another word for memory tool. Mnemonics are techniques for remembering information that is otherwise quite difficult to recall. Mnemonics are memory devices that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. We knew back in 1967 from a study by Gerald R. Miller that mnemonics increased recall. He found that students who regularly used mnemonic devices increased test scores up to 77%! Many types of mnemonics exist and which type works best is limited only by the imagination of each individual learner. Once you have mastered simple memory systems such as the number/shape system, you can use mnemonic enhancers to expand the range of the systems. So by using these techniques to expand mnemonics, you can significantly enhance the power of simple systems and the volumes of information that can be held.
Retrieving lost information

You may find that you need to remember information that has either been lost because part of a mnemonic was not properly coded, or that simply was not placed into a mnemonic. To try to recall the information, try the following approaches:

- In your mind run through the period when you coded the information, carried out the action, or viewed the thing to be remembered. Reconstructing events like this might trigger associations that help you to retrieve the information.
- If the lost information was part of a list, review the other items in the list. These may be linked in some way to the forgotten item, or even if unlinked their positions in the list may offer a different cue to retrieve the information.
- If you have any information such as general shape or purpose, try to reconstruct the information from this.
- If all the above have failed, take your mind off the subject and concentrate on something else completely. Often the answer will just 'pop into your mind', as your subconscious has worked away on retrieving the information, or something you have been working on sparks an association.

Most people believe that their memories get worse as they get older. This is true only for people who do not use their memories properly: memory is like a muscle - the more it is used, the better it gets. The more it is neglected, the worse it gets.

While in education most people have to use their memories intensively simply to remember facts and pass exams. When people leave full time education, they tend to cease to use their memory as actively, and so it starts to get flaccid.
How Memory Works

Memory works by making links between information, fitting facts into mental structures and frameworks. The more you are actively remembering, the more facts and frameworks you hold, the more additional facts and ideas will slot easily into long term memory.

If our brains were computers, we'd simply add a chip to upgrade our memory. However, the human brain is more complex than even the most advanced machine, so improving human memory requires slightly more effort.

General guidelines to improve memory

In addition to exercising your brain, there are some basic things you can do to improve your ability to retain and retrieve memories:

1. **Pay attention.** You can’t remember something if you never learned it, and you can’t learn something — that is, encode it into your brain — if you don’t pay enough attention to it. It takes about eight seconds of intent focus to process a piece of information through your hippocampus and into the appropriate memory center. So, no multitasking when you need to concentrate! If you distract easily, try to receive information in a quiet place where you won’t be interrupted.

2. **Tailor information acquisition to your learning style.** Most people are visual learners; they learn best by reading or otherwise seeing what it is they have to know. But some are auditory learners who learn better by listening. They might benefit by recording information they need and listening to it until they remember it.

3. **Involve as many senses as possible.** Even if you’re a visual learner, read out loud what you want to remember. If you can recite it rhythmically, even
better. Try to relate information to colors, textures, smells and tastes. The physical act of rewriting information can help imprint it onto your brain.

4. **Relate information to what you already know.** Connect new data to information you already remember, whether it’s new material that builds on previous knowledge, or something as simple as an address of someone who lives on a street where you already know someone.

5. **Organize information.** Write things down in address books and datebooks and on calendars; take notes on more complex material and reorganize the notes into categories later. Use both words and pictures in learning information.

6. **Understand and be able to interpret complex material.** For more complex material, focus on understanding basic ideas rather than memorizing isolated details. Be able to explain it to someone else in your own words.

7. **Rehearse information frequently and “over-learn”**. Review what you’ve learned the same day you learn it, and at intervals thereafter. What researchers call “spaced rehearsal” is more effective than “cramming.” If you’re able to “over-learn” information so that recalling it becomes second nature, so much the better.

8. **Be motivated and keep a positive attitude.** Tell yourself that you want to learn what you need to remember, and that you can learn and remember it. Telling yourself you have a bad memory actually hampers the ability of your brain to remember, while positive mental feedback sets up an expectation of success.

**General Description**

Based on above facts Memory Training Package has been prepared. This package prepared based on certain mnemonics like Coding or Acronyms, Method
of Loci, Peg word method, Key word Method, Concept Map, Mind map, Rhythm. Other suitable techniques like key points method, time line, Semantic organization etc.,

General Instruction

1. The memory training package can administer in all the levels of education and all the levels of students. But particularly present package prepared is for 14 to 15 year aged Secondary school Students of 9th standard.

2. The memory techniques included in this package were applied on the school subjects.

3. The present package contains the lessons from English and Social Science subjects of 9th standard State syllabus.

4. Two lessons were taken from English text, those lessons are ‘The Little Martyr’, and ‘Black Tuesday’. Two lessons were taken from Social Science those are ‘Mahmud Ghazni and Mohammed Ghori’ and ‘The Delhi Sultans’.

5. Package prepared in English language only.

6. Content divided into smaller segments fit into 45 minute. Three months duration was taken to administer this experiment.

Objectives of the Memory Training Package

1. Present Memory Training Package enable the 9th standard students to memorize the facts, vocabulary and meaning of difficult words, chronological events and understand the whole lesson and memorize easily.

2. Present package makes the 9th standard students to understand the memory techniques and adopt these techniques in other chapters and other subjects also in their future.

3. Present package enhances the memorization power of 9th standard students.
Key Points and Coding

* To remember whole lesson easily the key points has been prepared for
  sentences.

1. To remember **first paragraph** easily following key points has been given
to sentences, here students have to learn sentence by imagination of key
  points. These key points are as follows

  Ultimatum, tormented sea, boiling with rage, gobbled up, volcanic
  mind, and hands veiled.

  Example: Here can train up the students to remember the sentence by key
  points for ex: **Ultimatum**- On 9th August 1942 Gandhiji served an
  **ultimatum** to British.

2. Second paragraph: Independence 1857, Iron hand ruthlessly tortured,
  beaten black and blue, sacrifice, Narayan Mahdev Doni,

3. Third paragraph: 15th Aug 1942, unusual day, Durgad Bail,


5. Fifth Paragraph: “Amma, I’m going to join.

6. Sixth Paragraph: but my dear, you are still young. Matters to serve
  Mother India.

7. Seventh Paragraph: mother surprised, kissed forehead.

8. Eighth Paragraph: Durgadbail, attracted, brilliance. Infectious
  enthusiasm, head of procession, holding aloft the flag.

9. Ninth Paragraph: Procession, snails pace, Narayan shouted at the top of
  his voice, patriotism filled, little boy at procession, people who stood at
both sides of road, thundering patriots, police boiling with rage, their might melting.

10. **Tenth Paragraph**: Suddenly firing in the air, helter-skelter, Narayan kept shouting, bullet pierced his chest, heartrending scene. Narayan fell, hospital

11. **Eleventh Paragraph**: Police man, swaraj.

12. **Twelth Paragraph**: the little martyr.

➢ *Again Important key words has given referring to paragraphs to remember whole lesson, they are*- Ultimatum, first war of independence 1857, Narayan and his mother, narayan joined freedom fighter, mammoth procession, firing, Narayan fell, hospital, swaraj, little martyr. Coding has been framed for above key words to remember whole lesson easily - ufnmnsl.

**Activity: Arranging Key Points Sequentially**

Researcher prepares small chits, writes important key points, mixes up all chits, makes the students to arrange sequentially and imagine the whole paragraph with those words.

➢ *Key word Method:*

To remember some glossary words of lesson, key words has been given to make the students to remember glossary words and their meanings by the imagination of key words
Activity 2 Matching meaning with glossary words.

Researcher prepares the chits writes above glossary words in the chits and meaning in other chits, makes the students to match the meaning with glossary words.

➤ Rhythm

Rhythmic pattern formed to last Para which focus on how Narayan Mahdev Doni become little martyr. This para is difficult to students to remember, Researcher sings these para rhythmically and acts heartrending seen of Narayan’s death.

Suddenly there was firing of bullets in air
People ran helter skelter
The elder’s in the procession smelt danger and ran for their live
But.... The little Narayan kept shouting
“Quit India British.. quit India you oppressors, quit”
Before he could complete....
A bullet pierced his chest.
The flames ended in smoke
Wounded and bleeding, bathed in blood, narayan fell
The boy who was lying in a pool of blood
Was no criminal, he was not a traitor either
He was not burglar to be rewarded with a bullet
Someone asked him in hospital
"what do you want?"
"swaraj uttered faintly,
Breathed for the last time...

Activity 3: Role Play

Researcher assigns role of freedom fighters, police and Narayan to students and prepares them to act above heartrending seen of Narayan's last breath.

➢ Acronyms

Acronyms formed to remember answers for questions easily.
1. Who served ultimatum to British?
   GSUTB- Gandhiji served ultimatum to British.
2. What was mistaken for cowardice?
   GPNWMC- Gandhiji's principle of non-violence was mistaken for cowardice.
3. When was the first war of independence fought?
   Fwoiwfi1857- First war of independence was fought in 1857.
4. How were the freedom fighters treated?
Freedom fighters were ruthlessly tortured in jails and were beaten black and blue.

5. Who was Narayan?

Narayan was thirteen year old boy of the Lamington High School, Hubli.

6. What did Indians ask the British to do?

Indians asked the British to ‘Quit India’

7. What filled Narayan with the spirit of patriotism?

The very touch of the flag filled him with the spirit of patriotism

8. Where did Narayan join the freedom fighters?

Narayan joined freedom fighters at Durgadbail.

9. What did the people do when the police opened fire?

People ran helter and skelter

10. What did Narayan say before he breathed for the last time?

Narayan said Swaraj before he breathed for the last time.

Activity 4: Expansion

Researcher gives the acronyms and makes the students to expand it, ex: GSUTB, GPNWMC, Fwoiwt1857, and Ffwrjtb³
Peg Word Method

List of Words to recall

1. Tactical
2. Precision
3. Shatter
4. profound
5. terrorism
6. fragile
7. abortive
8. explosive
9. flail
10. chime

1. Tactical (carefully planned in order to achieve a particular aim) one is bun, bun is prepared tactically.
2. Precision (exactness) two is shoe, I always wear shoes precisely
3. Shatter (break into pieces) three is tree. Trees shattered by flood at outside of our village.
4. Profound (very serious) four is door. Door damaged profoundly
5. Terrorism (violence) Five is live. We are seeing live shows of terrorism now a day.
6. Fragile (weak) six is sticks. My grandpa’s stick is so fragile.
7. Abortive (not successful) seven is heaven, Many abortive attempts made to push Satan in to heaven.
8. Explosive (tend to explode) eight is a gate. Explosives kept near school gate.
9. Flail (to move around without control) nine is wine. Ramu drink a cup of wine and flail.
10. Chime (to ring) ten is hen. A hen wear bell is chiming.
Mind Map

Killed 5000 innocent men and women

On this occasion they were ordinary men and women

American lives 23,000 were killed

2300 American soldiers and sailors died

Japanese Air Force bombed Pearl Harbour

than December 7, 1941,

this event is more gruesome and tragic

both gaint towers came crashing to the ground

melted the steel that held the building together

Washington New York For The Black Tuesday A Day of Terror

Guided missiles came down like a pack of cards at 10-28

planes hit the two towers they exploded and the gushing jet fuel

from the suicide planes, burning at more than 1000°c

two mighty towers of WTC stood magnificently at 9-00 morning

picked large planes packed with jet fuel (60,000 pounds)

for long flights, converted into flying bombs.

A Day of Terror

Tuesday 11 September 2001

Jeremy David witnessed horrifying scene

at least 15 people fell for about 10 seconds

jump to death

some had stiff arms

some flailing their arms

gasp go through the crowd

abortive attempt, man masterminded arrested

FBI commando pulled up his captive's blindfold and nudged him pointing to the WTC lights glowing in night and told "look there they are still standing"

man replied "they would've be if I had enough money and explosives" he is still captive in prison, happiest man by this tragic news.

A cell of terrorist

Hijackers were trained pilots

Jewish Orthodox were allowed to hijack planes

WTC Pentagon built in December 1941.

Described this event is more gruesome and tragic

New York City on 10-28, wrecked this event is more gruesome and tragic

the security provided by the two oceans proved to be too fragile and the oceans are reduced to no greater than puddles.

War specialist says "we as country, Have been living as though the catastrophes in the rest of the world don't apply to us, disaster does not happen on our soil. But from now on, we can no longer deny that we are vulnerable."

Tuesday 11 September 2001

Jeremy David witnessed horrifying scene

at least 15 people jump to death

fall for about 10 seconds

some had stiff arms

at least one couple held hands

some flailing their arms

gasp go through the crowd

abortive attempt, man masterminded arrested

only pray to god to prevent such a disaster.

man is still captive in prison, happiest man by this tragic news.

in Chicago, lone bell chimed from holy Nance Cathedral

father McLaughlin declared "own fragility -our inability to control events"

change in nations collective psychology

that we are safe from other countries

Said trauma specialist, continued "burned under the ash and wreckage

in lower Manhattan is our long held sense of Ourselves as safe in an otherwise dangerous world"

Activity 5: Above mind map can be practiced and can make students to write the mind map without seeing the text.
Activity 6: Researcher makes students to write down the words on a piece of paper by thinking of numbers, then the words associated with the numbers and then the whole image, finally decode the image and give the words.

 méthod of Loci
List of words associated with method of Loci

1. House of Cards
2. Bewilder
3. Catastrophe
4. Embed
5. Gruesome
6. Gush
7. Invincible
8. Nudge

1. House of Cards (weak and helpless) the picture of WTC's building collapsing like pack of cards can place on classroom wall: students should imagine that scenery is placed on wall of their classroom.

2. Bewilder (shock) all the students and teachers bewildered by seeing a snake at school garden: students can imagine this scene happened at their school garden.

3. Catastrophe (a sudden disaster) all the people including students and teachers felt bad by watching catastrophe of accident happened to two vehicles at in front of school: students can imagine this sudden disaster happened in front of to their school.

4. Embed (to fix something into a substance) books embedded in school bag kept on the students desk: students should imagine that their school bag with books kept on their desk.
5. **gruesome** (filling with horror) the death of student with cancer at hospital nearer to school was gruesome for all: students should imagine a death of a student of school happened at hospital nearer to school.

6. **gush** (rush out forcefully) Rajesh’s leg wounded by small accident happened at school playground the bleeding gushed from his leg.

7. **invincible** (too strong to be defeated) students studying in our school are very powerful in sports it made other school students to invincible them:

8. **nudge** (to push somebody gently) Seema reading a English chapter in front of students, she spelled wrong, teacher nudged her head and corrected her reading: students should imagine Seema’s reading in front of them and teacher correction by nudging her head.

**Activity 7**

Now researcher will allow the students to travel (mental journey) around these location which are familiar to them and recall the words associated to those locations.
SOCIAL STUDIES

Lesson 6. THE DELHI SULTANS

Concept Map

Brief out line of Delhi Sultans and their successors has shown through concept map or semantic organization

Activity 8: Researcher prepares the chart of Semantic organization as shown above and gives the students a mental map and makes them memorize.
➢ Acronyms or Coding
To remember the names of Delhi sultans coding has been framed

OIRGAMBSI
Q - QUTUB DIN -IBAK
I - ILTAMISH
R - RAJIY SULTAN
G - GHIYASUDDIN BULBAN
A - ALLA-UD-DIN-KHILJI
M - MOHAMMAD -BIN-TUGHLUQ
B - BAHLOL LODHI
S - SIKANDAR LODHI
I - IBRAHIM LODHI

➢ Acronyms has been framed again to remember the achievements of each Delhi sultans.

I THE LINE OF THE SLAVE

Q (1206-10) – QAQ
Q- QUTUB DIN –IBAK
   Q – Quwwat-ul-Islam ------Mosque------Delhi
   A – Adha –I –-Din – Ka –Jhompra ------Mosque------Ajmer
   Q – Qutb Minar------Dehli
I (1211-36) GAKSMSSAQ
Chunk: GAK/SMS/SAQ

I- ILTAMISH
   G – GWALIAR
   A – AYODHYA
   K – KASHI
   S – SHIVALIK
M – MULTAN
S – SINDH
S – SULTAN-I-AZAM------honorary from Khalif of Bagdad
A – Arabic system of coinage
Q – Qutb Minar

R (1236-40) – MY

Rajiya Sultana

M – MINAZ-UD-DIN-SIRAZ ------ praised her as able administrator and
Dispenser of justice and also a warrior

Y – YAKUT ------Abyssinian Slave

G (1246-87) – BNGGJDARMIAD

BNG/GJDA/RM/IAAD

G – GHIYAS-UD-DIN-BALBAN

BN – Bengal and North West revolts suppressed by Balban
G - Gang of 40 Commanders opposed him for his strict regulation
GJDA – Ganga--Jamuna, Doab and Avadh Balban suppressed decoits.
R – Rajputs-- he defeated Rajputs from Rohilkhand
M – Mangols-- Balban defeated them and conquered Lahore. (his son
mohammed died).
I – Islam--- he was highly devoted to muslim saints, encouraged Islamic
literature and culture
AD- Amir Hussain, Dehalavi – Persian poets were patronized by him.
II THE KHILJI DYNASTY

A-(1296-1316)

SMRR/CMGM/DKH/SMP

A-ALLAH-UD-DIN-KHILJI:
S- strong wall built on banks of Sindhu
M- defeated Mangols more than once.
R- captured fort Ranatambore,
R- defeated Rajaputs
C- captured Chitore by defeating Rana Bhimasingh
MG- captured Malwa and Gujarat
M - sent Mallik kafir to South
DKH- defeated Yadava Ramachandra at Devagiri, Kakathiya and Hoysalas
SMP-looted temple Srirangam, defeated Madurai Pandyas

Administration of Alla-ud-Din Khilji- GSTf/laMfpIB/AHD/AD
GS- appointed Governors and spies
tf - heavy tax and fees on rich
l- banned consumption of liquor in Delhi
a- his army were disciplined
M-organized markets
f- the prices of food grains were fixed by state
p- the merchants practicing fraud were severely punished
IB- Iban Batuta the foreign traveler calls him as able ruler and efficient administration
AHD- encouraged literature and arts, Amir Hassan Dehlavi was patronized by him
AD- the beautiful Alai Darwaza the doorway near Qutb-Minar is his creation

THE TUGHHLUQ DYNASTY (1320-1414)

G- Ghiyas-ud-din (1320-1325): TDB
   TDB- suppressed the revolt in Telangana, in Deccan and in Bengal, died in 1325

M- MOHAMMED BIN TUGHLAQ (1325-1351) IBDADBtscQFS

IBD/ADB/tsc/QFS
   IB- Ibn Batuta described as idealist, good scholar but adopted
   D- transfered all the people to new capital Daulatabad(Devagiri) from delhi and he failed.
   ADB- All-ud-Hassan stationed at Devagiri and found new dynasty Bahmanshahi at Gulbarga.
   t- put heavy tax on people but they were not in position to pay tax because of failure rains
   sc- scarcity of silver coin issued copper coins but no regulation, people produced their own and circulated, made state loss, trade stopped, restored silver coinage but faced immense loss, than issued leather currency this experiment also failed
   Q- in 1337 sent large expedition to Quarachil (Kumaun) in the Himalayas. This army marched towards Tibet and faced immense loss. Mongols came from North-West could not be contained; empire became weak causing revolt in the South and in Bengali.
   FS- after him his nephew Firoz Shah (1351-80) had a long and peaceful rule. Gave importance to irrigation. Opened hospital in Delhi for poor. Created new towns like Ferozabad, Fatehabad and Jaunpur. His successors
were weak, during the rule of Mahamud Shah of Dynasty, Mangol invader Taimu-i-Lung invaded Delhi (1398-99) and mercilessly looted the city and the places on his way. This weakened the dynasty and led to its downfall.

THE SAYYAD DYNASTY (1414-1450)

KK

KK - Khizr Khan of Sayyad dynasty Arab origin snatched power from the Tughluqs, they were higher strata in muslim Khizr Khan was the Governor of Timur of Samarkhand, posted at multan. He occupied regions around Delhi and Sultanate had a very limited region under them in the long run. Muhammad Shah and Alla-Ud-Din, Alam Shah was among the later rulers of the dynasty. In 1450 Bahlol) Lodhi ended the ruler of the sayyads

THE LODHIS

BAHLOL LODHI-(1459-1489): ASPV

A- Afghan origin

SPV- suppressed revolting nobles and brought Uttar Pradesh region under his control simple in nature and religions, this bold worrier the territory between the Punjab and subdued Varanasi

Sikandar Lodhi (1489-1517): SAGMCRAARRP

SA/GMCR/AAR/RP/

S- defeated the Sharqi Sultan of Jaunpur and chased him till Bengal

A - raised a new capital Agra

GM- attacked Gwalior and defeated its ruler Mansingh.

CR- conquered Chanderi and Ranathambore.

A - Afghan commanders were brought under control.

Ar- encouraged agriculture and developed roads

19
R- foodgrains available in reasonable price.

P- poet and lover of music

**IBRAHI LODHI (1517-1526): JGCD**

J- Jalal Khan his younger brother had been appointed the ruler of Jaunpur by sikandar, he conquered his younger brother

G- he brought Gwalior under his rule and displaced its Governor.

C- Lost his campaign against Chitore

D- Daulat Khan Governor of Punjab invited Babur, ruler of Kabul to invade India

**Activity 10:** Researcher gives first letters list (coding list) in each session and makes them read the coded words and associate events related to those words daily at home and asks in next session in the classroom daily.
Concept Map

Delhi Sultanates (1206-1526)

Slave Dynasty (1206-1290)
- Qutb Din-Ibak (1206-10)
  - Born in Turkey
  - Slave of Khazi
  - Qawwas-ul-Islam
  - In Delhi
  - Started work on Qutb Minor
  - Ilamati (1211-36)
    - Slave of Ibak
    - Gwalior
    - Revolt by Amirs
  - Avadh, Kashi, Shivalik

Khilji Dynasty (1290-1296)
- Qutb Din-Ibak
  - Jalal-ud-Din Khilji (1290-96)
  - Assassinated
  - Fort Ra nationahbore
  - Defeated Rajputs
  - Captured Sindh
  - Captured Multan, Sindh
  - Built strong wall
  - To avoid Mongols & defeated

Tughlaq Dynasty (1320-1414)
- Iltutmish (1290-96)
  - Mohammed Bin Tughlaq (1325-1351)
    - Descended from Batuta as an idealist
    - Policies adopted
    - Were failed due to impractical
    - Shifted to Devagiri
    - Captured

Sayyad Dynasty (1414-50)
- Khizr Khan
  - Sayyad dynasty is higher strata
  - In Muslim

Lodhi Dynasty (1459-1526)
- Allah-ud-Din Khilji
  - Ghazi Malik Tughlaq
    - Suppressed revolt
    - In Telangana, Deccan, Bengal
    - Died 1325
    - His son

Ibn Batuta praised him as able ruler & efficient administration
- Encouraged literature and arts
- Poet Amr Hassan Dehlavi patronized

Bahlol Lodhi
  - Afghan origin
  - Suppressed revolt
  - Brought U.P into his rule
  - His son

Sikandar Lodhi (1489-1517)
  - Defeated Sharqi
  - Sultan of Jaunpur
  - Praised new capital at Agra
  - Attacked & defeated

Ibrahim Lodhi (1517-1526)
  - Younger brother appointed as ruler of Jaunpur by Sikandar
  - Ibrahim did not like & killed him
  - Brought

Gwalior under his rule
  - Lost his command
  - Against Chitore

Fatehabad, Jaunpur
  - Babur
  - Killed Ibrahim in battle
  - Of panipat(1526)
  - Ended Delhi rule

Started Mughal rule

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- Ended Delhi rule

Started Mughal rule
Activity 9: Pieces of papers shall be given to students and make them categorize the events according to mentioned five dynasties above.
### Social and Cultural Life
- No understanding between Muslims & Hindus
- Although sought the cooperation of Hindus
- Hindus were influenced by Muslims dress and food habits
- Islam took strong roots in India, many foreign scholars & traders came to India
- Hindus tightened caste regulations, marriage & inter dining with other people was banned (na roti, na beti)
- Child marriage became most widespread
- Sati system also became widespread
- Hindu women also started veiling themselves in imitation of Muslim women
- People groaned under heavy tax
- Transport & communications were limited, prices were not uniform everywhere
- Agriculture was main source of wealth
- Sultans had their factories in Delhi.
- Manufacturing of gold and silver, jewelry, textile, embroidery, dyeing, paper and sugar were major domestic industries.
- Production of footwear, liquor were minor industries, many engaged in home industries
- Jizya imposed on Hindus was an irritant levy
- The vizier (Prime Minister) supervised the collection of land revenue. Assisted by Bhakshi
- Khazi was the judge, in religious matter Khazi consulted the vizier
- Hamin-ud-Din & Amir Khurso were famous musicians of that time. Amir Khurso popularized Table and Sitar & also composed poem 'TughluqNama' in Persian

### Art and Architecture
- Buildings had impress of Persian & Arabic, elements blended with Indian traditions, called Indo-Sarasenic style, it had components like minarets, arches and domes, used mortar with concrete.
- Important Monuments: Quwwat-ul-Islam Mosque, Qutb Minar, Alai Darwaza, Jamia Masjid, Siri fort, Ferozeshah’s tomb, Tughluqabad town-in Delhi
- Jama Masjid-at Ahmeabad,
- Tomb of ghiyas-ud-din & Chota Sona, Bada Sona mosques- in Bengal
- The provincial Governors who had revolted against Delhi also raised similar buildings-at Ahmadabad, Jaunpur & Gulbarga
- These buildings have beautiful embellishments in relief of geometrical patterns and calligraphic writings and of lattice windows
- The finest structure of time was the tall tower, Qutb Minar, it has four storeys and started by Qutub-ud-din, top three storeys added by Iltamish during the days of Feroze Tughluq the top storey was damaged when lightning hit it-he repaired it with similar storeys- 238 feet in height

### Literature
- Urdu developed as a new language during this time-it is mixture of Hindi and Arabic, Turkish & Persian words.
- Amir Hassan Dehlavi & Amir Khurso are famous Persian poets
- Minaz Siraz composed ‘Thabakat-I-Nasiri’
- Zia-Ud-din-Barani wrote “Tariq-I-Feroz-Shahi”
- Arabi literature enriched itself with the influence of Sanskrit literature.
- Jaysi composed “Padmavat”- a Sufi poem in Urdu
- The Hindu saints of Bhakti cult composed devotional songs during the period in Hindi-They included Raamananda, Kabir, Raidas and Meera.

### Activity 10: Made the practice and write the concept map without seeing text.
TIME LINE OF DELHI DYNASTY (1206-1526 AD) and Number-Consonant System

To remember the time and events of Delhi Dynasty time line has been prepared.

| Activity II. Can make the practice the years with the consonant by associating the events. |
Chapter V
Mahmud Ghazni and Mohammed Ghori

Mahmud Ghazni

Ancestry

Turks-Alaptagin

Sabaktagin - river
Chinab

Eldest son - Mamud Ghazni

Ghori Mohammed

Concept Map

Mahmud Ghazni During 10th century Turks of Afghanistan started Invading India New kingdom

Sabaktagin Succeeded by Alaptagin Slave Ghazni Capital of Turks Arisen

His eldest son

Mahmud Ghazni

Activity 12: Practicing and make write the Concept Map

Achievements of Mamud Ghazni

Son Died Punjab, Multan fell into hands of Ghazni Anandpal take shelter at Nagarkote

Kanauj, Ajmer, Khokar tribes of helped Anandpal

Faced Ghazni at Valiand

Anandpal in 1009

Attacked Peshawar

Jayapal

In 1001

17 Campaigns in India

Took wealth and slaves

1001 to 1026

1018

Avichivement of Mamud Ghazni

Varanasi his court visited India wrote

Tarikh-ul-Hind Indian's figures

And decimal systems Of writing figures

With new name

Arabic Figures

Bhimdeva Resisted

Thousands of People died

In 20 days
Key to Remember

Achievement of Mamud Ghazni- (1001-10026) → 17 campaigns-1001-Peshawar-Jaypal-Anandpal in 1009-Vaihand-kanauj, Ajmer, Khokar Tribes- fled elephant-son died- Punjab, Multan- shelter at Nagarkote

Activity 13: Can make them practice thoroughly and practice writing of above mind map then make them to remember without seeing the text.

Mohammed Ghori

Activity 14: Can make the students to write the Ghori's Concept Map and remember the events associated to his life achievement.
APPENDIX - II
LESSON PLANS
**ENGLISH**
Lesson 1
The Little Martyr

**Session 1**

Sub Unit 1: Gandhi served Ultimatum to British

**Objective:**
1. Pupil understands the Gandhi's non-violence principle and despotic rule of British.
2. Pupil remembers the whole paragraphs by key point and acronyms.
3. Pupil remembers the words and their meanings by key words.

**Materials:** flash cards, chart of acronyms, small chits, writing materials.

**Memory Techniques:** Acronyms, Keyword Method.

**Method of Teaching:** Lecturing, Group Activity.

**Teacher:** (Introduction to lesson) we got independence in 1947. As you known that earlier we were ruled by British, many of the leaders sacrificed their life to make nation independent from the hands of British. Name some of the freedom fighters who sacrificed their life for the sake of nation.

**Pupil:** Gandhi, Bhagat Singh, Bala Gangadhars Tilak, Subash Chandra Bose, Jhansi Rani Laxmi Bai, Kittur Rani Chennamma etc.

**Teacher:** Yes, these are all the freedom fighters who constantly struggled for freedom. But dear students they were all elders. Do you know any of the children like you sacrificed their life for the sake of nation?

**Pupil:** No answer.

**Teacher:** Yes dear students, there was a boy of your age who sacrificed his life for nation. That's why we call him a little martyr. Here martyr means who sacrifices their life for the sake of nation. So students let us study who is that little martyr, how he lost his life for the sake of nation in the lesson 'The Little Martyr'.

(teacher reads the first paragraph by giving instruction to see words carefully and listen the pronunciation of words carefully. After that reads the lesson, explains sentence by sentence by giving key points and acronyms. Gives key words for some difficult words to understand their meaning and recall the word very easily)

**Teacher:** Gandhi served ultimatum to British to quit India on 9th August 1942. To remember consequent sentence easily keep the key point ‘ultramum’ in your mind. Through this word you have to imagine the whole sentence. (teacher writes the sentence on the Black Board make the students to practice the sentence thrice by giving word ultimatum) The ultimatum (shows flash card ultimatum) means final warning to remember meaning of this word keep the key word ‘mat’

**Black Board:** ultimatum-mat-final warning

**Pupil:** ultimatum-mat-final warning (recites thrice)

**Teacher:** The whole India rose against the despotic rule of the British like tormented sea. To remember this sentence keep in mind the key point ‘tormented sea’. (teacher writes the sentence on Black board practices the key point and gives the meaning of tormented sea.) Tormented sea means angry remember the key word ‘garment c’ to mind the meaning of tormented sea.

**Black Board:** tormented Sea - garment c - angry

**Pupil:** Tormented Sea - garment c - angry (recites thrice)

**Teacher:** The whole India rose against the despotic rule of the British like tormented sea. (Recites thrice)

**Teacher:** Indians were boiling with rage at the many wrongs done by the arrogant British. To remember subsequent sentence remember the key point ‘boiling with rage’ (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** (Shows flash card) ‘boiling with rage’

**Pupil:** boiling with rage- Indians were boiling with rage at the many wrongs done by the arrogant British. (Recites thrice)

**Teacher:** The India has gobbled up everything that India was proud of. Yet their hunger was not satisfied. To remember the sentence, remember the key point ‘gobbled up’ (teacher writes the sentence on Black board practices the key point and sentence).
The means of gobbled up is swallowed, to remember this word remember a key word global.

Black Board: (Shows flash card) gobbled up-global-swallowed
Pupil: gobbled up-global-swallowed (recites thrice)
Pupil: gobbled up- The India has gobbled up everything that India was proud of. Yet their hunger was not satisfied.

Teacher: They paid little heed to the feeling of Indians. The power hungry British failed to read the volcanic minds of the Indians, Gandhiji’s principle of non-violence was mistaken for cowardice. To remember this, remember the key point ‘volcanic mind’ (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) ‘volcanic mind’
Pupil: volcanic mind-. They paid little heed to the feeling of Indians. The power hungry British failed to read the volcanic minds of the Indians, Gandhiji’s principle of non-violence was mistaken for cowardice. (Recites thrice)

Teacher: But now the whole India was aflame, a sleeping giant had now been awakened. The hands once used to salute the foreigners, now vied with one another to push the oppressors out of their holy land. Gandhiji stirred up the patriotic feelings of Indians for this ‘hands vied’ (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) ‘hands vied’
Pupil: hands vied- But now the whole India was aflame, a sleeping giant had now been awakened. The hands once used to salute the foreigners, now vied with one another to push the oppressors out of their holy land. Gandhiji stirred up the patriotic feelings of Indians. (Recites thrice)

Teacher: To remember the sentences in the paragraph the key points are
Ultimatum, tormented sea, boiling with rage, gobbled up, volcanic mind, hands vied

To remember these key points very easily code the first letters of these words

Pupil: utbgvh
Teacher: expand the utbgvh
Pupil: u-ultimatum

t-tormented sea
b-boiling with rage
g-gobbled up
v-volcanic mind
h-hands vied

Teacher: here I’ve written words in some chits and meaning in other small chits come one by one and choose the chits and arrange the meanings with words.

Pupil: (arranges the meanings with words).

Teacher: (Teacher makes the small groups and makes them to give the key points to their friends and have the sentences; the leader of the group corrects the sentences if said wrong)

Inbuilt Evaluation

I Answer in one sentence each
1. When was Ghandhiji served ultimatum to British to Quit India?
2. What was failed to read volcanic minds of the Indians?
3. What is the meaning of the word ‘ultimatum’?
4. What is the meaning of the word ‘gobbled up’?

II. Fill in the blanks
1. Ghandhiji’s principle ______________ Mistaken by cowardice
2. Tormented sea means ______________
3. Ghandhiji stirred up the patriotic feelings of ______________
Session 2

Sub Unit 2: First War of Independence

Objective: 1. Pupil understands the efforts of freedom fighters in first war of independence,
2. Pupil remembers the whole paragraphs by key point and acronyms.
3. Pupil remembers the words and their meanings by key words.

Materials: Flash cards, chart of acronyms, small chits.
Memory Technique: Acronyms, Key Word Method
Method of Teaching: lecturing, activity method.

Teacher: (tests previous class knowledge) what is the coding given in the last class to remember the paragraph
Pupil: uotbgv

Teacher: expand it and imagine sentences
Pupil: u-ultimate, t-tormented sea, b-boiling with rage, g-gobbled up, v-volcanic mind, h-hands vied (recalls the sentences)

Teacher: Very good, in this class let us study the role of Indians in the First War of Independence.

(Teacher reads the paragraph by giving instruction to see words carefully and listen the pronunciation of words carefully. After that reads the lesson, explains sentence by sentence by giving key points and acronyms. Gives key words for some difficult words to understand their meaning and recall the words easily)

Teacher: Since the days of the first war of independence in 1857. Thousands of heroic Indians had staked their lives and had fought untiringly to the very end to drive the British out. To remember this sentence, remember the word ‘first war of independence in 1857’, (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) First War of Independence in 1857

Pupil: first war of independence in 1857- Since the days of the first war of independence in 1857. Thousands of heroic Indians had staked their lives and had fought untiringly to the very end to drive the British out. (Recites thrice)

Teacher: but every such effort was crushed with an iron hand by the British. For this remember the word ‘iron hand’ (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) iron hand

Pupil: iron hand:- but every such effort was crushed with an iron hand by the British. For this remember the word ‘iron hand’ (recites thrice)

Teacher: Freedom fighters ruthlessly tortured in jails and were beaten black and blue. For this remember the word ‘ruthlessly tortured’ (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: ruthlessly tortured

Pupil: ruthlessly tortured- Freedom fighters ruthlessly tortured in jails and were beaten black and blue. (recites thrice)

Teacher: the meaning of the ‘ruthlessly’ means ‘without pity’, remember this word easily keep the word Rudresh c in your mind

Black Board: (Shows flash card) ruthlessly-rudresh c- without pity

Teacher: Hundreds of Indians were inhumanly hanged under the pretext of maintenance of law and order. But the cruelty of the British deterred Indians least. Every drop of the blood of Indians that fell on this holy soil, inspired thousands to lay down their lives at the feet of shackled mother India. For this the word ‘holy soil’ should keep in mind (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) holy soil

Pupil: holy soil- Hundreds of Indians were inhumanly hanged under the pretext of maintenance of law and order. But the cruelty of the British deterred Indians least. Every drop of the blood of Indians that fell on this holy soil, inspired thousands to lay down their lives at the feet of Shackled Mother India. (Recites thrice).

Teacher: the word pretext means silly reason to remember this word remember the key word ‘text’

Black Board: (Shows flash card) pretext-text-silly reason

Pupil: pretext-text-silly reason
Teacher: one such noble sacrifice was that of Narayan Mahadev Doni, a 13 year old boy of Lamington High School, Hubli. To remember this sentence the key point should be remembered is 'Narayan Mahadev Doni',

Black Board: Narayan Mahadev Doni,
Pupil: Narayan Mahadev Doni,

(At last teacher once again makes the pupil to recite the key points written on Black Board)

Black Board: First war of Independence, iron hand, ruthlessly tortured, holy soil, Narayan Mahadev Doni,

Teacher: To remember the sentences in the second paragraph the key points are

First war of Independence, iron hand, ruthlessly tortured, holy soil, Narayan Mahadev Doni,

To recall these key points very easily code the first letters of these key points

Pupil: first
Teacher: expand it

Pupil: f-first war of Independence
i-iron hand
r-ruthlessly tortured
h-holy soil
n-Narayan Mahadev Doni

Teacher: (Teacher makes the groups of 10 students each and makes them to arrange the mixed chits with meaning and remember the key words for those words)

Pupil: Arranges the meanings with words.

(Teacher makes the small groups and makes them to give the key points to their friends and have the sentences; the leader of the group corrects the sentences if said wrong)

Inbuilt Evaluation

I Fill in the blanks

1. The first war of Independence in ________________
2. Hundreds of Indians were ________________ hanged
Session 3

Sub unit 3: 15th August 1942 Unusual Day for the People of Hubli

Objective: 1. Pupil explains how the 15th August 1942 Unusual Day for the People of Hubli
2. Pupil remembers the whole paragraph by key point and acronyms.
3. Pupil recalls the words and their meanings by key words.

Materials: Flash cards, chart of acronyms, small chits.

Memory Technique: Acronyms, Key Word Method

Method of Teaching: lecturing, activity method.

Teacher: (tests previous class knowledge) what is the coding given in the last class to remember the paragraph

Pupil: firin

Teacher: expand it and imagine sentences

Pupil: f- First war of Independence, i- iron hand, r- ruthlessly tortured, h- holy soil, n- Narayan Mahadev Doni.

Teacher: Very good, in this class let us study the Why for the people of Hubli the day is unusual day.

(Teacher reads the paragraph by giving instruction to see words carefully and listen the pronunciation of words carefully. After that reads the lesson, explains sentence by sentence by giving key points and acronyms. Gives key words for some difficult words to understand their meaning)

Teacher: 15th August 1942, it was a very unusual day for the people of Hubli. To remember this sentence, remember the word ‘15th August 1942’, (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) 15th August 1942,

Pupil: 15th August 1942-15th August 1942, it was a very unusual day for the people of Hubli. (Recites thrice)

Teacher: Dark clouds had veiled the sun resembling the mirage freedom. Placards, commanding the British to quit India, banners, whispering Vande Mataram, the gospel of harmony, were seen everywhere. To remember this sentence the ‘mirage freedom’ can keep in mind and try to imagine whole sentence (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) mirage freedom

Pupil: mirage freedom- Dark clouds had veiled the sun resembling the mirage freedom. Placards, commanding the British to quit India, banners, whispering Vande Mataram, the gospel of harmony, were seen everywhere. (Recites thrice)

Teacher: here mirage means hidden to remember this word the keyword ‘milage’ can be imagined

Black board: mirage-milage-hidden (recites thrice)

Pupil: mirage-milage-hidden (recites thrice)

Teacher: Thousands of people trumpeting Bharat Maata Ki Jai, British go back, chale jao had gathered near Durgadbaal, a square in the heart of the city. This mammoth gathering was to echo the call of ‘Quit India’ given by Gandhiji to the British. To remember the whole the sentence, imagine the word ‘Durgadbaal’ (teacher writes the sentence on Black board practices the key point and sentence)

Black Board: (Shows flash card) Durgadbaal

Pupil: Durgadbaal- Thousands of people trumpeting Bharat Maata Ki Jai, British go back, chale jao had gathered near Durgadbaal, a square in the heart of the city. This mammoth gathering was to echo the call of ‘Quit India’ given by Gandhiji to the British. (Recites thrice)

Teacher: (at last teacher once again makes the pupil to recite the key points written on Black Board)

Pupil: 15th August 1942, Miraged freedom, Durgadbaal

Teacher: To remember the sentences of paragraph the key points are 15th August 1942, Miraged freedom, Durgadbaal

To recall these key points very easily code the first letters of these words

Pupil: 15thMD

Teacher: expand it

Pupil: 15th-15th August 1942,
   M-miraged freedom
   D-Durgadbaal
**Teacher:** (Teacher shows the chart of acronym, makes the groups of 10 students each and makes them to arrange the mixed chits with meaning and remember the key words for those words)

**Pupil:** Arranges the meanings with words.

**Inbuilt Evaluation**

1. **Fill in the Blanks**
   1. __________________________, it was a very unusual day for the people of Hubli
   2. Dark clouds had veiled the sun resembling the __________________________
   3. Placards, commanding the British __________________________
   4. Banners whispering __________________________
   5. Thousands of people trumpeting __________________________
   6. The mammoth gathering was to echo the call of __________________________

**Session 4 & 5**

**Sub unit 4:** Narayan’s Preparation to join the Freedom Fighters

**Objective:**
1. Pupil appreciates the patriotic feeling of Narayan
2. Pupil remembers the whole paragraphs by key points and acronyms.
3. Pupil remembers the difficult words and their meanings by key words.

**Materials:** Flash cards, chart of acronyms, small chits.

**Memory Technique:** Acronyms, Key Word Method

**Method of Teaching:** Lecturing, activity method.

**Teacher:** (Tests previous class knowledge) what were the Key points for last paragraph.

**Pupil:** 15th August 1942, mirage Freedom, Durgadhai

**Teacher:** code it and imagine sentences

**Pupil:** 15th md (imagines the sentences)

**Teacher:** Very good, in this class let us study the preparation of the Narayan to join freedom fighter and what conversation happened between Narayan and his mother.

_(Teacher reads the paragraph by giving instruction to see words carefully and listen the pronunciation of words carefully. After that reads the lesson, explains sentence by sentence by giving key points and acronyms. Gives key words for some difficult words to understand their meaning and recall the words easily)_

**Teacher:** The boy, Narayan, woke up very early that day. He moved about stealthily, like a cat, in and around his house to collect a piece of bamboo much taller than himself and rather heavy for his age. He gave himself a clean wash and put on the hand spun khadi shorts and shirt and wore a Gandhi topi, He opened the wooden cupboard and took out the tricolor. The very touch of the flag filled him with the spirit of patriotism. He tied the flag to the bamboo and was ready to move out. To remember these sentences, remember the words ‘woke up’, ‘spirit of patriotism’, (teacher writes the sentence on Black board practices the key points and sentences)

_Here stealthily means secretly to remember this word keep ‘steal’ in your mind_

**Black Board:** stealthily-steal- secretly

**Pupil:** stealthily-steal- secretly

**Teacher:** the key points are woke up, ‘spirit of patriotism’,
Black Board: (Shows flash cards) 'woke up', 'spirit of patriotism'  

Pupil: woke up- The boy, Narayan woke up very early that day. He moved about stealthily, like a cat, in and around his house to collect a piece of bamboo much taller than himself and rather heavy for his age. He gave himself a clean wash and put on the hand spun khadi shorts and shirt and wore a Gandhi topi. (Recites thrice)  

Spirit of patriotism- He opened the wooden cupboard and took out the tricolor. The vey touch of the flag filled him with the spirit of patriotism. He tied the flag to the bamboo and was ready to move out. (Recites thrice)  

Teacher: He woke his slumbering mother up. Poor mother! She had the least idea of the plans of her son. The sight of her proud son clad in white Khadi, holding the tricolor, made her think for a while, that freedom was, at last, won. Soon she came out of her reverie and said. Where are going my son? To remember this sentence the 'slumbering mother' can keep in mind and try to imagine whole sentence (teacher writes the sentence on Black board practices the key point and sentence)  

Black Board: (Shows flash card) slumbering mother  

Pupil: slumbering mother- He woke his slumbering mother up. Poor mother! She had the least idea of the plans of her son. The sight of her proud son clad in white Khadi, holding the tricolor, made her think for a while, that freedom was, at last, won. Soon she came out of her reverie and said. Where are going my son? (Recites thrice)  

Teacher: The word slumbering means sleeping to remember this word the key word plumbing should keep in your mind and the word clad means clothed to remember this word glad should be keep in mind. The word Reverie means Day dream to remember this word keep the key word re worry.  


Pupil: slumbering- plumbing-sleeping, clad-glad-clothed (Recites thrice)  

Teacher: "Amma I am going to join the freedom fighters who have planned a protest march against the British" said Narayan. To recall the whole sentence, imagine the word 'protest march' (teacher writes the sentence on Black board practices the key point and sentence)  

Black Board: (Shows flash cards) protest March  

Pupil: 'protest march' - "Amma I am going to join the freedom fighters who have planned a protest march the British" said Narayan. (Recites thrice)  

Teacher: "But my dear, you are still very young. It's a procession of elders. How do you fit into it? Asked his mother. There was a rare brightness in the boy's eyes. Said he, "Amma, it doesn't matter whether one is young or old. All that matters is how one serves "Mother India' To recall the whole sentence imagine the word 'still very young' and 'Mother India' (teacher writes the sentence on Black board practices the key points and sentences)  

Black Board: (Shows flash cards) still very young, Mother India  

Pupil: still very young, - But my dear, you are still very young. It's a procession of elders. How do you fit into it? Asked his mother (Recites thrice)  

Mother India - There was a rare brightness in the boy's eyes. Said he, "Amma, it doesn't matter whether one is young or old. All that matters is how one serves "Mother India" (Recites thrice)  

Teacher: The mother surprised to hear him say those words. She gently kissed him on his forehead and said, "May God bless you my love. Take care", so saying, she saw him off. To recall these sentences, imagine the words 'mother surprised' and 'kissed forehead' (teacher writes the sentences on Black board practices the key points and sentences)  

Black Board: mother surprised, kissed forehead  

Pupil: mother surprised and kissed forehead- The mother surprised to hear him say those words. She gently kissed him on his forehead and said, "May God bless you my love. Take care", so saying, she saw him off. (Recites thrice)  

Teacher: (at last teacher once again makes the pupil to recite the key points written on Black Board)  

Pupil: Woke up, spirit of patriotism, slumbering mother, Protest March, still young, mother India, mother surprised, kissed forehead.  

Teacher: To remember the sentences key points are  

Woke up, spirit of patriotism, slumbering mother, Protest March, still young, mother India, mother surprised, kissed forehead.
To recall these key points very easily code the first letters of these key points

Black Board: wsspsmmk (wss/psm/mk)
Pupil: wsspsmmk
Teacher: expand it
Pupil: w - woke up,
s-spirit of patriotism,
s-slumbering mother,
p-Protest March,
s-still young,
m-mother India,
m-mother surprised,
k-kissed forehead.

Teacher: (Teacher shows the chart of acronyms makes the groups of 10 students each and makes them to arrange the mixed chits with meaning and remember the key words for those words)
Pupil: (Arranges the meanings with words.)
Teacher: (Teacher prepares the two students to act as Narayan and mother and carry the conversation)

Inbuilt Evaluation

I. Answer in one word each
   1. From where the Narayan took tricolor?
   2. For what he tied flag?
   3. Whom did he wake up?
   4. Who planned protest March against the British?

II. Fill in the blanks
   1. Narayan woke up early, moved about stealthily like ____________________
   2. He wore ____________________
   3. The sight of her proud son clad in white Khadi holding ____________________
   4. But my dear, you are still very ____________________

Session 6

Sub unit 5: Narayan joined the Freedom Fighters
Objective: 1. Pupil explains the leading of Narayan in freedom fight
            2. Pupil remembers the whole paragraphs by key points and acronyms.
            3. Pupil remembers the difficult words and their meanings by key words.
Materials: Flash cards, chart of acronyms, small chits.
Memory Technique: Acronyms, Key Word Method
Method of Teaching: lecturing, activity method.
Teacher: (tests previous class knowledge) what are the Key points for last paragraph
Pupil: Woke up, spirit of patriotism, slumbering mother, Protest March, still young, mother India, mother surprised, kissed forehead.
Teacher: code it
Pupil: wsspsmmk (wss/psm/mk)
Pupil: wsspsmmk
Teacher: expand it
Pupil: w - woke up
   s-spirit of patriotism,
   s-slumbering mother,
   p-Protest March,
   s-still young,
   m-mother India,
   m-mother surprised,
   k-kissed forehead.

Teacher: Very good, in this class let us study the Narayan's participation in freedom fight.
(Teacher reads the paragraph by giving instruction to see words carefully and listen the pronunciation of words carefully. After that reads the lesson, explains sentence by sentence by giving key points and acronyms. Gives key words for some difficult words to understand their meaning and recall those words easily)
Teacher: Narayan joined the freedom fighters at Durgadrail. The smart boy with expressive eyes attracted very one there. To remember these sentences, imagine the
words 'Durgadbaal', 'attracted', (teacher writes the sentence on Black board practices the key points and sentence)

**Teacher:** the key points are Durgadbaal, attracted

**Black Board:** (Shows flash cards) Durgadbaal, attracted

**Pupil:** Durgadbaal, attracted - Narayan joined the freedom fighters at Durgadbaal. The smart boy with expressive eyes attracted every one there.

**Teacher:** Impressed by his brilliance and his infectious enthusiasm, the elders put him at the head of the procession. To remember this sentence the 'brilliance' and 'head of the procession' can keep in mind and try to imagine whole sentence (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** (Shows flash cards) brilliance, head of the procession

**Pupil:** brilliance and head of the procession- Impressed by his brilliance and his infectious enthusiasm, the elders put him at the head of the procession. (Recites thrice)

**Teacher:** It appeared as if the boy, holding aloft the flag of freedom, sought to break the chains of slavery and end the military might of the English, heroically. To recall the whole the sentence, imagine the word 'holding aloft the flag' (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** (Shows flash card) holding aloft the flag

**Pupil:** 'holding aloft the flag' - It appeared as if the boy, holding aloft the flag of freedom, sought to break the chains of slavery and end the military might of the English, heroically. (Recites thrice)

**Teacher:** The procession started and moved at a snail's pace. It was a grand show of Indian heroism in action. Narayan shouted at the top of his voice, "British, Quit India, Bharata Bittu Tolagi" other echoed him. To recall the whole the sentences easily imagine the word 'snail’s pace' (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** (Shows flash card) snail's pace

**Pupil:** 'snail’s pace' - The procession started and moved at a snail’s pace. It was a grand show of Indian heroism in action. Narayan shouted at the top of his voice, "British, Quit India, Bharata Bittu Tolagi" other echoed him. (Recites thrice)

**Teacher:** snail's pace means slowly to recall this word easily, connect the key word 'nails face'

**Black Board:** snail's pace-nails face- slowly

**Pupil:** snail's pace-nails face- slowly (recites thrice)

**Teacher:** The slogans filled the air and charged the very atmosphere with patriotism. It appeared as if the very spirit of the God of Freedom and descended on earth, in the form of Narayan. To recall the whole sentence imagine the word 'spirit of the God of Freedom' (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** (Shows flash card) spirit of the God of Freedom

**Pupil:** spirit of the God of Freedom - The slogans filled the air and charged the very atmosphere with patriotism. It appeared as if the very spirit of the God of Freedom and descended on earth, in the form of Narayan.

**Teacher:** Looking at the little boy and the mammoth procession, people who stood on both sides of the road. Felt that it was shame to live in enslavement. To recall these sentences the key points are 'mammoth procession' should remember. (Teacher writes the sentences on Black Board practices the key points and sentences)

**Black Board:** (Shows flash card) mammoth procession

**Pupil:** mammoth procession - Looking at the little boy and the mammoth procession, people who stood on both sides of the road. Felt that it was shame to live in enslavement. (Recites thrice)

**Teacher:** Hundreds of them joined to make the procession look like a sea of thundering patriots, mocking at the supremacy of the British. The police were boiling with rage. They found their might melting. What damage to the British prestige. To recall these sentences the key points of 'sea of thundering patriots' and 'might melting' should be remembered. (Teacher writes the sentences on Black Board practices the key point and sentence)

**Black Board:** (Shows flash card) sea of thundering patriots, might melting

**Pupil:** sea of thundering patriots and might melting - Hundreds of them joined to make the procession look like a sea of thundering patriots, mocking at the supremacy
of the British. The police were boiling with rage. They found their might melting.
What damage to the British prestige. (Recites thrice)

Teacher: (at last teacher once again makes the pupil to recite the key points written on Black Board)

Teacher: To remember the sentences key points are
Snail’s pace, mammoth procession, spirit of the God of patriotism, sea of thundering patriots, might melting.
   To recall these key points very easily code the first letters of these key points

Pupil: sms/sm

Teacher: expand it

Pupil:
s- Snail’s pace,
m- mammoth procession,
s- spirit of the God of patriotism,
s- sea of thundering patriots,
m-might melting.

Teacher: (Teacher shows the chart of acronyms and then makes the groups of 10 students each and makes them to arrange the mixed chits with meaning and remember the key words for those words)

Pupil: (Arranges the meanings with words).

Inbuilt Evaluation

I Fill in the Blanks

1. The procession started and moved at a________________________
2. Narayan shouted at the top of his voice________________________
3. Hundreds of them joined to make procession look like
   a________________________

II Answer in one sentence each

1. What do you mean of snail’s pace?
2. What filled the air?
3. Who was felt shame to live in enslavement?
Session 7
Sub Unit 6: Last Breath of Narayan

Objective: 1. Pupil understands the heartrending scene of Narayan's death
   2. Pupil remembers the whole paragraphs by key points and acronyms.
   3. Pupil remembers the difficult words and their meanings by key words.

Materials: Flash cards, chart of acronyms, small chits.
Memory Technique: Acronyms, Key Word Method
Method of Teaching: lecturing, activity method.

Teacher: (tests previous class knowledge) what are the Key points for last paragraph
Pupil: Snail's pace, mammoth procession, spirit of the God of patriotism, sea of
thundering patriots, might melting.
Teacher: code it
Pupil: sms/sm
Teacher: expand it
Pupil: s- Snail's pace,
   m- mammoth procession,
   s- spirit of the God of patriotism,
   s- sea of thundering patriots,
   m- might melting.
Teacher: Very good, in this class let us study the heartrending scene of Narayan's
death.
(Teacher reads the paragraph by giving instruction to see words carefully and listen
the pronunciation of words carefully. After that reads the lesson, explains sentence by
giving key points and acronyms. Gives key words for some difficult words to
understand the meaning and recall the words easily of)
Teacher: Suddenly there was firing of bullets in air. People ran helter skelter. Though
there wasn't any provocation. The police had resorted to firing. The elders in the
procession smelt danger and ran for their lives. To remember these sentences, imagine
the words 'suddenly firing in the air', 'ran for their lives', (teacher writes the sentence
on black board practices the key points and sentence)
Black Board: (Shows flash cards) suddenly firing in the air', 'ran for their lives'
Pupil: suddenly firing in the air', 'ran for their lives'- Suddenly there was firing of
bullets in air. People ran helter skelter. Though there wasn't any provocation. The
police had resorted to firing. The elders in the procession smelt danger and ran for
their lives. (Recites thrice)
Teacher: But Narayan kept shouting "Quit India, British, Quit India, you oppressors
quit..." before he could complete a bullet pierced his chest. To remember this
sentence the 'Narayan kept shouting and bullet pierced his chest can keep in mind and
try to imagine whole sentence (teacher writes the sentence on Black board practices
the key points and sentence)
Black Board: (Shows flash cards) Narayan kept shouting, bullet pierced his chest
Pupil: Narayan kept shouting, bullet pierced his chest- But Narayan kept shouting
"Quit India, British, Quit India, you oppressors quit..." before he could complete a
bullet pierced his chest. (Recites thrice)
Teacher: oppressor means persons ruling in a hard and cruel way, to remember this
word the key word pressure should keep in mind.
Black Board: oppressor-pressure-persons ruling in hard and cruel way (recites thrice)
Teacher: It was heartrending scene which moved everybody present there. The boy
who was no criminal, he was not a traitor either. He was not burglar to be rewarded
with a bullet. To recall the whole the sentence easily, imagine the word 'heartrending
scene' (teacher writes the sentence on Black board practices the key point and
sentence)
Black Board: (Shows flash card) heartrending scene
Pupil: heartrending scene'- It was heartrending scene which moved everybody
present there. The boy who was no criminal, he was not a traitor either. He was not
burglar to be rewarded with a bullet. (Recites thrice)
Teacher: burglar means robber or thief for this the key word is 'burger'
Black Board: burglar-burger-robber/thief
Pupil: burglar-burger-robber/thief (recites thrice)
Teacher: Some Police officers and elders visited Narayan in the hospital where he
was battling for life. Someone asked him "what do you want?" "Swaraj", uttered
Narayan faintly and breathed for the last time. How brave even in the presence of
death! To recall the whole sentence imagine the words 'police man' and 'Swaraj' (teacher writes the sentence on Black board practices the key point and sentence)

**Black Board:** police man, Swaraj

**Pupil:** police man, Swaraj- Some Police officers and elders visited Narayan in the hospital where he was battling for life. Someone asked him “what do you want?” “Swaraj”, uttered Narayan faintly and breathed for the last time. How brave even in the presence of death! *(Recites thrice)*

**Teacher:** Narayan, the little martyr, thus became a living legend. His memory is enshrined in the hearts of the countrymen. To recall these sentences the key points are ‘little martyr’ should remember. *(Teacher writes the sentences on Black Board practices the key points and sentences)*

**Black Board:** *(Shows flash card)* little martyr

**Pupil:** little martyr - Narayan, the little martyr, thus became a living legend. His memory is enshrined in the hearts of the countrymen. *(Recites thrice)*

**Teacher:** To remember the sentences key points are

Suddenly firing in the air, Narayan kept shouting, heartrending scene

To recall these key points very easily code the first letters of these words

**Pupil:** snh

**Teacher:** expand it

Pupil: s- Suddenly firing in the air
n- Narayan kept shouting
h- heartrending scene

**Teacher:** *(Teacher shows the chart of acronyms and then makes the groups of 10 students each and makes them to arrange the mixed chits with meaning and remember the key words for those words)*

**Pupil:** *(Arranges the meanings with words).*

**Inbuilt Evaluation**

**I Fill in the Blanks**

1. People ran______________

2. The elders in the procession smelt danger and _______________ their lives

3. The Narayan kept shouting______________

4. Wounded and bleeding, bathed in blood Narayan______________

5. _______________ uttered Narayan faintly

6. His memory is enshrined in the hearts of the______________
Session 8

In Next Session Teacher gives the following Activities

Teacher: (This last Para is difficult to students to remember, so Rhythmic pattern framed to last Para which focus on how Narayan Mahadev Doni becomes little martyr. teacher sings these Para rhythmically with acting heartrending seen of Narayan’s death.)

Suddenly there was firing of bullets in air
People ran helter skelter
The elder’s in the procession smelt danger and ran for their live

But…. The little Narayan kept shouting
“Quit India British.. quit India you oppressors, quit”
Before he could complete…..
A bullet pierced his chest.
The flames ended in smoke
Wounded and bleeding, bathed in blood, narayan fell
The boy who was lying in a pool of blood
Was no criminal, he was not a traitor either
He was not burglar to be rewarded with a bullet
Someone asked him in hospital
“what do you want?”
“swaraj uttered faintly,
Breathed for the last time…

Teacher: (Teacher assigns role of freedom fighters, police and Narayan to students and prepares them to act above heartrending seen of Narayan’s last breath).

Session 9

In another session teacher carries following training

Activity 1. Teacher again practices the chart of acronyms from starting to end and makes pupil expand it.

uthgvh
u-ultimatum
t-tormented sea
b-boiling with rage
g-gobbled up
v-volcanic mind
h-hands vied
firma
f-first war of Independence
i-iron hand
r-ruthlessly tortured
h-holy soil
n-Narayan Mahadev Doni
15thMD
15th-15th August 1942,
M-miraged freedom
D-Durgadhabil
wsspsmmk
w-woke up,
s-spirit of patriotism,
s-slumbering mother,
p-Protest March,
s-still young,
m-mother India,
m-mother surprised,
k-kissed forehead.
sm/sm
s-Snail’s pace,
m- mammoth procession,
s- spirit of the God of patriotism,
s- sea of thundering patriots,
m- might melting.

snb
s- Suddenly firing in the air
n- Narayan kept shouting
h- Heartrending scene

Activity 2. At last teacher gives important key points referring to paragraph to imagine the whole lesson through these key points and acronyms for those key words will practice.

Ultimatum, first war of Independence 1857, Narayan and his mother, Narayan joined freedom fighters, mammoth procession, firing, Narayan fell, hospital, Swaraj, little Martyr.

Then Coding has been framed
Teacher: ufunmns (makes the students to expand it)
Pupil: u- Ultimatum,
    f-first war of Independence 1857,
    n-Narayan and his mother,
    n-Narayan joined freedom fighters, m-mammoth procession,
    f-firing,
    n-Narayan fell,
    s- Swaraj,
    l-little Martyr.

At last the teacher prepares the small chits, writes important key points, mixes up all chits, makes the students to arrange sequentially and imagine the whole paragraph with the key points.

Activity 3. Ultimately teacher once again practices the difficult words their meanings with associated key words.

<table>
<thead>
<tr>
<th>Glossary word</th>
<th>Key word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ultimatum</td>
<td>Mat</td>
<td>Final warning</td>
</tr>
<tr>
<td>Gobbled up</td>
<td>Global</td>
<td>Swallow</td>
</tr>
<tr>
<td>Tormented sea</td>
<td>Garment c</td>
<td>Angry</td>
</tr>
<tr>
<td>Ruthlessly</td>
<td>Rudresh c</td>
<td>Without pity</td>
</tr>
<tr>
<td>Burglar</td>
<td>Burger</td>
<td>Robber, thief</td>
</tr>
<tr>
<td>Mirage</td>
<td>Milage</td>
<td>Hidden</td>
</tr>
<tr>
<td>Stealthily</td>
<td>Steal</td>
<td>Secretly</td>
</tr>
<tr>
<td>Clad</td>
<td>Glad</td>
<td>Clothed</td>
</tr>
<tr>
<td>Oppressor</td>
<td>Pressure</td>
<td>Persons ruling in a hard and cruel way</td>
</tr>
<tr>
<td>Pretext</td>
<td>Text</td>
<td>Silly reason</td>
</tr>
<tr>
<td>Reverie</td>
<td>Re worry</td>
<td>Daydream</td>
</tr>
<tr>
<td>Snail’s pace</td>
<td>Nails face</td>
<td>Slowly</td>
</tr>
<tr>
<td>Slumbering</td>
<td>Plumbing</td>
<td>Sleeping</td>
</tr>
</tbody>
</table>
Session 10
Sentence Acronyms for the Answers

To remember the answers for questions the Acronyms are formed and practiced till they get it clearly. Attention was given to rote memorization. This was done in one session.

Teacher: After the lesson questions are given to answer, it seeks your understanding of lesson. To remember the answers code each letter of the words of a sentence and try to memorize the sentence.

Teacher: Who served ultimatum to British?
Pupil: Gandhiji served ultimatum to British.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: GSUTB (GSUTB)
Teacher: (rubs the answer makes the pupil to expand the following coding and write on black board and makes recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: What was mistaken for cowardice?
Pupil: Gandhiji's principle of non-violence was mistaken for cowardice.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: GPNWMC (GPN/WMC)
Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: When was the First War of Independence fought?
Pupil: First War of Independence was fought in 1857.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: Fwiof1857 (Fwiof1857)
Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: How were the freedom fighters treated?
Pupil: Freedom fighters were ruthlessly tortured in jails and were beaten black and blue.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: Fwrtj(h) (Fwrtj(h))
Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: When was the first war of independence fought?
Pupil: First war of independence was fought in 1857.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: Fwiof1857 (Fwiof1857)
Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: Who was Narayan?
Pupil: Narayan was thirteen year old boy of the Lamington High School, Hubli.
Teacher: (writes the answer on Black Board), to remember this take each letter of words.
Pupil: Nwtyobhsh (Nwtyobhsh)
Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: What did Indians ask the British to do?
Pupil: Indians asked the British to ‘Quit India’

Teacher: (writes the answer on Black Board), to remember this take each letter of words.

Pupil: Iatbtqi (Iatbtqi)

Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: What filled Narayan with the spirit of patriotism?

Pupil: The very touch of the flag filled him with the spirit of patriotism

Teacher: (writes the answer on Black Board), to remember this, take each letter of words.

Pupil: Tvtotffhtwtosop (Tv/tt/ff/hwt/sop)

Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: Where did Narayan join the freedom fighters?

Pupil: Narayan joined freedom fighters at Durgadbaill.

Teacher: (writes the answer on Black Board), to remember this take each letter of words.

Pupil: Njffad (Njffad)

Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: What did the people do when the police opened fire?

Pupil: People ran helter and skelter

Teacher: (writes the answer on Black Board), to remember this take each letter of words.

Pupil: Prhas (Pr/has)

Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

Teacher: What did Narayan say before he breathed for the last time?

Pupil: Narayan said Swaran before he breathed for the last time.

Teacher: (writes the answer on Black Board), to remember this take each letter of words.

Pupil: Nssbbbfilt (Nss/bb/bbfilt)

Teacher: (rubs the answer, makes the pupil to expand the following coding and write on black board and makes to recite thrice) ok, now take the two small chits write the coding in one chit and answer in another chit.

(In another session teacher gives some activities to test their memory)

Teacher: in last class, you learn how the sentences can be remembered, so I will give you the coding expand it.

Teacher: GSUTB

Pupil: Gandhiji served an ultimatum to British

Teacher: Ffrtrjb'

Pupil: Freedom fighters were ruthlessly tortured and beaten black and blue.

Teacher: Nssbbbfilt

Pupil: Narayan said Swaran before he breathed for the last time.

Teacher: Prhas

Pupil: People ran helter and skelter

Teacher: Tvtotffhtwtosop

Pupil: The very touch of the flag filled him with the spirit of patriotism

Teacher: GPNWMC

Pupil: Gandhiji’s principle of non-violence was mistaken for cowardice.

Teacher: Njffad

Pupil: Narayan joined freedom fighters at Durgadbaill.

Teacher: Iatbtqi
Lesson 2
THE BLACK TUESDAY
A Day of Terror

Session 11 and 22 (Teacher explains the whole lesson for the duration of 10 sessions. After the explanation the mind map which prepared for whole lesson will be practiced in another 2 sessions.)

Objective: 1. Pupil understands the mind map and recalls the events with imagining mind map.

Materials: Chart of mind map, writing materials.

Memory Technique: Mind Map

Methods of Teaching: Lecturing

(Teacher explains the whole lesson for the duration of 10 sessions. After the explanation the mind map which prepared for whole lesson will be practiced in another 2 sessions. The questions were asked corresponding to each event as shown below)
On this occasion they were ordinary men and women
American lives 23,000
were killed
2300 American soldiers and sailors
died

On 11th September 2001

American Air Force bombed Pearl
Harbour

On December 7, 1941,

both giant towers came crashing to the ground
melted the steel that held the building together

From the suicide planes, burning at more than 1000° c

planes hit the two towers they exploded and the gushing jet fuel

picked large planes packed with jet fuel (60,000 pounds)
for long flights, converted into flying bombs.

The Black Tuesday
A Day of Terror

On this occasion they were ordinary men and women
American lives 23,000
were killed
2300 American soldiers and sailors
died

On 11th September 2001

On this occasion they were ordinary men and women
American lives 23,000
were killed
2300 American soldiers and sailors
died

On 11th September 2001

Activity 5: Above mind map can be practiced and can make students to write the mind map without seeing the text.
Session 23

Objective: Pupil remembers and recalls the words which are practiced by peg word method

Materials: List of Peg words, pieces of paper, writing materials.

Memory Technique: Peg Word Method

(After practicing mind map the peg words practiced to remember the glossary words presented in lesson)

Teacher: Students, let us recite interesting list, look at the chart hanged here....

1. One is a bun
2. Two is a shoe
3. Three is a tree
4. Four is a door
5. Five is a live
6. Six is a sticks
7. Seven is a heaven
8. Eight is a gate
9. Nine is a wine
10. Ten is a hen

Pupil:

1. One is a bun
2. Two is a shoe
3. Three is a tree
4. Four is a door
5. Five is a live
6. Six is a sticks
7. Seven is a heaven
8. Eight is a gate
9. Nine is a wine
10. Ten is a hen

(Teacher makes the students to by hear the list thoroughly)

Teacher: O.k., now, I’ll give you some list of glossary words which is in your text book.

1. Tactical
2. Precision
3. Shatter
4. Profound
5. Terrorism
6. Fragile
7. Abortive
8. Explosive
9. Flail
10. Chime

To remember the above glossary words link them with by hearted list and imagine the situation as mental picture.

Teacher: One is tactical (carefully planned in order to achieve a particular aim) one is bun, bun is prepared tactically. (bun is prepared by careful planning)
Pupil: one is tactical, one is bun-bun is prepared tactically
Teacher: two is Precision (exactness). Two is shoe, I always wear shoes precisely (I wear shoes with exactness)
Pupil: two is Precision. Two is shoe, I always wear shoes precisely
Teacher: three is Shatter (break into pieces). Three is tree. Trees shattered by flood at outside of our village.
Pupil: three is Shatter (break into pieces). Three is tree. Trees shattered by flood at outside of our village.
Teacher: Profound (very serious) four is door. Door damaged profoundly

Pupil: Profound (very serious) four is door. Door damaged profoundly
Teacher: five is terrorism (violence) Five is live. We are seeing live shows of terrorism now a day.
Pupil: five is terrorism (violence) Five is live. We are seeing live shows of terrorism now a day.
Teacher: six is fragile (weak) six is sticks. My grandpa’s stick is so fragile.
Pupil: six is fragile (weak) six is sticks. My grandpa’s stick is so fragile.
Teacher: seven is abortive (not successful). Seven is heaven. Many abortive attempts made to push Satan in to heaven.
Pupil: seven is abortive (not successful). Seven is heaven. Many abortive attempts made to push Satan in to heaven.
Teacher: eight is Explosive (tend to explode). Eight is a gate. Explosives kept near school gate.
Pupil: eight is Explosive (tend to explode). Eight is a gate. Explosives kept near school gate.
Teacher: nine is Flail (to move around without control). Nine is wine. Ramu drink a cup of wine and flail.
Pupil: nine is Flail (to move around without control). Nine is wine. Ramu drink a cup of wine and flail.
Teacher: ten is Chime (to ring). Ten is hen. A hen wore bell is chiming.
Pupil: ten is Chime (to ring). Ten is hen. A hen wore bell is chiming.

( Teacher makes students to write down the words on a piece of paper by thinking of numbers, then the words associated with the numbers and then the whole image, finally decode the image and give the words).
Session 24

Objective 3: Pupil remembers and recalls the words which are practiced by method of Loci.

Materials: writing materials, flash cards.

Memory Technique: Method of Loci

(After the peg words were practiced to remember the glossary words presented in lesson, the Method of Loci was practiced to enhance the vocabulary of students)

Teacher: students in the lesson the Black Tuesday, there is lot of chance to learn the new words which enhances your vocabulary, to remember the words the above method was beneficial, we can remember the words by inculcating some other way also, so let us study that. First take the list of words...

1. House of Cards
2. Bewilder
3. Catastrophe
4. Embed
5. Gruesome
6. Gush
7. Invincible
8. Nudge

Teacher: House of Cards it means weak and helpless to remember this word easily imagine the picture of WTC collapsing like house of cards hanged on wall of your classroom.

Pupil: the picture of WTC collapsing like house of cards hanged on wall of classroom.

House of cards- weak and helpless-classroom wall (Mental imagination)

Teacher: bewilder means shock. To remember this word easily imagine that you are all bewilder by seeing a snake at school garden

Pupil: bewilder to see the snake in school garden.

Bewilder-shock- snake in school garden (Mental imagination)

Teacher: Catastrophe means a sudden disaster, to remember this imagine all the people including students and teachers felt bad by watching catastrophe of accident happened to two vehicles at in front of school

Pupil: Catastrophe-a sudden disaster- accident in front of school (Mental imagination)

Teacher: Embed means to fix something into a substance, to remember this imagine books embedded in school bag kept on your desk

Pupil: books embedded in school bag kept on desk

Embed-to fix something into a substance-books of bag on desk (Mental imagination)

Teacher: the word gruesome means filling with horror, to remember this imagine that one of the students of school died with cancer at hospital nearer to school was gruesome.

Pupil: one of the students of school died with cancer at hospital nearer to school was gruesome.

(gruesome-filling with horror-death of student in hospital nearer to school.

(Mental imagination)

Teacher: gush means rush out forcefully, to remember this word imagine that the boy named Rajesh his leg wounded by small accident happened at school playground the blood gushed from his leg.

Pupil: Rajesh’s leg wounded by small accident happened at school playground the blood gushed from his leg.

Gush-rush out forcefully-Rajesh’s leg wounded at school play ground-blood gushed

(Mental imagination)

Teacher: invincible means too strong to be defeated, to remember this imagine that the students of our school are very powerful in sports it made other school students to invincible them.

Pupil: students of our school are powerful in sports, so other school students invincible them.
Invincible-too strong to be defeated- students of our class- invincible by other school students (Mental imagination)

Teacher: nudge means to push somebody gently, to remember this imagine a scene that the girl named Seema reading a English chapter in front of students, she spelled wrong, teacher nudged her head and corrected her mistake.

Pupil: Seema reading in front of us and teacher corrected by nudging her head.
Nudge-to push somebody gently- in front of students- teacher corrected by nudged her head. (Mental imagination)

Teacher: O.k, students now imagine the words, meaning and locations where the imagination placed

Pupil: House of Cards-weak and helpless-classroom wall
Bewilder-shock-school garden
Catastrophe-a sudden disaster- in front of school
Embed-to fix something into a substance-on desk
Gruesome-filling with horror- hospital nearer to school
Gush-rush out forcefully-at school play ground
Invincible-too strong to be defeated- our class
Nudge-to push somebody gently- in front of students

Teacher: This method is so useful to remember the words and meanings. Here you have to place the different instances in familiar locations which are easy to recall those locations. Now make a mental journey around these locations and recall the words associated to those locations.

Pupil: classroom wall-House of Cards-weak and helpless
School garden-Bewilder-shock
in front of school-Catastrophe-a sudden disaster
on desk- Embed-to fix something into a substance
hospital nearer to school-Gruesome-filling with horror
school play ground-Gush-rush out forcefully
our class- Invincible-too strong to be defeated
in front of us-Nudge-to push somebody gently

Social Science
Chapter v
MAHMUD GHAZNI AND MOHAMMED GHORI

Session 25

Sub Unit 1: Outline of Turks Ruled in India

Objective: 1. pupil understands the outline of Turks ruled India through taught by concept map.

Materials: writing materials, chart of lineage

Memory Technique: Concept map

Teacher: Dear students after Rajputs, the Turks Mahmud Ghazni and Mohammed Ghori were ruled the India. So first let us study the origin of Turks or ancestry of Turks. See the hanged chart.

Outline

At first the Turk origin Alptagin started a new dynasty then he succeeded by Sabaktagin then eldest son of Sabaktagin, then the Ghazni Mahmud ruled then Ghori Mohammed was ruled.

Pupil: (writes the chart of ancestry).

Teacher: who were the Turks that ruled India?

Pupil: Alptagin-Sabaktagin-Mahmud Ghazni-Ghori Mohammed

Teacher: during the 10the century, the turks form Afghanistan started invading India from the North-West, at the time a new kingdom of the Turks had arisen in Afghanistan with Ghazni as capital, a slave of Turkish origin called Alptagin started a
new dynasty, he was succeeded by one his relative called Sabaktasgin in 977 A.D, he extended his kingdom till the river chinab, his eldest son was Ghazni Mahmud.

To remember the whole situation practice shown chart

II Fill in the blanks
1. A new kingdom of the Turks had arisen in Afghanistan with ________ as capital
2. Sabaktasgin extended his kingdom till the river _______________

(Pupil: During 10th century, Turks of Afghanistan started invading India, New kingdom of Turks Arisen)

(Mahmud Ghazni)

(Inbuilt Evaluation:
1. Answer in one sentence each
   1. Who started to invade the India from north-west?
   2. Who started a new dynasty?)
Session 26 & 27

Subunit 2: Achievement of Mahmud Ghazni

Objective: 1. Pupil understands the achievement of Mahmud Ghazni taught through Mind Map

Materials: Chart of mind map, writing materials.

Memory Technique: Mind Map

(Teacher explains the achievement of Ghazni in one session. After the explanation the mind map which prepared to convey the achievement of Ghazni will be practiced in another 2 sessions)

Teacher: To remember the Attacks of the Ghazni Mahmud the hanged chart will help you to understand the events and remember the events easily. So have look on the hanged chart.

Achievements of Mahmud Ghazni

Teacher: to remember the following map remember some key like this
Achievement of Mahmud Ghazni- (1001-1026) - 17 campaigns-1001-Peshawar-Jaypal-Anandpal in 1009-Vaihand-kanauj, Ajmer, and Khokar Tribes fled elephant son died- Punjab, Multan- shelter at Nagarkote. (code-cpjavfpm)

Pupil: (writes the mind map by seeing the text and practices the key)

(At last pupil writes the mind map by remembering events without seeing the text)

Inbuilt Evaluation

I Match the following

1. 17 campaigns
2. Jayapal
3. Anandpal
4. 1018

son of Jayapal
destroyed temple Matura
committed suicide
between 1001 to 1026

II Fill in the Blanks

1. Ghazni destroyed and looted many
2. In 1001, attacked
3. The Anandpal’s elephant fled in
4. ________ and ________ fell into the hands of Ghazni’s army
5. Anandpal take shelter at

III State True or False

1. Kanauj and Staneshwar cities not fell into Ghazni’s hand.
2. Anandpal called himself as breaker of image.
3. In 1026 he attacked the Somanath Temple.
4. Alberuni’s ‘Tarikh-ul-Hind’ in the Urdu language
5. The decimals and writing figures reached Afghanistan with the name of ‘Arabic Figures’
Session 28 & 30
Sub Unit 3: Ghor Mohammed
Objective: Students understands the attacks of Ghor Mohammed.
Materials: Chart of concept map, writing materials.
Memory Technique: Concept Map
Method of Teaching: Lecturing
(Teacher explains the achievement of Ghor Mohammed in one session. After the explanation the concept map which prepared to convey the attacks of Ghor, practiced in another 2 sessions)

Teacher: To remember the Attacks of the Ghor Mohammed the hanged chart will help you to understand the events easily and remember the events easily. So have look on the hanged chart.

Teacher: You have learnt the attacks of Ghor and practiced the chart now imagine whole content by this chart.
Pupil: (imagines the whole content by recalling the practiced chart) (writes the chart without seeing the text)

Inbuilt Evaluation
I Fill in the Blanks
1. New kingdom arose at ____________
2. Shahabuddin became renowned as ________________
3. Ghor invaded the India ________________
4. In 1181 he raised a fort at Sialkot ________________
5. He took away a large amount of ____________ and ____________ from India

II Answer in one Sentence Each
1. Who was come to throne of Ghor kingdom?
2. When did Multan and Ooch invaded?
3. When did the Lahore town acquired?
4. Who was resisted Ghor’s attack at Tarain?
5. When did Ghor return to India?
Session 31 & 32

To remember the years with events of lesson the number-consonant system has used and practiced

**Teacher:** years are very important to remember the events in history, sometime you will code alphabetic as A-1, B-2, C-3, D-4, E-5, F-6 ....i.e., and you use to code the English letter into numbers in the another way we will turn the numbers into consonant, the same method we can use to remember the years in history, for that you have to practice the following list.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>s, z, c</td>
<td>remember as 'z is first letter of zero'. The other letters have a similar sound.</td>
</tr>
<tr>
<td>1</td>
<td>d, t, th</td>
<td>remember as letters with 1 down stroke</td>
</tr>
<tr>
<td>2</td>
<td>N</td>
<td>Remember as having 2 down strokes</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>Has three down stroke</td>
</tr>
<tr>
<td>4</td>
<td>R</td>
<td>Last letter of four</td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>L is the Roman numeral for fifty</td>
</tr>
<tr>
<td>6</td>
<td>J, sh, soft-ch, dg, soft-g</td>
<td>A script j has a lower loop/g is almost a 6 flipped over.</td>
</tr>
<tr>
<td>7</td>
<td>K, hard-ch, hard-e, hard-g, ng</td>
<td>Imagine K as two 7s rotated and glued together</td>
</tr>
<tr>
<td>8</td>
<td>F, v</td>
<td>Script f resembles a figure-8, V sounds similar</td>
</tr>
<tr>
<td>9</td>
<td>P, b</td>
<td>b as 9 rotated 180 degrees</td>
</tr>
</tbody>
</table>

Pupil: (practices thorough)

**Teacher:**

977- **pkk**: Sabakhtagin extended kingdom till the river Chinab
1001-26-**decd-nj**: Ghazni Mahmud conducted 17 campaigns in India
1001-**decd**: attacked Peshawar defeated Jaypal
1009-**deep**: Anandpal faced Ghazni at vaihand (Peshawar)
1018-**defd**: G looted Mathura
1026-**denj**: Attacked Somanath Temple in Gujarart (SG)
1149-**ddrp**: Alla-Ud-Din-Hussain came to throne of Ghor dynasty
1173-**ddkm**: Shahabuddin renowned as Ghori Mohammed
1175-**ddkl**: invaded India, conquered Multan and Ooch (Imo)
1181-**ddfj**: raised fort at Sialkot (FS)
1186-**ddfj**: Lahore from Kushrav Mallik
1191-**ddpd**: Prithviraj defeated the Ghori and Tarain
1192-**ddpn**: Ghori defeated Prithviraj at Tarain
1194-**ddpr**: Ghori returned to India defeated Jayachand of Kanauj.

Pupil: (Practices thoroughly, after that teacher makes students to come and write on Black Board)

**Teacher:** (Further gives acronyms as follows), to make still more easy take coding as follows.

977- **pkk**: Sabakhtagin extended kingdom till the river Chinab (SC)
1001-26-**decd-nj**: Ghazni Mahmud conducted 17 campaigns in India(17)
1001-**decd**: attacked Peshawar defeated Jaypal (PJ)
1009-**deep**: Anandpal faced Ghazni at vaihand (ag)
1018-**defd**: G looted Mathura (GM)
1026-**denj**: Attacked Somanath Temple in Gujarart (SG)
1149-**ddrp**: Alla-Ud-Din-Hussain came to throne of Ghor dynasty (AG)
1173-**ddkm**: Shahabuddin renowned as Ghori Mohammed (SG)
1175-**ddkl**: invaded India, conquered Multan and Ooch (Imo)
1181-**ddfj**: raised fort at Sialkot (FS)
1186-**ddfj**: Lahore from Kushrav Mallik (LK)
1191-**ddpd**: Prithviraj defeated the Ghori and Tarain (PJT)
1192-**ddpn**: Ghori defeated Prithviraj at Tarain (GPT)
1194-**ddpr**: Ghori returned to India defeated Jayachand of Kanauj (JK)

Pupil: (Pupil writes the years and consonants and expands the coding as follows)

977- **pkk**: (SC)-Sabakhtagin extended kingdom till the river Chinab
1001-26-**decd-nj**: (17)-Ghazni Mahmud conducted 17 campaigns in India
1001-**decd**: (PJ)-attacked Peshawar defeated Jayapal
1009-**deep**: (ag) Anandpal faced Ghazni at vaihand
1018-**defd**: (GM)- G looted Mathura

Pupil writes the years and consonants and expands the coding as follows:
1026-den: (SG)-Attacked Somanath Temple in Gujarat
1149-ddrp: (AG)-Alla-Ud-Din-Hussain came to throne of Ghor dynasty
1173-ddkm: (SG)-Shahabuddin renamed as Ghori Mohammed
1175-ddkl: (Imo)-invaded India, conquered Multan and Ooch
1181-dddf: (FS)-raised fort at Sialkot
1186-dddj: (LK)-Lahore from Kushtivall Malik
1191-dddp: (PGT)-Prithviraj defeated the Ghori and Tarain
1192-ddpn: (GPT)-Ghori defeated Prithviraj at Tarain(GPT)
1194-ddpr: (JK)-Ghori returned to India defeated Jayachand of Kanauj

Inbuilt Evaluation
I fill in the Blanks with year and English letters you practiced
1. Sabakhtarin extended kingdom till the river Chinab in _____________
2. Ghazni Mahmud conducted 17 campaigns in India from _______ to __________
3. Ghazni Attacked Peshawar defeated Jayapal in _____________
4. Anandpal faced Ghazni at vaihand in _______________
5. Ghazni looted Mathura _____________________________
6. Attacked Somanath Temple in Gujaratin ___________________________
7. Alla-Ud-Din-Hussain came to throne of Ghor dynasty in ______________
8. Shahabuddin renamed as Ghori Mohammed in _______________
9. Ghori invaded India, conquered Multan and Ooch in _______________
10. Ghori raised Fort at Sialkot in __________________________
11. Ghori conquered Lahore from Kushtivall Malik in _______________
12. Prithviraj defeated the Ghori and Tarain in _______________
13. Ghori defeated Prithviraj at Tarain in _______________
14. Ghori returned to India defeated Jayachand of Kanauj in _______________

Chapter VI
THE DELHI SULTANS

Session 33
Sub unit: The outline of Delhi Sultans
Objective: Pupil recalls the all sultans of Delhi by Concept Map
Materials: Chart of concept map, writing materials
Memory Technique: Concept Map
Method of Teaching: Lecturing

Teacher: The period of Muslim rule in India from 1206 to 1526 is called the era of Delhi Sultans. Delhi Sultan ruled by five dynasties, so let’s take an outline of all Delhi Sultans. See hanged chart.

Delhi Sultans 1206-1526 AD

The line of the Slave
Kilij Dynasty
Tughlaq Dynasty
Sayyid Dynasty
Lodi Dynasty

Quraish-Din Aibak
Jalal-Din
Kilij (1290-96)
Ghazni Malik
Tughlaq Ghiyas ud-Din (1226-1316)
Khizr Khan
Bahol Lodi

Uttamish
Alla-ud-din Kilji
Mohammed-Bin Tughlaq
Muhammad Shah
Sikandar Lodhi

Rukn-ud-din
Feroz Shah
Alla-ud-din’s son
Feroz Shah
Hus Daughter
Mubarak
Mumad Shah

Raziya Sultan
Ghiyas ud-din Balban
His grand son
Kalkubad

Now come one by one and read the chart
Pupil: ( Comes one by one and reads the chart)
Teacher: now I'll give you the name of the dynasty just tell me the successor of the dynasties
Teacher: The line of the Slave
Teacher: Khilji Dynasty
Pupil: Jalal-ud-din Khilji, Alla-ud-din Khilji, Mallik Kafur, Mubark
Teacher: Tughlaq Dynasty
Teacher: Sayyad Dynasty
Pupil: Khizr Khan, Muhammad Shah, All-ud-Din Alam Shah,
Teacher: Lodhi Dynasty
Pupil: Bahlool Lodhi, Sikandar Lodhi, Ibrahim Lodhi
Teacher: very good, so these are all the sultans of Delhi. To remember the names of important sultans of Delhi, following coding can take.

QIRGAMBSI
Q - QUTUB DIN - IBAK
I - ILTAMISH
R - RAJIY SULTAN
G - GHIYASUDDIN BULBAN
A - ALLA-UD-DIN-KHIJLI
M - MOHAMMAD - BIN-TUGHLUQ
B - BAHLOOL LODHI
S - SIKANDAR LODHI
I - IBRAHIM LODHI

Pupil: QIRGAMBSI
Q - QUTUB DIN - IBAK
I - ILTAMISH

R - RAJIY SULTAN
G - GHIYASUDDIN BULBAN
A - ALLA-UD-DIN-KHIJLI
M - MOHAMMAD - BIN-TUGHLUQ
B - BAHLOOL LODHI
S - SIKANDAR LODHI
I - IBRAHIM LODHI

Teacher: In the small pieces of paper I’ve written the name of dynasties and I’ve written the names of Sultans in other pieces of papers, and put in small box, you just pick the piece of paper if you get the name of dynasty search the names of sultans, if you get the names of sultan search the name of the dynasty.

Pupil: (Involves in the activity)
Teacher: Give me the names of important Sultans
Pupil: QIRGAMBSI
Q - QUTUB DIN - IBAK
I - ILTAMISH
R - RAJIY SULTAN
G - GHIYASUDDIN BULBAN
A - ALLA-UD-DIN-KHIJLI
M - MOHAMMAD - BIN-TUGHLUQ
B - BAHLOOL LODHI
S - SIKANDAR LODHI
I - IBRAHIM LODHI

In Built Evaluation I
Answer in one Sentence Each.
1. How many dynasties ruled Delhi?
2. Which were the dynasties ruled the Delhi?
3. Name the important sultans of Delhi.

II Match the Following
1. Mohammad-Bin-Tughluq 1414-51
2. Aibak 1489-1526
3. Sayyad Dynasty 1325-51
4. Sikandar Lodhi 1206-10
Session 34 to 49

Sub Unit 2: Delhi Sultans

Objective: 1. Pupil remembers the achievement of all the Delhi Sultans by Acronyms

Materials: colour pencils,

Memory Technique: Acronyms

Method of Teaching: Lecturing.

(While explaining the lesson teacher gives acronyms for all paragraphs to remember
the important achievement of each sultanate very easily, for this teacher makes the
students to use colour pencils to mark the important words in chapter itself, as shown
below)
CHAPTER 6

THE DELHI SULTANS

The period of Muslim rule in India from 1206 to 1526 AD is called the era of the Delhi Sultanate. The line of Slaves and the dynasties of the Khiljis Tughluqs, Sayyads and the Lodis ruled from Delhi during this period.

THE LINE OF THE SLAVES

After the death of Mohammed Ghori, Qutb-ud-Din, Aibak laid the foundation of the Delhi Sultanate in 1206. The first set of rulers are called the Slaves though they did not constitute a single dynasty, as all the rulers were not hereditary. They ruled between 1206 and 1290.

QUTB-UD-DIN AIBAK (1206 - 1210 AD.)

His rule put the Sultanate in Delhi on a firm foundation. Born in Turkey he was the slave of a Khazi (Judge). His master helped him gain military training and also capacity to read and write. He became very close to Mohammed Ghori. After the second battle of Tarain, he became Ghori's representative in India. After Ghori's death, he became an independent ruler. He had to face many external rivals but having faced them successfully he ruled effectively for four years. During his rule only military commanders were administrators and he encouraged literature and arts.

By using the materials of the destroyed temples and Jain basists he raised a mosque called Qutb-ud-din Aibak Palace in Delhi. He also built a minaret on Qutb Minar.

ILTAMISH (1211-1236 AD.)

A slave of Aibak, Iltamish was the administrator of Qutb-ud-Din. On his succession at Delhi many subordinate administrators revolted against him. Even the Amirs (Courtiers) in Delhi did not accept him as their master. But he suppressed all Amirs into submission and subjected Ayodhya (Ayodhya), Kashi (Varanasi) and Shivalik to his direct rule. Later he acquired Multan and Sind by his military achievements. The Khilafat of Baghdad honoured him with the title of Sultan I Azam. He introduced Arabic systems of coinage. He completed the unfinished Qutb Minar.

Iltamish was a brilliant statesman of the 13th century. The famous Persian poet Amir Khusro was his contemporary.

RAZIA SULTANA (1236-1240 AD.)

After Iltamish, Rukn-ud-Din Ferozeshah ascended the throne. But his luxury loving rule soon ended and his successor was his daughter Razia Sultana. Historian Minhaj-ud-Din Siraj praises her as an able administrator and dispenser of justice and also a warrior.

She rode on horse and led her armies personally. When her courtiers rose in revolt she suppressed them. She appointed an Abyssinian slave Yakut as the Supervisor of the stables. The rebels killed Yakut and also took Razia captive and killed her.

GHYAS-UD-DIN-BALBAN (1246-87 AD.)

Ghyas-ud-Din Balban was a slave of Turkish origin. He took all the major administrative decisions as the representative of the Sultan Nasir-ud-Din. In 1246 AD. the Sultan died and Balban himself ascended the throne. Many revolts that started in Bengal and the North-West region of India were suppressed. He enforced many strict regulations in the court and forced all commanders into submission. There was a gang of 40 commanders' opposed to him, and he had it dissolved. He had a strong military force.

Balban suppressed the dacoits and looters who infested the Ganga - Yamuna Deaf and the Avadh (Ayodhya). He cut the rebels ruthlessly. He defeated the rebels from Rohilkhand and the rebels in Bengal were mishandled. The continuous invasion of Mongols from Central Asia was a major handicap that Balban had to face throughout his reign. He sent his son Mohammed to check the invaders. He died in one of those encounters. Still Balban defeated the Mongols and conquered Lahore.

Though he was a despot he had not lost his sense of justice. He was highly devoted to Muslim saints. He had sheltered saints coming from Central Asia. His court encouraged Islamic literature and culture. Persian poets like Amir Khusro, Amir Hussain Dehavali were patronized by him. Balban died in 1287 AD.

His successor was his grandson, Kaikubad, who was killed in 1290 AD. Thus the line of the Slaves ended and that of the Khiljis began.

THE KHILJI DYNASTY

The Slave rulers laid a firm foundation to the Delhi Sultanate. Naturally Muslims from the North-West migrated to India. The Khiljis that succeeded Balban's family ruled between 1290 to 1320 AD. Jalal-ud-Din Khilji (1280-1296 AD.) is the founder of the
dynasty. His nephew Allah-ud-Din conducted victorious expedition to Malwa and Devagiri. On his return to Delhi he got his uncle killed and ascended the throne.

ALLAH-UD-DIN KHILJI (1296-1316 AD)

To check the Mongol inroads, Allah-ud-Din had a strong wall built along the bank of the Indus (Indus). He also defeated the Mongols more than once. After capturing the fort of Ramchandra, he defeated the Baluts. He captured Chitor after defeating Rana Bhoj Singh. Next he captured Malwa and Gujarat. He sent his general Malik Kafur to the South. In the South the Yadavas ruled from Devagiri, Kakathiyas from Oragam (Warangal), Hoyasalas from Dwarasamudra (Halebidu) and the Pandyas from Madhurai. They engaged themselves in mutual squabbles. After defeating the Yadava ruler Ramachandra at Devagiri (later Daulatabad), he also defeated the Kakathiyas and the Hoyasalas. He looted the temples of Srirangam and Madhurai and returned to Delhi with a vast booty.

Although Allah-ud-Din ordered the crowning of Malik Kafur as his successor, the nobles killed Malik Kafur soon after Allah-ud-Din's death. As Allah-ud-Din's son Mubarak was not a worthy successor to his father, the Governor in the North-West Ghazi-Muhammad-Lugh assumed power.

KHILJI ADMINISTRATION

Allah-ud-Din had appointed governors to look after the provinces of his vast empire. He controlled the nobles in his court. He had set spies to observe their movements. The rich were subjected to heavy tax and fines. He banned consumption of liquor in Delhi. His army was well disciplined and they were paid in kind too, by supplying them foodgrains.

He organized markets and they were subject to regulations. The merchants engaging in fraud were severely punished. The mints were redesigned by fixing the standard weight and coins. He enhanced the status of the government. The Sultan's wealth and honesty were responsible for this. A foreign traveler, Ibn Batuta, calls him an able ruler, and an efficient administrator. He encouraged literature and arts. Poet Amir Hasan-Dahlati was patronized by him among others. The beautiful "Alai Darwaza", the doorway near Qutb-Minar is his creation.

THE TUGHLUQ DYNASTY (1320-1399)

The Tughluqs started their rule with ambition to rule over the whole of India. Ghazi Malik Tughluq, assuming the name Ghias-ud-Din seized power and founded the Tughluq dynasty in 1320 AD. He suppressed the revolt in Telengana in the Deccan and in Bengal. On the way during his return from Bengal he died in 1325 AD.

MOHAMMED BIN TUGHLUQ (1325-1351 AD)

Ghiyas-ud-Din's son Mohammed has been described by Ibn Batuta as an idealist. He calls him as an administrative genius and one with noble thoughts. He was a scholar. But the policies he adopted failed due to impractical notions.
He thought of shifting his capital to Daulatabad (Devagiri), as it was a central place of his vast empire. The place was named Daulatabad and fortifications and new buildings were built there. But instead of transferring the Government servants and the army, he ordered all the citizens of Delhi to shift to the new capital. As many did not wish to leave Delhi, they were forcibly marched to the new capital. Many died on the way. When he realized his mistake, he ordered all those who had come from Delhi to Daulatabad to develop. But many Sultans who had accompanied him continued in the South. One of his Governors Allah-ud-Din Hassan stationed at Daulatabad revolted and founded a new dynasty, the Bahamanshahis at Gujargha (1347 AD.).

The people around Delhi rose in revolt against many regulations of the Sultan. They were subjected to heavy taxes. People were not in a position to pay taxes. Due to failure of rains there was famine. When the Sultan started imposing heavy punishment, the peasants deserted their villages. When the Sultan realized his mistakes he undertook the construction of wells and tanks, but this was ineffective.

When the State treasury became empty, there was scarcity of silver coins. To mitigate this he issued copper coins declaring them as equivalent in value to silver coins. But no regulation was made to see that only the state issued these coins. People minted copper coins on their own and put them in circulation. This resulted in coins of inferior value driving out good coins from circulation. The financial condition of the state became very bad. Trade almost stopped. The Sultan restored the old practice of issuing silver coinage and the state faced immense loss. He issued leather currency indicating its value symbolically. This experiment also failed.

In 1337 AD. he sent a large expedition to Qaraqul (Kumrat). The army was annihilated. The empire could not be controlled. Sultan managed to take peace by paying heavy indemnity. The empire became weak causing revolt in the South and in Bengal.

After him, his nephew, Firoze Shah (1351-1380 AD.) had a long and peaceful rule. He gave importance to irrigation. He opened a hospital for the poor in Delhi. He built new towns like Ferozabad, Fatehabad, and Jaunpur. His successors were weak and during the rule of Muhammad Shah of the Dynasty, Mongol invader Taimur-Lung invaded Delhi (1398-99 AD.) and mercilessly looted the city and the places along his route. This weakened the Dynasty and led to its downfall.

The Sayyad Dynasty (1414 A.D. to 1451 A.D.)

In 1414 AD. Khizr Khan of the Sayyad Dynasty snatched power from the Tughluq Dynasty. The very name of the Dynasty suggests its Arab origin. Khizr Khan and his three successors ruled from Delhi only for 37 years (1414 - 1450 AD.)

Khizr Khan was the Governor of Timur of Samarkand, posted at Multan. He occupied regions around Delhi and the Sultanate had a very limited area under them. Muhammad Shah and Alla-ud-Din Alauddin were among the later rulers of the dynasty. In 1450 AD., Bahol Lodhi ended the rule of the Sayyads.

The Lodhis

BAHOL LODHI (1459-1489 AD.)

Bahol Lodhi of Afghan origin was an able warrior who extended the defeated Delhi rule. He suppressed the revolting nobles and brought Uttar Pradesh region under his control. Simple in nature and religion, this bold warrior conquered the territory between the Punjab and subdued Vastese.

Sikandar Lodhi (1489-1517 AD.) succeeded his father. He was valiant. He defeated the Shahril Sultan of Jaunpur and chased him till Bengal. In 1505 he built a new capital near Agra. He attacked Gwalior and defeated its ruler Mansingh. He also conquered Chandil and Ranthambore. The revolting Afghan commanders were brought under control. He encouraged agriculture and paid much attention to develop roads and safety on them. He saw that foodgrains were made available at reasonable price. He was himself a poet and lover of music.

IBRAHIM LODHI (1517-1526 AD.)

Sikandar's son Ibrahim succeeded his father. His younger brother Jalaal Khan had been appointed the ruer of Jaunpur by Sikandar. Ibrahim did not like this decision. He acquired the region after killing his brother. He took Gwalior under his control and displaced its ruler. He attacked Ahmadnagar, his capital, and got killed in the battle. He also invaded the Punjab. Daulat Khan invited the ruler of Kabul, Babur, to invade India. At the first battle of Panipat (1526 AD.) Babur killed Ibrahim. Thus Mughal rule started from Delhi, ending the Delhi Sultanate era.

Social and Cultural Life

Due to religious and cultural differences, there was no understanding between the Hindus and Muslims initially. But without the co-operation of the Hindus, the Muslim rulers could not organize efficient administration. The Sultan, despite the opposition of their ministers and officers, sought the co-operation of the Hindus. Thus cultural synthesis slowly began. The Hindus were influenced by the food habits and the dress of the Muslims. As Islam took strong roots in India, many foreign scholars and traders came and settled down in India. But to prevent conversions, the Hindus tightened their caste regulations. Marriage and inter-dating with people of other castes was banned among the Hindus. (Na Roti, Na Bai - Not to have food, nor to have a daughter in marriage, from other caste). If one retained his caste, Hindu society can be saved was the belief causing the enforcement of such restriction. As one has to marry in the same caste,
Session 50 & 51

Sub Unit 4: Social and Cultural Life, Art and Architecture, Literature

Objectives: Pupil understands the social and cultural life, Art and Architecture, Literature through concept map

Materials: Chart of concept map, writing materials

Memory Technique: Concept Map

Method of Teaching: Lecturing

Teacher: Students, to remember the Social and Cultural Life, Art and Architecture, Literature of Delhi Sultans see another chart hanged.

<table>
<thead>
<tr>
<th>Social and Cultural Life</th>
<th>Art and Architecture</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>no understanding b/w Muslims &amp; Hindus</td>
<td>Buildings had impress of Persian &amp; Arabic, elements blended with Indian traditions, called Indo-Sarascenic style it had components like minarets, arches and domes, used mortar with concrete.</td>
<td>Urdu developed as a new language during this time-it is mixture of Hindi and Arabic, Turkish &amp; Persian words.</td>
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<td>although sought the co-operation of Hindus</td>
<td>Important Monuments: Quwwat I-Islam Mosque, Qutb Minar, Alai Darwaza, Jamia Masjid, Siri fort, Ferozeshah's tomb, Tughluqabad town-in Delhi</td>
<td>Amir Hassan Dehlavi &amp; Amir Khusro are famous Persian poets</td>
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<td>Hindus were influenced by Muslims dress and food habits</td>
<td>Notable Monuments: forts and Ferozabad and Adilabad, Adhayi-din-ka-jhompata Ajmer.</td>
<td>Minaz Sriz composed 'Thabakat-I-Nasiri'</td>
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<tr>
<td>Islam took strong roots in India, many foreign scholars &amp; traders came to India</td>
<td>Jama Masjid- at Ahmebad,</td>
<td>Zia-Ud-din-Barani wrote “Tariq-I-Feroz-Shahi”</td>
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<tr>
<td>Hindus tightened cast regulations, marriage &amp; inter dining with other people was banned (na roti, na behi)</td>
<td>Tomb of ghiyas-ud-din &amp; Chota Sona, Bada Sona mosques- in Bengal</td>
<td>Arabi literature enriched itself with the influence of Sanskrit literature.</td>
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<tr>
<td>Child marriage became most wide spread</td>
<td>The provincial Governors who had revolted against Delhi also raised similar buildings at Ahmdabad, Jaunpur &amp; Gulbarga</td>
<td>Jaysi composed “Padmavat”- a Sufi poem in Urdu</td>
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<tr>
<td>Sati system also became wide spread</td>
<td>These buildings have beautiful embellishments in relief of geometrical patterns and calligraphic writings and of lattice windows</td>
<td>The Hindu saints of Bhakti cult composed devotional songs during the period in Hindi-They included Raamananda, Kabir, Raidas and Meera.</td>
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<tr>
<td>Hindu women also started veiling themselves in imitation of Muslim women</td>
<td>The finest structure of time was the tall tower, Qutb Minar, it has four storeys and started by Qutb-ud-din, top three storeys added by Iltamish- during the days of Feroze Tughluq the top storey was damaged when lightning hit it-he repaired it with similar storeys- 238 feet in height</td>
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<td>People groaned under heavy tax</td>
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<tr>
<td>Transport &amp; communications were limited prices were not uniform everywhere</td>
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<tr>
<td>Agriculture was main source of wealth</td>
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<tr>
<td>Sultans had their factories in Delhi.</td>
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<tr>
<td>Manufacture of gold and silver, jewelry, textile, embroidery, dyeing, paper and sugar were major domestic industries.</td>
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<tr>
<td>Production of footwear, liquor were minor industries, many engaged in home industries</td>
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<tr>
<td>Jeziya imposed on Hindus was an irritant levy</td>
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<td>The vizier (Prime Minister) supervised the collection of land revenue. Assisted by Bhakshi</td>
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<tr>
<td>Khazi was the judge, in religious matter Khazi consulted the vizier</td>
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<tr>
<td>Hamin-ud-Din &amp; Amir Khusro were famous musician of that time. Amir Khusro popularized Table and Sitar &amp; also composed poem ‘Tughluq Nama’ in Persian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher: (Teacher explains Social and Cultural life, Art and Architecture and Literature of the Delhi Sultans, which helps the students to remember these very easily, makes the students read and recite and write the gist of chart without seeing chart)

Pupil: (writes the gist of chart on note book without seeing)

Inbuilt Evaluation

I. Answer the following questions
1. Explain the Social and Cultural life of Delhi Sultan
2. Explain the art and architecture of Delhi Sultan
3. Explain the literature of Delhi Sultan.
# Session 54 & 55

**Objectives:** 1. Pupil understands the time line of Delhi Sultans and remembers the years through Number-consonant System

**Materials:** Chart of Time line

**Memory Techniques:** Number-Consonant System

**Teacher:** Dear students the Lesson Delhi Sultan has many trends and events to learn important trends, a chart was prepared and turned the years into English letters as you learnt in the lesson Ghazni Mahmud and Ghori Mohammed

<table>
<thead>
<tr>
<th>THE LINE OF THE SULTANS</th>
<th>Ruled</th>
<th>Shia’s slave</th>
<th>Sultan ruled Delhi</th>
<th>Sultan Nasir-ud-Din</th>
<th>Sultan Nasir-ud-Din</th>
<th>Sultan Nasir-ud-Din</th>
<th>Sultan Nasir-ud-Din</th>
<th>Sultan Nasir-ud-Din</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qutb-ud-Din Alauddin</td>
<td>1206</td>
<td>1206 to</td>
<td>1211 to 1236</td>
<td>1236 to 1240</td>
<td>1240 to 1246</td>
<td>1246 to 1287</td>
<td>1287 to 1290</td>
<td>1290 to 1295</td>
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<td>AD</td>
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<td>1210</td>
<td>1210</td>
<td>1210</td>
</tr>
</tbody>
</table>

(Teacher makes the students to come one by one and read the years and events and number-consonants, gives practice thoroughly)

**Pupil:** (Practices the chart writes the chart and in the other session pupil able to recall the years, Number-consonants and events very easily)
In built Evaluation:

I Fill in the Blanks with years and English letters you practiced

1. The Line of Slaves started in the year__________________________
2. Aibak ruled from__________________________ to__________________________
3. The time of Itimad__________________________
4. Rukh-ud-din Feroz Shah ascended throne in__________________________
5. Ghiyas-ud-din Balban came to throne in__________________________
6. Kaikubad killed in__________________________
7. The Khilji Dynasty ruled form__________________________ to__________________________
8. Jalal-ud-Din Khilji ruled Delhi from__________________________ to__________________________
9. Alla-ud-Din Khilji ruled Delhi from__________________________ to__________________________
10. Tughluq dynasty ruled Delhi from__________________________ to__________________________
11. Mohammed-Bin Tughluq ruled Delhi from__________________________ to__________________________
12. Sayyad Dynasty ruled Delhi from__________________________ to__________________________
13. The Lodhi Dynasty ruled Delhi from__________________________ to__________________________
### Delhi Sultans (1206-1526)

<table>
<thead>
<tr>
<th>Dynasty</th>
<th>Founder</th>
<th>Reigns</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slave Dynasty</td>
<td></td>
<td>(1206-1290)</td>
<td></td>
</tr>
<tr>
<td>Qutb Din-Ibak</td>
<td></td>
<td>(1206-10)</td>
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<tr>
<td>Khilji Dynasty</td>
<td></td>
<td>(1290-1296)</td>
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<tr>
<td>Tughlaq Dynasty</td>
<td>Ghazi Mallik Tughlaq</td>
<td>(1320-1414)</td>
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<tr>
<td>Sayyad Dynasty</td>
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<td>(1414-50)</td>
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<tr>
<td>Lodhi Dynasty</td>
<td></td>
<td>(1459-1526)</td>
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</tr>
</tbody>
</table>

**Objective:** Pupil understands the whole lesson by concept map

**Materials:** Chart of Concept map prepared for whole lesson (it uses after the explanation of the lesson), writing materials.

**Memory Technique:** Concept Map

**Method of Teaching:** Lecturing.

*(Teacher explains the whole lesson as in session 34 to 51, after the completion of the explanation teacher gives the concept map to whole lesson in a single chart and practices to offer the whole mental map of Delhi Sultans and their Achievements. The concept map will be practiced in 3 sessions)*

Teacher: Till now you have learnt the lesson Delhi Sultans, however the lesson is too long with many sultans and their achievement, to remember the whole picture of the lesson just see the hanged chart.
Abyssinian slave Yakut
Killed Yakut and Raziya
Captive and killed
Ghiyas ud-din Balban
- Governor of Nagpur
- slave of Turkish Origin
- Suppresses Revolt of Bengal, North West
- Strict regulations dissolved
- Oppose of gang
- Of 40 Commanders suppressed
- Dacoits and looters infested
- Infested Ganges, Jamuna, Doab
- And Avadh region defeated
- Rajputs and Rohilkhand punished
- Rebels ruthlessly suppressed
- In Bengal punished cruelly
- Sent his son Mohammad
- But he died although
- Defeated Mongols
- Devoted to Muslim Saints
- Sheltered Saints coming from Central Asia
- Encouraged Islamic literature
- Persian poets
- Amir Hussain Dehlavi patronized
- Died
- In 1287

Governors to look after provinces
- set spies to observe their movements
- rich were to pay heavy tax & fines
- banned consumption of liquor in Delhi army
- were disciplined & supported by food grain
- merchants were punished severely for fraud
- price of food grains fixed by State
- it enhanced standing of government
- foreign traveler
- Iban Buduta priced him as able ruler & efficient administration
- encouraged literature and arts

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- it enhanced standing of government
- foreign traveler
- Iban Buduta priced him as able ruler & efficient administration
- encouraged literature and arts

Teacher: (Teacher Explains one by one and Students writes in their note books. Pieces of papers shall be given to students and make them categorize the events according to above mentioned five dynasties)

Pupil: (categorizes the events according to five dynasties).

Inbuilt Evaluation

1. Fill in the Blanks

1. Qutb Din Aibak Born in
2. Qutb Din Aibak was slave of
3. Quwaat-ul-Islam was a mosque raised by Aibak
4. Aibak raised the Adha-I-din-ka-Jhompra in
5. Aibak started work on
6. Ilutmish was slave of
7. Ilutmish acquired
8. Ilutmish Introduced systems of coinage
9. Ilutmish completed
10. Minaz ud-din Siraz prices
11. Raziya appointed __________________ slave ____________________
12. Ghiyasuddin Balban governor of ______________________________
13. Balban dissolved the oppose of _________________________________
14. The founder of Khilji Dynasty _________________________________
15. __________________ built strong wall to avoid the mangols
16. All-ud-din-Khilji captured fort _________________________________
17. Founder of the Tughluq Dynasty _______________________________
18. Ibn Batuta described the Muhammad -Bin-Tughluq as ________________
19. Alla-ud-din-Hassan found new dynasty __________________________ at Gulbarga
20. The founder of Sayyad Dynasty _________________________________
21. Founder of Lodhi Dynasty ________________________________
22. Sikandar Lodhi raised new capital at _____________________________
23. Babur killed Ibrahim Lodhi in battle of __________________________
24. After ending of rule of Delhi Sultan started ___________________ rule.
APPENDIX - III
TOOLS USED FOR THE STUDY
Final Tool for Achievement Test

Pre-test and Post-test

Instructions:

1) *All Questions are compulsory,*

Time: 45 minute

Total marks 50

1. The call of ‘Quit India’ given by
   a. British [ ] b. Nehru [ ] c. Gandhi [ ] d. Tilak [ ]

2. Nerve centre of U.S. Military might is
   a. WTC [ ] b. Pentagon [ ] c. New York [ ] d. Washington [ ]

3. The World Trade Centre towers hit by
   a. two planes [ ] b. one plane [ ] c. three planes [ ] d. four planes [ ]

4. WTC destroyed by
   a. Terrorists [ ] b. American Commando [ ] c. soldiers [ ] d. Bob McLaughlin [ ]

5. Narayan rewarded with
   a. money [ ] b. certificate [ ] c. gold [ ] d. bullet [ ]

6. Alberuni was a scholar in the court of
   a. Akbar [ ] b. Ghazni Muhamud [ ] c. Firoz Shah [ ] d. Gori Mohammed [ ]

7. Gori Mohammed invaded India in____________________
   a. 1194 [ ] b. 1181 [ ] c. 1173 [ ] d. 1175 [ ]

8. Khazi was
   a. Soldier [ ] b. vizier [ ] c. judge [ ] d. poet [ ]

9. Adhaya-din-ka-Jhompra is at
   a. Ajmer [ ] b. Delhi [ ] c. Ahmedabad [ ] d. Gulbarga [ ]

10. Thabakat –I-Nasiri was composed by
II Match the following

11. Bewilder
12. Catastrophe
13. Pretext
14. Oppressor
15. Chime
16. Mohammed Bin Tughluq
17. Allah-ud-din Hassan
18. Mamud Ghazni
19. Gori Mohammed
20. Qutb-ud-din-Ibak

III Complete the word

21. To-m-- t-d
22. U-ti-m- -u-
23. -ru-s-m-
24. In- -n-ib- -

IV Complete the Sentences below

25. Narayan Mahadev Doni joined at

26. British paid little heed to the feelings of

27. Narayan uttered faintly

28. It was Tuesday 2001.

29. “I saw at least jump to their death

30. Qutb-ud-Din Aibak was born in

31. Balban died in

32. Ghazni Mahamud conducted Military Campaigns in India

33. The most loyal slave of Ghor was

34. Sabakhtagin extended his kingdom till the river

V Answer the questions in one sentence each

35. What was mistaken by cowardice?

36. What was gobbled up by British?
37. Which was unusual day for people of Hubli?
38. What happened on December 7, 1941?
39. When was first attempt made to destroy WTC?
40. Who completed unfinished Qutb Minar?
41. Who was the poets patronized by Balban?
42. Who was the founder of Khilji Dynasty?
43. Who is the author of Tarikh-ul-Hind?
44. Who was the successor of Allah-ud-Din?

**IV Indicate True or False for the following**

45. Minaz-ud-din Siraj praised Raziya Sultan
46. Khizr khan Snatched power from Slaves
47. Mohammed Bin Tughluq shifted his capital to Delhi
48. Ghori conquered the forts of multan and Ooch.
49. Ghazni attacked Peshawar.
50. Ghori himself called ‘breaker of images’
# MEANINGFUL CONNECTED WORDS

<table>
<thead>
<tr>
<th>1. School</th>
<th>11. Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Children</td>
<td>12. Convocation</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>13. Degree</td>
</tr>
<tr>
<td>5. College</td>
<td>15. Marriage</td>
</tr>
<tr>
<td>7. Chemistry</td>
<td>17. Husband</td>
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<td>8. Practical</td>
<td>18. Daughter</td>
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<td>9. Laboratory</td>
<td>19. Son</td>
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<tr>
<td>10. Examination</td>
<td>20. Family</td>
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</tbody>
</table>
# STANDARD PROGRESSIVE MATRICES

**SETS A, B, C, D & E**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<td>1</td>
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**Time** | **Total** | **Grade**
---|---|---

**Notes**

Tested by_________________________
APPENDIX - IV
KEY ANSWER
I Tick √ Mark to the appropriate answer

1. The call of ‘Quit India’ given by  
   c. Gandhi  

2. Nerve centre of U.S. Military might is  
   b. Pentagon  

3. The World Trade Centre towers hit by  
   a. Two planes  

4. WTC destroyed by  
   a. Terrorists  

5. Narayan rewarded with  
   d. bullet  

6. Alberuni was a scholar in the court of  
   b. Ghazni Muhamud  

7. Gori Mohammed invaded India in  
   d. 1175  

8. Khazi was  
   c. judge  

9. Adhayi-din-ka-Jhompra is at  
   b. Ajmer  

10. Thabakat-I-Nasiri was composed by  
    d. Minaj Siraz  

II Match the following

11. Bewilder - shock  

12. Catastrophe - sudden disaster 

13. Pretext - silly reason  

14. Oppressor- persons ruling in a hard and cruel way
15. Chime - to ring
16. Mohammed Bin Tughluq - son of Ghiyas-ud-Din
17. Allah-ud-din Hassan- Governor of Mohammed Bin Tughluq
18. Mamud Ghazni - Turk
19. Gori Mohammed- destroyed Somanath Temple
20. Qutb-ud-din-Ibak - Slave of Ghori

III Complete the word 1*4=4
21. To-m- -t-d = tormented
22. U-ti-m- -u- = ultimatum
23. -ru-s-m- = gruesome
24. In- -n-ib- - = invincible

IV Complete the Sentences below 1*10=10
25. Narayan Mahadev Doni Joined freedom fighter at Durgadbail_
26. British paid little heed to the feelings of Indians
27. Narayan uttered faintly breathed for last time
28. It was Tuesday 11, September 2001.
29. “I saw atleast 15 people jump to their death
30. Qutb-ud-Din Aibak was born in Turkey
31. Balban died in 1287 AD
32. Ghazni Mahmud conducted seventeen Military Campaigns in India
33. The most loyal slave of Ghori was Qutb-din-Ibak
34. Sabakhtagin extended his kingdom till the river Chinab

V Answer the questions in one sentence each 1*10=10
35. What was mistaken by cowardice?
Ans: Gandhiji’s principle of non-violence was mistaken by cowardice.
36. What was gobbled up by British?
Ans: British had gobbled up everything that India was proud of.
37. Which was unusual day for people of Hubli?
Ans: 15th August 1942 was the unusual day for the people of Hubli.
38. What happened on December 7, 1941?
Ans: Japanese Air Force bombed Pearl Harbour.
39. When was first attempt made to destroy WTC?
Ans: The first attempt was made to destroy WTC in 1993.

40. Who completed unfinished Qutb Minar?
Ans: Iltamush completed the unfinished Qutb Minar.

41. Who was the poets patronized by Balban?
Ans: Amir Hussain Dehalavi was patronized by Balban

42. Who was the founder of Khilji Dynasty?
Ans: Jalal-Ud-Din Khilji was the founder of the Khilji Dynasty

43. Who is the author of Tarikh-ul-Hind?
Ans: Alberuni is the author of Tarikh-ul-Hind.

44. Who was the successor of Allah-ud-Din?
Ans: Mallik Kafur was the successor of Allah-ud-Din

IV Indicate True or False for the following

1*6=6

45. Minaz-ud-din Siraj praised Raziya Sultan  t
46. Khizr Khan snatched power from slaves f
47. Mohammed Bin Tughluq shifted his capital to Delhi f
48. Ghori conquered the forts of Multan and Ooch. t
49. Ghazni attacked Peshawar. t
50. Ghori himself called ‘breaker of images’ f
APPENDIX - V

EVALUATION PROFORMA
OF MEMORY TRAINING
PACKAGE
Evaluation of the ‘Memory Training Package’

Objective of the Scale:

- To evaluate the Memory Training Package

Name of the Evaluator: ________________________________

Designation : ______________________________________

Department : ______________________________________

Key:

1. To a very high degree
2. To a high degree
3. To a moderate degree
4. To a low degree
5. To a very low degree

Note: Please tick √ Mark to the appropriate degree to indicate your evaluation of each point.
### I Format

1. To what degree the Memory Training Package content is well organized?

<table>
<thead>
<tr>
<th>Very high degree</th>
<th>High degree</th>
<th>Moderate degree</th>
<th>Low degree</th>
<th>Very low degree</th>
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2. To what degree the Memory Training Package is effectively planned?

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<tr>
<th>Very high degree</th>
<th>High degree</th>
<th>Moderate degree</th>
<th>Low degree</th>
<th>Very low degree</th>
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</table>

3. To what degree the Memory Training Package content is grammatically correct?

<table>
<thead>
<tr>
<th>Very high degree</th>
<th>High degree</th>
<th>Moderate degree</th>
<th>Low degree</th>
<th>Very low degree</th>
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4. To what degree the Memory Training Package possesses all the necessary techniques of mnemonics (Memory)?

<table>
<thead>
<tr>
<th>Very high degree</th>
<th>High degree</th>
<th>Moderate degree</th>
<th>Low degree</th>
<th>Very low degree</th>
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</table>
5. To what degree students able to operate the package?

<table>
<thead>
<tr>
<th>Very high</th>
<th>High degree</th>
<th>Moderate degree</th>
<th>Low degree</th>
<th>Very low degree</th>
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6. To what degree Memory Training Package possesses the important activities of enhancing memory?

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7. To what degree Memory techniques presented in Memory Training Package help students to remember the concepts?

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8. To what degree Memory Training Package will make students to adopt memory techniques in their further study?

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II. Content

9. To what degree the Memory Training Package regulates and holds the motivation of the pupils?

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10. To what degree the Memory Training Package suitable for the subject matter and grade level of the students?

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11. To what degree the content area selected for preparation of Memory Training Package is relevant?

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III. How would you evaluate the overall quality of the Memory Training Package?
(Take into consideration of the format, content, organization, and vocabulary and language structure, applying techniques of enhancing memory, tick √ Mark to the any one of the following)

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IV. Make any other comments if you would feel appropriate to express your reaction to the Memory Training package.

____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
APPENDIX - VI

SCORES
1. Split Half Method (Carl Pearson’s product moment co-relation)

Scores on odd items

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2. Test-retest reliability

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431 424
### DATA

3. Scores obtained from 'Simple Memory Word Recall Test' to categorize average memory sample for experimental and control group

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4. Final sample for Experimental and Control Group

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3 to 7 below average
9 to 15 average
16 to 20 Above average
### 5. Scores of Experimental group and Control Group on Pre-test

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- **Total for Experimental Group:** 861
- **Total for Control Group:** 860

### 6. Scores obtained from pretest and post test of control group

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- **Total for Pre-Test:** 860
- **Total for Post Test:** 864
9. Scores of Experimental and Control Group on their delayed post test 110. Relationship between memory and intelligence

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