



Curriculum
Subject: History (027)
Session: 2023-24
Class: XII

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

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