



**BLOOM PUBLIC SCHOOL**  
**C-8 Vasant Kunj, New Delhi**  
**Syllabus for the Session 2025-26**

**Class: XII**  
**Subject: History**

<b>SYLLABUS</b>			
<b>MONTH</b>	<b>CHAPTER ( NCERT Text book)</b>	<b>CONTENT (Topics)</b>	<b>Practical/Activities</b>
<b>April</b>	<b>PART I</b> Chapter 1: Bricks, beads, and bones	Early urban centres Story of discovery: Harappan civilization <b>Excerpt:</b> Archaeological report on a major site <b>Discussion:</b> How it has been utilized by archaeologists /historians.	<b>Activity: "Be an Archaeologist" – Digging into the Past</b>  <b>Objective:</b> Students will simulate an archaeological excavation and analysis to understand how historians reconstruct the past.  <b>Materials Needed:</b>  <ul style="list-style-type: none"> <li>• Small boxes filled with sand or soil</li> <li>• Hidden "artifacts" (replicas of seals, broken pottery pieces, small figurines)</li> <li>• Brushes, small spoons, and notebooks for recording findings</li> </ul> <b>Instructions:</b>  <ol style="list-style-type: none"> <li>1. <b>Excavation:</b> Students will carefully "dig" through the sand to uncover hidden artifacts.</li> <li>2. <b>Analysis:</b> They will document their</li> </ol>




			<p>findings, sketch the objects, and hypothesize their use.</p> <p>3. <b>Discussion:</b> Students will compare findings with real Harappan artifacts and discuss what these items reveal about the civilization.</p> <p><b>Follow-up Question:</b></p> <ul style="list-style-type: none"> <li>• What do you think happened to the Harappan Civilization?</li> <li>• If you found a seal with unknown symbols, how would you try to decipher it?</li> </ul>
May	Chapter 2: Kings, farmers, and towns.	<p><b>Broad overview:</b> Political and Economic History from the Mauryan to the Gupta period  Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p><b>Excerpt:</b> Ashokan inscription and Gupta period land grant</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians</p>	<p><b>Activity: "Empire Builders – The Mauryan &amp; Gupta Challenge"</b></p> <p><b>Objective:</b> Students will simulate ruling an empire, making political and economic decisions as Mauryan and Gupta rulers to understand governance, trade, and administration.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Role cards (e.g., Emperor, Minister, Merchant, Soldier, Spy)</li> <li>• Decision-making scenario sheets</li> </ul>



			<ul style="list-style-type: none"> <li>• A large map of India (Mauryan &amp; Gupta period)</li> <li>• Fake coins or tokens to represent trade wealth</li> </ul> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. <b>Divide the class into two groups</b> – Mauryan Empire and Gupta Empire.</li> <li>2. <b>Assign roles</b> within each group (e.g., Emperor Ashoka, Chandragupta, Samudragupta, trade officials, generals, etc.).</li> <li>3. <b>Present different historical challenges:</b></li> </ol> <p><b>Mauryan Era Challenges:</b>          Spreading Dhamma, maintaining a vast empire, managing spies (Arthashastra), handling Greek influences.</p> <p><b>Gupta Era Challenges:</b>          Expanding art and literature (Golden Age), managing trade routes (Silk Route), dealing with regional kingdoms.</p> <ol style="list-style-type: none"> <li>4. <b>Each team will discuss and propose solutions</b>, acting as rulers and advisors.</li> <li>5. <b>Trade Simulation</b> – The merchant role will facilitate a trade simulation, where students exchange goods (spices, silk,</li> </ol>
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	Chapter 3: Kinship, caste, and class	<p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharata.</p> <p><b>Excerpt:</b> From the Mahabharata, illustrating how it has been used by historians.</p> <p><b>Discussion:</b> Other sources for reconstructing social history contd.....</p>	<p>ivory) using fake coins.</p> <p><b>Follow-up Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the Mauryan and Gupta rulers maintain their economy and administration?</li> <li>• What were the biggest differences in governance between the two empires?</li> <li>• How did trade impact the prosperity of the Gupta period?</li> </ul> <p><b>Activity:</b> "The Living Mahabharata – Social Issues Through the Ages"</p> <p><b>the Debate Theme:</b></p> <ul style="list-style-type: none"> <li>• <b>Caste:</b> Karna's exclusion vs. meritocracy</li> <li>• <b>Class:</b> Yudhishtira's gambling and power struggles</li> <li>• <b>Kinship:</b> Bhishma's vow and family duty</li> <li>• <b>Gender:</b> Draupadi's role and agency</li> </ul>
July	Chapter 3: Kinship, caste, and class	<p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharata.</p> <p><b>Excerpt:</b> From the Mahabharata, illustrating how it has been used by historians.</p> <p><b>Discussion:</b> Other sources for reconstructing social history</p>	


	Chapter 4: Thinkers, beliefs and buildings A History of Buddhism: Sanchi Stupa	<p><b>Broad overview:</b> a. A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism) b. Focus on Buddhism. Story of discovery: Sanchi stupa.</p> <p><b>Excerpt:</b> Reproduction of sculptures from Sanchi.</p> <p><b>Discussion:</b> Ways in which sculpture has been interpreted by historians, and other sources for reconstructing the history of Buddhism</p>	<p><b>"Time Travel to Sanchi Stupa"</b></p> <p><b>Objective:</b> Students will explore Buddhism and its artistic legacy by acting as ancient travellers visiting Sanchi.</p> <p>◆ <b>Step 1: Divide Students into Role Groups</b></p> <ol style="list-style-type: none"> <li>1. <b>Monks</b> explaining Buddhist teachings.</li> <li>2. <b>Mauryan artisans</b> describing the carvings on the Stupa.</li> <li>3. <b>Foreign travellers</b> (from China, Greece) describing what they see.</li> <li>4. <b>Modern archaeologists</b> rediscovering the site in the 19th century.</li> </ol>
	Chapter 5: Through the eyes of travellers	<p><b>PART II</b></p> <p>Medieval Society through Travellers' Accounts</p> <p><b>Broad Overview:</b> outlines of social and cultural life as they appear in the traveller's account. Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p><b>Excerpts:</b> From Al Biruni, Ibn Battuta, Francois Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.Contd....</p>	<p><b>"Travel Diary of a Medieval Explorer"</b></p> <p><b>Objective:</b> Students will step into the shoes of medieval travellers such as Ibn Battuta, Marco Polo, or Al-Idrisi and create their own travel diary based on historical accounts.</p>
<b>August</b>	Chapter 5: Through the eyes of travellers	<p>Medieval Society through Travellers' Accounts</p> <p><b>Broad Overview:</b> outlines of social and cultural life as they</p>	

		<p>appear in the traveller's account. Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p><b>Excerpts:</b> From Al Biruni, Ibn Battuta, Francois Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	
	<p>Chapter 6: Bhakti and Sufi traditions</p> <p>Religious Histories: The Bhakti-Sufi Traditions</p>	<p><b>Broad overview:</b> a. Outline of religious developments during this period saints. b. Ideas and practices of the Bhakti-Sufi</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti Sufi works. Discussion: Ways in which these have been interpreted by historians.</p>	<p><b>Poster Making:</b> Themes like "Unity in Diversity", "Love for All, Hatred for None".</p>
	<p>Chapter 7: An imperial capital: Vijayanagara</p>	<p>New Architecture: Hampi broad overview: Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. Relationship between architecture and the political system</p> <p>Story of Discovery:</p>	<p><b>Activity: "Recreate the Glory of Vijayanagara" – A Living Museum</b></p>

		Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures	 <b>Objective:</b> To help students explore and showcase the grandeur, architecture, culture, and economy of Vijayanagara through a <b>creative exhibition</b> or <b>role-play-based presentation</b> .
September	Chapter 8: Peasants, Zamindars and the State Agrarian Society and the Mughal Empire (c. Sixteenth-seventeenth centuries)	<b>Broad overview:</b> The Ain-e-Akbari a. Structure of agrarian relations in the 16th and 17th centuries. b. Patterns of change over the period. Story of Discovery: Accounts of Compilation and translation of the Ain. <b>Excerpt:</b> From the Ain. <b>Discussion:</b> Ways in which historians have used texts to reconstruct history	<b>Activity Title: "A Day in the Life – Role Play of Mughal Agrarian Society"</b>  <b>Objective:</b> To help students understand the different roles and relationships between <b>peasants, zamindars, officials</b> , and the <b>Mughal state</b> through an engaging dramatization.
	Chapter 10: Colonialism and the countryside Colonialism and Rural Society	<p style="text-align: center;"><b>PART III</b></p> Colonialism and the countryside Colonialism and Rural Society: Evidence from Official Reports <b>Broad overview:</b> Life of zamindars, peasants and artisans in the late 18th century. East India Company, revenue settlements in various regions of India and surveys. Changes over the nineteenth century. Story of official records: An account of why official investigations into rural societies were undertaken and the types of records and reports produced. <b>Excerpts:</b> From	<b>Activity: "Voices of the 18th Century" - A Historical Diary &amp; Role Play</b>  <b>Objective:</b> To help students experience the struggles and daily lives of <b>zamindars, peasants, and artisans</b> by stepping into their shoes and <b>writing personal diary entries</b> or <b>enacting short skits</b> .

		Fifth Report, Accounts of Frances Buchanan - Hamilton, and Deccan Riots Report. Discussion: What do the official records tell and do not tell, and how they have been used by historians.	
October	Chapter 11: Rebels and the Raj Representations of the Revolt of 1857.	<b>Broad Overview:</b> a. The events of 1857-58. b. Vision of Unity c. How these events were recorded and narrated. Focus: Lucknow Excerpts: Pictures of 1857. Extracts from contemporary accounts. Discussion: How the pictures of 1857 shaped British opinion of what had happened.	<b>Activity Title: “Voices of 1857 – A People's Assembly”</b>   <i>Objective:</i>  To help students understand how different groups viewed and experienced the Revolt of 1857 through a creative <b>mock assembly</b> or <b>panel discussion</b> .
	Chapter 13: Mahatma Gandhi and the Nationalist Movement Gandhi in the Contemporary eyes	<b>Broad Overview:</b> a. Nationalist Movement: 1918-47 b. The nature of Gandhi and politics and leadership. Focus: Mahatma Gandhi and the three movements and his last days as “finest hours” <b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings. Discussion: How newspapers can be a source of history. Framing the constitution The Making of the Constitution an overview: a. Independence and then a new nation state. b. The making of the Constitution	<b>Activity Title: “Gandhi Ki Pathshala” – Walk Through the Freedom Struggle</b>   <i>Objective:</i>  To help students understand Gandhi’s role in the Indian National Movement through experiential learning, focusing on key events, ideologies, and mass participation.  <b>Activity Title: “Constitutional</b>



	Chapter 15: Framing the constitution, The Making of the Constitution an overview	Focus: The Constituent Assembly Debates  <b>Excerpts:</b> from the debates. Discussion: What do such debates reveal and how they can be analysed?	<b>Assembly Simulation” – Build Your Own Constitution!</b>   <b>Objective:</b>  To help students understand the <b>process of constitution-making</b> , the <b>key debates</b> in the Constituent Assembly, and the <b>vision of India’s founding leaders</b> through a creative and collaborative role-play.
<b>November</b>	Revision	Pre-board I Examination	
<b>December</b>	Revision	Pre-board II Examination	
<b>January</b>	Revision	-	
<b>February</b>	Revision	-	
<b>March</b>	Revision	Board Examination	
<b>ASSESSMENT SYLLABUS</b>			
<b>PERIODIC ASSESSMENT -1</b>	Chapter1: Bricks, Beads and Bones Chapter 2: Kings, Farmers and Towns		
<b>PERIODIC ASSESSMENT -2</b>	Chapter 3: Kinship, caste and class Chapter4: Thinkers, beliefs and buildings Chapter.5: Through Eyes of Travellers Chapter 6: Bhakti –Sufi Traditions Chapter 7: An Imperial Capital: Vijayanagara Chapter 8: Peasants, Zamindars and State		

<b>MID TERM EXAM</b>	Chapter1: Bricks, Beads and Bones Chapter 2: Kings, Farmers and Towns Chapter 3: Kinship, caste, and class Chapter 4: Thinkers, beliefs, and buildings Chapter.5: Through Eyes of Travellers Chapter 6: Bhakti –Sufi Traditions Chapter 7: An Imperial Capital: Vijayanagara Chapter 8: Peasants, Zamindars and State Chapter 10: Colonialism and Countryside.	
<b>BOARD EXAMINATION</b>	Chapter 1: Bricks, Beads, and Bones Chapter 2 : Kings, Farmers, and Towns Chapter 3: Kinship, caste, and class Chapter 4: Thinkers, beliefs, and buildings Chapter.5: Through Eyes of Travellers Chapter 6: Bhakti –Sufi Traditions Chapter 7: An Imperial Capital: Vijayanagara Chapter 8: Peasants, Zamindars and State Chapter 10: Colonialism and Countryside Chapter 11: Rebels and the Raj Chapter 13: Mahatma Gandhi and Nationalist Movement Chapter 15: Framing the Constitution	
	<b>Map work related to the themes</b>	