

**HISTORY SESSION (20-21)****MONTH: MARCH**

<b>Content / Topic</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week and 5<sup>th</sup> Week</b>
THEME1: Brick , Beads and Bones Project Work	An Overview & Introduction to the Class XII Syllabus Theme I: Subsistence strategies Agricultural technologies Source I, II Map of Harappan Sites Urbanization and Domestic Architecture	Theme I: Finding out about craft Identifying centers of production and procuring materials Contact with distant land Seals and Script ,ancient authority End of civilization Source 3 Cunningham Confusion Problems of Interpretation
<b>Learning Objectives</b>	Familiarize the learner with early civilization Economic activities and social institutions.	
<b>Learning Outcome</b>	The students will be able to – understand the most distinctive artifacts and relate to features of the Harappan Civilization Explore how archaeological material is interpreted. Understand the several social, political, economic developments	
<b>Teaching Aids</b>	Visuals from History Channel and Google. Smart class module Map and artefacts	
<b>Assessment</b>	Precision of map work will be assessed Classroom interaction Class assignments on the main features of Harappan civilizations Class Test on Craft production, religion, Trade, and decline of civilization	

**MONTH: APRIL**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
Theme II: Kings, Farmers and Towns Theme III: Kinship, Caste, Class (600 BCE- 600 CCE)	Theme II: The Earliest States Early Empire: Magadh Sources for Mauryan Admin. The notion of Kingship . Divine king sources 1-4	Theme II: Changing Country side Land grants Towns and Trade Coins and Kings Deciphering Inscriptions Limitation of Inscription 5-11	Theme III: Critical Edition of Mahabharta Kingship and marriage Sources 1-6 Social differneces Non-Kshatriya Kings Jatis and Social Mobility	Theme III (Cont.): Sources 7-10 Beyond the 4 Varnas, Birth, Beyond birth resources and status A social Contract- Handling texts Dynamic Text Sources 11-16	Project work to be initiated.Students will be given guidelines about the CBSE project and the students will submit the first draft after the Summer Vacations
<b>Learning Objectives</b>	Familiarize the learner with early economic and social institutions and social processes. Familiarize the learner with major trends in the political and economic history of the subcontinent. Familiarize the learner with textual traditions of the period. Discuss the major religious developments in early India.				
<b>Learning Outcome</b>	The students will be able to – Explore how archaeological material is interpreted. Understand the social, political, economic developments after IVC through a range of sources like inscriptions and coins.				
<b>Teaching Aids</b>	Visuals from History Channel and Google. Smart class module on Economic Strategies				
<b>Assessment</b>	Precision of map work will be assessed Classroom interaction Class assignments on The Earliest States, Early Empire: Magadh, Sources for Muryan Admin. Inscriptions Class Test on Chapter 2 and 3				

**MONTH: MAY**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
Theme IV: Thinkers, Beliefs and Buildings (600 BCE-600 CE) Theme V: Through the Eyes of travelers (10 <sup>th</sup> CE-17 <sup>th</sup> CE) Theme VI: Bhakti and Sufi Traditions (8 <sup>th</sup> CE – 18 <sup>th</sup> CE)	Theme IV: A Glimpse of Sanchi Sacrifices and debates Beyond Worldly Pleasures Buddhist and Jain Teachings Sources 1-5 Revision for PT-I	Periodic Test 1 Theme IV: Monastery and Stupas, sculptures: New, Religious, Traditions, Puranic, Hinduism, Grappling with unfamiliar sources 1-8	Periodic Test 1 Theme V Al-Biruni, Ibn Battuta Francois Bernier Making Sense of Alien World Excitement of Unfamiliar Sources 1-8	Theme V Bernier-Question of Land ownership, Position of women Theme VI Integration of Cults Early Traditions of Bhakti – Alvars and Nayanars Relation with States Virashaiva Tradition. Fabric of Islam. Sufi Traditions	Theme VI: New Devotional Path: Kabir, Nanak and Mirabai Languages and communication. Sufis and the state Sources 8-11
<b>Learning Objectives</b>	Familiarize the learner with the salient features of social histories described by the travellers. To use travelers' accounts as sources of social history. Familiarize the learner with new religious developments. Discuss ways of analyzing devotional literature as sources of history				
<b>Learning Outcome</b>	The students will be able to – Enhance their historical vision of India through description of social life provided by travelers. Understand the mosaic of Religious Beliefs and Practices between 8 <sup>th</sup> CE – 18 <sup>th</sup> CE Understand the varying perspectives of travelers as they came from different countries.				
<b>Teaching Aids</b>	Smart Class Module on Travelers history and Islamic traditions				
<b>Assessment</b>	Classroom Interaction Class Assignments on religious beliefs of 600 BCE-600 CE Class Test on Accounts Of Travellers				

**MONTH: JULY**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week 5<sup>th</sup> Week</b>
Theme VII: An Imperial Capital (14 <sup>th</sup> CE-17 <sup>th</sup> CE) Theme VIII: Peasants, Zamindars and State (16 <sup>th</sup> CE- 17 <sup>th</sup> CE)	Theme VII: Discovery of Hampi Rayas, Nayakas and Sultans, Decline of Empire, Vijaynagar –The Capital- Water resources and forts and Roads Sources 1-3	Theme VII (Cont.) The royal center The Mahanavami dibba The sacred center Theme VIII Peasants and agricultural Production. Sources4-5	Theme VIII (Cont.) Irrigation Village Community Women in Agrarian Society Zamindars Sources 1-4	Theme VIII (Cont.) Land Revenue System Ain-I-Akbari. Source 1-10 Ain-I-Akbari. Revision. Sources 5-9
<b>Learning Objectives</b>	Familiarize the learner with the new buildings that were built during the time. Discuss the ways in which architecture can be analyzed to reconstruct history. Familiarize the learner with the developments in agrarian relations. Discuss how to supplement official documents with other sources.			
<b>Learning Outcome</b>	The students will be able to – Understand the significance of oral traditions and archaeological finds to rediscover the history of Vijay Nagar Understand the relationship of Co-operation, Competition and Conflict of agrarian society between 16 <sup>th</sup> & 17 <sup>th</sup> Century understand the Land Revenue System Understand the significance textual sources- Ain-I-Akbari, to grasp quantitative information about the Mughal society and institutions.			
<b>Teaching Aids</b>	Smart Class Module the rural history of Mughal Period			
<b>Assessment</b>	Classroom Interaction Class assignments on Sources, Town planning of Vijaynagar, Role of Zamindar, Panchayat, Ain Class test on Sources, Town planning of Vijaynagar, Role of Zamindar, Panchayat			

**MONTH: AUGUST**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Theme IX:</b> Kings and Chronicles <b>Theme X:</b> Colonialism and Countryside <b>Theme XI:</b> Rebels and the Raj	<b>Theme IX</b> The Mughals and their Empire Production of Chronicles Making of Manuscript Source 1 Revision for PT 2	<b>Theme IX (Cont.)</b> <b>Periodic Test 2</b> The Painted Image Ideal of Kingdom Akbar Nama and Badshah Nama. Sources 2-3	<b>Theme IX (Cont.)</b> <b>Periodic test 2</b> Capital and Courts Titles and Gifts Imperial Household Beyond Frontiers Study of major Mughal Chronicles. Sources	<b>Theme X:</b> Case study of Bengal Fifth Report Hoe/Plough Revolt in the Bombay and Deccan	The Deccan Riots Commission <b>Theme XI</b> Pattern of Rebellion Leaders and Rumours, Awadh
<b>Learning Objectives</b>	Discuss how chronicles and other sources are used to reconstruct the histories of political institutions. Discuss how colonialism affected zamindars, peasants and artisans. Understand the problems and limits of using official sources for understanding the lives of people. Discuss how the events of 1857 are being reinterpreted.				
<b>Learning Outcome</b>	The students will be able to – understand the Mughal ideology and its transmission of their vision through different manuscripts. understand the significance of revenue records, survey and journals . comprehend the consequences of unjust laws understand the causes and the nature of the Revolt of 1857				
<b>Teaching Aids</b>	Smart Class Module on Revolt of 1857				
<b>Assessment</b>	Classroom interaction Class assignments on Production of Chronicles, Making of Manuscript, The Painted Image, Ideal of Kingdom Akbar Nama and Badshah Nama Class tests on Chapter 9, 10, 11				

**MONTH: SEPTEMBER**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
Recapitulation of the preceding lessons <b>Theme XI:</b> Rebels and the RAJ <b>Theme XII:</b> Colonial Cities. <b>Theme XIII:</b> Mahatma Gandhi and the National Movement	<b>Theme XI:</b> Contd. What the Rebels wanted, Images of the Revolt. Map work & Sources <b>Theme XII:</b> Cities in Pre-Colonial Times, Changes in the 18 <sup>th</sup> Century, Colonial Records and urban History	<b>Theme XII:</b> Case Study of – (a) Calcutta (b) Bombay (c) Madras Segregation Town planning and Architecture	<b>Theme XII:(Cont.)</b> Features of the urban cities. What building and Architecture tell us. Sources 1-4 Map Practise <b>Theme XIII</b> A leader announces himself The Making and Unmaking of Non-cooperation	<b>Theme XIII:</b> A peoples leader Case Study - Salt Satyagraha Dialogue Quit India	<b>Theme XIII: contd.</b> Heroic Days Sources 1-8 Map work
<b>Learning Objectives</b>	Familiarize the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources. Familiarize the learner with the Nationalist Movement and the nature of Gandhian leadership. Discuss how Gandhi was perceived by different groups. Discuss how historians interpret newspapers, diaries and letters as historical source.				
<b>Learning Outcome</b>	The students will be able to – Understand the processes involved in urbanization of Colonial India. Analyze Gandhiji’s contribution from 1915-1948.				
<b>Teaching Aids</b>	Text Book				
<b>Assessment</b>	Oral & written Assignment and class test on Chapter 12 and 13 Revolt in Awadh, Painted Images and the sources Cities in 16 <sup>th</sup> and transformation in the 18 <sup>th</sup> century, Architectural features of Bombay Calcutta and Madras National Movement, sources to understand Gandhi				

**MONTH: OCTOBER**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Theme XIV:</b> Understanding Partition <b>Theme XV:</b> Framing the Constitution.	<b>Theme XIV</b> Some Partition experiences Partition or Holocaust Suddenness of Partition Sources 1-8	<b>Theme XIV</b> Reasons for communalism Pakistan Resolution Cabinet Mission Gendering partition	<b>Theme XIV</b> Regional variations Help Harmony & Humanity. Oral sources <b>Theme XV</b> Vision of Constitution	<b>Theme XV:</b> Defining Rights Language of the Nation. Power of the state and center	<b>Theme XV:</b> Language of the nation. Sources Map.Practice REVISION
<b>Learning Objectives</b>	Discuss how the founding ideals of the new nation state were debated and formulated. Understand how such debates and discussions can be read by historians.				
<b>Learning Outcome</b>	Understand the circumstances preceding the partition of India. Understand the last decade of National Movement, the growth of communalism and the story of partition. Understand the possibilities and limits of local sources. Infer and reflect from the voices within the constituent assembly.				
<b>Teaching Aids</b>	History Channel for modern Indian history Smart Class Module on National Movement				
<b>Assessment</b>	Classroom interaction Class assignments on Causes of Partition, Trauma , and Oral sources Debates of the constituent Assembly- Language, Federalism, Defining Rights Class tests on Chapter 14 and 15, Map Practise				

MONTH: NOVEMBER

Content / Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Theme XV:</b> Framing the Constitution	Revision	<b>Pre-Board-1</b>	<b>Pre-Board-1</b>	<b>Pre-Board-1</b>	Discussion on the model answer sheets and common errors Sample papers to be discussed
<b>Learning Objectives</b>	Technique of writing good answers will be reinforced to get better results..				
<b>Learning Outcome</b>	Students will be able to recapitulate and write well during examination				
<b>Teaching Aids</b>	History Channel Smart Class Module on making of the Constitution Course book				
<b>Assessment</b>	Classroom interaction Class test Sample Papers				

MONTH: DECEMBER

Content / Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week and 5 <sup>th</sup> Week
<b>Theme XV:</b> Framing the Constitution. Recapitulation of the entire syllabus	<b>Theme XV (Cont.)</b> Source 1-10. Revision of Book I	Revision of Book II	Revision of Book II	Common Pre- Board
<b>Learning Objectives</b>	Technique of writing good answers will be reinforced to get better results..			
<b>Learning Outcome</b>	Students will be able to recapitulate and write well during examination			
<b>Teaching Aids</b>	Text Books			
<b>Assessment</b>	Oral and Written tests			



**MONTH: JANUARY**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
Recapitulation of the entire syllabus	<b>Common Pre- Board</b>	<b>Common Pre- Board</b>	Revision and Practice of sample papers	Revision and Practice of sample papers
<b>Learning Objectives</b>	Technique of writing good answers will be reinforced to get better results..			
<b>Learning Outcome</b>	Students will be able to recapitulate and write well during examination			
<b>Teaching Aids</b>	Text Books			
<b>Assessment</b>	Oral and Written tests			

**MONTH: FEBRUARY**

<b>Content / Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
REVISION	Revision for Board Examination	Revision for Board Examination	Preparatory Off	Preparatory Off
<b>Teaching Aids</b>	CBSE Sample Papers, textual illustrations such cartoons, plus source boxes and previous years' papers.			