

**ANNUAL PEDAGOGICAL PLAN (GRADE XII History) TERM 1**

S.N.	What are the problems?	Compilation of the problem	Categorization of problem
			(Behavioural & Subjective)
1	Problem of Interpretation.	Problem of Interpretation.	Behavioural- 1. Because of low confidence some students are unable to ask questions. 2. Lack of concentration.
2	Problem of connectivity with the past.	Problem of connectivity with the past.	Subjective- 1. Problem of Interpretation. 2. Some student's knowledge is below average. 3. Problem of connectivity with the past.
3	Some student's knowledge is below average.	Unable to speak on particular topic because of lack of vocabulary.	
4	Because of low confidence some students are unable to ask questions.	Unable to write long answers because of lack of connectivity with the topic.	

5	Difficulty in understanding some of the historical terms.	Because of low confidence some students are unable to ask questions.	
6	Unable to write long answers because of lack of connectivity with the topic.	Some student's knowledge is below average.	
7	Unable to compile the incidences happened with the past.		
8	Lack of concentration		
9	lack of confidence.		
10	Unable to speak on particular topic because of lack of vocabulary.		

**Lesson Plan 2**

**Class XII**

**Subject : History**

**Term: I**

**Topic : Theme 2 Kings Farmers and Towns**

**Introduction:**

1. There were several changes in economic and political life between 600 BCE and 600 CE. The most important were the
2. Emergence of early states, -Janpada and Mahajanapada  
Empires- Magadha Kingdoms- Maurya, Satavahana, Kushana, Gupta, Vakataka, Vardhana Etc
3. There were other changes as well like –
  - Growth in agricultural production
  - Emergence of new towns etc.

4. Historians tried to understand these changes by using a variety of sources- Inscriptions, texts coins etc. This is a complex process and sources do not tell the entire story.

**UN Sustainable Goal: Nil**

**I Specific objectives:**

To enable the student

SP1: To familiarize the learner with the major trends in political and economic history of the sub-continent. (Knowledge)

SP2: To know about the formation of the earliest states in India. (knowledge)

SP3: To know about the great emperor Ashoka. (Knowledge)

SP4: To know about the rise of towns, trade & commerce. (understanding)

**II Behavioural Objectives :**

B1- KPI Definition 1: To analyze the ways, how to interpret the trade & commerce. (Analysis)

B2- To introduce the ways in which the new data can lead to a revision of existing notions of history. (Synthesis)

B3- To compare different era of history. (Analysis)

B4- To examine the possible factors of the development of early states and economies. (Evaluation)

**III Process/Activities:**

Act1- KPI Definition 1: Visit to Archaeological museum Indore

Act2- KPI Definition 1: Shown documentary in the class based on Gupta and Mauryan Empire and encourage the students to visit archaeological museum for the better understanding of the past.

**Digital Content: Digital Content: livius.org: Maurya dynasty**

**IV Expected learning Outcome:**

The students will be able

1. To know about different Empires of Indian History
2. Familiarize with the early urban centers as social and economic institution.
3. To know about the social, political, cultural, religious life and technology of the people of the earlier states of India.
4. To know about the role of Magasthenes, Chanakya and other Buddhist, Jain and Puranic literature along with inscriptions of Ashoka.
5. To analyze the ways, how to interpret the past.

6. To introduce the ways in which the new data can lead to a revision of existing notions of history.
7. To compare different empires of history.
8. To examine the decline and possible reasons of the development of early states and economies.

**V Assessment through :**

Ass1- Report based on museum visit by students.

Placement of Objectives, Instructional Activities and Assessment						
Topic/Start Date/Assessment Variations in Psychological Attributes						
	Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
Objective	SP1, SP3, SP4	SP2		B1,B3	B2	B4
Activity						
Assessment						