

**BUDHA DAL PUBLIC SCHOOL, SAMANA ANNUAL
CURRICULUM PLAN SESSION 2023-24**

**CLASS: XI1
SUBJECT:
HISTORY**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
April	Bricks, Beads and Bones Sub Theme Harappan Civilization	<p>Objective- To become aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady.</p> <p>To have knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life.</p> <p>To know about</p>	<p>To describe features of Harappan civilization.</p> <p>To analyze how archaeologists trace socio-economic differences in Harappan society.</p>	<p>Map activity (Circle the sites where evidence of agriculture has been recovered)</p>	<p>Students aware of the truth that growth and progress of a civilization is not overnight but is gradual and steady.</p> <p>Students share knowledge of India's earliest civilization, the quality of life led and the driving force of the civilized life</p> <p>Students describe features of Harappan civilization.</p> <p>Students analyze how archaeologists trace socio-economic differences in Harappan society.</p>	<p>Assessment will be done on the basis whether student is participating or not.</p> <p>Taking any initiative from his own side.</p>



<p><i>April</i></p>	<p>Kings Farmer s and Towns</p>	<p><i>Mahajanpadas and Mauryan empire.</i></p> <p><i>To understand the importance of Vedas.</i></p> <p><i>To know about the Gupta rulers in ancient India</i></p>	<p><i>To discuss the evidence of craft production in early historic cities.</i></p> <p><i>To describe the salient features of Mahajanpadas.</i></p> <p><i>To discuss the main features of Mauryan empire.</i></p>	<p><i>Map activity.(Mark the Mahajanpadas and Ashokan inscriptions in the Map)</i></p> <p><i>Project work with the help of news papers about the welfare schemes of Govt of India</i></p> <p><i>Map activity(Cities located near Kuru Panchala lands)</i></p>	<p><i>Students discuss the evidence of craft production in early historic cities.</i></p> <p><i>Students describe the salient features of Mahajanpadas</i></p> <p><i>Students understand the importance of Vedas.</i></p> <p><i>Students know about the Gupta rulers in ancient India</i></p>	<p><i>Whatever points kept by the student is relevant or not are they able to justify their points. Are they confident.</i></p>
<p>May</p>	<p>Kinship , Caste and class (Early Society)</p>	<p><i>To understand the important changes occurred in the economic and political life of India during the 600 BCE to 600 CE</i></p> <p><i>To understand the social disparities in ancient India.</i></p>	<p><i>To explain why patriliney may have been particularly important among elite families.</i></p> <p><i>To compare and contrast the dharma or norms</i></p>	<p><i>Audio visual presentation of Epic age</i></p>	<p><i>Students understand the important changes occurred in the economic and political life of India during the 600 BCE to 600 CE</i></p> <p><i>Students understand the social disparities in ancient India.</i></p> <p><i>Students know about kinship system of</i></p>	<p><i>On the basis of first unit test (written)</i></p>



<p>May</p>	<p>Thinkers, Beliefs and Buildings</p> <p>Cultural Development</p>	<p><i>To know about kinship system of ancient India.</i></p> <p><i>To know the sources of Buddhism, Jainism and Brahmanical texts.</i></p> <p><i>To know about the contribution of rulers of Bhopal.</i></p> <p><i>To understand the rich legacy of Buddhism and Jainism in Indian</i></p>	<p><i>mentioned in the stories of Drona, Hidimba and Matanga.</i></p> <p><i>To analyze the gender differences in early societies.</i></p> <p><i>To discuss the central teaching of Buddhism.</i></p> <p><i>To discuss the role of begums of Bhopal in preserving the stupas at saanchi.</i></p>	<p><i>ancient India.</i></p> <p><i>Students explain why patriliney may have been particularly important among elite families.</i></p> <p><i>Students compare and contrast the dharma or norms mentioned in the stories of Drona, Hidimba and Matanga.</i></p> <p><i>Students analyze the gender differences in early societies</i></p> <p><i>Map activity (mark the areas to which Buddhism spread)</i></p> <p><i>Group discussion on Philosophy of Buddhism and Jainism</i></p>	<p><i>Students know the sources of Buddhism, Jainism and Brahmanical texts.</i></p> <p><i>Students know about the contribution of rulers of Bhopal.</i></p> <p><i>Students understand the rich legacy of Buddhism</i></p>	<p><i>Assessing prior knowledge, Recall and</i></p>
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<p>July</p>	<p>Through the Eyes of the Travellers</p> <p>Perception of society</p>	<p>society.</p> <p>To know about the foreign travelers in the medieval period.</p> <p>To understand the various aspects of travel accounts.</p> <p>To understand the socio economic and cultural life of medieval India through travel account.</p>	<p>To explore the knowledge of Buddhist literature help in understanding the sculpture at saanchi.</p> <p>To compare and contrast the perspective from which Ibn Battuta and Bernier wrote their accounts of their travel in India.</p> <p>To analyze the evidence for slavery provided by Ibn Battuta</p>	<p>Map activity (On the world map, mark the countries visited by Ibn Battuta, what are the seas that he might have crossed?)</p> <p>Group discussion on Ibn Battuta and Bernier</p>	<p>Students discuss the central teaching of Buddhism.</p> <p>Students discuss the role of begums of Bhopal in preserving the stupas at saanchi.</p> <p>Students explore the knowledge of Buddhist literature help in understanding the sculpture at saanchi.</p> <p>Students know about the foreign travelers in the medieval period.</p> <p>Students understand the various aspects of travel accounts.</p> <p>Students understand the socio economic and cultural life of medieval India through travel account</p> <p>Students compare and contrast the perspective from which Ibn Battuta and</p>	<p>understanding, FAQs.</p> <p>On the basis of Written test of the chapter</p>
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<p>July</p>	<p>Bhakti-Sufi Traditions</p> <p>Changes in Religious beliefs and devotional texts</p>	<p><i>To know about the Bhakti movement, Sufi Movement in medieval India.</i></p> <p><i>To understand the role of cholas, pallavas and chalukyas patronizing cults.</i></p> <p><i>To understand the concept of Islam.</i></p>	<p><i>To explain integration of cults with examples.</i></p> <p><i>To research the architecture of mosques in the subcontinent as a reflection of combination of universal ideals and local traditions.</i></p> <p><i>To examine how and why rulers tried to establish connections</i></p>	<p><i>Find out about God and Goddesses worshipped in your neighbourhood, noting their names and ways, in which they are depicted. Describe the rituals that are performed.</i></p> <p><i>Group discussion on Dargahs in your locality and the activities associated with them. Also discuss distinctive architecture features.</i></p>	<p><i>Bernier wrote their accounts of their travel in India.</i></p> <p><i>Students analyze the evidence for slavery provided by Ibn Battuta</i></p> <p><i>Students know about the Bhakti movement, Sufi Movement in medieval India.</i></p> <p><i>Students understand the role of cholas, pallavas and chalukyas patronizing cults.</i></p> <p><i>Students understand the concept of Islam.</i></p> <p><i>Students explain integration of cults with examples.</i></p> <p><i>Students research the architecture of mosques in the subcontinent as a</i></p>	
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<p>August</p>	<p>An Imperial cities Vijaynagar 14to16th century</p>	<p>To know rulers of Vijaynagar.</p> <p>To understand the work on state craft composed by Krishnadev Raya</p> <p>To know the glorious past of South India.</p> <p>To understand the role of Collin Mackenzie and his discovery.</p> <p>To understand the vast fortification of Vijayanagara Empire</p>	<p>with traditions of Sufism.</p> <p>To explain how the people of Vijaynagar obtained water for their needs.</p> <p>To explain advantages and disadvantages of enclosing agricultural land within the fortified area of the city.</p> <p>To discuss the significance of the rituals associated with Maha navmi dibba.</p> <p>To explore the architectural traditions that inspired the architects of Vijayanagara and transformation of these traditions.</p>	<p>Group discussion on how and why did the rulers of Vijayanagara adopt and adapt earlier traditions of ritual architecture.</p>	<p>reflection of combination of universal ideals and local traditions.</p> <p>Students examine how and why rulers tried to establish connections with traditions of Sufism.</p> <p>Students know rulers of Vijaynagar.</p> <p>Students understand the work on state craft composed by Krishnadev Raya</p> <p>Students know the glorious past of South India.</p> <p>Students understand the role of Collin Mackenzie and his discovery.</p> <p>Students understand the vast fortification of Vijayanagara Empire</p> <p>Students explain how the people of Vijaynagar obtained water for their needs.</p> <p>Students explain advantages and</p>	<p>Whatever points kept by the student is relevant or not is they able to justify their points. Are they confident?</p>
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		<p><i>To know the sources of information about agriculture in Mughal period.</i></p> <p><i>To understand the role of Mughal emperor in encouraging agriculture.</i></p> <p><i>To know about the crops of India in 16-17th century.</i></p>	<p><i>To analyze the lives of ordinary people of Vijayanagara Empire.</i></p> <p><i>To highlights problems in using the Ain e Akbari as a source for re constructing agrarian history.</i></p> <p><i>To describe the role played bt women in agricultural production.</i></p> <p><i>To examine the evidence suggesting land revenue was important for the Mughal fiscal system.</i></p>	<p><i>Group discussion on In what ways the Panchayats described in this chapter were similar to or different from present day gram Panchayats</i></p>	<p><i>disadvantages of enclosing agricultural land within the fortified area of the city.</i></p> <p><i>Students discuss the significance of the rituals associated with Maha navmi dibba.</i></p> <p><i>Students explore the architectural traditions that inspired the architects of Vijayanagara and transformation of these traditions.</i></p> <p><i>Students analyze the lives of ordinary people of Vijayanagara Empire.</i></p> <p><i>Students know the sources of information about agriculture in Mughal period.</i></p> <p><i>Students understand the role of Mughal emperor in encouraging agriculture.</i></p> <p><i>Students know about the crops of India in 16-17th century.</i></p> <p><i>Students highlight problems in using the Ain e Akbari as a source for re constructing agrarian history.</i></p> <p><i>Students describe the role played between</i></p>	<p><i>On the basis of unit test 2 written</i></p>
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<p><i>August</i></p>	<p>Peasants, Zamindars and State</p>	<p><i>Objective</i></p> <p><i>To understand how Mughal Courts were formed and how they functioned</i></p> <p><i>To know that administration and justice mattered during Mughal Rule.</i></p>	<p><i>To describe the process of manuscript production</i></p> <p><i>To describe how the interpretation of sharia changed with time</i></p> <p><i>To compare and contrast official records kept by the British with those maintained in present times.</i></p>	<p><i>Group discussion on Akbar was a national ruler</i></p> <p><i>Debate on Sharia law and its relevance in present times</i></p> <p><i>Group discussion on Din e ilaahi</i></p>	<p><i>women in agricultural production.</i></p> <p><i>Students examine the evidence suggesting land revenue was important for the Mughal fiscal system.</i></p> <p><i>Students understand how Mughal Courts were formed and how they functioned</i></p> <p><i>Students know that administration and justice mattered during Mughal Rule.</i></p> <p><i>Students describe the process of manuscript production</i></p> <p><i>Students describe how the interpretation of sharia changed with time</i></p>	
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<p>Oct.</p>	<p>Kings and Chronicles</p>	<p>Objective</p> <p><i>To learn about life led by peasants, artisans and zamindars during British rule.</i></p> <p><i>To know about the official records and reports maintained by the British.</i></p>		<p><i>Research on the topic</i></p> <p><i>Report writing on the basis of visit to a village</i></p>	<p><i>Students learn about life led by peasants, artisans and zamindars during British rule.</i></p> <p><i>Students know about the official records and reports maintained by the British.</i></p> <p><i>Students compare and contrast official records kept by the British with those maintained in present times.</i></p>	<p><i>On the basis of written test</i></p>
<p>Oct.</p>	<p>Colonialism and the countryside</p>	<p><i>To learn about the 1857 Revolt and how it was perceived by various people.</i></p> <p><i>To learn about the causes and outcome of the 1857 revolt.</i></p> <p><i>To understand factors that make any uprising and rebellion successful.</i></p>	<p><i>To discuss how the events of 1857 are being re-interpreted.</i></p> <p><i>To discuss the extent to which religious beliefs shaped the events of 1857</i></p>	<p><i>Individual student talks/presentations on the subject; research on the subject.</i></p>	<p><i>Students learn about the 1857 Revolt and how it was perceived by various people.</i></p> <p><i>Students learn about the causes and outcome of the 1857 revolt. Students understand factors that make any uprising and rebellion successful.</i></p> <p><i>Students discuss the extent to which religious</i></p>	



<p>Oct.</p>	<p><i>Rebels and the Raj</i> Sub Theme <i>The Revolt of 1857</i></p>	<p><i>To know the port town of 17th century and emergence of new cities in 18th century.</i></p> <p><i>To understand the changes in the life of urban people by introduction of railway.</i></p> <p><i>To know architectural development in 19th century.</i></p> <p><i>To learn about establishment, growth, development and modernization of Indian cities by the British rulers.</i></p>	<p><i>To examine census data in reconstructing patterns of urbanization in the colonial context.</i></p> <p><i>To analyze social relations transformed in the new cities.</i></p> <p><i>To perceive and appreciate the role played by the British in giving India modern cities.</i></p> <p><i>To imagine India without the cities and facilities given by the British.</i></p>	<p><i>Level of students' involvement.</i></p> <p><i>Group discussion on how prominent Indian merchants establish themselves in the colonial city.</i></p>	<p><i>beliefs shaped the events of 1857</i></p> <p><i>Students know the port town of 17th century and emergence of new cities in 18th century.</i></p> <p><i>Students understand the changes in the life of urban people by introduction of railway.</i></p> <p><i>Students know architectural development in 19th century.</i></p> <p><i>Students examine census data in reconstructing patterns of urbanization in the colonial context.</i></p> <p><i>Students analyze social relations transformed in the new cities.</i></p> <p><i>Students learn about establishment, growth, development and modernization of Indian cities by the British rulers.</i></p>	
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<p>October</p>		<p><i>To know about the salt law of British rule</i></p> <p><i>To understand the non cooperation movement.</i></p> <p><i>Understanding the Gandhian approach initiated through the Nationalist Movement.</i></p> <p><i>Understanding Gandhiji's conception, organization and management of the Nationalist Movement to fulfill the objectives of the movement.</i></p> <p><i>To know about the ideals expressed in the objectives resolution.</i></p>	<p><i>To discuss the view</i></p>	<p><i>Individual student's talk on the topic</i></p> <p><i>Map activity</i></p>	<p><i>Students know about the salt law of British rule</i></p> <p><i>Students understand the non cooperation movement</i></p> <p><i>Students imagine India without the cities and facilities given by the British.</i></p> <p><i>Students understand the Gandhian approach initiated through the Nationalist Movement.</i></p> <p><i>Students understand Gandhiji's conception, organization and management of the Nationalist Movement to fulfill the objectives of the movement.</i></p>	<p><i>Intensity of students' attentiveness/participation, as gauged by quality of students' questioning or their contribution by knowledge sharing.</i></p>
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<p>Nov.</p>	<p>Mahatma Gandhi and the Nationalist Movement Sub Theme</p> <p>Gandhian leadership approach and strategy had their presence shown in the nationalist movement</p>	<p><i>To know about the Indian constitution.</i></p> <p><i>To know about the ideals expressed in the objectives resolution.</i></p> <p><i>To know about the Indian constitution.</i></p>	<p><i>of Mahatma Gandhi about the Hindustanis a national language.</i></p> <p><i>To describe historical forces shaped the vision of the constitution.</i></p> <p><i>To discuss the view of Mahatma Gandhi about the Hindustanis a national language.</i></p> <p><i>To describe historical forces shaped the vision of the constitution.</i></p>	<p><i>Group discussion of constitution of India with America, France focusing</i></p>	<p><i>Students know about the ideals expressed in the objectives resolution.</i></p> <p><i>Students know about the Indian constitution.</i></p> <p><i>Students understand the problems of refugees.</i></p> <p><i>Students discuss the view of Mahatma Gandhi about the Hindustani as a national</i></p>	<p><i>Nature of students' response, quality of questions asked by students, as also information gathering and sharing.</i></p>
<p>November</p>	<p>Framing of constitution</p>					



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