

## **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 Kings and chronicles The Mughal Court**
- **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**

TERM 1	
<b>Chapter</b>	<b>Bricks, Beads and Bones</b>
<b>Previous knowledge testing</b>	1. What is ancient history? 2. What is mediaeval history? 3. Any evidences of ancient history found in your area. Explain
<b>Vocabulary used</b>	Seals, Hoards, Motif, Proto Shiva, Lingas, Shamans. Pictographs, Great Bath, Granary, Steatite, Stratigraphy.
<b>Important spellings</b>	Steatite, Granary, Stratigraphy.
<b>Teachings Aids</b>	book, smart class board lecture and discussion method will be used in the class. subsistence strategies, agriculture technologies.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Mohenjo-Daro laying of drains will be discussed with the students making comparative study with the present.</li> <li>• Tracking social differences, finding about the craft production, contact with the distant lands seals scripts will be explained to the students.</li> <li>• Places and kings, discovering the Harappan civilization problems of piecing together the past will be discussed with the students.</li> <li>• Problems of interpretation will be discussed.</li> <li>• Map work will be done in the class. (<u>Video will be uploaded</u>)</li> </ul>
<b>participation of students</b>	Students actively participated in the discussion while giving examples from the present. Students will find out cities of Harappan civilization with the help of a map.
<b>Recapitulation</b>	<ul style="list-style-type: none"> <li>• What were the main occupations of the people of?</li> <li>• What were the social differences?</li> <li>• How did people connect with the outside world?</li> <li>• How were the kings ruling during this period?</li> <li>• Problems being faced of piecing together the past will be viewed again in the class.</li> </ul>
<b>Assignments</b>	Prepare notes on the following: - 1. achievement of Harappan people in the field of technology and craft. 2. Us write the Harappan trade with other countries. 3. Discuss the economic life of the people of Harappan civilization. 4. Mention the architectural features of the great bath of Mohenjo-Daro. Five. Why did Harappan civilization disappeared?
<b>Chapter</b>	<b>Kings, farmers and towns</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>• Introduce inscriptional an analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"><li>• Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</li><li>• Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li></ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"><li>• What are kingdoms?</li><li>• Name any two ancient kingdoms of the south.</li></ul>

	<ul style="list-style-type: none"> <li>How do we get the knowledge about past?</li> <li>What were the agricultural methods of the early civilization?</li> </ul>
<b>Vocabulary used</b>	Adimai, Agrahara, Dakshinapatha, epigraphy, erythraean, gahapati, janapada, kharosthi, murals, oligarchij, vellators, palaeography, periplus.
<b>Teaching Aids</b>	Book, smart class board, map
<b>Procedure</b>	<ul style="list-style-type: none"> <li>lecture and discussion method will be used. students will be playing 'role play' of different kings to present their administration.</li> <li>The earliest States, the sixteen Mahajanpadas will be discussed one by one. Magadha the powerful Mahajanpadas, their resources and king's administration will be discussed.</li> <li>Maurya empire will be discussed. Students will play the role of king and its administrators. Kingdoms of south- Chola, Cheras and Pandyas- Satvahanas, Shakas, Kushanas will be discussed in the class. Towns and trade, rural society and urban society will be discussed. Deciphering brahmi and Kharoshti will be discussed.</li> <li>Historical evidences from inscriptions and limitations of inscriptions will be discussed in the class.</li> </ul>
<b>Participation of the students</b>	Students will play a role of kings and administrators. Students will take active part in the discussion.
<b>Recapitulation</b>	Mahajanpadas, Magadha's ruling system Maurya empire administration Kingdoms of south Town and trade Historical evidences viewed again in the class briefly.
<b>Assignments</b>	1. List problems faced by epigraphist. 2. Discuss the main features of Mauryan administration. 3. Discuss the notions of kingship that developed in the post Mauryan period. 4. Write a note on rise of Magadha. 5. How did Ashoka try to hold his empire together? 6. The early rulers considered themselves as gods. Explain it with the help of examples.
<b>Chapter</b>	<b>Kinship, Caste &amp; Class</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Familiarize the learners with issues in social history.</li> <li>Introduce the strategies of textual analysis and their use in reconstructing social history.</li> </ul>
<b>Learning Outcomes</b>	At the completion of this unit students will be able to <ul style="list-style-type: none"> <li>Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>
<b>Previous knowledge</b>	1. What is the caste system? 2. Define the gender division. 3. What is the social history? 4. What do you understand by Mahajanpadas?
<b>Vocabulary used</b>	Kinship, polygamy, patriline, Vansha, manuscript, barbaric, amplificatory, Fascicule.
<b>Teaching Aids</b>	Maps, PPT, smart class board book.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>lecture and discussion method will be used to explain social history, social classes, caste system, kinship and marriage, gender, rules of marriage, condition of women, position of the people beyond the four Vernas in the epic Mahabharata.</li> </ul>

	<ul style="list-style-type: none"> <li>controversy regarding the dates of the Mahabharata are its historical authenticity.</li> <li>critical addition of mahabharat.</li> <li>influence of Mahabharata are will be discussed with the help of smart class board.</li> </ul>
<b>Participation of the students</b>	Debate on the topic critical edition of the Mahabharata.
<b>Assignments</b>	<ol style="list-style-type: none"> <li>Write exercises and question answers.</li> <li>The Mahabharata is a story of kinship, marriage and patriliney. Examine the statement.</li> <li>How important were gender differences in early societies?</li> <li>Discuss the transmission and duplication of mahabharat.</li> </ol>
<b>Chapter</b>	<b>THINKERS, BELIEFS AND BUILDINGS</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Discuss the major religious developments in early India</li> <li>Introduce strategies of visual analysis and their use in reconstructing the theories of religion</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>Compare the distinct religious facets in order to understand the religious developments in ancient India</li> <li>Elucidate the rich religious sculpture and infer the stories hidden in it</li> </ul>
<b>Previous knowledge</b>	<ol style="list-style-type: none"> <li>What is archaeology?</li> <li>What are stupas?</li> <li>What is mound?</li> <li>Name few religions in India.</li> </ol>
<b>Vocabulary used</b>	Moksha, tirathankra, ham fisted, Vaishnavism, shivism, shaktism, doctrine.
<b>Teaching Aids</b>	book, smart class board, history channel clips.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Major religious development in early India will be discussed with the help of smart class board. The Vedic Aryan believe in one God, chanting of hymns, religion in the later Vedic age, the six schools of Hindu philosophy will be discussed with the help of smart class board. Jainism, Buddhism a simple comparison between these</li> <li>development of Jainism after Mahavira, Jain Sangha, Tirathankas will be discussed.</li> <li>Buddhism, teaching of Buddha, Buddhist Sangha, monks and nuns and followers of Buddhism.</li> <li>Split in Sangha- hinayan and Mahayana</li> <li>Stupa- why were stupas built?</li> <li>Legacy of Buddhism growth of puranic Hinduism will be discussed with the help of smart class board. Exercise will be discussed.</li> </ul>
<b>Participation of the students</b>	Prepare a chart work on Sanchi stupa and teaching of Buddha.
<b>Assignments</b>	Right exercise in your notebook and prepare notes on Buddhism and Jainism.
<b>Chapter</b>	<b>Bhakti Sufi Traditions</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Familiarize the learner with the religious developments.</li> <li>Discuss ways of analysing devotional literature as sources of history</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period</li> <li>Comprehend the religious movements.in order to establish unity, peace, harmony and brotherhood in society</li> </ul>

<b>Previous knowledge</b>	<ol style="list-style-type: none"> <li>1. What do you mean by Buddhism?</li> <li>2. What kind of religious practices were prevailing in India?</li> <li>3. What is meant by salvation?</li> <li>4. What do you understand by poet saints?</li> </ol>
<b>Vocabulary</b>	Alvar, avgat, dakhani, mosaic, beliefs, nayanars, divine.
<b>Teaching Aids</b>	Textbook commerce smart board module, documentaries.
<b>Procedure</b>	lecture and discussion method will be used. Socio religious movement during the mediaeval period their aim at purging Hinduism of its evils and saving it from the the onslaught of Islam textual traditions regarding religious beliefs, origin and meaning of bhakti movement, causes of the birth of the bhakti movement will be discussed. Documentaries on various bhakti saints Alvars and nayanars, virashaivas in Karnataka, sufi saints will be shown to explore the topic.
<b>Participation of the students</b>	<ul style="list-style-type: none"> <li>• Students will look at the major Sufi shrines and temples of Vishnu Shiva and goddess on the of outline map of India.</li> <li>• Discussion on various teachings of bhakti saints and Sufi saints.</li> <li>• Co-scholastic activity chart work on the various religious place's setup during mediaeval period.</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• What is meant by Langar system?</li> <li>• How did Hindu-Muslim culture originate during Delhi Sultanate?</li> <li>• Mention the name of prominent Sufi-saints during the period of Delhi Sultanate.</li> <li>• Who brought up Saint-Kabir and how his followers are known as?</li> <li>• Who was Ravidas? Whose preceptor he was?</li> <li>• Discuss the main opinions and practices related with the early Bhakti saints.</li> <li>• What were the responsible factors for the growth of Sufism in Islam?</li> <li>• What was Chishti Silsila? How did it become popular?</li> <li>• Explain the main characteristics of Mosques.</li> <li>• Describe the reaction of Tamil Bhakti hymns to Buddhism and Jainism.</li> <li>• Who was Guru Nanak Dev? What type of Bhakti he suggested? How did foundations Khalsa Panth came in front?</li> <li>• Who was Shankar deva? Mention his teachings.</li> </ul>
<b>Chapter</b>	<b>An Imperial Capital Vijayanagara</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the new buildings that were built during the time.</li> <li>• Discuss the ways in which architecture can be analyzed to reconstruct history</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> <li>• Analyse accounts of foreign travellers on Vijayanagar in order to interpret political, social and cultural life of the city.</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>• List some of kings of Southern India during mediaeval period.</li> <li>• Who were cholas?</li> <li>• Who constructed Brihadeshwra temple?</li> </ul>
<b>Vocabulary used</b>	Courtly, sanctum, circumambulatory, monolithic finials, plinth, hippogriff.
<b>Teaching Aids</b>	Textbook commerce smart class module (images)
<b>Procedure</b>	Broad overview of the great Kingdom of Vijayanagara will be discussed, story of Discovery how hampi was found, the raya, nayakas and sultan's, the Vijayanagara kings and trading class will be discussed with the help of lecture method. Relation between the raya and the nayakas, outlines of the buildings of Vijayanagara - temples, forts and irrigation facilities will be done

	with the help of smart class module. Various festivals the mahanavami dibba will be explained with the help of images-based PPT.
<b>Participation of the students</b>	discussion about Vijayanagara temples and their comparison with the features of the north India temples. Map work will be done.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>What distinguished secular structures from temple structures located at the Royal centre?</li> <li>What factors enabled the Portuguese to become successful in South India?</li> <li>The relations between the Sultans and the Rayas were not always or inevitably hostile. Explain</li> <li>What were the distinctive features of the Urban core, with in the fortifications?</li> <li>How did the rulers of Vijayanagara associate themselves or claim divinity?</li> <li>Describe the carvings on the Mahanavami dibba.</li> <li>Evaluate the importance of Amar Nayaka system in Emergence of Vijay Nagara empire.</li> <li>Discuss some features that were imbibed in the architecture of the temple under the rulers of Vijayanagara.</li> <li>Mention the main characteristics of Indo-Islamic architecture.</li> <li>How did the rulers take control over the Amara Nayaks?</li> </ul>
<b>LESSON PLAN TERM 2</b>	
<b>Chapter</b>	<b>Kings and Chronicles the Mughal Courts</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Familiarize the learner with the major landmarks in the political history.</li> </ul> <p>Show how chronicles and other sources are used to reconstruct the histories of political institutions.</p>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics.</li> <li>Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>List some of powerful kings of Mughal empire?</li> <li>Who found Mughal empire in India?</li> <li>Who was the last Mughal emperor?</li> <li>How did Mughals decline?</li> </ul>
<b>Vocabulary used</b>	Chronicles, sulh-i-Kul, divine theory of kinship, nastaliq, sijda, zaminbos, harem, qanungo, mahr
<b>Teaching Aids</b>	Movies, smart class modules, book
<b>Procedure</b>	<p>the topic will be discussed with the help of concept mapping and classroom discussions. The Mughal and their empire its first ruler in India. Babar, and their descendants Humayun and Akbar played important role to consolidate their power. the chronicles of the Mughal emperor provide valuable information about the institution of Mughal estate. these were written by the countries and especially focused on the events associated to rulers' royal families, court and nobles and were the administrative arrangements.</p> <ul style="list-style-type: none"> <li>Persian language was used to write chronicles.</li> <li>Babur composed poetry and his memories in Persian.</li> <li>in Mughal India all books for manuscripts.</li> <li>painters played an important role in the production of manuscripts.</li> <li>the akbarnama and the badshahnama are famous manuscripts.</li> <li>the ideal Kingdom, capitals and courts, titles and gifts, the Imperial household, the Imperial officials will be done with the help of smart board module. Biographies of all Mughals will be discussed.</li> </ul>

<b>Participation of the students</b>	short questions will be done by the students will collect the pictures of the Mughal court in the times of Akbar, Jahangir and Aurangzeb and make an estimate of the quote life. students will locate the territories under Babur Akbar and Aurangzeb on outline map of India.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>Describe in outline the political history of India during the reign of Mughals.</li> <li>Describe the various activities at the court of emperor Akbar.</li> <li>"There was more to rural India than the sedentary agriculture". Explain the statement in the context of Mughal Period,</li> <li>What were the distinctive features of the Mughal nobility? How was their relationship with the emperor shaped?</li> <li>Explain, why the nobility was recruited from different races and religious groups by the Mughal rulers in India.</li> <li>Write an essay on the Mughal court during the reign of Shah Jahan.</li> <li>Discuss with examples, the distinctive features of Mughal chronicles.</li> <li>Critically discuss the history of intrigues and conflicts in the Mughal Court.</li> <li>What was the effect of the intrigues at the Mughal court on the fortunes of the Mughal Empire?</li> <li>Explain how Akbar maintain harmonious relations with different ethnic and religious communities.</li> <li>"The nobility was recruited consciously by the Mughal rulers from diverse ethnic and religious groups. "Justify.</li> <li>How did Shah Jahan administer justice in his court?</li> <li>Describe the grandeur of the Mughal court in the time of Shah Jahan.</li> <li>How did Shah Jahan treat the foreign envoys at his court?</li> <li>The heart of the Mughal Empire was its capital city.' Explain with examples.</li> </ul>
<b>Chapter</b>	<b>Colonialism and the Countryside</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India</li> <li>Analyse the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>Why did East India company come to India?</li> <li>How did they control over trade?</li> <li>What do you know about battle of Buxar and Plassey?</li> </ul>
<b>Vocabulary used</b>	Benami, ryotwari system, rentier, diwani, bahikhatas, collector, jotedars
<b>Teaching Aids</b>	Textual book, smart board module, videos.
<b>Procedure</b>	Colonial rule, it set up, Bengal and zamindars, an auction in burdwan, the problems of unpaid revenue why is zamindars defaulted on payments, the rise of jotedars a new system of revenue assessment and its consequences will be discussed with the help of smart class module and videos. Changes in the condition of peasants in the 19th century estimate of land revenue policy of the British.
<b>Participation of the students</b>	students will be asked to compare the conditions of peasants during colonial period with the presence of contemporary India. Paragraph based questions will be done.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>In what way was the livelihood of the Paharias different from that of the Santhals?</li> <li>What changes came in the condition of agriculture in India in the 19th century?</li> </ul>



	<ul style="list-style-type: none"> <li>What are the problems using official sources in writing about the history of peasants?</li> <li>Why were many Zamindars auctioned after the Permanent Settlement?</li> <li>What were the defects in the British Land Revenue Policy in India?</li> <li>What were the causes of Deccan Riots of 1875? How did the Government suppress them?</li> <li>How did the American Civil war affect the lives of riots in India?</li> <li>What were the causes of rural indebtedness in India? What measures were taken by the government to ameliorate the condition of the peasants?</li> </ul>
<b>Chapter</b>	<b>Rebels and the Raj- The Revolt of 1857 and its Representations</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Discuss how the events of 1857 are being interpreted.</li> <li>Discuss how visual material can be used by historians.</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <p>Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</p> <ul style="list-style-type: none"> <li>Examine the momentum of the revolt in order to understand its spread.</li> <li>Analyse how revolt created vision of unity amongst Indians. Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>Who was Rani Lakshmi Bai?</li> <li>What do you know about policy of paramountcy?</li> <li>How did British begin various kingdoms under colonial power?</li> </ul>
<b>Vocabulary used</b>	Mutiny, residency, indignation, prophecy, taluqdar, arrogant apprehensions.
<b>Teaching Aids</b>	Smart class modules, clipping of videos, textbook and map of India.
<b>Procedure</b>	Discussion and interaction method will be used, pattern of the rebellion mutinies, lines of communication, leaders and followers, rumours and prophecies, why did people in the rumours will be done with the help of interaction method. Awadh: a cherry that will drop into our mouth as per lord Dalhousie firangi Raj, what rebels wanted repression, will be discussed with the help of images and PPTs.
<b>Participation of the students</b>	Student will locate main centres of revolt on the outline map of India. They will discuss the topic 1857 revolt or a war of independence. Write a note on any one leader who led the revolt.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>Describe the main sources for constructing the history of uprising of 1857.</li> <li>Describe the main events of the uprising of 1857 at Lucknow.</li> <li>Write a note on Frederick Cooper action at Ajnala.</li> <li>Why was the revolt particularly widespread in Awadh? What prompted the peasants, taluqdars and Zamindars to join the revolt?</li> <li>Is it proper to call the uprising of 1857 as the First War of Indian Independence?</li> <li>What do the visual representations tell us about the revolt of 1857? How do the historians analyse these representations?</li> <li>What part was played by Nana Sahib, Az mullah Shah and Tantia Tope in the uprising of 1857?</li> <li>What did the rebels want? To what extent did the vision of different social groups differ?</li> </ul>
<b>Chapter</b>	<b>Mahatma Gandhi and the Nationalist Movement</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical source</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</li> <li>Analyse the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</li> <li>Analyse the perceptions and contributions of different communities towards the Gandhian movement.</li> <li>Analyse the ways of interpreting historical source such as newspapers, biographies and auto biographies diaries and letters.</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>When was Indian national Congress set up?</li> <li>Who were the main leaders of Indian national Congress?</li> <li>Who was the most prominent leader of Indian national movement during the 20th century?</li> </ul>
<b>Vocabulary used</b>	Moderator, radical, picket, illegal eviction, provincial autonomy constituencies, knighthood, Council.
<b>Teaching Aids</b>	Textbook, smart class module, clippings of videos.
<b>Procedure</b>	Interactive session will be conducted to discuss the topic. mahatma Gandhi, his coming back to India, participation of Gandhi in local movements in Champaran, Kheda and Ahmedabad will be explained. His mode of movement that is nonviolent method used during non-cooperation movement and his idea of self-help will also be discussed. the reasons for starting civil disobedience movement, events of Dandi march dialogue with lord Irwin, Poona pact and quit India movement will be discussed with the help of video clippings.
<b>Participation of the students</b>	Short question answers and passage-based questions will be done. Debate on effects of civil disobedience movement and discussion on Gandhi's life.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>Describe Gandhi's career before his entry into national movement in India.</li> <li>Discuss the political ideas of Gandhiji.</li> <li>How was non-cooperation a form of protest?</li> <li>Explain how Non-Cooperation Movement made Gandhiji a national leader.</li> <li>Write about the movement that Gandhiji started in South Africa.</li> <li>Analyse the circumstances favouring the adoption of Non-Cooperation movement by Gandhiji.</li> <li>Describe the aims and programme of National movement. How far was the movement successful?</li> <li>"In the history of nationalism Gandhiji is often identified with the making of a nation." Describe his role in the freedom struggle of India.</li> <li>In what way did Mahatma Gandhi transform the nature of the national movement?</li> <li>Describe Gandhi's political and social activities during the period 1922-1930.</li> <li>Examine why did Gandhiji start the Salt Satyagraha. Why was Salt Satyagraha a notable event?</li> <li>Why did Mahatma Gandhi start Civil Disobedience Movement? Briefly describe Mahatma Gandhi's Dandi March or Salt Satyagraha.</li> <li>How did the Salt March of 1930 mark a critical important stage in the progress of the anti-imperialist struggle in India? Explain.</li> <li>What do private letters and autobiographies tell us about an individual? How are those different from official accounts?</li> </ul>

	<ul style="list-style-type: none"> <li>"Gandhiji encouraged the communication of the nationalist message in the mother tongue rather than in the language of the ruler.' Examine how he knitted the Non-Cooperation Movement with his philosophy.</li> <li>Why were the dialogues at the Round Table Conferences were inconclusive?</li> <li>Describe the sources from which we can reconstruct the political career of Gandhiji and the history of nationalist movement.</li> <li>Examine why Quit India Movement was started and how do you think the Quit India Movement was genuinely a mass movement.</li> </ul>
<b>Chapter</b>	<b>The Making of the Constitution</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>Understand how such debates and discussions can be read by historians.</li> </ul>
<b>Learning Outcomes</b>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Highlight the role of Constituent Assembly in order to understand functionalities in framing the constitution of India.</li> <li>Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</li> </ul>
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>When did India get independence?</li> <li>Who was the first prime minister?</li> <li>When did India become republic?</li> <li>Who was the first president of India?</li> </ul>
<b>Vocabulary used</b>	PEPSU, ORGY, Preamble, draft, objectives resolutions, clause.
<b>Teaching Aids</b>	Textbook, smart class module, images of constituent assembly and preamble
<b>Procedure</b>	Lecture and discussion method will be used. Partition of India into two countries, setup of constituent assembly, drafting committee of the constitution, the dominant voices, the objective resolution, recording of constituent assembly debates, needs you defining rights, rights for depressed class, Centre state relations, languages, directive principles will be discussed with the help of book and smart board modulus.
<b>Participation of the students</b>	On the map of present India show different languages spoken in each state, study features of Indian constitution and write them. Students will be encouraged to compare the constitution of USA with Indian constitution and find out differences and similarities.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>Describe the history of framing of the Indian Constituent Assembly.</li> <li>What historical factors shaped the vision of the constitution?</li> <li>Describe the different arguments given in favour of the protection of oppressed groups. political situation of the time and the need for a strong centre?</li> <li>What connection did some of the members of the Constituent Assembly make between the</li> <li>Write an essay on the Constituent Assembly of India.</li> <li>Describe the role of Dr. B.R. Ambedkar in framing the Constitution of India.</li> <li>What was Objective Resolution? What is its significance?</li> <li>Examine the basic values of the Indian Constitution.</li> <li>How did the Constituent Assembly seek to resolve the language controversy? [NCERT] 10. "Partition of India had made nationalists fervently opposed to the idea of separate electorates. "Examine the statement.</li> </ul>
	<b>Revision of Syllabus &amp; Assessment of project work will be done</b>