

CHOITHRAM SCHOOL, MANIK BAGH, INDORE
ANNUAL CURRICULUM PLAN SESSION 2020 – 2021

CLASS: X11
SUBJECT: HISTORY

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
March	<i>Bricks, Beads and Bones</i> <u>Sub Theme</u> <i>Harappan civilization</i>	<u>Objective-</u> To become aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady. To have knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life. To know about	To describe features of Harappan civilization. To analyze how archaeologist trace socio-economic differences in Harappan society.	Map activity (Circle the sites where evidence of agriculture has been recovered)	Students aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady. Students share knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life Students describe features of Harappan civilization. Students analyze how archaeologists trace socio-economic differences in Harappan society.	Assessment will be done on the basis whether student is participating or not. Taking any initiative from his own side.



April	<i>Kings Farmers and Towns</i>	<p>Mahajanpadas and Mauryan empire.</p> <p>To understand the importance of Vedas.</p> <p>To know about the Gupta rulers in ancient India</p>	<p>To discuss the evidence of craft production in early historic cities.</p> <p>To describe the salient features of Mahajanpadas.</p> <p>To discuss the main features of Mauryan empire.</p>	<p>Map activity.(Mark the Mahajanpadas and Ashokan inscriptions in the Map)</p> <p>Project work with the help of news papers about the welfare schemes of Govt of India</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>Students know about the Gupta rulers in ancient India</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 first unit test (written)</p>
	<i>Kinship, Caste and Class (Early society)</i>	<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 explain why patriliney may have been particularly important among elite families.</p> <p>To compare and contrast the dharma or norms</p>	<p>Map activity(Cities located near Kuru Panchala lands)</p> <p>Audio visual presentation of Epic age</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</p>	



		<p>To know about kinship system of ancient India.</p>	<p>mentioned in the stories of Drona, Hidimba and Matanga.</p> <p>To analyze the gender differences in early societies.</p>		<p>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><i>Thinkers, Beliefs and Buildings-</i></p> <p><i>Cultural Development</i></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 and Jainism in Indian</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>Assessing prior knowledge, Recall and</p>



June	<p><i>Through the Eyes of the Travellers- Perception of society</i></p>	<p>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 analyze 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>Students discuss the central teaching of 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</p>	<p>understanding, FAQs.</p> <p>On the basis of Written test of the chapter</p>
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July	<p><i>Bhakti-Sufi Tradition- Changes in Religious beliefs and devotional texts</i></p>	<p>To know about the Bhakti movement, Sufi Movement in medieval India.</p> <p>To understand the role of cholas, pallavas and chalukyas patronizing cults.</p> <p>To understand the concept of Islam.</p>	<p>To explain integration of cults with examples.</p> <p>To research the architecture of 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</p>	<p>Find out about God and Goddesses worshipped in your neighbourhood, noting their names and ways, in which 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>Bernier wrote their accounts of their travel in India.</p> <p>Students analyze the evidence for slavery provided by Ibn Battuta</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>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</p>	
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			<p>with traditions of Sufism.</p> <p>To explain how the people of Vijaynagar 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 dibba.</p> <p>To explore the architectural traditions that inspired the architects of Vijayanagara and transformation of these traditions.</p>		<p>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 Vijaynagar.</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 Vijayanagara Empire</p> <p>Students explain how the people of Vijaynagar obtained water for their needs.</p> <p>Students explain advantages and</p>	<p>Whatever points kept by the student is relevant or not is they able to justify their points. Are they confident?</p>
	<p><i>An Imperial cities- Vijaynagar 14 to 16th century</i></p>	<p>To know rulers of Vijaynagar.</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 Vijayanagara Empire</p>		<p>Group discussion on how and why did the rulers of Vijayanagara adopt and adapt earlier traditions of ritual architecture.</p>		



July		<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>To analyze the lives of ordinary people of Vijayanagara 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>disadvantages of enclosing agricultural land within the fortified area of the city.</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 Vijayanagara and transformation of these traditions.</p> <p>Students analyze the lives of ordinary people of Vijayanagara 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 highlight problems in using the Ain e Akbari as a source for re constructing agrarian history.</p> <p>Students describe the role played between</p>	On the basis of unit test 2 written
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August	<i>Peasants, Zamindars and State</i>	<p>Objective</p> <p>To understand how Mughal Courts were formed and how they functioned</p> <p>To know that administration and justice mattered during Mughal Rule.</p>	<p>To describe the process of manuscript production</p>		<p>women in agricultural production.</p> <p>Students examine the evidence suggesting land revenue was important for the Mughal fiscal system.</p>	
			<p>To describe how the interpretation of sharia changed with time</p>			
			<p>To compare and contrast official records kept by the British with those maintained in present times.</p>	<p>Group discussion on Akbar was a national ruler</p>	<p>Students understand how Mughal Courts were formed and how they functioned</p> <p>Students know that administration and justice mattered during Mughal Rule.</p>	
				<p>Debate on Sharia law and its relevance in present times</p> <p>Group discussion on Din e ilaahi</p>	<p>Students describe the process of manuscript production</p> <p>Students describe how the interpretation of sharia changed with time</p>	



September	<p><i>Kings and Chronicles</i></p> <p><u><i>Sub-theme</i></u></p> <p><i>Ideas on the functioning of Mughal Courts</i></p>	<p>Objective</p> <p>To learn about life led by peasants, artisans and zamindars during British rule.</p> <p>To know about the official records and reports maintained by the British.</p>				On the basis of written test
	<p><i>Colonialism and the countryside</i></p>	<p>To learn about the 1857 Revolt and how it was perceived by various people.</p> <p>To learn about the causes and outcome of the 1857 revolt.</p> <p>To understand factors that make any apprising and rebellion successful.</p>	<p>To discuss how the events of 1857 are being re-interpreted.</p> <p>To discuss the Extent to which religious beliefs shaped the events of 1857</p>	<p>Research on the topic</p> <p>Report writing on the basis of visit to a village</p> <p>Individual student talks/presentations on the subject; research on the subject.</p>	<p>Students learn about life led by peasants, artisans and zamindars during British rule.</p> <p>Students know about the official records and reports maintained by the British.</p> <p>Students compare and contrast official records kept by the British with those maintained in present times.</p> <p>Students learn about the 1857 Revolt and how it was perceived by various people.</p> <p>Students learn about the causes and outcome of the 1857 revolt.</p> <p>Students understand factors that make any apprising and rebellion successful.</p> <p>Students discuss the extent to which religious</p>	



	<p><i>Rebels and the Raj</i></p> <p><u>Sub-theme</u></p> <p><i>The Revolt of 1857</i></p>	<p>To know the port town of 17th century and emergence of new cities in 18th century.</p> <p>To understand the changes in the life of urban people by introduction of railway.</p> <p>To know architectural development in 19th century.</p> <p>To learn about establishment, growth, development and modernization of Indian cities by the British rulers.</p>	<p>To examine census data in reconstructing patterns of urbanization in the colonial context.</p> <p>To analyze social relations transformed in the new cities.</p> <p>To perceive and appreciate the role played by the British in giving India modern cities.</p> <p>To imagine India without the cities and facilities given by the British.</p>	<p>Level of students' involvement.</p> <p>Group discussion on how prominent Indian merchants establish themselves in the colonial city.</p>	<p>beliefs shaped the events of 1857</p> <p>Students know the port town of 17th century and emergence of new cities in 18th century.</p> <p>Students understand the changes in the life of urban people by introduction of railway.</p> <p>Students know architectural development in 19th century.</p> <p>Students examine census data in reconstructing patterns of urbanization in the colonial context.</p> <p>Students analyze social relations transformed in the new cities.</p> <p>Students learn about establishment, growth, development and modernization of Indian cities by the British rulers.</p>	
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October	<p><i>Colonial cities</i></p> <p><u>Sub-theme</u></p> <p><i>Urbanization, Planning and Architecture</i></p>	<p>To know about the salt law of British rule</p>	<p>To describe the harrowing experiences of ordinary people during the period of partition of India</p>	<p>Individual student's talk on the topic</p> <p>Map activity</p>	<p>Students know about the salt law of British rule</p> <p>Students understand the non cooperation movement</p> <p>Students imagine India without the cities and facilities given by the British.</p>	<p>Intensity of students' attentiveness/participation, as gauged by quality of students' questioning or their contribution by knowledge sharing.</p>
		<p>To understand the non cooperation movement.</p> <p>Understanding the Gandhian approach initiated through the Nationalist Movement.</p> <p>Understanding Gandhiji's conception, organization and management of the Nationalist Movement to fulfill the objectives of the movement.</p> <p>To know about the ideals expressed in the objectives resolution.</p>	<p>To judge how congress came to change its view on partition.</p> <p>To discuss the view</p>		<p>Students understand the Gandhian approach initiated through the Nationalist Movement.</p> <p>Students understand Gandhiji's conception, organization and management of the Nationalist Movement to fulfill the objectives of the movement.</p>	



	<p><i>Mahatma Gandhi and the Nationalist Movement</i></p> <p><u>Sub-theme</u></p> <p><i>Gandhian leadership approach and strategy had their presence shown in the Nationalist Movement</i></p>	<p>To know about the Indian constitution.</p> <p>To understand the problems of refugees</p>	<p>of Mahatma Gandhi about the Hindustani as a national language.</p> <p>To describe historical forces shaped the vision of the constitution.</p>		<p>Students describe the harrowing experiences of ordinary people during the period of partition of India</p> <p>Students judge how congress came to change its view on partition.</p>	<p>Nature of students' response, quality of questions asked by students, as also information gathering and sharing.</p>
	<p><u>Theme-</u></p> <p><i>Understanding the</i></p>	<p>To know about the ideals expressed in the objectives resolution.</p> <p>To know about the Indian constitution.</p> <p>Students understand the problems of refugees.</p>	<p>To discuss the view of Mahatma Gandhi about the Hindustani as a national language.</p> <p>To describe historical forces shaped the vision of the constitution.</p>	<p>Group discussion on Ethnic violence that led to the partition of Pakistan and the emergence of Bangladesh</p> <p>Group discussion of constitution of India with America, France focusing</p>	<p>Students know about the ideals expressed in the objectives resolution.</p> <p>Students know about the Indian constitution.</p> <p>Students understand the problems of refugees.</p> <p>Students discuss the view of Mahatma Gandhi about the Hindustani as a national</p>	



November	Partition <i>Politics, Memories, Experiences</i>			secularism, minority rights etc	language. Students describe historical forces shaped the vision of the constitution.	On the basis of written test
	<u>Theme-</u> Framing of Constitution					Individual student presentations
						On the basis of written assignment. Nature of students' response, quality of questions asked by students, as also



<div>Dec.</div> <div>Pre Board Exam</div> <div>January 2021</div>	<div>Revision of syllabus</div> <div>Practical Exam Preparations</div>					<div>information gathering and sharing.</div> <div>On the basis of written examination</div> <div>(Pre-Board)</div>
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