

## Syllabus for Class XII History

### Term 1

Ch1 Bricks Beads and bones

Ch2 Kings farmers and towns

Ch3 Kinship Class and Caste

Ch4 Thinkers Beliefs and buildings

Ch6 Bhakti Sufi Traditions

Ch7 The Imperial Capital Vijayanagara

### Term2

Ch Peasants Zamindars and State

Ch Colonialism and the Country side

Ch Rebels and the Raj the Revolt of 1857 and its representations

Ch Mahatma Gandhi and its Nationalist Movement

Ch The Making of the Constitution

<b>TERM 1</b>	
<b>Chapter</b>	<b>Bricks, Beads and Bones</b>
<b>No. Of teaching days</b>	<b>15</b>
<b>Previous knowledge testing</b>	<ol style="list-style-type: none"> <li>1. What is ancient history?</li> <li>2. What is mediaeval history?</li> <li>3. Any evidences of ancient history found in your area. Explain</li> </ol>
<b>Learning Outcomes</b>	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the significance of bricks, beads, and bones in studying ancient civilizations.</li> <li>• Analyze and interpret archaeological findings.</li> <li>• Recognize the interdisciplinary nature of archaeology.</li> <li>• Apply critical thinking skills to assess the impact of ancient civilizations on modern society.</li> </ul>
<b>Resources including ICT</b>	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on archaeology and ancient civilizations.</li> <li>• Online articles, videos, and documentaries showcasing archaeological discoveries.</li> <li>• Interactive websites or virtual tours of archaeological sites.</li> <li>• Digital tools for data analysis and visualization, such as spreadsheets or graphing software.</li> </ul>
<b>Pedagogical Strategies</b>	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Encourage student participation through group activities, debates, and case studies.</li> <li>• Organize field trips or guest lectures to provide real-world exposure to archaeological research.</li> </ul>
<b>SDGs</b>	<ul style="list-style-type: none"> <li>• Highlight the relevance of archaeology and cultural heritage preservation in achieving Sustainable Development Goal 11: Sustainable Cities and Communities.</li> <li>• Discuss the importance of preserving and understanding ancient civilizations for sustainable development, cultural diversity, and heritage conservation.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and quizzes.</li> <li>• Summative assessments: Research papers or presentations on a specific archaeological site or artifact, demonstrating critical analysis and synthesis of information.</li> <li>• Performance-based assessments: Constructing a model or exhibit showcasing the material culture of an ancient civilization.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Emphasize the interdisciplinary nature of archaeology by connecting it to other subjects such as history, geography, sociology, and environmental science.</li> <li>• Explore the impact of ancient civilizations on art, architecture, language, social structures, and technological advancements.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a case study on the archaeological discovery of a significant ancient artifact.</li> <li>• Compare and contrast the material culture of two different ancient civilizations.</li> <li>• Write a reflective essay on the ethical considerations and challenges in archaeological research and heritage preservation.</li> </ul>

TERM 1	
Chapter	<b>Kings farmers and towns</b>
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to ancient civilizations, political systems, agriculture, and urbanization.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of kings, farmers, and towns in shaping ancient civilizations.</li> <li>• Analyze the political, economic, and social aspects of ancient societies.</li> <li>• Evaluate the impact of agriculture and urbanization on the development of civilizations.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on ancient history, archaeology, and anthropology.</li> <li>• Online articles, videos, and documentaries on ancient civilizations and their political and economic systems.</li> <li>• Interactive maps and timelines showcasing the rise and fall of ancient civilizations.</li> <li>• Digital tools for data analysis and visualization, such as spreadsheets or graphing software.</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Encourage student participation through group activities, debates, and case studies.</li> <li>• Incorporate primary and secondary sources, such as ancient texts and archaeological findings, to provide firsthand accounts of ancient societies.</li> </ul>
SDGs	<ul style="list-style-type: none"> <li>• Highlight the relevance of understanding ancient civilizations in achieving Sustainable Development Goal 16: Peace, Justice, and Strong Institutions.</li> <li>• Discuss how the study of ancient political systems can inform the development of fair and effective governance structures.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and quizzes.</li> <li>• Summative assessments: Research papers or presentations on a specific ancient civilization, highlighting the role of kings, farmers, and towns in its development.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of ancient civilizations to other subjects such as geography, economics, sociology, and political science.</li> <li>• Explore the impact of agriculture and urbanization on the environment and sustainable development.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a case study on a specific ancient civilization, focusing on its political and economic organization.</li> <li>• Conduct a comparative analysis of the agricultural practices and technologies employed by different ancient civilizations.</li> </ul>

TERM 1	
<b>Chapter</b>	<b>Kinship Class and Caste</b>
<b>No. Of teaching days</b>	15
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to social structures, kinship systems, class, and caste.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the concepts of kinship, class, and caste and their significance in social structures.</li> <li>• Analyze the roles and responsibilities within different kinship systems.</li> <li>• Evaluate the impact of class and caste on social mobility and inequality.</li> <li>• Recognize the connections between social structures and cultural practices.</li> </ul>
<b>Resources including ICT</b>	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on sociology, anthropology, and social studies.</li> <li>• Online articles, videos, and documentaries on kinship systems, class, and caste.</li> <li>• Digital tools for creating and analyzing sociograms and kinship charts.</li> <li>• Interactive websites or virtual simulations showcasing the dynamics of class and caste systems.</li> </ul>
<b>Pedagogical Strategies</b>	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Encourage student participation through group activities, role-plays, and case studies.</li> <li>• Incorporate real-life examples and case studies to illustrate the practical implications of kinship, class, and caste.</li> </ul>
<b>SDGs</b>	<ul style="list-style-type: none"> <li>• Highlight the relevance of addressing social inequality and promoting inclusive societies in achieving Sustainable Development Goal 10: Reduced Inequalities.</li> <li>• Discuss the impact of caste-based discrimination on social cohesion and the need for social justice.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and reflective journals.</li> <li>• Summative assessments: Research papers or presentations on a specific kinship system or case study related to class or caste dynamics.</li> <li>• Performance-based assessments: Organizing and facilitating a class debate on the advantages and disadvantages of caste-based reservations or social mobility.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of kinship, class, and caste to other subjects such as history, geography, economics, and political science.</li> <li>• Explore the intersectionality of social structures with gender, race, and ethnicity.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a comparative analysis of different kinship systems practiced in various cultures or societies.</li> <li>• Write an essay discussing the social and economic implications of the caste system in contemporary India.</li> </ul>





TERM 1	
Chapter	<b>Thinkers Beliefs and buildings</b>
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to philosophy, religious beliefs, and architectural styles.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understand the contributions of prominent thinkers and philosophers in shaping societies.</li> <li>• Analyze the impact of religious beliefs and practices on cultures and civilizations.</li> <li>• Identify different architectural styles and their significance in various historical periods.</li> <li>• Recognize the interplay between ideas, beliefs, and architectural creations.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on philosophy, religion, and architectural history.</li> <li>• Online articles, videos, and documentaries on influential thinkers, religious beliefs, and architectural styles.</li> <li>• Virtual tours or 360-degree images of iconic buildings and monuments.</li> <li>• Digital tools for creating multimedia presentations or virtual exhibits</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Encourage critical thinking and analysis through debates, case studies, and role-plays.</li> <li>• Incorporate visual aids such as images, diagrams, and videos to enhance understanding of architectural styles and religious practices.</li> </ul>
SDGs	<ul style="list-style-type: none"> <li>• Discuss the importance of preserving and protecting architectural heritage in achieving Sustainable Development Goal 11: Sustainable Cities and Communities.</li> <li>• Explore the ethical considerations in the restoration and conservation of historical buildings.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and concept mapping activities.</li> <li>• Summative assessments: Research papers or presentations on a chosen philosopher or religious belief system, highlighting its influence on society and culture.</li> <li>• Performance-based assessments: Designing a model or blueprint of a building inspired by a specific architectural style or reflecting a particular philosophical concept.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of thinkers, beliefs, and buildings to other subjects such as history, literature, art, and cultural studies.</li> <li>• Analyze the influence of philosophical ideas and religious beliefs on art, literature, and social movements.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a comparative analysis of the architectural styles of two different civilizations or historical periods.</li> <li>• Write an essay discussing the impact of a specific philosopher or thinker on contemporary society.</li> <li>• Create a multimedia presentation showcasing the architectural elements and symbolism in a religious building of their choice.</li> </ul>



TERM 1	
Chapter	<b>Bhakti Sufi Traditions</b>
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to Bhakti and Sufi traditions, including their historical context, key figures, and practices.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understand the historical and cultural context of the Bhakti and Sufi movements.</li> <li>• Analyze the key beliefs, practices, and teachings of Bhakti and Sufi traditions.</li> <li>• Recognize the contributions of prominent Bhakti and Sufi poets and saints.</li> <li>• Reflect on the impact of these traditions on religious and cultural syncretism.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on religious studies, poetry, and history.</li> <li>• Online articles, videos, and documentaries on Bhakti and Sufi traditions.</li> <li>• Audio recordings or videos of devotional songs and qawwalis.</li> <li>• Digital tools for creating multimedia presentations or online discussion boards.</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Facilitate reflective and experiential learning through listening to devotional songs, qawwalis, or poems.</li> <li>• Organize guest lectures or invite local musicians or scholars to share their insights and experiences.</li> </ul>
SDGs	<ul style="list-style-type: none"> <li>• Discuss the role of Bhakti and Sufi traditions in promoting interfaith harmony and cultural diversity, contributing to Sustainable Development Goal 16: Peace, Justice, and Strong Institutions.</li> <li>• Explore the teachings of love, compassion, and equality in these traditions and their potential to foster inclusive societies.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and reflection journals.</li> <li>• Summative assessments: Research papers or presentations on a specific Bhakti or Sufi poet or saint, analyzing their life, teachings, and impact.</li> <li>• Performance-based assessments: Performing or reciting a devotional song or poem from the Bhakti or Sufi traditions.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of Bhakti and Sufi traditions to other subjects such as literature, music, history, and religious studies.</li> <li>• Analyze the influence of these traditions on regional languages, literature, and music.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a comparative analysis of a Bhakti and Sufi poet, highlighting their unique contributions and similarities in their teachings.</li> <li>• Create a digital portfolio or blog showcasing the significance of Bhakti and Sufi traditions in contemporary society.</li> <li>• Write an essay discussing the impact of Bhakti and Sufi traditions on cultural and religious syncretism.</li> </ul>

TERM 1	
Chapter	<b>The Imperial Capital Vijayanagara</b>
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to the Vijayanagara Empire, its history, rulers, and cultural significance.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understand the rise and fall of the Vijayanagara Empire and its historical context.</li> <li>• Analyze the political, economic, and cultural aspects of the Vijayanagara Empire.</li> <li>• Recognize the architectural and artistic achievements of the empire.</li> <li>• Evaluate the impact of the Vijayanagara Empire on regional and global history.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on ancient and medieval history.</li> <li>• Online articles, videos, and documentaries on the Vijayanagara Empire and its capital city.</li> <li>• Digital maps, images, and virtual tours of Vijayanagara ruins and archaeological sites.</li> <li>• Digital tools for creating multimedia presentations or virtual exhibits.</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Organize virtual or physical field trips to Vijayanagara ruins or local museums to provide a hands-on experience.</li> <li>• Facilitate group activities and discussions to encourage critical thinking and analysis of historical sources and artifacts.</li> </ul>
SDGs	<ul style="list-style-type: none"> <li>• Discuss the importance of preserving and protecting cultural heritage, including archaeological sites and historical artifacts, in achieving Sustainable Development Goal 11: Sustainable Cities and Communities.</li> <li>• Explore the role of cultural tourism and its potential impact on local communities and sustainable development.</li> </ul>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and artifact analysis activities.</li> <li>• Summative assessments: Research papers or presentations on a specific aspect of the Vijayanagara Empire, such as its administration, trade, or cultural achievements.</li> <li>• Performance-based assessments: Creating a visual representation or model of a significant Vijayanagara architectural structure.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of the Vijayanagara Empire to other subjects such as art history, archaeology, geography, and cultural studies.</li> <li>• Analyze the connections between the empire's architecture, art, and literature.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Research and present a comparative analysis of the Vijayanagara Empire and another contemporary empire, highlighting similarities and differences in their political and cultural achievements.</li> <li>• Write an essay discussing the impact of Vijayanagara architecture on regional and global architectural styles.</li> <li>• Create a digital exhibit showcasing the art and cultural heritage of the Vijayanagara Empire.</li> </ul>

TERM 2

Chapter	Peasants Zamindars and State
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to agrarian systems, the role of zamindars, and the relationship between peasants and the state.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understand the agrarian structure and systems prevalent in colonial and post-colonial societies.</li> <li>• Analyze the roles and responsibilities of zamindars and the state in relation to peasants.</li> <li>• Evaluate the impact of agrarian policies on the lives of peasants.</li> <li>• Recognize the significance of peasant movements in demanding land <b>rights</b> and social justice.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on agrarian history, colonialism, and rural sociology.</li> <li>• Online articles, videos, and documentaries on the agrarian systems and peasant struggles.</li> <li>• Digital maps, images, and primary source documents related to landownership and agrarian policies.</li> <li>• Digital tools for creating multimedia presentations or collaborative online platforms for discussions.</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Facilitate role-plays or case studies to help students understand the perspectives of peasants, zamindars, and the state.</li> <li>• Incorporate real-life examples and stories of peasant struggles and land reforms to highlight the relevance of the topic.</li> </ul>



<p><b>SDGs</b></p>	<ul style="list-style-type: none"> <li>• Discuss the importance of land <b>rights</b>, rural development, and social justice in achieving Sustainable Development Goal 1: No Poverty and Goal 10: Reduced Inequalities.</li> <li>• Explore the role of sustainable agriculture practices and equitable land distribution in promoting food security and sustainable livelihoods.</li> </ul>
<p><b>Assessment items</b></p>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and critical analysis of case studies or primary sources.</li> <li>• Summative assessments: Research papers or presentations on a specific peasant movement or agrarian policy, examining its causes, impact, and outcomes.</li> <li>• Performance-based assessments: Organizing a mock debate or panel discussion on the <b>rights</b> and responsibilities of peasants, zamindars, and the state.</li> </ul>
<p><b>Interdisciplinary Linkage</b></p>	<ul style="list-style-type: none"> <li>• Connect the study of peasants, zamindars, and the state to other subjects such as history, economics, sociology, and political science.</li> <li>• Analyze the economic and political factors influencing agrarian systems and land distribution.</li> </ul>
<p><b>Assignments</b></p>	<ul style="list-style-type: none"> <li>• Conduct field research or interviews with local farmers or activists to understand contemporary issues related to land <b>rights</b> and agrarian struggles.</li> <li>• Write an essay comparing the experiences of peasants in different historical periods or regions.</li> <li>• Create a visual presentation or infographic illustrating the key features and challenges of the agrarian systems in colonial and post-colonial societies.</li> </ul>

**TERM 2**

<b>Chapter</b>	<b>Colonialism and the Country side</b>
<b>No. Of teaching days</b>	<b>15</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of topics related to colonialism, its impact on rural areas, and the transformation of the countryside.</li><li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li></ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Understand the historical context and motives behind colonialism and its impact on rural communities.</li><li>• Analyze the changes in land use, agriculture, and rural economy under colonial rule.</li><li>• Evaluate the social, cultural, and environmental consequences of colonial policies on the countryside.</li><li>• Recognize the resistance and movements against colonial exploitation in rural areas.</li></ul>
<b>Resources including ICT</b>	<ul style="list-style-type: none"><li>• Textbooks and reference materials on colonial history, rural studies, and agrarian economies.</li><li>• Online articles, videos, and documentaries on the impact of colonialism on rural communities.</li><li>• Digital maps, images, and primary source documents related to land tenure systems and colonial agricultural practices.</li></ul>
<b>Pedagogical Strategies</b>	<ul style="list-style-type: none"><li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li><li>• Facilitate small group activities and debates to encourage critical thinking and analysis of primary and secondary sources.</li><li>• Incorporate case studies of specific regions or countries to provide a more nuanced understanding of colonial impacts.</li></ul>

<p><b>SDGs</b></p>	<ul style="list-style-type: none"> <li>• Discuss the implications of colonialism on Sustainable Development Goal 15: Life on Land, specifically focusing on land use, natural resource exploitation, and rural livelihoods.</li> <li>• Explore the importance of sustainable agriculture, land <b>rights</b>, and community empowerment in post-colonial rural development.</li> </ul>
<p><b>Assessment items</b></p>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and analysis of primary sources.</li> <li>• Summative assessments: Research papers or presentations on a specific aspect of colonialism and the countryside, examining its economic, social, or environmental dimensions.</li> </ul>
<p><b>Interdisciplinary Linkage</b></p>	<ul style="list-style-type: none"> <li>• Connect the study of colonialism and the countryside to other subjects such as history, geography, economics, and environmental studies.</li> <li>• Analyze the connections between colonial policies and rural economies, politics, and social structures.</li> </ul>
<p><b>Assignments</b></p>	<ul style="list-style-type: none"> <li>• Conduct a case study of a specific region or country under colonial rule, analyzing the changes in rural life and agriculture.</li> <li>• Write an essay discussing the long-term impacts of colonial land tenure systems on contemporary rural communities.</li> <li>• Develop a proposal for sustainable rural development in a post-colonial context, considering the challenges and opportunities.</li> </ul>

TERM 2

Chapter	<p><b>Rebels and the Raj the Revolt of 1857 and its representations</b></p>
No. Of teaching days	<p>15</p>
Previous knowledge testing	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of the Revolt of 1857, also known as the Indian Rebellion or the First War of Independence.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understand the causes and consequences of the Revolt of 1857.</li> <li>• Analyze the roles of various rebel leaders, groups, and regions during the revolt.</li> <li>• Evaluate different perspectives and representations of the revolt in historical sources and popular culture.</li> <li>• Recognize the significance of the revolt in shaping the Indian nationalist movement.</li> </ul>
Resources including ICT	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on Indian history, the Revolt of 1857, and colonialism.</li> <li>• Online articles, videos, and documentaries on the revolt and its historical significance.</li> <li>• Digital maps, images, and primary source documents related to the revolt and its aftermath.</li> <li>• Digital tools for creating multimedia presentations or accessing online archives and databases.</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Facilitate small group activities and debates to encourage critical thinking and analysis of primary and secondary sources.</li> <li>• Incorporate visual and audiovisual materials, such as paintings, photographs, and songs from the period, to provide a deeper understanding of the revolt and its representations.</li> </ul>
SDGs	<p>Discuss the historical context of colonialism and the impact of the revolt on Sustainable Development Goal 16: Peace, Justice, and Strong Institutions, exploring themes of resistance, <b>rights</b>, and the quest for self-determination.</p>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and analysis of primary sources.</li> <li>• Summative assessments: Research papers or presentations on a specific aspect of the Revolt of 1857, examining its causes, events, or legacy.</li> <li>• Performance-based assessments: Creating a short film, digital storytelling, or artistic representation depicting the revolt and its impact.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of the Revolt of 1857 and its representations to other subjects such as literature, art, political science, and cultural studies.</li> <li>• Analyze the connections between the revolt and broader historical and social movements, including nationalism and decolonization.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Conduct a comparative analysis of different primary sources or historical accounts of the revolt, highlighting variations in perspectives and interpretations.</li> <li>• Write a reflective essay on the role of women in the revolt and their representation in historical narratives.</li> <li>• Create a digital exhibition or museum display showcasing artifacts and documents related to the Revolt of 1857.</li> </ul>

**TERM 2**

<b>Chapter</b>	<b>Mahatma Gandhi and its Nationalist Movement</b>
<b>No. Of teaching days</b>	15
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of Mahatma Gandhi, the Indian Nationalist Movement, and the struggle for independence.</li> <li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the life and philosophy of Mahatma Gandhi and his role in the Indian Nationalist Movement.</li> <li>• Analyze the strategies and methods employed by Gandhi in the struggle for independence.</li> <li>• Evaluate the impact of Gandhi's ideas and actions on the Indian society, politics, and the world.</li> <li>• Recognize the relevance of Gandhian principles in contemporary contexts.</li> </ul>
<b>Resources including ICT</b>	<ul style="list-style-type: none"> <li>• Textbooks and reference materials on Indian history, Mahatma Gandhi, and the Indian Nationalist Movement.</li> <li>• Online articles, videos, and documentaries on Gandhi's life, principles, and the freedom struggle.</li> <li>• Digital maps, images, and primary source documents related to Gandhi's campaigns and speeches.</li> <li>• Digital tools for creating multimedia presentations, virtual tours, and accessing online archives.</li> </ul>
<b>Pedagogical Strategies</b>	<ul style="list-style-type: none"> <li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li> <li>• Facilitate small group activities, such as role-plays or debates, to encourage critical thinking and analysis of Gandhi's ideas and strategies.</li> </ul>
<b>SDGs</b>	<p>Discuss the alignment of Gandhi's principles with various Sustainable Development Goals, such as Goal 16: Peace, Justice, and Strong Institutions, Goal 5: Gender Equality, and Goal 13: Climate Action, emphasizing concepts of nonviolence, social justice, and environmental sustainability.</p>

<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and analysis of primary sources.</li> <li>• Summative assessments: Research papers or presentations on a specific aspect of Gandhi's life, philosophy, or campaigns, assessing their impact and relevance.</li> <li>• Performance-based assessments: Organizing a public speaking competition or a play based on Gandhi's principles and messages.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of Mahatma Gandhi and the Nationalist Movement to other subjects such as history, political science, ethics, and sociology.</li> <li>• Analyze the connections between Gandhi's principles and contemporary issues of social justice, human <b>rights</b>, and democracy.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Write a reflective essay on the relevance of Gandhian principles in addressing present-day challenges.</li> <li>• Conduct a comparative analysis of Gandhi's philosophy and the ideas of other prominent leaders or movements in the struggle for independence.</li> <li>• Create a digital portfolio or multimedia presentation showcasing the impact of Gandhi's ideas on various aspects of Indian society.</li> </ul>

**TERM 2**

Chapter	<b>The Making of the Constitution</b>
No. Of teaching days	15
Previous knowledge testing	<ul style="list-style-type: none"><li>• Conduct a pre-assessment to gauge students' prior knowledge and understanding of the historical context, events, and individuals involved in the making of the Constitution.</li><li>• Use a combination of multiple-choice questions, short answer questions, and class discussions to assess their familiarity with the subject.</li></ul>
Learning Outcomes	<ul style="list-style-type: none"><li>• Understand the historical context and significance of the making of the Constitution of India.</li><li>• Analyze the key features, principles, and values enshrined in the Constitution.</li><li>• Evaluate the contributions of various individuals and committees in the drafting process.</li><li>• Recognize the relevance and impact of the Constitution in shaping Indian democracy.</li></ul>
Resources including ICT	<ul style="list-style-type: none"><li>• Textbooks and reference materials on Indian history, the Constitution of India, and the constituent assembly.</li><li>• Online articles, videos, and documentaries on the making of the Constitution and its significance.</li><li>• Digital copies of the Constitution and its amendments.</li><li>• Digital tools for creating multimedia presentations, accessing online archives, and engaging in collaborative discussions.</li></ul>
Pedagogical Strategies	<ul style="list-style-type: none"><li>• Use a combination of lectures, class discussions, and multimedia presentations to introduce and explore key concepts.</li><li>• Facilitate small group activities and debates to encourage critical thinking and analysis of constitutional provisions and debates.</li><li>• Conduct mock constituent assembly sessions to help students understand the complexities of drafting a constitution.</li></ul>
SDGs	Discuss the alignment of the Constitution of India with various Sustainable Development Goals, such as Goal 16: Peace, Justice, and Strong Institutions and Goal 10: Reduced Inequalities, emphasizing principles of democracy, social justice, and inclusivity.



<b>Assessment items</b>	<ul style="list-style-type: none"> <li>• Formative assessments: Class participation, group discussions, and analysis of constitutional provisions.</li> <li>• Summative assessments: Research papers or presentations on specific aspects of the Constitution, such as fundamental <b>rights</b>, directive principles, or the role of the constituent assembly. <b>rights</b>, directive principles, or the role of the</li> <li>• Performance-based assessments: Role-plays or simulations of constitutional debates and decision-making processes.</li> </ul>
<b>Interdisciplinary Linkage</b>	<ul style="list-style-type: none"> <li>• Connect the study of the making of the Constitution to other subjects such as political science, law, social sciences, and ethics.</li> <li>• Analyze the connections between the Constitution and issues of governance, human <b>rights</b>, and citizenship.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Write a reflective essay on the significance of the Constitution in protecting and promoting democratic values in contemporary society.</li> <li>• Conduct a comparative analysis of the Constitution of India with the constitutions of other countries, highlighting similarities and differences.</li> <li>• Create a multimedia presentation or infographic summarizing the key features and provisions of the Constitution.</li> </ul>