


BUDHA DAL PUBLIC SCHOOL
ANNUAL PEDAGOGICAL STRATEGIES (2023-2024)
SUBJECT: HISTORY
CLASS - XII

BOOK - THEMES IN INDIAN HISTORY PART 1

<u>TOPIC</u>	<u>LEARNING OUTCOME</u>	<u>INNOVATIVE/ART INTEGRATION/EXPERIENTIAL LEARNING/ INTER DISCIPLINARY</u>
Bricks, Beads and Bones	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. • Develop an ability to use and analyze socioeconomic, political aspects of Harappa • Investigate and interpret multiple historical and contemporary sources and viewpoints of ASI and historians on Harappa. 	<p>The learners will be shown the following pictures using the smart board of various seals along with the photographs of the seals that the students must have clicked at the museum. The students will then try and reconstruct the meaning of the seals. Students will observe the symbols used on the seals, animals carved, the script, the shape of the seal etc. the facilitator will then help the students sum up the knowledge about seals and weights.</p> 

Kings, Farmers and Towns	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent. • Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes. 	<p>The learners will be taken on a guided tour of a nearby historical town with significant architectural and urban planning features. The students will take photographs, observe the layout and design of the town, and the buildings and infrastructure. Later, the students will analyze and discuss the features that are characteristic of an early urban settlement.</p>
Kinship, Caste and Class	<ul style="list-style-type: none"> • Analyze and understand the complex relationship between kinship, class, and caste in Indian society. • Critically examine the origins, characteristics, and impact of the caste system on Indian society. • Develop an understanding of the diversity of social, cultural, and religious practices and beliefs in India. • Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata. 	<p>Debate and discussion on the topic of critical edition of Mahabharata. Map work to locate various places related to Mahabharata.</p>

THEMES IN INDIAN HISTORY PART 2

Thinkers Belief and buildings	<ul style="list-style-type: none"> • Understand the evolution of Indian philosophy, religion, and architecture through different time periods. • Analyze the contributions of different thinkers and religious leaders to Indian thought and culture. • Develop an understanding of the relationship between religion, politics, and architecture in India. 	The class will be divided into groups and assign each group a particular religious or philosophical tradition from India (e.g. Hinduism, Buddhism, Jainism, Sikhism, etc.). The students will be asked to research the historical and philosophical foundations of their assigned tradition, and identify key thinkers and leaders who have made significant contributions to their tradition's development over time.
Through The Eyes of The Travellers	<ul style="list-style-type: none"> • Develop an understanding of the social, cultural, economic, and political conditions of India during the medieval period from the perspective of foreign travellers. • Analyze the role of foreign travellers in shaping and reinforcing cultural stereotypes about India. • Examine the biases and prejudices of the foreign travellers and their impact on the portrayal of India in the Western world. 	The teacher will begin the class by providing each student with a list of primary sources written by foreign travellers who visited India during the medieval period. This could include accounts by Marco Polo, Ibn Battuta, and Niccolao Manucci, among others. The students will be asked to choose one of the primary sources and read it carefully, taking note of the traveller's observations and opinions about Indian society, culture, and politics. After reading the primary source, the students will then research the historical context of the traveller's visit to India and present their findings to the class.
Bhakti Sufi Traditions	<ul style="list-style-type: none"> • Understand the key features and beliefs of the Bhakti and Sufi traditions. • Analyze the ways in which these traditions challenged existing social and religious structures in India. • Explore the impact of the Bhakti and Sufi traditions on Indian culture and society. 	Each student will be asked to create a multimedia presentation (e.g. PowerPoint, video, podcast, etc.) that highlights the key teachings and beliefs of their assigned figure, as well as their impact on Indian society and culture. The presentation should also include examples of poetry or music associated with their tradition.
An Imperial Capital of Vijaynagra	<ul style="list-style-type: none"> • Understand the historical, cultural, and architectural significance of the Vijayanagara Empire. • Analyze the social, economic, and political structures of the 	The facilitator will begin the class by showing students a virtual tour of the ruins of Hampi, the capital city of the Vijayanagara Empire. This could be done using 3D models, videos, or photographs. The students will be

	<p>empire and their impact on South India. • Examine the role of art and literature in the Vijayanagara court and its patronage of various forms of cultural expression.</p>	<p>asked to observe the various architectural features of the city, such as the temples, palaces, and fortifications.</p>
<p>Peasants, Zamindars and The State</p>	<ul style="list-style-type: none"> • Understand the economic, social, and political conditions of peasants and zamindars in colonial India. • Analyze the impact of colonial policies on the relationship between peasants, zamindars, and the state. • Develop an understanding of the peasant struggles and the various movements against colonialism. 	<p>Each group will be asked to research their assigned peasant movement or protest and create a short play or skit that depicts the key events, characters, and themes of the movement. The play should also incorporate primary source materials, such as speeches, songs, or letters, to capture the voices and perspectives of the peasants.</p>

THEMES IN INDIAN HISTORY PART 3

<p>Colonialism and The Countryside</p>	<ul style="list-style-type: none"> • Understand the impact of colonialism on the countryside and the lives of peasants. • Analyze the economic, social and political changes brought about by colonial rule. • Evaluate the role of peasants in the nationalist movement. 	<p>Picture Study: The teacher can provide pictures of different farming techniques used during the colonial period and ask the students to analyze the impact of these techniques on the lives of peasants. Group Discussion: The students can be divided into groups and assigned different aspects of colonialism and its impact on the countryside, such as land revenue policies, the introduction of cash crops, and the exploitation of natural resources. The groups can then have a discussion and present their findings to the class.</p>
<p>Rebels and The Raj</p>	<ul style="list-style-type: none"> • Understand the political, economic, and social causes of the Revolt of 1857. • Analyze the impact of the revolt on British colonial rule in India. • Evaluate the role of Indian rebels and their leaders in the nationalist movement. 	<p>Role-Play: The students can be assigned different roles, such as rebel leaders, British officials, or civilians caught in the middle of the conflict, and asked to enact a scene from the Revolt of 1857. This will help the students gain a deeper understanding of the political, economic, and social context of the time period. Picture Study: The teacher can provide pictures of different rebels and leaders of the Revolt of 1857 and ask the students to analyze their contributions to the nationalist movement. This will help the students understand the role of Indian rebels in the struggle against British colonial rule.</p>
<p>Mahatma Gandhi And The Nationalist Movement</p>	<ul style="list-style-type: none"> • Understand the role of Mahatma Gandhi in the Indian nationalist movement. • Analyze the impact of non-violent resistance and civil disobedience as methods of political protest. • Evaluate the effectiveness of the nationalist movement in achieving 	<p>Debate: The class can be divided into two groups, one in favor of Gandhi's philosophy of non-violence and the other against it. The students can research and prepare arguments for their respective sides and then engage in a debate, taking turns to present their arguments and counterarguments. This will help the students understand the different perspectives on the effectiveness of</p>

	independence for India.	non-violent resistance as a method of political protest.
The Framing Of The Constitution	<ul style="list-style-type: none"> • Understand the historical context and events that led to the framing of the Indian Constitution. • Analyze the principles and values that guided the framers of the Constitution. • Evaluate the effectiveness of the Indian Constitution in shaping India as a democratic country. 	<p>Art Integration: The students can be asked to create a visual representation of the Indian Constitution through an art form such as painting, sketching or sculpture. This will help the students understand the significance of the Indian Constitution as a document that reflects the values and principles of Indian democracy.</p> <p>Poster Making: The students can be asked to create posters that highlight the key principles and values of the Indian Constitution. This will help the students understand the significance of the Indian Constitution as a document that reflects the values and principles of Indian democracy.</p>

