

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

CLASS: XII

SUBJECT: HISTORY

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
April	Bricks, Beads and Bones <u>Sub Theme</u> Harappan civilization	<p>Objective- To become aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady.</p> <p>To have knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life.</p>	<p>To describe features of harappan civilization.</p> <p>To analyse how archaeologist trace socio-economic differences in Harappan society.</p>	Map activity (Circle the sites where evidence of agriculture has been recovered)	<p>Students aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady.</p> <p>Students share knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life</p> <p>Students describe features of Harappan civilization.</p> <p>Students analyze how archaeologist trace socio-economic differences in Harappan society.</p>	Assessment will be done on the basis whether student is participating or not. Taking any initiative from his own side.
April	Kings Farmers and Towns	<p>To know about mahajanpads and Mauryan empire.</p> <p>To understand the importance of Vedas.</p>	<p>To discuss the evidence of craft production in early historic cities.</p> <p>To describe the salient features of Mahajanpadas.</p>	<p>Map activity.(Mark the Mahajanpadas and Ashokan inscriptions in the Map)</p> <p>Project work with the</p>	<p>Students discuss the evidence of craft production in early historic cities.</p> <p>Students describe the salient features of Mahajanpadas</p> <p>Students understand the importance of Vedas.</p>	

<p>June</p>	<p>Kinship, Class and Class (Early society)</p>	<p>To know about the Gupta rulers in ancient India</p> <p>To understand the important changes occurred in the economic and political life of India during the 600 BCE to 600 CE</p> <p>To understand the social disparities in ancient India.</p> <p>To know about kinship system of ancient India.</p>	<p>To discuss the main features of Mauryan empire.</p> <p>To explain why patriliney may have been particularly important among elite families.</p> <p>To compare and contrast the dharma or norms mentioned in the stories of Drona, Hidimba and Matanga.</p> <p>To analyze the gender differences in early societies.</p>	<p>help of news papers about the welfare schemes of Govt of India</p> <p>Map activity(Cities located near Kuru Panchala lands)</p> <p>Audio visual presentation of Epic age</p>	<p>Students know about the Gupta rulers in ancient India</p> <p>Students understand the important changes occurred in the economic and political life of India during the 600 BCE to 600 CE</p> <p>Students understand the social disparities in ancient India.</p> <p>Students know about kinship system of ancient India.</p> <p>Students explain why patriliney may have been particularly important among elite families.</p> <p>Students compare and contrast the dharma or norms mentioned in the stories of Drona, Hidimba and Matanga.</p> <p>Students analyze the gender differences in early societies</p>	<p>On the basis of first unit test (written)</p>
<p>July</p>	<p>Thinkers, Beliefs and Buildings- Cultural Development</p>	<p>To know the sources of Buddhism, Jainism and Brahmanical texts.</p> <p>To know about the contribution of rulers of Bhopal.</p> <p>To understand the rich legacy of Buddhism</p>	<p>To discuss the central teaching of Buddhism.</p> <p>To discuss the role of begums of Bhopal in preserving the stupas at saanchi.</p>	<p>Map activity (mark the areas to which Buddhism spread)</p> <p>Group discussion on Philosophy of Buddhism and Jainism</p>	<p>Students know the sources of Buddhism, Jainism and Brahmanical texts.</p> <p>Students know about the contribution of rulers of Bhopal.</p> <p>Students understand the rich legacy of Buddhism</p> <p>Students discuss the central teaching of</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs.</p>

<p>July</p>	<p>Through the Eyes of the Travellers- Perception of society</p>	<p>and Jainism in Indian society.</p> <p>To know about the foreign travelers in the medieval period.</p> <p>To understand the various aspects of travel accounts.</p> <p>To understand the socio economic and cultural life of medieval India through travel account.</p>	<p>To explore the knowledge of Buddhist literature help in understanding the sculpture at saanchi.</p> <p>To compare and contrast the perspective from which Ibn Battuta and Bernier wrote their accounts of their travel in India.</p> <p>To analyse the evidence for slavery provided by Ibn Battuta</p>	<p>Map activity (On the world map, mark the countries visited by Ibn Battuta, what are the seas that he might have crossed?)</p> <p>Group discussion on Ibn Battuta and Bernier</p>	<p>Buddhism.</p> <p>Students discuss the role of begums of Bhopal in preserving the stupas at saanchi.</p> <p>Students explore the knowledge of Buddhist literature help in understanding the sculpture at saanchi.</p> <p>Students know about the foreign travelers in the medieval period.</p> <p>Students understand the various aspects of travel accounts.</p> <p>Students understand the socio economic and cultural life of medieval India through travel account</p> <p>Students compare and contrast the perspective from which Ibn Battuta and Bernier wrote their accounts of their travel in India.</p> <p>Students analyze the evidence for slavery provided by Ibn Battuta</p>	<p>On the basis of Written test of the chapter</p>
<p>August</p>	<p>Bhakti-Sufi Tradition- Changes in Religious beliefs and devotional texts</p>	<p>To know about the Bhakti movement, Sufi Movement in medieval India.</p> <p>To understand the role</p>	<p>To explain integration of cults with examples.</p> <p>To research the architecture of</p>	<p>Find out about God and Goddesses worshipped in your neighbourhood, noting their names and ways, in which</p>	<p>Students know about the Bhakti movement, Sufi Movement in medieval India.</p> <p>Students understand the role of cholas, pallavas and chalukyas patronizing cults.</p>	

<p>August</p>	<p>An Imperial cities- Vijaynagar 14 to 16th century</p>	<p>of cholas, pallavas and chalukyas patronizing cults.</p> <p>To understand the concept of Islam.</p> <p>To know rulers of vijaynagars.</p> <p>To understand the work on state craft composed by Krishnadev Raya</p> <p>To know the glorious past of South India.</p> <p>To understand the role of Collin Mackenzie and his discovery.</p> <p>To understand the vast fortification of Vijayanagar Empire</p>	<p>mosques in the subcontinent as a reflection of combination of universal ideals and local traditions.</p> <p>To examine how and why rulers tried to establish connections with traditions of Sufism.</p> <p>To explain how the people of Vijaaynagar obtained water for their needs.</p> <p>To explain advantages and disadvantages of enclosing agricultural land within the fortified area of the city.</p> <p>To discuss the significance of the rituals associated with Maha navmi</p>	<p>they are depicted. Describe the rituals that are performed.</p> <p>Group discussion on dargahs in your locality and the activities associated with them. Also discuss distinctive architecture features.</p> <p>Group discussion on how and why did the rulers of vijayanagar adopt and adapt earlier traditions of ritual architecture.</p>	<p>Students understand the concept of Islam.</p> <p>Students explain integration of cults with examples.</p> <p>Students research the architecture of mosques in the subcontinent as a reflection of combination of universal ideals and local traditions.</p> <p>Students examine how and why rulers tried to establish connections with traditions of Sufism.</p> <p>Students know rulers of vijaynagars.</p> <p>Students understand the work on state craft composed by Krishnadev Raya</p> <p>Students know the glorious past of South India.</p> <p>Students understand the role of Collin Mackenzie and his discovery.</p> <p>Students understand the vast fortification of Vijayanagar Empire</p> <p>Students explain how the people of Vijaaynagar obtained water for their needs.</p> <p>Students explain advantages and disadvantages of enclosing agricultural land within the fortified area of the city.</p>	<p>Whatever points kept by the student is relevant or not are they able to justify their points. Are they confident?</p> <p>On the basis of unit test 2 written</p>
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<p>September</p>	<p>Peasants, Zamindars and State</p>	<p>To know the sources of information about agriculture in Mughal period.</p> <p>To understand the role of Mughal emperor in encouraging agriculture.</p> <p>To know about the crops of India in 16-17th century.</p>	<p>dibba.</p> <p>To explore the architectural traditions that inspired the architects of Vijayanagar and transformation of these traditions.</p> <p>To analyze the lives of ordinary people of Vijayanagar Empire.</p> <p>To highlights problems in using the Ain e Akbari as a source for re constructing agrarian history.</p> <p>To describe the role played bt women in agricultural production.</p> <p>To examine the evidence suggesting land revenue was important for the Mughal fiscal system.</p>	<p>Group discussion on In what ways the Panchayats described in this chapter were similar to or different from present day gram Panchayats</p>	<p>Students discuss the significance of the rituals associated with Maha navmi dibba.</p> <p>Students explore the architectural traditions that inspired the architects of Vijayanagar and transformation of these traditions.</p> <p>Students analyze the lives of ordinary people of Vijayanagar Empire.</p> <p>Students know the sources of information about agriculture in Mughal period.</p> <p>Students understand the role of Mughal emperor in encouraging agriculture.</p> <p>Students know about the crops of India in 16-17th century.</p> <p>Students highlights problems in using the Ain e Akbari as a source for re constructing agrarian history.</p> <p>Students describe the role played bt women in agricultural production.</p> <p>Students examine the evidence suggesting land revenue was important for the Mughal fiscal system.</p>	<p>On the basis of written test</p>
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