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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Chapter Name and chapter Number**  **ST. JAGAT GYAN SENIOR SECONDARY PUBLIC SCHOOL**  **(Affiliated to CBSE, New Delhi Upto 10+2)**  **Piska Nagri, Ranchi, Jharkhand-835303**  **SYLLABUS CLASS-XII (SESSION-2024-25)** | **Period** | **Topics(Specific learning objective)** | **Periodic Test** | **International Assessment Notebooks** | **Assessment subject Enrichment** | **Marks Distribution** | | |
| **Term-1** | **Mid-II** | **Annual-III** |
|  | 1 |  | | | | | | | |
| April | BRICKS BREADS & BONES The Harappan Civilisation | 15 | \*Early urban centres as economic and social institutions.  \*The way new data lead to a revision of existing nations of history.  \*Difference between an archaeological and historian. |  | \*Submission of neat and clean notebook, discipline and regularity project work.  \*Oral test  \*Textual reading debate  \*Discussion  \*Blackboard test | To investigate interpret the early urban centres and social institutions and historical and contemporary sources and viewpoints of ASI and historian of Harappans. | 13 |  |  |
|  | 2 |  | | | | | | | |
| May | KINGS FARMERS AND TOWNS: Early states and Economic(c.600BCE 600 CE) | 15 | \*Introduce inscriptional analysis and the way in which these have shaped the understanding of political and economic processes. Critically examine the limitation of inscriptional evidence. |  | \*Submission of neat and clean notebook, discipline and regularity project work.  \*Oral test  \*Textual reading debate  \*Discussion  \*Blackboard test | Analyse inscription evidences, how it shaped the economic and political process.  Examine the issues of social history. | 13 |  |  |
|  | 3 |  |  |  |  |  |  |  |  |
| JUNE | KINSHIP CASTE AND CLASS, Early societies(CC.600 BCE600CE) | 12 | Introduce the strategies of textual analysis and their use in reconstructing social history.  \*Condition on woman during Mahabharata.  \*Major religious development in early India. |  | \*Submission of neat and clean notebook, discipline and regularity project work.  \*Oral test  \*Textual reading debate  \*Discussion  \*Blackboard test | \*Analyze social norms  \*Examine the varied dimensions explored by historians. | 14 |  |  |
|  | 4 |  | PART-II | | |  | | | |
| July | THINKERS BELIEFS AND BUILDINGS CULTURAL DEVELOPMENTS(C-600BCE-600CE) | 15 | \*Major religious development in early India  \*Introduce strategies of visual analysis and their use in reconstructing the theories of religion |  | \*Group discussion on topics debates.  \*Notes book  \*Project work | \*Compare the major religious developments in early India.  \*Elucidate the rich religious sculpture and enter the stories hidden in it. | 13 |  |  |
|  | THROUGH THE EYES OF TRAVELLERS: Perceptions of society(C tenth to seventeenth centuries) | 15 | \*Familiarize the salient features of social histories described by the travellers.  \*Discuss how traveller’s accounts can be used as sources of social history and account of the foreign travellers in order to the political and economic life in medieval periods.  \*Compare the perspective of AL Biruni, Ibn Battuta and Bernier towards Indian society. |  | \*Group discussion on topics debates.  \*Notes book  \*Project work | \*Salient features of social histories described by the travellers and apply the learning real life.  \*Social political and economic life during the tenure of different rulers in the medieval periods. | 13 |  |  |
|  | 6 |  | | | | | | | |
| Aug | BHAKTI-SUFI TRADITIONS Changing in Religious | 13 | \*Discussion of analysing devotional literature as sources of history and religious development during medieval period.  \*Religious movement and its impact.  \*Acquaint the learners with the buildings monuments were built during this periods. |  | \*Group discussion. Visit to archaeological sites and museum.  \*Discuss the philosophies of different Bhakti and Sufi saint.  \*Compare the religious movement in order to peace harmony and brotherhood in society. | | 14 |  |  |
| SEP | TERM I EXAM | | | | | | | | |
| OCT | 7 |  | | | | | | | |
|  | AN IMPERIAL CAPITAL:VIJAYANAGARA(C FOURTEEN TO SIXTEENTH CENTURIES) | 10 | \*Discuss the way in which architecture can be analysed to reconstruct history.  \*Analyse city planning, water management system, administration of rulers with literary accounts of foreign travellers. |  | Group discussion on development and impact compare changes during 16th and 17th century debate. Analyse account of foreign travellers on Vijaynagar and its political and social culture life.  \*Assess the city planning administration of the rulers. | |  | 13 |  |
|  | 8 |  | | | | | | | |
| OCT | Peasant Zamindars and the state Agratiation society and Mughal Empire(C1600-1700C) | 10 | \*Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries.  \*Explain the changes and differences in the agrarian sectors |  | Notebook work, Debate on difference in sector.  Compare changes occurred during sixteenth and seventeenth centuries. | |  | 13 |  |
| Part-III Themes in Indian History | | | | | | | | | |
|  | 9 |  | | | | | | | |
| NOV | COLONIALISM AND THE COUNTRY SIDE Exploring official Archives | 10 | \*Discuss colonialism.  \*Affected zamindars peasants and artisans.  \*Revenue system  \*Lives of people  \*Problems and limits of using official sources.  \*Types of records and reports maintain by the real society.  \*Divergent interest of the British in the Indian Society. |  | Discuss and deliberate on the colonialism and Revenue system, its problem.  \*Analyse the colonial official records and report to understand British interest in Indians.  \*Solution of peasants and its artisans in the country. | |  | 14 |  |
|  | 10 |  | | | | | | | |
| NOV | REBELS AND THE RAJ:-1857,Revolt and its Representations | 15 | \*Discuss how the events of 1857 are being interpreted.  \*How visual material can be used by historians to narrate events.  \*The planning and execution of the plan  \*Highlight the united contribution made by Indian soldiers. |  | \*Show move or video on events of 1857.  \*Examine the events of 1857  \*Correlate the planning and coordination of the rebels of 1857 to infer its domains.  \*Examine the momentum of the revolt and how it created vision of unity among Indians.  \*Interpret the visual images.  \*Portrayed by the Nationalist. | |  | 13 |  |
|  | 11 |  | | | | | | | |
| DEC | MAHATMA GANDHI AND THE NATIONALIST MOVEMENT :Civil Disobedience and beyond |  | \*Significant elements of the Nationalist movement and the nature of Gandhi’s leadership.  \*How Gandhi was perceived by different groups.  \*How historian need to read newspaper as a historical sources  \*Nationalism and Patriotism. |  | \*Create and collaborate timeline of the movement.  \*Project work  \*Note book  \*Debate on the significant contribution of Gandhi to his mass appeal for nationalism.  \*Explore the ways of interpreting historical source as newspaper biography and auto biography diaries and letter. | |  | 14 |  |
|  | 12 |  | | | | | | | |
| DEC | FORMING THE CONSTITUTION: The Beginning of a new Era | 10 | \*Discuss how the founding ideals of new nation state were debated and formulated  \*Understand how such debates and discussion can be read by historian  \*Discuss the other countries constitution and compare  \*Explain the salient feature of our constitution. |  | \*Debates  \*Group discussion  \*Note book | \*Highlight the role of constituent assembly to understand framing the constitution of India.  \*Analyse how debates and discussion around important issue in the constituent assembly shaped our constitution. |  |  |  |
| DEC | MID TERM | | | | | | | | |

**LIST OF MAPS**

**Part-I**

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| SN. | PG NO. |  |
| 1 | 2 | Mature of the Harappan sites:-Harappa, Banawali, Rakhigarhi, Bhalvira , Lothal , Mahenjodaro, Nageshwar, Chanhudaro, Kot Diyi |
| 2 | 3 | Mahajanapada and cities: Vijji , Magadha , Kosala , Kuru , Panchhala , Gandhara, Avanti ,Rajgir, Taxila, Varanasi |
| 3 | 33 | Distribution of Ashoka Inscription: Pillar inscription-Sanchi, Torpa, Meerut Pillar and Kaushambi, Kingdom of Cholas, Cheras and Pandyas |
| 4 | 43 | Important kingdom: Kushan, Shakes, Satavahanas, Vakakas, Guptas, Cities/Town, Mathura Kannauj Puhar, Braghukachhchha, Shaovasti, Rajgir, Vaishali, Varanasi Vedisha |
| 5 | 95 | Major Buddhist sites:-Nagarjunakonda, Sanchi Amravati, Lumbini, Bharhut, Bodh Gaya, Ajanta |
| **PART-II** | | |
| 6 | 174 | Bidar Golconda, Bijpur, Vijaynagar, Chandragiri, Kanchipuram. Mysore, Jhanjavur, Kolar , Tirunelveli |
| 7 | 214 | Territories under Babur, Akbar and Aurangzeb:-  \*Delhi, Agra ,Panipath , Aber, Ajmer Lahore, Goa |
| **PART-III -MAPS** | | |
| 8 | 287 | Territories/Cities under British control in 1857:-Punjab Sindh, Bombay, Madras, Berar, Bengal , Bihar, Orissa , Surat, Calcutta, Patna, Allahabad. |
| 9 | 260 | Main Centres of the Revolt 1857: Delhi, Meerut, Jhansi, Kanpur, Azamgarh Calcutta, Banaras, Gwalior, Jabalpur, Agra, Awadh. |
| 10 |  | Important centres of National Movement: Champaran, Kheda, Ahmedabad, Banaras, Amritsar, Chauri-Chaura, Lahore, Bardoli, Bandi Bombay, Kanchi |

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| Book | MCQ | | S.A.Q. | | L.A.Q. | | Source Based | | Map | Total | |
|  | No. of Questions | Maximum Marks | No. of Questions | Maximum Marks | No. of Questions | Maximum Marks | No. of Questions | Maximum Marks |  | Theory | Internal |
| Part-1 | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 |  |  |  |
| Part-2 | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 |  |
| Part-3 | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 |  |
| Map |  |  |  |  |  |  |  |  | 5 |
| Project |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | 80 | 20 |
| Total | 7 × 3 = 21 |  | 6 × 3 = 18 |  | 3 × 8 = 24 |  | 3 × 4 = 12 |  | 1 × 5 = 5 | 100 Marks | |

Question Paper Design