



**JAYPEE PUBLIC SCHOOL,  
GREATER NOIDA  
WEEK WISE SYLLABUS  
SESSION-(2022-23)  
CLASS XII**

**SUBJECT: HISTORY**  
**MONTH: MARCH**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>CHAPTERS: I</b> Brick , Beads and Bones  <b>II:</b> Kings, Farmers and Towns		➤	➤	Chap I: ➤ Subsistence strategies ➤ Agricultural technologies ➤ Source I, II ➤ Map of Harappan Sites ➤ Urbanization and Domestic Architecture ➤ Finding out about craft	➤ Identifying centers of production and procuring materials ➤ Contact with distant land ➤ Seals and Script ➤ End of civilization Source 3 ➤ Problems of Interpretation
<b>LEARNING OBJECTIVES</b>	➤ Familiarize the learner with early civilization ➤ Economic and social institutions. ➤ Familiarize the learner with early urban centers as economic and social institutions. ➤ Familiarize the learner with major trends in the political and economic history of the subcontinent.				
<b>LEARNING OUTCOMES</b>	The students will be able to– ➤ understand the most distinctive artifacts and features of the Harappan civilization ➤ Explore how archaeological material is interpreted. ➤ Understand the social, political, economic developments after IVC through a range of sources like inscriptions and coins. ➤ Learn to interpret the significance of monuments.				
<b>TEACHING AID</b>	Notes Textbook illustrations, Online Images of Map Images of Timeline, Worksheets, Audio Visual Aids				

**MONTH: APRIL**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>CHAPTERS</b> <b>II:</b> Kings, Farmers and Towns <b>III:</b> Kinship, Caste, Class (600 BCE – 600CE) <b>Chap IV:</b> Thinkers, Believers and Building	<b>Chap II:</b> The Earliest States Early Empire: Magadh The Notion of Kingship The Notion of Kingship Divine King Changing Towns and Trade	<b>Chap II:</b> ➤ Coins and Kings ➤ Deciphering Inscriptions ➤ Source 9,10 ➤ Limitation of Inscription	<b>Chap III:</b> ➤ Critical Edition of Mahabharata ➤ Kinship and marriage ➤ Source 1,2,3,4,5,6 ➤ Social Differences ➤ Non Kshatriya Kings Jatis and Social Mobility	<b>Chap III (Cont.):</b> ➤ Source 7,8,9,10 ➤ Beyond The 4 Varna. ➤ A Social Contract– ➤ Handling Texts ➤ Dynamic Text ➤ Source 11,12,13,14, 15,16	<b>Chap IV:</b> ➤ A Glimpse of Sanchi ➤ Sacrifices and debates ➤ Beyond Worldly Pleasures
<b>LEARNING OBJECTIVES</b>	➤ Familiarize the learner with major trends in the political and economic history of the subcontinent. ➤ Familiarize the learner with issues in social history. ➤ Discuss the major religious developments in early India.				

	<ul style="list-style-type: none"> <li>➤ Familiarize the learner with the salient features of social histories described by the travelers.</li> <li>➤ Discuss how travelers' accounts can be used as sources of social history.</li> <li>➤ Familiarize the learner with religious developments</li> </ul>
<b>LEARNING OUTCOMES</b>	<p>The students will be able to–</p> <ul style="list-style-type: none"> <li>➤ Enhance their historical vision of India through description of social life provided by travelers.</li> <li>➤ Understand the varying perspectives of travelers as they came from different countries.</li> <li>➤ Understand the mosaic of Religious Beliefs and Practices between 8<sup>th</sup> CE – 18<sup>th</sup>CE.</li> </ul>
<b>TEACHING AID</b>	<p style="text-align: center;">Notes Textbook illustrations Online Images of Map</p>

**MONTH: MAY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<p><b>CHAPTERS</b></p> <p><b>IV:</b> Thinkers, Believers and Buildings</p> <p><b>VI:</b> Bhakti and Sufi Traditions (8th CE – 18th CE)</p> <p><b>VII:</b> An Imperial Capital (14th CE- 17th CE)</p>	<p><b>Chap IV:</b></p> <ul style="list-style-type: none"> <li>➤ Buddhist and Jain Teachings</li> <li>➤ Monasteries &amp; Stupas</li> <li>➤ Sculptures</li> <li>➤ New Religious Traditions</li> <li>➤ Puranic Hinduism</li> <li>➤ Grappling with unfamiliar</li> </ul>	<p><b>Chap VI</b></p> <ul style="list-style-type: none"> <li>➤ Integration of Cults Early Traditions of Bhakti– Alvars and Nayanars</li> <li>➤ Relation with States</li> <li>➤ Virashaiva Tradition</li> <li>➤ Fabric of Islam</li> <li>➤ Sufi Traditions</li> </ul>	<p><b>Chap VI</b></p> <ul style="list-style-type: none"> <li>➤ New Devotional path</li> <li>➤ Kabir, Nanak and Mirabai</li> </ul> <p><b>Chap VII</b></p> <ul style="list-style-type: none"> <li>➤ Discovery of Hampi</li> <li>➤ Rayas, Nayakas and Sultans</li> <li>➤ Decline of empire</li> </ul>	<p><b>Chap VII (Contd.)</b></p> <ul style="list-style-type: none"> <li>➤ Vijaynagar The capital</li> <li>➤ Water Resources and Forts &amp; Roads</li> <li>➤ The royal center</li> <li>➤ The Mahanavamidibba</li> <li>➤ The sacred center</li> </ul>	<b>REVISION</b>

<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>➤ Familiarize the learner with the salient features of social histories described by the travelers.</li> <li>➤ Discuss how travelers' accounts can be used as sources of social history.</li> <li>➤ Familiarize the learner with religious developments.</li> <li>➤ Discuss ways of analyzing devotional literature as sources of history.</li> <li>➤ Familiarize the learner with the new buildings that were built during the time.</li> </ul>
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<b>LEARNING OUTCOMES</b>	<p>The students will be able to–</p> <ul style="list-style-type: none"> <li>➤ Enhance their historical vision of India through description of social life provided by travelers.</li> <li>➤ Understand the varying perspectives of travelers as they came from different countries.</li> <li>➤ Understand the mosaic of Religious Beliefs and Practices between 8<sup>th</sup> CE – 18<sup>th</sup>CE.</li> <li>➤ Understand the significance of oral traditions and archaeological finds to rediscover Vijay Nagar.</li> </ul>
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<b>TEACHING AID</b>	<p style="text-align: center;">Notes Textbook illustrations Online Images of Map Images of Timeline</p>
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Worksheets  
Audio Visual Aids

**MONTH: JULY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<p><b>CHAPTERS</b></p> <p><b>V:</b> Through the Eyes of Travelers (10<sup>th</sup> CE – 17<sup>th</sup>CE)</p> <p><b>VI:</b> Bhakti and Sufi Traditions (8th CE – 18th CE)</p> <p><b>VII:</b> An Imperial Capital (14th CE-17th CE)</p>	<p><b>Chap V</b></p> <p>Al-Biruni Ibn Battuta Francois Bernier Making Sense of Alien World Excitement of Unfamiliar</p>	<p><b>Chap V</b></p> <p>Bernier-Question of Landownership Position of women</p>	<p><b>Chap VI</b></p> <p>Integration of Cults Early Traditions of Bhakti– Alvars and Nayanars Relation with States Virashaiva Tradition Fabric of Islam Sufi Traditions</p>	<p><b>Chap VI</b></p> <p>New Devotional path Kabir, Nanak and Mirabai</p> <p><b>Chap VII</b></p> <p>Discovery of Hampi Rayas, Nayakas and Sultans Decline of empire</p>	<p><b>Chap VII (Contd.)</b></p> <p>Vijaynagar The capital Water Resources and Forts &amp;Roads The royal center The Mahanavamidibba The sacred center</p>
<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>➤ Familiarize the learner with the salient features of social histories described by the travelers.</li> <li>➤ Discuss how travelers' accounts can be used as sources of social history.</li> <li>➤ Familiarize the learner with religious developments.</li> <li>➤ Discuss ways of analyzing devotional literature as sources of history.</li> <li>➤ Familiarize the learner with the new buildings that were built during the time.</li> </ul>				
<p><b>LEARNING OUTCOMES</b></p>	<p>The students will be able to–</p> <ul style="list-style-type: none"> <li>➤ Enhance their historical vision of India through description of social life provided by travelers.</li> <li>➤ Understand the varying perspectives of travelers as they came from different countries.</li> <li>➤ Understand the mosaic of Religious Beliefs and Practices between 8<sup>th</sup> CE – 18<sup>th</sup>CE.</li> <li>➤ Understand the significance of oral traditions and archaeological finds to rediscover Vijay Nagar.</li> </ul>				
<p><b>TEACHING AID</b></p>	<p>E-Notes E Textbook illustrations Online Images of Map Images of Timeline Worksheets Audio Visual Aids</p>				

**MONTH: AUGUST**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
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<p><b>CHAPTER VIII:</b> Peasants, Zamindars and State (16<sup>th</sup> CE-17<sup>th</sup> CE)</p> <p><b>IX:</b> Kings and Chronicle</p> <p><b>X:</b> Colonialism and Countryside</p> <p><b>XI:</b> Rebels and the Raj</p>	<p><b>Chap VIII</b></p> <ul style="list-style-type: none"> <li>➤ Peasants and agricultural production</li> <li>➤ Irrigation</li> <li>➤ Village Community</li> <li>➤ Land Revenue System</li> <li>➤ Women in Agrarian Society</li> <li>➤ Ain-I-Akbari</li> </ul>	<p><b>Chap VIII (Cont.)</b></p> <ul style="list-style-type: none"> <li>➤ Source 1-10</li> <li>➤ Ain-I-Akbari</li> </ul> <p><b>Chap IX</b></p> <ul style="list-style-type: none"> <li>➤ The Mughals and their Empire</li> <li>➤ Production of Chronicles</li> <li>➤ Making of Manuscript</li> <li>➤ The Painted Image Source 1,3</li> </ul>	<p><b>Chap IX contd.</b></p> <ul style="list-style-type: none"> <li>➤ Akbar Nama and Badshah Nama</li> <li>➤ Ideal of Kingdom</li> <li>➤ Capital and Courts</li> <li>➤ Titles and Gifts</li> <li>➤ Imperial Household</li> <li>➤ Beyond Frontiers</li> <li>➤ Study of major Mughal Chronicles</li> </ul>	<p><b>Chap X:</b></p> <ul style="list-style-type: none"> <li>➤ Case study of Bengal</li> <li>➤ Fifth Report Hoe/Plough</li> <li>➤ Santhal Rebellion Bombay</li> <li>➤ Deccan revolt Cotton Boom</li> <li>➤ Deccan Riot Commission</li> <li>➤ Deeds and bonds Official sources</li> </ul>	<p><b>Chap XI</b></p> <ul style="list-style-type: none"> <li>➤ Sources</li> <li>➤ Pattern of Rebellion</li> <li>➤ Leaders</li> <li>➤ Pattern of revolt</li> <li>➤ Rumours</li> <li>➤ Awadh</li> <li>➤ Repression</li> <li>➤ Images of the Revolt</li> </ul> <p><b>Revision for MID TERM</b></p>
<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss the ways in which architecture can be analyzed to reconstruct history.</li> <li>➤ Discuss developments in agrarian relations.</li> <li>➤ Discuss how to supplement official documents with other sources.</li> <li>➤ Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> <li>➤ Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> <li>➤ Discuss how colonialism affected zamindars, peasants and artisans.</li> </ul>				
<p><b>LEARNING OUTCOMES</b></p>	<p>The students will be able to–</p> <ul style="list-style-type: none"> <li>➤ Understand the relationship of Co-operation, Competition and Conflict of agrarian society between 16<sup>th</sup> &amp; 17<sup>th</sup> century</li> <li>➤ understand the Land Revenue System</li> <li>➤ understand the significance of Ain-I-Akbari</li> <li>➤ Understand the Mughal ideology of transmitting their vision through different manuscripts.</li> <li>➤ Understand the significance of revenue records, survey and journals reconstruct the histories of political institutions.</li> <li>➤ comprehend the consequences of unjust laws</li> </ul>				
<p><b>TEACHING AID</b></p>	<p>Graphic organisers Textbook illustrations, Timeline Map of Colonial India, Worksheets, Audio Visual Aids</p>				

**MONTH: SETEMBER**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<p><b>Recapitulation of the preceding lessons</b></p>	<ul style="list-style-type: none"> <li>➤ Sources</li> <li>➤ Revision</li> <li>➤ Map work</li> </ul>	<p>Revision</p>	<p><b>Mid Term Exam</b></p>	<p><b>Mid Term Exam</b></p>	<ul style="list-style-type: none"> <li>➤ Paper discussion of <b>Mid Term Exam</b></li> </ul>
<p><b>LEARNING OBJECTIVES</b></p>	<p>Technique of writing good answers will be reinforced to get better results.</p>				

<b>LEARNING OUTCOMES</b>	Students will be able to Recapitulate and write well during examination.
<b>TEACHING AID</b>	Sample Paper Revision sheets Passage Base Sheet Map Practice Sheet

**MONTH: OCTOBER**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>CHAPTERS</b> <b>XII</b> Colonial Cities <b>XIII</b> Mahatma Gandhi & the Nationalist Movement <b>XIV</b> Understanding Partition <b>Chap XV</b> Framing the Constitution.	<b>Chap XII:</b> ➤ Cities in Pre-Colonial Times ➤ Colonial Records and urban History ➤ Case Study of– (a) Calcutta (b) Bombay (c) Madras ➤ Sources 1-4	<b>Chap XIII</b> ➤ The Making and Unmaking of Non-cooperation ➤ A people’s leader ➤ Case Study- Salt March	<b>Chap XIII Contd.</b> Knowing Gandhi Framing a picture from newspapers	<b>Chap XIV</b> ➤ Sources 1-8 Partition or Holocaust ➤ Suddenness of Partition ➤ Help, Harmony and Humanity ➤ Reasons for communalism ➤ Pakistan Resolution ➤ Cabinet Mission ➤ Gendering partition	<b>Chap XV:</b> ➤ Vision of Constitution ➤ Defining Rights Language of the Nation
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>➤ Understand the problems and limits of using official sources for understanding the lives of people.</li> <li>➤ Discuss how the events of 1857 are being reinterpreted.</li> <li>➤ Familiarize the learner with the history of modern urban centers. Discuss how urban histories can be written by drawing on different types of sources.</li> <li>➤ Familiarize the learner with significant elements of the Nationalist Movement and the nature of Gandhian leadership.</li> <li>➤ Discuss how Gandhi was perceived by different groups.</li> <li>➤ Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.</li> <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>	The students will be able to– <ul style="list-style-type: none"> <li>➤ Understand the significance of revenue records, survey and journals reconstruct the histories of political institutions.</li> <li>➤ comprehend the consequences of unjust laws</li> <li>➤ understand the causes and the nature of the Revolt of 1857</li> <li>➤ Understand the processes involved in urbanization of Colonial India.</li> <li>➤ Analyze Gandhiji’s contribution from 1915-1948.</li> <li>➤ understand the circumstances preceding the partition of India.</li> <li>➤ Understand the last decade of the national movement, the growth of communalism and the story of partition.</li> <li>➤ Understand the possibilities and limits of oral sources.</li> <li>➤ Infer and reflect from the voices within the Constituent Assembly.</li> </ul>				

<b>TEACHING AID</b>	Graphic organisers, Textbook illustrations Timeline , Map of Colonial India Worksheets, Audio Visual Aid
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**MONTH: NOVEMBER**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>Entire Syllabus</b>	Revision	Pre-Board I	Pre-Board I	Pre-Board-I	Revision
<b>LEARNING OBJECTIVES</b>	➤ Technique of writing good answers will be reinforced to get better results.				
<b>LEARNING OUTCOMES</b>	➤ Students will be able to Recapitulate and write well during examination				
<b>TEACHING AID</b>	Sample Paper, Revision sheets Passage Base Sheet, Map Practice Sheet				

**MONTH: DECEMBER**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>Recapitulation of the entire syllabus</b>	Revision	Revision	<b>Pre- Board 2</b>	<b>Pre- Board 2</b>	<b>Pre- Board 2</b>
<b>LEARNING OBJECTIVES</b>	➤ Technique of writing good answers will be reinforced to get better results.				
<b>LEARNING OUTCOMES</b>	➤ Students will be able to Recapitulate and write well during examination.				
<b>TEACHING AID</b>	Sample Paper, Revision sheets Passage Base Sheet, Map Practice Sheet				

**MONTH: JANUARY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4 & 5
<b>Recapitulation of the entire syllabus</b>	<b>WINTER BREAK</b>	Students would be given guidance for Board Practical	Revision Practice of sample papers	Revision Practice of sample papers
<b>LEARNING OBJECTIVES</b>	Technique of writing good answers will be reinforced to get better results.			
<b>LEARNING OUTCOME</b>	Students will be able to recapitulate and write well during examination			
<b>TEACHING AID</b>	Sample Paper, Revision sheets Passage Base Sheet, Map Practice Sheet			

**MONTH: FEBRUARY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
	<b>Annual Exams.</b>				