

**Curriculum**  
**Session: 2022-23**  
**Subject: History (027)**  
**Class: XII**

	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Content</b>	<b>1.Bricks Beads and Bones</b>	<b>2.Kings Farmers And Towns</b>  <b>3.Kinship caste and class</b>	<b>4. Thinkers Beliefs and Buildings.</b>  <b>5. Through the eyes of a traveler.</b>	<b>6. Bhakti and Sufi Tradition</b>  <b>7.The Imperial city Vijyanagara</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Understand early urban centers as economic and social institutions.</li> <li>- Introduce the ways in which new data can lead to a revision of existing notions of history.</li> <li>- Illustrate how archaeological reports are analyzed and interpreted by scholars.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Analyze major trends in the political and economic history of the subcontinent.</li> <li>- Introduce inscription analysis and ways in which these have shaped the understanding of the political and the economic process.</li> <li>- Discuss the role of epic in reconstructing the historical background.</li> <li>- Understand the social dimension and its structure.</li> <li>- Understand the textual traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Introduce strategies of textual analysis and their use in reconstructing history.</li> <li>- Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> <li>- Familiarize the learner with the salient features of social histories described by the -Discuss how traveller’s accounts can be used as sources of social history.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to</li> <li>-Familiarize the learner with the religious developments.</li> <li>-Discuss ways of analyzing devotional literature as sources of history.</li> <li>-Outline of religious developments during this period saints.</li> <li>- Ideas and practices of the Bhakti-Sufi</li> <li>- Discuss how to supplement official documents with other sources.</li> <li>- Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> </ul>
<b>Skills</b>	Knowledge Analysis understanding	Knowledge Analysis understanding	Knowledge Analysis understanding	Knowledge Analysis understanding
<b>Competency Skill Based Activities/ Experiential Learning</b>	<ul style="list-style-type: none"> <li>- Collection of a few things made of stone and comparison with the pictures shown in the chapter.</li> <li>Timeline</li> <li>- FlowChart</li> <li>- FlipTeaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of currency and description of the details mentioned in it. Then compare it with the coin shown in the chapter. Discuss the material used also.</li> <li>Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Slideshow on Buddhism and Jainism.</li> <li>- Excerpts PPT : from Al Biruni, Ibn Battuta, Francois Bernier.</li> <li>Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Collect the pictures of the Vijayanagara empire and paste them in the notebook and also compare the architect with the north Indian temple architect.</li> <li>Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>
<b>Assessment</b>	<b>C.W.</b> <b>Oral Test</b> <b>Model/Project</b> <b>Periodic Test</b>			

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	July/August	September/ October	November	December
<b>Content</b>	<b>7. Peasants Zamindars and State/The Imperial city Vijyanagara</b>	<b>8.Colonialism and The countryside 9.Rebels and the Raj</b>	<b>10. Mahatma and the National Movement</b>	<b>11.Framing the constitution.</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Discuss the developments in agrarian relations.</li> <li>-Discuss how to supplement official documents with other sources</li> <li>-Compare and contrast the agrarian changes that occurred during the sixteenth and seventeenth centuries.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Understand the rule of Brithsers in the countryside .</li> <li>- analyze the policy implemented in the rural areas .</li> <li>- evaluate the situation of paharias and santhals</li> <li>- understand the causes of the revolt of 1857.</li> <li>- understand the important center of revolt</li> <li>- analyze the role of rumours and the prophecy is in spreading the revolt.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- understand the role of Mahatma Gandhi in the national movement .</li> <li>- understand the initial days of Gandhiji in the Indian countryside.</li> <li>- analyze the impact of nationalist movement such as Non Cooperation Salt satyagraha</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Understand the formation of constituent assembly.</li> <li>- analyze the role of members of constituent assembly .</li> <li>- understand the discussion in the constituent assembly .</li> </ul>
<b>Skills</b>	Knowledge Analysis understanding	Knowledge Analysis understanding	Knowledge Analysis understanding	Knowledge Analysis understanding
<b>Competency Skill Based Activities/ Experiential Learning</b>	<ul style="list-style-type: none"> <li>- Story of official records: An account of why official Investigations in to rural societies were undertaken and the types of records and reports produced</li> <li>- Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by the students to record the measures taken by the government for agriculture and compare them with pre-independent India</li> <li>- Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Preparation &amp; Identification of the roadmap during dandi march and major centers on the way.</li> <li>- Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Procure a copy of The constitution and paste it in the notebook.</li> <li>- Collection of newspaper cutting on recent constitution amendment .</li> <li>- Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>
<b>Assessment</b>	<b>C.W.</b> <b>Model/Project</b> <b>Oral Test</b> <b>Q/A Session</b> <b>Periodic Test</b>			