



# THE CAMFORD INTERNATIONAL SCHOOL

## HISTORY (027) – ALP (2025-26)

### GRADE – XII

MONTH	TOPIC	CONCEPTS IN DETAIL	ACTIVITY
	<b>Unit -1 Bricks, Breads and Bone</b>	<ul style="list-style-type: none"> <li>a) Strategies in Harappan Civilisation.</li> <li>b) Art and crafts production</li> <li>c) Social and Economic Differences in Harappan Civilisation.</li> <li>d) End of the Harappan Civilisation</li> </ul>	<b>Discussion:</b> How it has been utilised by the archaeologists and Historians
<b>MARCH</b>	<b>Unit 2 –Kings, farmers and Towns Political and Economic History: How inscriptions tell a story</b>	<ul style="list-style-type: none"> <li>a) Political and economic history from the Mauryan to the Gupta Period.</li> <li>b) Discovery: Inscriptions and decipherment of the script.</li> <li>c) Ashokan inscription and Gupta period land grant.</li> <li>d) The major trends in political and economic history during the 6<sup>th</sup> century BCE.</li> </ul>	<b>Discussion:</b> After the end of the Harappan Civilisation, during a long span of 1500 years, there were several developments in different parts of the Indian sub-continent. Evaluate.
<b>APRIL</b>	<b>Unit 3 –Kinship, Caste and Class Social histories: Using the Mahabharata</b>	<ul style="list-style-type: none"> <li>a) Issues in social history including caste, class, kinship and gender.</li> <li>b) Transmission and publications of the Mahabharata.</li> <li>c) Sources reconstructing social history</li> </ul>	<p><b>Discussion:</b> There were changes in economic and political life between C 600 BCE, and 600 CE which influenced societies.</p> <p>Give an analysis on the statement</p>

	<b>Unit 4 – Thinkers, Beliefs and Buildings A History of Buddhism: Sanchi Stupa.</b>	<p>a) Religious histories of Vedic religions like Jainism, Vaishnavism, Shaivism (puranic Hinduism) and Buddhism.</p> <p>b) Sculptures introduced from Sanchi Stupa.</p> <p>c) Rich religious and sculptural developments in ancient India</p>	<b>Discussion:</b> The mid -first millennium BCE is regarded as a turning point in world history. Thinkers made the efforts to understand the mysteries of experience and the relationship between human beings and the cosmic order. Examine.
<b>MAY</b>	<b>PART II</b> <b>Unit 5 – Through the eyes of Travellers</b>	<p>a) Perceptions of society ( 10<sup>th</sup> to 17<sup>th</sup> century)</p> <p>b) Medieval society through Travellers’ Accounts</p> <p>c) Outlines of social and cultural life as they appear in traveller’s account.</p>	<b>Discussion:</b> Focus on the travel accounts of three men namely, Al- Biruni ( 11 <sup>th</sup> century ), Ibn Batuta (14 <sup>th</sup> century ) and the Frenchman Francois Bernier (17 <sup>th</sup> century).
<b>JUNE</b>	<b>Unit 6 –Religious Histories: The Bhakti- Sufi Tradition:</b>	<p>a) Changes in religious beliefs and devotional texts (8<sup>th</sup> to 18<sup>th</sup> centuries)</p> <p>b) Outline of religious developments during this period by saints.</p> <p>c) Ideas and practices of the Bhakti – Sufi movements</p>	<b>Discussion</b> The various religious beliefs of the subcontinent which included compositions by poet – saints. Illustrate.
<b>JULY</b>	<b>Unit – 7 – An Imperial Capital: Vijayanagar (14<sup>th</sup> to 16<sup>th</sup> centuries)</b> <b>New Architecture: Hampi</b>	<p>a) Construction of temples, forts and irrigation facilities during Vijayanagar period.</p> <p>b) Relationship between architecture and Political system in Vijayanagar.</p> <p>c) Discovery and excavations at Hampi</p>	<b>Discussion</b> Vijayanagara meaning City of Victory was the name of both a city and an empire. Explain with examples.
	<b>Unit – 8 – Peasants, Zamindars and the State</b>	<p>Agrarian Society and the Mughal empire</p> <p>a) Structure of the agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries</p>	<b>Discussion:</b> During the 16 <sup>th</sup> and 17 <sup>th</sup> centuries, both peasants and elites were involved in agricultural production and

		<ul style="list-style-type: none"> <li>b) Pattern of changes in agriculture over this period</li> <li>c) Compilation and translation of Ain -I – Akbari</li> </ul>	claimed their rights to share the produce.
<b>AUGUST</b>	<p style="text-align: center;"><b>PART-III</b></p> <p><b>Unit 10 – Colonialism and the Countryside</b></p> <p><b>Rural Society: Evidence from official Report</b></p>	<ul style="list-style-type: none"> <li>a) Life of Zamindars, Peasants and artisans in the late 18<sup>th</sup> century.</li> <li>b) Establishments of East India Company in various regions of India.</li> <li>c) Revenue settlements and survey changes that took place during the nineteenth century.</li> <li>d) Accounts from the Fifth report, Deccan Riots Report, accounts of Frances Buc</li> </ul>	Debate on the Pros and cons of Colonialism.
	<p><b>Unit 11 – Rebels and the Raj Representations of 1857</b></p>	<ul style="list-style-type: none"> <li>a) Events that took place from 1857 to 58.</li> <li>b) Vision of unity</li> <li>c) Extracts from contemporary accounts</li> </ul>	Seminar on Sepoy Mutiny- the first call of Independence.
<b>SEPTEMBER</b>	<p><b>Unit 13 – Mahatma Gandhi and the Nationalist Movement. Mahatma Gandhi through Contemporary eyes:</b></p>	<ul style="list-style-type: none"> <li>a) Nationalist movement from 1918 -1948.</li> <li>b) Nature of Gandhi as a leader and his influence in Politics.</li> <li>c) Gandhian era and his contributions in three movements.</li> <li>d) Gandhi’s last days as “finest hours”</li> </ul>	Debate on Gandhi’s ideas Vs the different sections of Indian society.
	<p><b>Unit 15 – The Making of the Constitution-An overview</b></p>	<ul style="list-style-type: none"> <li>a) The formation of new states after independence.</li> <li>b) The making of Constitution</li> <li>c) The constituent Assembly debates</li> </ul>	<b>Discussion:</b> The objective of framing the Constitution was to bring together Indians of different classes, castes, and communities. Evaluate

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