

Class-XI
HISTORY
Full Marks : 100

UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
1.	Pre history, Protohistory and History – Meaning, scope and relevance; Importance of chronology; sources; periodisation.	To enable the students to appreciate the importance of part in understanding the present through the process of continuity and change.	Talk to old persons about stories, maxims, proverbs etc. of the by gone ages and locate examples of continuity and change from around everyday experiences.	15
2.	The Prehistoric world – Origin of human being and stages of prehistoric evolution.	Familiarise the learner with ways of reconstructing human evolution.	Visit to museums, sketches, T.V. shows.	20
3.	Ancient Civilizations – Mesopotamia, Rome, China, Greece. * Emphasis on efforts to regulate the order (law codes), science, technology and philosophy. * Empire building endeavours. * Slavery and position of women.	To familiarise the students with the process of urbanisation as a landmark in civilizational progress.	T.V. shows, journals, point out elements of similarities and differences among the early urban centres, law codes, workers & females and their counterparts in the present times.	30
4.	The Medieval Order – Feudalism, States and Church. * The Arabian experience * Constructive aspects of feudalism. * Inner contradictions and decay of feudalism.	To familiarise the learner with the characteristic features of the medieval ages along with its merits and demerits.	Pictures, charts, journals, identify the points where the medieval civilization moved ahead of the ancient ones.	25
5.	Vehicles of modernisation – ideas institutions and events. * Geographical discoveries * Renaissance * Reformation * Inventions in science and technology	Enable the students to understand intellectual dimensions of the new age and correlate the events with them.	T.V. shows, stories, visit to museums, Draw charts of the geographical location of different places.	30
6.	Modernisation affirmed – * The British experience - (a) Revolution of 1688, (b) Industrial Revolution. * The American war of Independence. * The French Revolution	Familiarise the learner with the political, social and economic forces which were established firmly by these events.	Journals, magazines, photograph, cartoons. Discuss the advantages of industrial societies as compared to the pre industrial one.	20

UNIT	CONTENT	OBJECTIVES	RESOURCE/ACTIVITIES	PERIOD
7.	Spread of Modernisation :- (i) Europe – Greece, Italy, Germany, Turkey. (ii) Asia – China, Japan, Iran, India.	Enable the learner to articulate the relations among the forces mentioned in the previous unit and the events of the 19th century.	Films, T.V. shows, pictures.	15
8.	Ills of Modernity – * Colonialism and neo-colonialism in Africa, Asia and western world. * The First World War.	Familiarise the students with the process of displacement and marginalisation as were associated with the mainstream progress.	Documentaries, old narratives, T.V. shows. Locate the sections of societies which become looser at some modern development.	20
9.	Three Ideologies and their mutual conflicts :- * Capitalism * Socialism / communism * Fascism / Nazism * The second world war	Enable the students to understand the clash of material interests and the propagation of ideologies keeping its justification.	Documentaries, Journals, T.V. shows, cartoons.	16
10.	Sanity Vs Motivated politics :- * League of Nations * UNO * Non-aligned movement * Cold War * Decolonisation	Familiarise the students with the conciliating efforts on the one hand and the fragmenting interests on the other.	Documentation, T.V. shows, journals.	20
11.	Further changes / postmodernisation * The Chinese experience * Breakup of the USSR * Globalisation	Familiarise the learners with the ideas and forces leading the world beyond the limits of modernity.	News clippings, magazines, journals.	15

इतिहास



Class-XII
HISTORY
Full Marks : 100

UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
1.	Prehistoric cultures – * Sites * tools and equipments	Enable the learners to realize the importance of tools and equipments in determining the level of production and stages of materio-cultural development based there-upon.	Visit to museums, T.V. shows, pictures etc. Write about the tools and equipments used by artisans in your locality and compare their standards of living.	12
2.	Harappan Civilization – * Urban traits * Material life * Socio religious life	Familiarise the learner with early urban centres as economic and social institutions.	Pictures, T.V. shows, journals, magazines. Prepare a write up about the history of the town you live in or which is the nearest from your village.	12
3.	Early Indian Religions – * Vedic * Buddhism – Buddhist sites of Bihar * Jainism * Vaishnavism * Shaivism	Sensitise students with the fundamentals elements of unity in ostensibly different thought of religions.	Photographs, paintings, sculptures text books. Present a write up on a Buddhist site situated nearest to your place of habitation.	20
4.	Political and economic history of the Mauryan – * Rise of Magadh * Growth of Patliputra * Mauryan stone pillars	Familiarise the learner with the stage of empire building activity.	Visit to Museum, Discuss the importance of epigraphs / rock edicts of Ashoka in reconstructing political history.	15
5.	Culture and economy from Post Mauryan to Gupta Period – * Foreign influx * Language and Literature * Trade and Industries * Science and Technology - Aryabhata	Familiarise the learner with the dynamism of Indian culture and economy during the period.	Globe, route maps, epigraphs, texts, ancient stories. Prepare a list of scientists belonging to ancient Bihar and describe their salient contributions.	16
6.	Economy society and culture during early medieval period – * Varna and caste system * Evolution of regional cultural identifies * Agrarian relations	Familiarise students with the basic social structure and nationwide pattern of cultural diversity in India.	Photographs, films. Present a write up on the cultural dimensions of your locality and talk to old persons about its antiquity.	18

UNIT	CONTENT	OBJECTIVES	RESOURCE/ACTIVITIES	PERIODS
7.	Political changes under sultanate – * a brief survey of the ruling dynasties and important rulers thereof.	Familiarise students with the nature of state during the period.	Texts and Stories	10
8.	Indo-Islamic culture (1500-1700)– * Language and Literature * Art and Architecture * Dress and life style	Understand the nature of the composite culture as evolved during the period.	Photographs, texts, documentary films. Locate a medieval piece of art or architecture and write its history. Prepare a list of monuments of medieval Bihar & collect photographs or sketches thereof.	16
9.	Urban economy in Medieval age – * Crafts * Trade * Urban centres (emphasis on towns of Bihar)	Familiarise learner with the condition of Indian economy during the period.	Texts, Photographs, trade route, charts, maps. Write the history of your nearest medieval town.	12
10.	Bhakti and Sufi Movements – * Leading saints and their sayings. * Characteristic features * Contributions to Indian culture	Familiarise students with the integrative streams of the medieval ages in India.	Stories, photographs, documentary films, collect excerpts from the texts of a Bhakti-sufi saint and discuss how it is useful for humanity in genuine.	12
11.	The rule of the East India Company– * Revenue settlements * Economic impact * Policies of expansion	Familiarise learner with introduction of colonial ideologies and institutions in India.	Texts, stories	15
12.	The Revolt of 1857 – * Causes * Nature * Effects * Role of Kunwar Singh in Bihar	Understand the Indian response to the rule of the East India Co.	Documentary films, photographs, talks to Old persons. Write the role of your own area in the anti-British activists in the 19th century	12
13.	The Indian awakening in 19th century – * Important personalities and organisation * Points of self introspection * Dimensions of international consciousness development	Understand the Indian response on ideological front to the rule of the East India Co.	Documentary films, texts. Discuss with Old persons and prepare a write up on how and when female education got important in your locality.	15

UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
14.	The nationalist movements (1918-1947)– <ul style="list-style-type: none"> * Non-cooperation movement * Civil disobedience movement * Quit India movement * The naval mutiny NB – Activities in Bihar must be mentioned.	Familiarise the learner with significant elements of the nationalist movement under the leadership of Gandhi.	Documentary films, stories, talks to Old persons. Write up the experiments regarding nationalist movement, of Old persons of your locality.	18
15.	Partition and Independence– <ul style="list-style-type: none"> * Muslim League and the Two-nation theory * Wavel Plan * Mountbatten Plan * India Independence Act * Pangs of Partition 	Discuss the last decade of the national movement alongwith the interaction of communalist ideologies leading to Partition.	Documentary films, talks to Old persons, photographs, songs and saying belonging to that period. Identity families in your locality whose ancestors migrated to Pakistan or came from there talk to them and write their experiences & feelings.	16
16.	Visions of the new State – <ul style="list-style-type: none"> * Making of the constitution * Reorganisation of States * Five year Plans & mixed economy * Non-Alignment 	Familiarise students with the history of the early years after independence.	Excerpts from the writings and students of prominent leaders of the period.	16
N.B.: Each unit has to contain relevant informations regarding events, persons, places etc. related to Bihar.				

