

	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</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>- Describe 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> <li>- Analyze major trends in the political and economic history of the subcontinent.</li> <li>-</li> <li>- Introduce inscription analysis and ways in which these have shaped the understanding of the political and the economic process.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</li> <li>- Describe the social dimension and its structure.</li> <li>- Describe the textual traditions.</li> <li>-</li> <li>- Introduce strategies of textual analysis and their use in reconstructing history.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to</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</li> <li>-Discuss how traveller's accounts can be used as sources of social history.</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> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to</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>	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills, Social Awareness and Empathy	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills, Social Awareness and Empathy
<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. Students will also collect pictures of Ashokans pillars from India as well as outside.</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. Students will make stupa with cardboard. Timeline</li> <li>- FlowChart</li> <li>- Flip Teaching</li> <li>- PPT</li> </ul>	<ul style="list-style-type: none"> <li>- Visit to Buddhist Monastery and Hindu Temple (Bajaura Temple)</li> <li>- Excerpts PPT : from Al Biruni, Ibn Battuta, Francois Bernier. (Integrated with ICT, Geography)</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. Various dimensions of the temple can be assessed, (Integration with Mathematics)</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>Q/A Session</b> <b>Model/Project</b> <b>Unit Tests</b> <b>Main Book- Themes in Indian History I,II,III (NCERT)</b>			



	<b>August</b>	<b>September</b>	<b>October</b>	<b>November/December</b>
<b>Content</b>	<b>8. Peasants Zamindars and State</b>	<b>9. Colonialism and The countryside</b> <b>10. Rebels and the Raj</b>	<b>11. Mahatma and the National Movement</b>	<b>12. 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>- Describe the rule of Britishers in the countryside .</li> <li>- analyze the policy implemented in the rural areas .</li> <li>- evaluate the situation of pahalas and santhals</li> <li>- Describe 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>- Describe the role of Mahatma Gandhi in the national movement .</li> <li>- Describe 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>- Describe the formation of constituent assembly.</li> <li>- analyze the role of members of constituent assembly .</li> <li>- Describe the discussion in the constituent assembly .</li> </ul>
<b>Skills</b>	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills, Social Awareness and Empathy	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills, Social Awareness and Empathy
<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 into rural societies were undertaken and the types of records and reports produced. Documentary will be shown. (Integration with ICT)</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 (Integration with Economics)</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>- Prepare a sketch.</li> <li>- Integration with Art (Painting)</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. Integrated with Political Science .</li> <li>- Collection of newspaper cutting on recent constitution amendment .</li> <li>- Integrated with Electoral club activity</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>Unit Tests</b> <b>Main Book- Themes in Indian History I,II,III (NCERT)</b>			