

## History (Class XI)

Learning Outcomes	Sources/Resources	Suggested Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>— identifies different crops during this period in West Asia, East and South Asia.</li> <li>— interprets Sources.</li> </ul>	<p><b>NCERT/STATE TEXTBOOKS</b></p> <p><b>Textbook:</b> Textbook in History for Class XI: <i>Themes in World History</i></p> <p><b>Chapter-1-</b> Early Societies: From the Beginning of Time Writing and City Life.</p> <p><b>Sources that can be consulted</b> Resources available in QR-Code given in the NCERT textbook e-materials</p> <p>Dictionary in History</p> <p>Books of other states, neighbouring countries by downloading the same from the net.</p>	<p><b>WEEK-1</b></p> <p>Preparing timeline taking help of chronology of events as well as pictures. You may also sketch some of the pictures. You may also prepare a comparative timeline. This will help you to relate the story of early humans in Asia, Africa and Asia.</p> <p>Prepare a chart on the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tools used by early humans</li> <li><input type="checkbox"/> Settlement patterns</li> <li><input type="checkbox"/> Crops</li> </ul> <p>Animals that were known to early humans</p> <p>Write an essay on the story of writing and share it with your colleagues.</p>
<ul style="list-style-type: none"> <li>— explains the establishment of Empires in Mesopotamia and the various attempts at empire building process across the region.</li> <li>— describes the processes of making of an empire.</li> <li>— interprets and analyses different sources.</li> <li>—discusses the technological changes taking place during this period.</li> </ul>	<p><b>Chapter-2</b> Empires: An Empire Across Three Continents: The Central Islamic Lands, Nomadic Empire</p> <p><b>QR- Code e-content</b></p> <p><b>epathsala</b></p> <p><b>Dictionary in History</b></p> <p>Textbooks of states/neighbouring countries/other countries by downloading the same.</p>	<p><b>WEEK-2</b></p> <p>Students can prepare a timeline focusing on kingdoms and Empires</p> <p>Students can collect pictures of empires like the Roman Empire</p> <p>Students can prepare a chart on items traded with the Roman empire and India.</p> <p>Students can prepare a brief write-up on the cosmopolitan character of the state setup by the Arabs, Iranians and Turks and share it with peers with help of mobile phone or email.</p>

<ul style="list-style-type: none"> <li>— discusses the period (C.1300 to 1700) and several major developments in Europe in the domain of agriculture, way of life, culture and growth of trade.</li> <li>— explains the spread of ideas, cultures through movement of people and trade.</li> <li>— describes the causes of constant warfare between kingdoms.</li> </ul>	<p><b>Chapter-3, Changing Traditions, Confrontation of Cultures</b></p> <p><b>QR-CODE e-content</b></p> <p>Textbooks of states, neighbouring countries/other countries</p> <p><b>E-pathshala You Tube</b></p>	<p><b>WEEK-3</b></p> <p>Students may be asked to prepare a comparative timeline.</p> <p>Discuss with parents about changing traditions and cultures which they have witnessed in their lives. You can then compare it with the theme.</p> <p>Write an essay on Feudalism and prepare a diagram on the Administrative set-up during this time. Share it with the help of e-mail.</p> <p>Students may be asked to prepare glossary of terms.</p> <p>Imagine yourself as a Medieval craftsperson and write down your diary.</p>
<ul style="list-style-type: none"> <li>— explains encounters between Europeans and the people of Americas in the 15 and 17 centuries.</li> <li>— identifies factors that led to the exploration of unknown trade routes.</li> <li>— discusses the urban civilisation of the Aztecs, Mayans and the Incas.</li> <li>— collects variety of sources and analyse the same.</li> </ul>	<p><b>Chapter 4 Confrontation of Cultures</b></p> <p>Collect pictures from magazines, other books reflecting the contributions of the Aztecs, the Mayas and the Incas.</p> <p><b>World map</b></p> <p>Books of other Countries Encyclopedia</p> <p><a href="https://www.ducksters.com/history/aztec-maya-inca.php">https://www.ducksters.com/history/aztec-maya-inca.php</a></p> <p><a href="https://prezi.com/w7/waa-zugukb7/differences-between-the-maya-aztec-and-inca-empires/">https://prezi.com/w7/waa-zugukb7/differences-between-the-maya-aztec-and-inca-empires/</a></p>	<p><b>WEEK 4</b></p> <p>Prepare a comparative timeline on these cultures. You may consult your books or any other resource that is available. Locate places on the world map on these cultures.</p> <p>Write a short note the contributions of the Aztecs, Mayans and the Incas. You may practice answering questions that has appeared on the theme in the last five years. Keep a watch in front and see how much time you take in answering short and long answer questions.</p> <p>Write in your own words the reasons for Spain and Portugal in the 15th century to venture across the Atlantic.</p>

## History (Class-XII)

**Note:** History Class XII textbook has been published in three parts by the NCERT. Here, all the three parts have been covered giving week-wise activities from various chapters of these three parts. However, states are free to use their own textbooks keeping in view the given themes.

Learning outcomes	Sources/Resources	Suggestive activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> becomes aware of early urban centres</li> <li><input type="checkbox"/> understands how archaeological sources have been put together, analysed and interpreted by archaeologists to present the story of early urban centres.</li> <li><input type="checkbox"/> understands how new data or new questions can lead to a fresh interpretation and suggestion for revision in existing notions of history.</li> </ul>	<p><b>NCERT textbook</b>  <b>Themes in Indian History, Part I</b></p> <p><b>Dictionary of History for Schools</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</a></p> <p><a href="http://www.harappa.com">www.harappa.com</a>          (this website provides material on different aspects of Harappan civilization)</p> <p><a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>          (Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website.)</p>	<p><b>Theme</b>          Bricks, Beads and Bones          The Harappan Civilisation</p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Suggest learners to read the chapter and mark different terms/concepts appearing in the chapter.</li> <li><input type="checkbox"/> Suggest them to consult dictionary of history to understand these terms.</li> <li><input type="checkbox"/> Suggest students to visit Google cultural institute site to take a virtual tour of:             <ul style="list-style-type: none"> <li>✓ Harappa and other available sites, National Museum, Delhi to see the collections of Harappan Civilization.</li> </ul> </li> <li><input type="checkbox"/> Give written assignment with 1 or 2 questions. Suggestive questions:             <ul style="list-style-type: none"> <li>✓ Why is Indus valley civilisation also known as Harappan civilisation?</li> <li>✓ What are the specific features of early Harappan cultures?</li> </ul> </li> </ul> <p>(Students might browse the internet for example <a href="http://www.harappa.com">www.harappa.com</a> to understand these and prepare assignment)</p> <p>Give them some time to finish the task. Students can do the task and send the photo of their replies to the teacher, which can be used for assessment later.</p> <p><b>WEEK 2</b></p> <p>Make use of google classroom and initiate the discussion on the following.</p>

	Google classroom	<p><b>Subsistence strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Important crops and animals for food</li> <li><input type="checkbox"/> Agricultural technologies</li> </ul> <p><b>Pose a question</b></p> <p>How present-day analogies help archaeologists understand what ancient artefacts were used for?</p> <p>(Students can get help from source 1 in the textbook but they need to be encouraged to find out about other such things)</p> <p>A case study on Mohenjo-Daro has been given in the chapter. Students can read that and visit the website <a href="http://www.harappa.com">www.harappa.com</a> to prepare a case study on another Harappan urban centre. This will help them to understand the important features of Harappan urban centres.</p> <p><b>WEEK 3</b></p> <p>Students can be suggested to go through sections on social and economic differences, craft production, strategies for procuring materials, seals, scripts and weight, ancient authority or the teacher can discuss these with them in a Google classroom and encourage students to reflect on the following:</p> <ol style="list-style-type: none"> <li>1. Did Harappans practise social and economic differences?</li> <li>2. What kinds of crafts they practised? How do we identify a craft centre?</li> <li>3. Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact.</li> <li>4. What is the importance of seals and sealings (features of Harappan script and materials used to make weights)?</li> <li>5. Did ancient Indus people have a government?</li> </ol> <p><b>WEEK 4</b></p> <p>The teacher can share a presentation of slides with learners covering topics like decline of the civilization, how this civilization was discovered,</p>
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		<p>how archaeologists interpret different material remains and the problems that they face in this, using Google hangout, where each slide can be numbered to work on by individual students or group of students.</p> <p>Students may be given 15 minutes to work on their slides. Once they finish the task they may come back to hangout chat.</p> <p>2-3 students may be selected randomly to explain what they have understood or share their views on the slides.</p> <p>Invite their feedback (you can prepare and share a sheet for this with some ready questions like, how did they find this activity? Was there something that they did not understand? You can also leave some space for them to comment).</p> <p>In the end conduct a quiz of atleast 10 or 15 self graded questions (it can be prepared using H5P) and give them some time to respond.</p> <p>Finally suggest learners to answer the questions given at the end of the chapter and submit their answers to their teacher through email or click a photo of their answers and share it with their teacher. Sufficient time should be given to the learners.</p>
<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>— <i>investigates with a help of a map, to locate places from where travellers came to the Indian sub-continent.</i></li> <li>— <i>identifies biases in their work</i></li> <li>— <i>explains the salient features from</i></li> </ul>	<p><b>Themes in Indian History- Part II</b></p> <p><b>Chapter-1-</b> Through the Eyes of Travellers: Perceptions of Society (c.10 to 17 century)</p> <p><b>Web Resources</b></p> <p>e-Pathshala QR Code may be used to access video on the above topic.</p>	<p><b>WEEK 1</b></p> <p>The theme can be studied by adopting an integrated perspective, in studying the geographical routes from where the travellers came to the Indian Subcontinent. A discussion can be initiated on why people travel in the past and in the present.</p> <ul style="list-style-type: none"> <li>□ Learners may be asked to prepare a short note on different travellers and share with their peers through e-mail.</li> <li>□ An Album can be prepared on the life and works of travellers. Peer sharing can be done through email /WhatsApp.</li> </ul>

<p>their works on society, education, economy etc. relates travellers' accounts with other sources to get in-depth idea of the theme under investigation</p>	<p>➤ <b>Trilingual Dictionary of History for Schools (Hind-English-Urdu)</b></p> <p>➤ e-material</p> <p>➤ <b>material available on the Abhilekh Patal</b></p>	<p>☐ Sketches on some of the travellers can be made.</p> <p>☐ Learners may prepare a chart on interesting observations made by travellers</p> <p>☐ A timeline can be prepared.</p>
<p>— investigates places with a help of a map to locate places associated with the Bhakti and Sufi Saints.</p> <p>— explains the essence of their works e.g padas, vakas, abhangas etc.</p> <p>— identifies monuments and musical instruments associated with the saints</p>	<p><b>Textbook-Chapter-2-Bhakti-Sufi Traditions: Changes in Religious Beliefs and Devotional Texts (C. Eighth to Eighteenth Century)</b></p> <p><b>Web Resources</b></p> <p><b>e-Pathshala</b></p> <p><b>QR Code</b></p> <p>may be asked to access video on the above topic.</p> <p>➤ <b>Trilingual Dictionary of History for Schools (Hind-English-Urdu)</b></p> <p>➤ e-materials</p> <p>➤ <b>material available in other state textbooks</b></p> <p>➤ e-books on each saint poets</p>	<p><b>Week 2</b></p> <p>The theme can be introduced by initiating a discussion on Saints of India along with their works. A map can be shown of regions from where the saints belonged. Sharing of their works in regional languages may be done to make the learners appreciate the richness and diversity in their compositions.</p> <p>Learners can be encouraged to prepare a toolkit consisting of pictures, maps and collection of their messages on social harmony. A CD can also be included by encouraging them to recite from their works.</p> <p>A chart can be prepared on musical instruments associated with the saints of India.</p> <p>Children may be encouraged to locate places associated with their lives and works</p> <p>Parents may be encouraged to download last five years' question papers based on the theme from the website and ask their child to practice attempting it in a fixed time.</p>
<p><b>The learner</b></p> <p>— explains the contributions of Vijayanagara in the 14th to 16th century</p>	<p><b>Chapter-3</b></p> <p>An Imperial Capital Vijayanagara (C.14th to 16th Century)</p> <p><b>Web Resources</b></p>	<p><b>WEEK 3 AND 4</b></p> <p><b>Theme-</b></p> <p>The lesson can be initiated by showing some of the architectural features that are present till date. The contributions to trade can be discussed along with the rulers of the</p>

<p>— identifies the salient features of the architecture and water – works.</p>	<p>On e-Pathshala QR Code may be used to access video on the above topic.</p> <ul style="list-style-type: none"> <li>➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu)</li> <li>➤ e-materials</li> <li>➤ material available in other state textbooks</li> </ul>	<p>Vijayanagara empire.</p> <p>Pictures of monuments can be collected.</p> <p>A chart can be prepared on important items that were exported and imported and shared with the peers through email.</p> <p>Learners may be encouraged to prepare a tool kit on items needed for preserving monuments.</p> <p>Essays can be written on the rulers of Vijayanagara and shared with peers through e-mail.</p> <p>A glossary of terms can be prepared.</p> <p>A Short note on waterworks of this period can be written.</p>
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Learning Outcomes	Sources	Week-wise Suggestive Activities
<p><b>The learner</b></p> <p>— investigates the contemporary agrarian structure with those that existed during the colonial period.</p> <p>— explains various structures of the agrarian system along with economic and social conditions of the landlord, peasants and colonial officials.</p>	<p><b>Textbook- Themes in Indian History-Part III</b></p> <p><b>Chapter-1</b> Colonialism and the Countryside: Exploring Official Archives</p> <p><b>Web Resources</b> On e-Pathshala <b>QR Code</b> may be used to access video on the above topic.</p> <ul style="list-style-type: none"> <li>➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu)</li> <li>➤ e-materials</li> </ul>	<p><b>WEEK -1</b></p> <p><b>Theme-</b> the theme can be studied by adopting an integrated perspective, in studying the impact of agrarian policies on peasants during colonialism. You may use a map and highlight different agrarian settlements in diverse geographical regions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher may initiate the discussion by introducing the learners to the contemporary agrarian system they know about.</li> <li><input type="checkbox"/> Learners may be asked to prepare a short note on the life of landowners and the peasantry.</li> <li><input type="checkbox"/> Learners may be asked to locate crops grown in different parts of the country and the way they are marketed. They can compare it with the colonial period. Peer sharing can be done through email /WhatsApp.</li> <li><input type="checkbox"/> Concept map can be prepared on different types of revenue settlement that was operating during the colonial period.</li> <li><input type="checkbox"/> Learners may be asked to consult trilingual Dictionary of History for Schools (Hindi-English- Urdu) for technical terms given in the chapter.</li> </ul>



		<p>□ Learners may prepare glossary of terms for concept clarification and share with peers through email, mobile phones, etc.</p>
<ul style="list-style-type: none"> <li>— identifies many popular uprisings during this period.</li> <li>— explains the causes that led to its occurrence</li> <li>— draws linkages with socio, economic and political causes that culminated in igniting it.</li> <li>— demonstrates sensitivity by reflecting the contributions of men and women in the revolt.</li> </ul>	<p><b>Chapter-2</b> The Revolt of 1857 and its Representation</p> <ul style="list-style-type: none"> <li>➤ <i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu)</li> <li>➤ e-content</li> <li>➤ Using Google search engine for exploring the way the revolt is reflected in textbooks of different state.</li> <li>➤ e-pathsala</li> <li>➤ QR Code</li> </ul>	<p><b>WEEK 2</b></p> <p>The theme can be interestingly studied by asking the children to recall any personality they know who played a significant role in the 1857 revolt. Learners can be asked to locate places that are associated with the revolt.</p> <ol style="list-style-type: none"> <li>1. A flow chart can be prepared to show the causes that led to the revolt.</li> <li>2. Biographies of important personalities who participated in the revolt can be prepared.</li> <li>3. Learners may be asked to prepare a script for a small video presentation on 1857 and share with peers through email.</li> <li>4. Learners may be asked to discuss the theme with their grandparents, parents, or guardians to know more about 1857.</li> <li>5. They may collect interesting information's through other resources such as textbooks, magazines, newspaper clippings, YouTube, etc.</li> <li>6. Learners can be asked to prepare an album by collecting interesting information on the same.</li> </ol>
<ul style="list-style-type: none"> <li>— recognises facts, figures about processes that led to urbanisation.</li> <li>— demonstrates oral and written skills in explaining urbanisation in the past and the present.</li> </ul>	<p><b>Chapter-3</b> Colonial Cities: Urbanisation, Planning and Architecture</p> <p><b>Web Resources</b> Dos' and Don'ts for various hazards/disasters in urban and rural settings</p> <p><i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu)</p> <ul style="list-style-type: none"> <li>➤ e-content</li> <li>➤ QR-Code</li> <li>➤ Google-Earth to</li> </ul>	<p><b>WEEK-3</b></p> <p><b>Theme-</b> Teacher may use audio visuals and print materials/documentary, etc. for introducing the theme regarding urban centers and planning in the past and the present.</p> <ol style="list-style-type: none"> <li>1. Learners may be asked to locate important urban centers on a map of India.</li> <li>2. They may be asked to write an essay on the contemporary challenges of urbanisation.</li> <li>3. Learners may be asked to imagine themselves as architects and design a house that is environment friendly.</li> <li>4. Learners can be encouraged to prepare</li> </ol>



	<p>show distances and connectivity of places in urban areas.</p> <p>➤ State Gazetteers</p>	<p>a concept map on any architectural features. For example, what are the monuments of their liking and then go about preparing linkages using lines to show when was it built; who patronised it, what materials were used; what was the architectural features; how has it survived till date; how would they preserve and conserve it, etc. They may share the same with their peers through e-mail.</p> <p>5. Learners may be encouraged to prepare quiz items.</p>
<ul style="list-style-type: none"> <li>— recalls from the earlier readings on the Civil Disobedience Movement.</li> <li>— compiles from various sources the contributions of Mahatma Gandhi to the Civil Disobedience Movement</li> <li>— explains the role of women in the Civil Disobedience movement.</li> <li>— examines from <i>Abhilekh patal</i> of the secondary sources the role of Gandhiji in Champaran and Kheda <i>satyagraha</i>.</li> </ul>	<p><b>Themes in Indian History-Part III</b></p> <p><b>Chapter 4: Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond</b></p> <p>e-content UTube on Mahatma Gandhi and the freedom struggle.</p> <p>State textbooks/ neighbouring countries textbooks/other countries books.</p> <p><i>Collected Works of Mahatma Gandhi-</i></p> <p>National Archives.</p> <p><i>Imperial Gazetteer of India</i> Newspaper and magazines articles</p>	<p><b>WEEK-4</b></p> <p>The activities may be done in two weeks' time. Explore more materials and write innovatively and creatively like story, poems, short case studies and others you make like to do.</p> <ul style="list-style-type: none"> <li>□ Learners may prepare a brief write-up on the early life of Mahatma Gandhiji. The same may be shared with the peers.</li> <li>□ Learners may collect messages of Mahatma Gandhi on Women Empowerment, his views on <i>Swadeshi</i> and <i>Swaraj</i>.</li> <li>□ Learners may locate places associated with the Civil Disobedience Movement</li> <li>□ Prepare a collage on the different movements associated with Gandhiji.</li> <li>□ Collect pictures on women associated with the civil disobedience movement and write brief biography.</li> <li>□ Learners may practice answering questions that appeared in the last five years.</li> </ul> <p>They may also prepare a timeline of events associated with Gandhiji.</p>

## Political Science (Class –XI)

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<b>The learner</b> <ul style="list-style-type: none"> <li>□ understands what is meant by Politics and Political Theory.</li> <li>□ identifies important political thinkers in India and in the world.</li> <li>□ explains Equality, Justice and Democracy.</li> </ul>	<b>NCERT/State Textbooks</b>  <b>Theme-I</b> Political Theory: An Introduction,  <b>Sources</b>  <b>E content</b>  <b>QR Code</b>  <b>e-pathshala</b>  <b>Newspapers and magazines</b>	<b>WEEK 1</b> <ol style="list-style-type: none"> <li>1. Write short notes on Kautilya, Aristotle and Dr. BR. Ambedkar and share them with your friends through email.</li> <li>2. Prepare a glossary of terms.</li> <li>3. Prepare a chart on some of the recent amendments to the Constitution.</li> <li>4. Collect cartoons from newspapers and magazines and write down the messages they convey politically. Which concepts do they highlight? You may prepare your own cartoons.</li> <li>5. Collect the messages of important political thinkers and share them with your parents. Those that have inspired you may be shared with all your family members with the help of a mobile.</li> </ol>
<ul style="list-style-type: none"> <li>□ explains the importance of freedom for self and the society.</li> <li>□ explains the difference between positive and negative freedom.</li> </ul>	<b>Theme-2</b> Freedom: Overview  <b>Sources</b> <b>e-materials</b> <b>OR-Code</b> <b>e-pathshala</b> <b>Radio/T.V.and YouTube</b>	<b>WEEK 2</b> <ul style="list-style-type: none"> <li>✓ Learners may be asked to read biographies of our freedom fighters (both men and women) as well as of some eminent global personalities like Nelson Mandela who struggled against the apartheid regime in South Africa. You may prepare a short note on their trials and tribulations and what inspired you about them. Share these with your friends with the help of a mobile or on email.</li> </ul> <b>WEEK 3</b> <ul style="list-style-type: none"> <li>✓ Collect important quotes of eminent personalities like Mahatma Gandhi and Subhash Chandra Bose on freedom.</li> <li>✓ Prepare a glossary of terms.</li> </ul>

<input type="checkbox"/> explains the concept of Equality  <input type="checkbox"/> understands that the pursuit of Equality involves treating everyone the same way.  <input type="checkbox"/> recognises different dimensions of Equality- Political, Economic and Social.	<b>Theme-3</b> Equality  <b>Sources</b> <b>e-content</b>  <i>OR-Code e-pathshala Newspaper, magazines Radio/T.V/other Audio Video materials</i>	<b>WEEK 4</b>  1. Prepare a chart on Schemes and Programmes that address inequalities related to access, enrolment, retention and achievement of learners at the secondary level of education. 2. Write an essay on 'Equality as a principle and as a practice'. 3. Prepare a comic strip on inequalities existing in your neighbourhood. 4. Prepare a note on 'Gender equality as a stepping stone for development' and share it with your friends.
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## POLITICAL SCIENCE (CLASS XII)

<b>Learning outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<b>The learner</b> <input type="checkbox"/> describes Politics in India since Independence. <input type="checkbox"/> explains the processes of integration of Princely states into the Indian Union. <input type="checkbox"/> interprets sources on the Partition of India	<b>NCERT/STATE TEXTBOOKS</b>  Politics in India Since Independence: Chapter-1, Challenges of Nation building  <b>Sources</b> <b>e-content</b> <b>QR-Code</b> <b>You-Tube</b> <b>Print materials like Newspaper and Magazines</b> <b>Radio Talk / TV programme on the theme</b>	<b>WEEK-1</b>  Learners may prepare a write-up on the processes of National building.  Learners may be asked to collect articles on the Partition of India.  Collect stamps issued in 1950 to mark the first Republic Day.  Prepare a script for a small documentary on Partition and Beyond.  Imagine you are a press reporter writing a brief write-up on 'The Challenges of Nation Building'.  Write a biography on any leader who has inspired you and share it with your peers through email.

<ul style="list-style-type: none"> <li>□ describes the functions of the Election Commission of India</li> <li>□ explains the processes of election in India.</li> <li>□ interprets how the process of voting has changed to electronic voting.</li> </ul>	<p>Chapter-2 Era of One Party Dominance</p> <p>e-content</p> <p><b>QR-Code</b></p> <p><b>Newspaper and magazines</b></p>	<p><b>WEEK-2</b></p> <p>Discuss with your parents /grandparents about their experiences during the partition.</p> <p>Prepare a short write-up on the party system in India.</p> <p>Prepare a chart on different political party in India with their symbols.</p> <p>Prepare a chart on the different Lok Sabha Speakers — from the 1<sup>st</sup> to the 16<sup>th</sup>, and their respective terms. Share it with your peers through e-mail.</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>□ explains the past and present of planning — Planning Commission to Niti Aayog.</li> <li>□ explains what is de-centralised planning.</li> <li>□ distinguishes between public and private sectors</li> </ul>	<p><b>Sources/Resources</b></p> <p>Chapter-3 Politics of Planned Development.</p> <p><b>e-content</b> <b>QR-Code</b> <b>Youtube</b> <b>Newspaper and magazines</b></p>	<p><b>WEEK- 3</b></p> <p>Prepare a write-up on the Schemes and Programmes</p> <p>Prepare a Chart on the Green and White revolutions</p> <p>Collect information from the website of different Ministries on the scheme and programmes for the educational welfare of SC/ST and Minorities communities and share it with peers through mobile and e-mail.</p>
<ul style="list-style-type: none"> <li>□ recalls the international context that shaped India's external relations</li> <li>□ discusses the content of Article 51 of the Indian Constitution</li> <li>□ explains the Sino-Indian relationship</li> <li>□ examines India's Nuclear policy</li> </ul>	<p>Chapter 4 India's External Relations</p> <p><b>e-content</b> <b>T.V./Radio</b> <b>Other state textbooks</b> <b>Newspaper/magazines</b></p>	<p><b>WEEK-4</b></p> <p>Explain the background that shaped India's external relations</p> <p>Prepare a chart on the contents of Article 51.</p> <p>Write an essay on India's Nuclear Policy.</p> <p>Collect material on India's relation with neighbouring countries</p> <p>Role of India in SAARC.</p> <p>Collect question papers of the last five years and practice answering questions that have appeared on the theme.</p>

## Sociology (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understands how the study of Sociology reflects upon the connection between a personal problem and a public issue</li> <li><input type="checkbox"/> understands the concept of society and how societies are unequal in nature.</li> </ul>	<p><b>NCERT/State Textbook on Sociology</b></p> <p>Class-XI Theme-1 Sociology and Society</p> <p>Search websites that advertise fancy white-collar jobs.</p> <p>Read newspapers</p> <p>Watch youtube videos on different types of societies.</p>	<p><b>WEEK 1</b></p> <p>Read pages 1 to 3 from the NCERT textbook. Make a list of the most desired jobs in our society. (This list can also be made, without going through textbook pages)</p> <p>Write down the questions and suggestions which you often receive on working hard and deciding your career.</p> <p><b>Activity 1</b></p> <p>Write your analysis of the connection between a personal problem and a public issue.</p> <p>Continue reading the Chapter from pages 4 to 6.</p> <p>Try to identify the type of society that you live in.</p> <p>List the types of societies that you know about and you have seen.</p> <p>In your opinion how are these societies different in nature?</p> <p>Discuss with your parents and friends about the reasons for inequalities in societies.</p> <p>What do you think should be the focus of society?</p> <p>The aforesaid questions may be answered without reading the textbook as well.</p> <p>Do the activities given on pages no. 5 and 6.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how Sociology studies human society as an interconnected whole.</li> <li><input type="checkbox"/> understands the difference between Sociology and</li> </ul>	<p>Visit different sites of social media.</p> <p>Read about panchayats on the Internet</p> <p>Read e-newspaper</p>	<p><b>WEEK 2</b></p> <p>Write about social life.</p> <p>Give your own definition of group and social behaviour.</p> <p>Discuss with your grandparents, parents, elder sibling about norms and values and their importance in the society.</p> <p>Write a paragraph on common sense. Try to recall how you use the word 'common sense' in your daily life.</p>

common-sense knowledg.	Read blogs related to the topic	<p>Reflect, write and discuss with your parents why they/you have certain views and whether we can question these views?</p> <p>Study the language of newspapers and blogs. Identify the differences.</p> <p>Do the activity given on page no. 8 of the NCERT textbook</p>
<p>➤ understands the development of sociology as a discipline.</p> <p>➤ understands the growth of Sociology in India.</p> <p>➤ understands the scope of Sociology.</p> <p>➤ understands the relationship of Sociology with other social sciences.</p>	<p>Blogs, newspapers and social media</p> <p>Youtube, online movie streaming websites.</p>	<p><b>WEEK 3</b></p> <p>Read the chapter from pages 10 to 15.</p> <p>Read about the origin of Sociology.</p> <p>Read about August Comte, Karl Marx and Herbert Spencer.</p> <p>Write essays on Industrialisation and Urbanisation.</p> <p>Read about Enlightenment.</p> <p>Discuss with your grandparents/ parents about society and life when they were young.</p> <p>If you are a farmer in a village and you have to move to a city you will be leaving your agricultural work behind to probably work in a factory. What changes will happen in your life?</p> <p>Do the activities given on pages no. 12 and 13.</p> <p>Prepare a write-up on the making of Sociology.</p> <p><b>WEEK 4</b></p> <p>Read the chapter from pages 15 to 21 of the NCERT or State textbook.</p> <p>Take any topic of your choice and try to find out its sociological dimensions.</p> <p>Discuss with your friends about family, politics, and the economy and write about the interconnectivity among them.</p> <p>Watch the film <i>Lagaan</i>. Critically reflect upon the social, political and economical aspects of the society as shown in the film.</p>

## Sociology (Class XII)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <p>✓ understands how the study of Sociology enables self-reflexivity</p> <p>✓ understands colonialism and nationalism in India</p> <p>✓ gets a preview of the textbook</p>	<p><b>NCERT TEXTBOOK</b> <b>Indian Society</b></p> <p>Class-XII Chapter-1</p> <p><b>Introducing Indian Society</b></p> <p>Read about colonialism and nationalism.</p> <p>Read Rabindra Nath Tagore's book <i>Nationalism</i></p> <p>Read on internet about census and population.</p> <p>Read BR Ambedkar's book <i>Castes in India</i> or any of his works on the Caste system in India.</p> <p>Read the book <i>Understanding Gender</i> by Kamla Bhasin</p> <p>Chapter 2 <b>The Demographic structure of Indian Society</b></p>	<p><b>WEEK 1</b></p> <p>Read the chapter from pages 1-5. Write an essay on your understanding of the society in which you live.</p> <p>Discuss with your friends, parents and grandparents about generation gap. Write down the difference in perspectives on generation gap.</p> <p>Locate yourself on social map with the help of the example given on page 4.</p> <p>Read page 5 of the chapter.</p> <p>Write an essay on your understanding of colonialism and nationalism.</p> <p>Discuss with your friends about colonialism and its impacts on the world and India.</p> <p>Discuss with your family members about nationalism. Write down the different opinions and try to identify the causes of differences in their opinions.</p> <p>Read the chapter from pages 6-7. Write a paragraph on demography.</p> <p>Discuss with your family members about caste, tribes and family in India.</p> <p>Write your impressions of caste.</p> <p>Why do you consider family as an important institution of society?</p> <p>Imagine a society without markets and write how it will look like?</p> <p>Critically reflect on the changing nature of markets and how markets impact society.</p> <p>Write about gender and the generally seen gender stereotypes.</p> <p>Write your views about social exclusion and the factors responsible for it.</p> <p>Discuss with your friends about the meaning of social diversity and the different perceptions about social diversity.</p> <p><b>WEEK 2</b></p> <p>Read the chapter from pages 10 to 12.</p>



<p>✓ understands social demography and its importance in Sociology</p> <p>✓ understands Malthusian theory of Population Growth</p> <p>✓ understands the theory of Demographic Transition</p> <p>✓ understands common concepts and indicators given in the chapter</p> <p>✓ understands the size and growth of population in India.</p>	<p>Read the Abstract of Census of India - 2011</p> <p>Read Thomas Robert Malthus' book <i>An Essay on the Principle of Population</i></p> <p>Read on theory of demographic transition</p> <p>Collect information from the Internet on the birth and death rates in India for the last 10 years.</p> <p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>Make a list of the most populated countries in the world. Try to understand the composition of their societies.</p> <p>Discuss with your friends why population data is important to understand the development of a country and for the formulation and implementation of policies.</p> <p>Read the chapter from page 12 to 13.</p> <p>Write about Malthusian theory of Population growth. Do you agree with this theory? Write your critical reflections on this theory.</p> <p>Write your views on unjust and unequal social systems.</p> <p>Do the activity 2.1 given on page no. 14.</p> <p><b>WEEK 3</b></p> <p>Read the chapter from pages 13 to 14.</p> <p>Write about the theory of Demographic Transition.</p> <p>Discuss with your friends about the causes and factors of population explosion.</p> <p>Read the chapter from page 14 to 16.</p> <p>Write why it is important to keep the record of birth and death rates of a country.</p> <p>Make a list of countries with negative population growth rate. Analyse the causes for this phenomenon.</p> <p>Write about the fertility rate and infant mortality rate in India. Try to observe the link between these two.</p> <p>Write your views about the sex ratio in India.</p> <p>Discuss with your friends how the young population of India can contribute to the overall development of the country.</p> <p><b>WEEK – 4</b></p> <p>Read the chapter from pages 16 to 21.</p> <p>Analyse Table 1 given on page 17.</p>
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	<p>Visit the reference resources given in the box 2.2.</p>	<p>Write your analysis on the differences in the population growth in India in the 20<sup>th</sup> Century.</p> <p>Read box 2.2 given on page 18. Try to observe the difference in the situation of Spanish influenza in 1918 and Covid-19 pandemic in 2020.</p> <p>Analyse chart 2 given on page 20. Write about the possible causes for different birth ratios in different states of India.</p>
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