

**HISTORY**  
**CLASS : XI**

*One Paper*

*3 Hours*

*Periods - 200*

*Marks - 100*

UNITS/THEMES		PERIODS	MARKS
I.	Early societies	25	10
II.	Roman Empires	50	26
III.	Changing Traditions	50	26
IV.	Path to Modernisation	30	18
V.	History of Manipur (1508 A.D. to 1748 A.D.)	45	20
Total		200	100

**THEMES IN WORLD HISTORY**

	THEMES	OBJECTIVES
I.	<p><b><i>Early Societies</i></b></p> <p>1. From the beginning of Time in Africa, Europe till 15000 B.C. (a) Views on the origin of human beings. (b) Early societies.</p> <p>2. Early cities in 3<sup>rd</sup> millenium B.C. (a) Growth of town. (b) Nature of early urban societies.</p>	<p>Learning of the reconstruction of human evolution.</p> <p>Different aspects to understand early societies; early urban centres; writing; a significant step of civilization.</p>
II.	<p><b><i>Roman Empires:</i></b></p> <p>3. Roman Empires across three Continents (27<sup>th</sup> B.C. to A.D. 600) (a) Political Evolution. (b) Economic expansion. (c) Religion. (d) Late Antiquity. (e) Prevailing institution of slavery.</p>	<p>Learning of the history of a major world Empires. Slavery: A significant element in the economy.</p>

	<p>4. Development in the Central Islamic Lands (7<sup>th</sup> to 12<sup>th</sup> century)</p> <p>(a) Polity. (b) Economy. (c) Culture.</p> <p>5. Growth of Nomadic Empires of Mongol (13<sup>th</sup> to 14<sup>th</sup> century)</p> <p>(a) The nature of nomadism. (b) Formation of empires. (c) Conquest and relations with other states.</p>	<p>Familiarise the rise of Islamic Empire in the Afro-Asian territories and its implications on economy and society.</p> <p>Crusades: Meaning and experience.</p> <p>Nomadic society and their institutions. State: Formation in nomadic societies.</p>
III.	<p><b><i>Changing Traditions:</i></b></p> <p>6. Western Europe (9<sup>th</sup> to 16<sup>th</sup> century)</p> <p>(a) Feudal society and economy. (b) Formation of states. (c) Church and Society.</p> <p>7. Changing Cultural Traditions in Europe (14<sup>th</sup> to 17<sup>th</sup> century)</p> <p>(a) New ideas and new trends in literature and arts. (b) Relationship with earlier ideas. (c) The contribution of West Asia.</p> <p>8. Confrontation of cultures on the Americas (15<sup>th</sup> to 18<sup>th</sup> century)</p> <p>(a) European voyages of exploration. (b) Search for gold; enslavement, raids extermination. (c) Indigenous peoples and cultures—the Arawks, the Aztecs, the Incas. (d) The history of displacement.</p>	<p>Learning of the nature of the economy and society and changes thereof.</p> <p>Decline of feudalism and understanding: Process of transition from it.</p> <p>Ideas and views of the intellectual in the changing cultural trends in the period. Learners: Their learning with the painting and building. Deep study about the ideas of “Renaissance.”</p> <p>Changes in European economy that led to voyages; Implications of the conquest for the indigenous people; Nature of slave trade; Discoveries, Its meaning.</p>
IV.	<p><b><i>Path to Modernisation:</i></b></p> <p>9. The Industrial Revolution in England (18<sup>th</sup> to 19<sup>th</sup> century)</p> <p>(a) Innovations and technological change.</p>	<p>To understand the nature of the growth of Industrial Revolution in England and its effects.</p>

<p>(b) Patterns of growth. (c) Emergence of a working class.</p> <p>10. Displacing Indigenous peoples in North America and Australia (18th to 20th century)</p> <p>(a) European colonies in North America and Australia. (b) Formation of white settler societies. (c) Displacement and repression of local people.</p> <p>11. Modernisation in East Asia Late 19th and 20th century)</p> <p>(a) Militarization and economic growth in Japan. (b) China and the Communist alternative.</p>	<p>Learning the impact of European settlement in America and Australia on displaced populations</p> <p>To make the students aware about the transformation in the modern world in different forms.</p> <p>To familiarize the learners with the regional history of Manipur.</p>
<p>V. <i>History of Manipur</i> (From A.D. 1508 to 1748 A.D.)</p>	

### **PRESCRIBED TEXTBOOKS :**

1. Themes in World History for Class XI  
By: Raghunath Rai  
Published by: V.K. (India) Enterprises, New Delhi.
2. A Brief History of Manipur (1508 -1748 A.D.) for Class XI  
By: B. Sm. Sharma and Dr. M. Kaoba Singh  
Published by: Manipur Student's Emporium Paona Bazar, Imphal

### **REFERENCE BOOK :**

Themes in World History (Textbook in History for Class XI)  
Published by: NCERT, New Delhi.

**DESIGN  
QUESTION PAPER/UNIT TEST**

**Subject : History  
Class : XI  
Time : 3 Hours  
Marks : 100**

<b>I.</b>	<b>Weightage to objectives:</b>					
	Objectives	K	U	A	S	Total
	Percentage of Marks	36	44	16	4	100
	Marks	36	44	16	4	100
<b>II</b>	<b>Weightage to Form of Questions:</b>					
	Forms of Question	E	SA	VSA	0	Total
	No. of Questions	4	13	12	4	33
	Marks Allotted	32	52	12	4	100
	Estimated Time (Mins)	80	84	12	4	180
<b>III.</b>	<b>Weightage to Content:</b>					
	<b>Units/Sub-units</b>					<b>Marks</b>
	I.	Early Societies				10
	II.	Roman Empires				26
	III.	Changing Traditions				26
	IV.	Paths to Modernisation				18
	V.	History of Manipur (1508 A.D. to 1748 A.D.)				20
	<b>Total =</b>					<b>100</b>
<b>IV.</b>	<b>Scheme of Sections:</b>		<b>Nil</b>			
<b>V.</b>	<b>Scheme of Options:</b>		Internal option may be given in Essay Type Question only.			
<b>VI.</b>	<b>Difficulty Level:</b>					
			<b>Difficult:</b>	<b>15% Marks</b>		
			<b>Average:</b>	<b>50% Marks</b>		
			<b>Easy:</b>	<b>35% Marks</b>		

**Abbreviations:** K( Knowledge), U (Understanding), A (Application), S (Skill), E (Essay Type), SA(Short Answer Type), VSA (Very Short Answer Type), O(Objective Type).

**HISTORY****CLASS : XII****Periods - 200****One Paper****3 Hours****Marks - 100**

	<b>UNITS/THEMES</b>	<b>PERIODS</b>	<b>MARKS</b>
I.	The story of the First Cities.	12	16
II.	Social Histories.	10	
III.	A History of Buddhism.	10	
IV.	Political and Economic History.	12	18
V.	New Architecture.	10	
VI.	Religious Histories.	12	
VII.	The Mughal Court.	10	14
VIII.	Agrarian Relations.	10	
IX.	Medieval Society through Traveller's Account.	12	
X.	Colonialism and Rural Society.	18	12
XI.	Representations of 1857.	12	
XII.	Colonialism and Indian Towns.	10	10
XIII.	Mahatama Gandhi through Contemporary Eyes.	10	
XIV.	Partition through Oral Sounds.	10	10
XV.	The Making of the Constitution.	10	
XVI.	Themes in Regional History (Manipur)	32	20
	Total	200	100

**THEMES IN INDIAN HISTORY**

<b>THEMES</b>	<b>OBJECTIVES</b>
<p>I. <i>The story of the First Cities:</i>  Harappan Civilization :</p> <p>(a) Early urban centres.  (b) Harappan civilization.  (c) Archaeological report on the major sites and its interpretations by the scholars.</p>	<p>Learning of the early urban centres as economic and social institutions. Deep study of the Harappan civilization.</p>

<p>II. <b><i>Social Histories:</i></b></p> <p>The Mahabharata as a source of social history.</p> <p>(a) Issues in social history, including caste, class, kinship and gender.</p> <p>(b) Transmission and publications of the Mahabharata.</p> <p>(c) The Mahabharata and other sources for reconstructing social history.</p>	<p>To acquaint the learner with issues in social history and strategies of textual analysis and their use in reconstructing social history.</p>
<p>III. <b><i>A History of Buddhism:</i></b></p> <p>Sanchi Stupa.</p> <p>(a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Saivism.</p> <p>(b) Buddhism.</p> <p>(c) Sanchi Stupa and its importance.</p>	<p>Learning of the major religious developments in early India. Introduce strategies of visual analysis and their use in reconstructing histories of religion.</p>
<p>IV. <b><i>Political and Economic History:</i></b></p> <p>(From the Mauryan to the Gupta Period).</p> <p>(a) Inscriptions and decipherment of the script.</p> <p>(b) Shifts in the understanding of political and economic history.</p> <p>(c) Ashokan Inscriptions and Gupta period land grant.</p> <p>(d) Interpretation of inscriptions by historians.</p>	<p>Learning the major trends in the political and economic history and inscriptional analysis which has shaped the understanding of political and economic processes.</p>
<p>V. <b><i>New Architecture:</i></b></p> <p>Hampi.</p> <p>(a) Outline of new buildings during Vijyanagar period-temples, forts, irrigation facilities.</p> <p>(b) Relationship between architecture and the political system.</p>	<p>Learning of the buildings that were built during the time: Learning the ways in which architecture can be analysed to reconstruct history.</p>

<p>(c) Importance of the New Architectural finds at Hampi.</p>	
<p>VI. <b>Religious Histories:</b> The Bhakti-Sufi Traditions.</p> <p>(a) Outline of religious developments during this period.</p> <p>(b) Ideas and practices of the Bhakti-Sufi saints.</p> <p>(c) Importance of Bhakti-Sufi works.</p>	<p>Learning of religious developments; ways of analysing devotional literature as source of history.</p>
<p>VII. <b>The Mughal Court:</b> Reconstructing Histories through chronicles,</p> <p>(a) Outline of Political history 15<sup>th</sup> to 17<sup>th</sup> centuries.</p> <p>(b) Mughal Court and Politics.</p> <p>(c) Importance of Akbarnama and Padshabuama as court chronicles to reconstruct political histories.</p>	<p>Learning of the major developments in political history.</p> <p>Learning in the use of chronicles and other sources to reconstruct the histories of political institutions.</p>
<p>VIII. <b>Agrarian Relations:</b> The Ain-i-Akbari.</p> <p>(a) Structure of agrarian Relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries.</p> <p>(b) Patterns of change over the period.</p> <p>(c) Compilation and translation of Ain-i-Akbari and its importance in history.</p>	<p>Deep learning in the developments in agrarian relations and its official documents with other sources.</p>
<p>IX. <b>Medieval Society through Travellers' Accounts:</b></p> <p>(a) Outline of Social and Cultural life as they appear in travellers' accounts of Alberuni, ibi Batuta, Bernier, etc.</p>	<p>Learning of the salient features of social histories described by the travellers.</p> <p>Accounts left by the travellers and their role in making the sources of social history.</p>
<p>X <b>Colonialism and Rural Society:</b></p> <p>(a) Life of Zamindars, peasants and artisans in the late 18<sup>th</sup> century.</p>	<p>Learning of how colonialism affected lives of the zamindars, peasants and others.</p>

<p>(b) East India Company, revenue settlements and surveys.</p> <p>(c) Changes over the nineteenth century.</p>	
<p>XI. <b><i>Representations of 1857:</i></b></p> <p>(a) The events of 1857-1858-area affected.</p> <p>(b) Changes in the British policy after 1857.</p>	<p>Learning of different interpretation of the events of 1857; use of visual materials.</p>
<p>XII. <b><i>Colonialism and India Towns:</i></b></p> <p>Town Plans and Municipal Reports.</p> <p>(a) The growth of Mumbai, Chennai, hill stations and cantonments in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p>(b) Town planning of cities like Kolkata, Mumbai, etc.</p>	<p>Learning of the history of modern urban centres; use of different methods in the construction of new urban cities.</p>
<p>XIII. <b><i>Mahatma Gandhi through Contemporary Eyes :</i></b></p> <p>(a) The nationalist movement, 1918-1948.</p> <p>(b) The nature of Gandhian politics and leadership.</p>	<p>Learning the significant elements of nationalist movement and the nature of Gandhian leadership.</p>
<p>XIV. <b><i>Partition through Oral Sounds:</i></b></p> <p>(a) The history of the 1940s.</p> <p>(b) Nationalism, Communalism and partition.</p> <p>(c) Horrors of communal riots- Aftermath of partition.</p>	<p>Learning of the last phase of the nationalist movement; Growth of communalism; The story of partition. Events leading to the communal violence during these years; oral sources in the reconstruction of these events.</p>
<p>XV. <b><i>The Making of the Constitution:</i></b></p> <p>(a) Independence and the new nation states.</p> <p>(b) The making of the constitution.</p>	<p>Learning of the history of the early years after independence. Deep study about the making of the constitution.</p>

<p><b>XVI. Themes in Regional History (Manipur)</b></p> <p>a) Prehistory and Proto History of Manipur</p> <p>b) Historical Archaeology of Manipur</p> <p>c) Manipur and First Anglo Burmese War</p> <p>d) Anglo Manipur War 1891</p> <p>e) Socio- Religious and Political Movements</p>	<p>Learning of the prehistory of Manipur and identify the various tools and sites in Manipur.</p> <p>Learning of the myths, legends and folklore of Manipur.</p> <p>Learning of the history of Manipur through art and architecture, coins, etc.</p> <p>Learning of the darkest periods of history of Manipur and dedication of the Manipuri Princes and its relation with the First Anglo Burmese War.</p> <p>Learning of the contributions of the great patriots of Manipur in the Anglo Manipur War, 1891.</p> <p>Learning of the various developments in Manipur in social, religious and political aspects.</p>
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**PRESCRIBED TEXTBOOK :**

1. Themes in Indian History for Class XII  
By: Raghumani Rai  
Published by: V.K. (India) Enterprises, New Delhi.
2. Themes In Regional History (Manipur)  
Published by: Council of Higher Secondary Education, Manipur.

**REFERENCE BOOK :**

- Themes in Indian History Part I, II & III  
Published by: NCERT, New Delhi.

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	XI.	Representations of 1857				
	XII.	Colonialism and Indian Towns				10
	XIII.	Mahatama Gandhi through Contemporary Eyes				
	XIV.	Partition through Oral Sounds				10
	XV.	The Making of the Constitution				
XVI.	Themes In Regional History (Manipur)				20	
<b>Total</b>					<b>100</b>	

<b>IV.</b>	<b>Scheme of Sections:</b>	<b>Nil</b>
<b>V.</b>	<b>Scheme of Options:</b>	Internal option may be given in Essay Type Question only.
<b>VI.</b>	<b>Difficulty Level:</b>	
		<b>Difficult: 15% Marks</b>
		<b>Average: 50% Marks</b>
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