THE CAMFORD INTERNATIONAL SCHOOL

HISTORY – ALP

2021-2022

GRADE – XII

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| S.NO | MONTH | TOPIC | LEARNING OBJECTIVES | AIL |
| 1. | April | **Unit 2 –Kings, farmers and Towns** **Political and Economic History: How inscriptions tell a story**1. Political and economic history from the Mauryan to the Gupta Period.

b) Discovery: Inscriptions and decipherment of the script. c)Ashokan inscription and Gupta period land grant.d) The major trends in political and economic history during the 6th century BCE. **Unit 3 – Kingship, Caste and Class****Social histories: Using the Mahabharata** 1. a) Issues in social history including caste, class, kinship and gender.
2. b) Transmission and publications of the Mahabharata.
3. c) Sources reconstructing social history
 | * Students should be able to be familiar with the major trends in the political and economic history of the subcontinent.
* Students should be able to understand and analysis the inscriptional evidences that shaped the political and economic processes.
* Students should be able to familiarize the learners with issues in social history.
* Students would be able to understand the perspectives of societies during the scriptures of ancient India.
* Students would be able to analysis the dynamic approach of Mahabharata
 | **Discussion of the Project Topics** |
| 2. | June | **Unit 4 – Thinkers, Beliefs and Buildings A History of Buddhism: Sanchi Stupa.**a) Religious histories of Vedic religions like Jainism, Vaishnavism, Shaivism (puranic Hinduism) and Buddhism.b) Sculptures introduced from Sanchi Stupa.c) rich religious and sculptural developments in ancient India.**PART II****Unit 5 – Through the eyes of Travellers**Medieval society through Travellers’ Accounts Broad Overview: Outlines ofsocial and cultural life as they appear in traveller’s account.**Unit 6 – Religious Histories: The Bhakti- Sufi Tradition:**a) Religious development of Sufism during this period by saints.b) Ideas and practices of the Bhakti - Sufi | * Students would be able to under the various religious development in Early India.
* Students would be able to compare the religious facets of religious developments during ancient India.
* Students would be able to elucidate the rich religious sculpture of India.
* Students would be able to familiarize with the salient features of social histories described by the travellers
* Discuss how travellers account can be used as sources of social history
* Students would be able to analysis the devotional literature of Sufism as a source of History.
* Students would be able to summarise the philosophies of different Bhakti cult and Sufi saints during the medieval period.
* Students would be able to comprehend the religious movement along with the universal harmony and brotherhood.
 | **Drafting of the Project****Discussion on interpretations made by the Sufis and Historians.** |
| 3. | July | **Unit – 7 – An Imperial Capital: Vijayanagar (14th to 16th centuries)****New Architecture: Hampi****a) Construction of temples, forts and irrigation facilities during Vijayanagar period.****b) Relationship between architecture and Political system in Vijayanagar.****c) Discovery and excavations at Hampi**Unit – 8 – Peasants, Zamindars and the StateAgarian Society and the Mughal empire1. Structure of the agrarian relations in the 16th and 17th centuries
2. Pattern of changes in agriculture over this period
3. Compilation and translation of Ain -I – Akbari

**Unit 9 – Kings and Chronicles****The Mughal Court: Reconstructing Histories through Chronicles:**a) Political history from 15th to 17th centuries including the Mughal court and Politics.b) Account of court chronicles from Akbarnama and Badshahnama.c) Account of the social, religious and cultural history of the Mughals. | * Students would be able to discuss and analysis the architecture reconstruction of history.
* Students would be able to familiarize with the new architectural method adopted during the Vijayanagar Empire.
* Students would be able to analysis the accounts made by the foreign travellers on Vijayanagar empire.
* Discuss the developments in agrarian relations
* Discuss how to supplement official documents with other sources
* Students would be able to familiarise with the major land marks in the political history of the Mughals.
* Students would be able to recall the sources that accounts to the political institutions of the

Mughals.  | **Final drafting of the project****.** |
| 4. | August | **PART-III****Unit 10 – Colonialism and the Countryside** **Rural Society: Evidence from official Report** a) Life of Zamindars, Peasants and artisans in the late 18th century.b) establishments of east India Company in various regions of India. c) Revenue settlements and survey changes that took place during the nineteenth century.d) Accounts from the Fifth report, Deccan Riots Report, accounts of Frances Buchanan and Hamilton.**Unit 11 – Rebels and the Raj****Representations of 1857** a) Events that took place from 1857 to 58.b) Revolt that place in Lucknowc) Sepoy mutiny and the vision of unity. | * Students would be able to compare and contrast the revenue system introduced by the Britishers.
* Students would be able to analyse the colonial official records and reports made by the Britishers in contrast to the Indians.
* Students would be able to understand the problems faced by the people due to colonialism and Zamindari system.
* Students would be able to relate the planning and coordination of the rebels of 1857.
* Students would be able to identify and interpret the emotions portrayed by the Indians and British.
 | **Debate on the Pros and cons of Colonialism.****Seminar on Sepoy Mutiny- the first call of Independence.** |

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| 5. | September |  **Unit 12 – Colonial Cities:****Colonialism and Indian Towns:****Town Plans and Municipal Reports**a)History of towns in India.b) Colonization and cities.c) Town planning of Madras and Calcutta**Unit 13 – Mahatma Gandhi and the Nationalist Movement****Mahatma Gandhi through Contemporary eyes:****a**) Nationalist movement from 198 -1948.b) Nature of Gandhi as a leader and his influence in Politics.c) Gandhian era and his contributions in three movements.d) Gandhi’s last days as “finest hours” | * Students would be able to analyse the importance of the revolt as the call of unity for Indians.
* Students would be able to familiarise with the history of modern urban centres.
* Students would be able to able to analyse the British Planning in the colonial cities of Calcutta and Madras.
* Students would be able to compare and contrast the different patterns of urban culture adopted in architectural styles.
* Students would be able to correlate nationalist movements, nature of ideas under the leadership of Gandhi.
* Students would be able to analyse and interpret the historical sources like newspaper and derives the conclusion on Gandhi.
* Students would be able to analyse the significant contribution of Gandhi and his powerful weapon “Satyagraha”.
 | **Submission of the project****Debate on Gandhi’s ideas Vs the different sections of Indian society.** |
| 6. | October  | **Unit 14 – Understanding Partition: Partition through Oral Sources****a)** The history of 1940s. b) Nationalism, Communalism and Partition.c) Punjab and Bengal**Unit 15 – The Making of the Constitution****a)** The formation of new states after independence. b) The making of Constitutionc) The constituent Assembly debates | * Students would be able to understand the growth of nationalism, communalism and the growth behind partition.
* Students would be able to highlight the importance of constituent Assembly and its function in framing the constitution of India.
* Students would be able to understand the debates and discussions that shaped the constitution of India.
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