

HISTORY (Code No. 027)
Class XII - Syllabus (2018-19)

Paper One Theory

Max Marks: 100(80+20)

Units	Periods	Marks
Themes in Indian History Part-I Units 1 - 4	55	25
Themes in Indian History Part-II Units 5 - 9	65	25
Themes in Indian History Part-III Units 10 - 15	80	25
Unit 16 : Map Work	10	05
Project work	10	20
	220	100

Class XII: Themes in Indian History

Themes	Objectives
PART - I	
1. The Story of the First Cities: Harappan Archaeology. (13) Broad overview: Early urban centres. Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site. Discussion: How it has been utilized by archaeologists/historians.	<ul style="list-style-type: none"> □ Familiarize the learner with early urban centres as economic and social institutions. □ Introduce the ways in which new data can lead to a revision of existing notions of history. □ Illustrate steps of making archaeological reports.
2. Political and Economic History: How Inscriptions tell a story. (14) Broad overview: 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. Excerpt: Asokan inscription and Gupta period land grant. Discussion: Interpretation of inscriptions by historians.	<ul style="list-style-type: none"> □ Familiarize the learner with major trends in the political and economic history of the subcontinent. □ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
3. Social Histories: Using the Mahabharata (14)	<ul style="list-style-type: none"> □ Familiarize the learner with issues in social history.

<p>Broad overview: Issues in social history, including caste, class, kinship and gender.</p> <p>Story of discovery: Transmission and publications of the Mahabharata.</p> <p>Excerpt: from the Mahabharata, illustrating how it has been used by historians.</p> <p>Discussion: Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> □ Introduce strategies of textual analysis and their use in reconstructing social history.
<p>4. A History of Buddhism: Sanchi Stupa (14)</p> <p>Broad overview:</p> <p>(a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Saivism.</p> <p>(b) Focus on Buddhism.</p> <p>Story of discovery: Sanchi stupa</p> <p>Excerpt: Reproduction of sculptures from Sanchi.</p> <p>Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> □ Discuss the major religious developments in early India. □ Introduce strategies of visual analysis and their use in reconstructing histories of religion.
<p>PART-II</p>	
<p>5. Medieval Society through Travelers' Accounts (13)</p> <p>Broad overview:</p> <p>Outline of social and cultural life as they appear in travelers' accounts.</p> <p>Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p>Excerpts: from Alberuni, Ibn Batuta, Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> □ Familiarize the learner with the salient features of social histories described by the travelers. □ Discuss how travelers' accounts can be used as sources of social history.
<p>6. Religious Histories: The Bhakti-Sufi Tradition (13)</p> <p>Broad overview:</p> <p>(a) Outline of religious developments during this period.</p> <p>(b) Ideas and practices of the Bhakti-Sufi saints.</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p>	<ul style="list-style-type: none"> □ Familiarize the learner with religious developments. □ Discuss ways of analyzing devotional literature as sources of history.

<p>Discussion: Ways in which these have been interpreted by historians.</p> <p>7. New Architecture: Hampi (13) Broad overview:</p> <p>(a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities.</p> <p>(b) Relationship between architecture and the political system.</p> <p>Story of Discovery: Account of how Hampi was found.</p> <p>Excerpt: Visuals of buildings at Hampi</p> <p>Discussion: Ways in which historians have analyzed and interpreted these structures.</p> <p>8. Agrarian Relations: The Ain-i- Akbari (13) Broad overview:</p> <p>(a) Structure of agrarian relations in the 16th and 17th centuries.</p> <p>(b) Patterns of change over the period.</p> <p>Story of Discovery: Account of the compilation and translation of Ain-i-Akbari.</p> <p>Excerpt: from the Ain-i-Akbari</p> <p>Discussion: Ways in which historians have used the text to reconstruct history.</p> <p>9. The Mughal Court: Reconstructing Histories through Chronicles (13) Broad overview:</p> <p>(a) Outline of political history 15th-17th centuries.</p> <p>(b) Discussion of the Mughal court and politics.</p> <p>Story of Discovery: Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p>Excerpts: from the Akbarnama and Padshahnama.</p> <p>Discussion: Ways in which historians have used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> □ Familiarize the learner with the new buildings that were built during the time. □ Discuss the ways in which architecture can be analyzed to reconstruct history. <ul style="list-style-type: none"> □ Discuss developments in agrarian relations. □ Discuss how to supplement official documents with other sources. <ul style="list-style-type: none"> □ Familiarize the learner with the major landmarks in political history. □ Show how chronicles and other sources are used to reconstruct the histories of political institutions.
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PART - III (Periods 80)	
10. Colonialism and Rural Society: Evidence from Official Reports (13)	
<p>Broad overview:</p> <p>(a) Life of zamindars, peasants and artisans in the late 18th century</p> <p>(b) East India Company, revenue settlements and surveys.</p> <p>(c) Changes over the nineteenth century.</p> <p>Story of official records: An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p> <p>Excerpts: From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report.</p> <p>Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> □ Discuss how colonialism affected zamindars, peasants and artisans. □ Comprehend the problems and limits of using official sources for understanding the lives of people.
11. Representations of 1857 (13)	
<p>Broad overview:</p> <p>(a) The events of 1857-58.</p> <p>(b) How these events were recorded and narrated.</p> <p>Focus: Lucknow.</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> □ Discuss how the events of 1857 are being reinterpreted. □ Discuss how visual material can be used by historians.
12. Colonialism and Indian Towns: Town Plans and Municipal Reports (13)	
<p>Broad overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th centuries.</p> <p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.</p> <p>Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> □ Familiarize the learner with the history of modern urban centres. □ Discuss how urban histories can be written by drawing on different types of sources.

<p>13. Mahatma Gandhi through Contemporary (13) Eyes</p> <p>Broad overview:</p> <p>(a) The Nationalist Movement 1918 - 48. (b) The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi in 1931.</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p> <p>14. Partition through Oral Sources (14)</p> <p>Broad overview:</p> <p>(a) The history of the 1940s. (b) Nationalism, Communalism and Partition. Focus: Punjab and Bengal.</p> <p>Excerpts: Oral testimonies of those who experienced partition.</p> <p>Discussion: Ways in which these have been analyzed to reconstruct the history of the event.</p> <p>15. The Making of the Constitution (14)</p> <p>Broad overview:</p> <p>(a) Independence and the new nation state. (b) The making of the Constitution.</p> <p>Focus: The Constitutional Assembly debates.</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p> <p>16. Map Work on Units 1-15 (10)</p>	<ul style="list-style-type: none"> □ Familiarize the learner with significant elements of the Nationalist Movement and the nature of Gandhian leadership. □ Discuss how Gandhi was perceived by different groups. □ Discuss how historians need to read and interpret newspapers, diaries and letters as historical source. <ul style="list-style-type: none"> □ Discuss the last decade of the national movement, the growth of communalism and the story of partition. □ Understand the events through the experience of those who lived through these years of communal violence. □ Show the possibilities and limits of oral sources. <ul style="list-style-type: none"> □ Familiarize students with the history of the early years after independence. □ Discuss how the founding ideals of the new nation state were debated and formulated. □ Understand how such debates and discussions can be read by historians.
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17. Project Work**(10 periods)**

Please refer Circular for project work guidelines.

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

History Project Work**Class XII****Few Suggestive topics for Project Work (Examples)**

1. The mysteries behind the mound of dead – Mohenjo-Daro
2. An In-depth study to understand Spiritual Archaeology in the Sub-Continent
3. Buddha's Path to Enlightenment
4. Insight and Reflection of Bernier's notions of The Mughal Empire
5. An exploratory study to know the women who created history
6. "Mahatma Gandhi" – A legendary soul
7. To reconstruct the History of Vijaynagar through the Archaeology of Hampi
8. The emerald city of Colonial Era – BOMBAY
9. Vision of unity behind the first war of Independence
10. Divine Apostle of Guru Nanak Dev
11. Help, Humanity and Sacrifices during Partition
12. Glimpses inside Mughals Imperials Household
13. The process behind the framing of the Indian Constitution
14. The 'Brahm Nirupam' of Kabir – A journey to Ultimate Reality

HISTORY (027)
Class XII (2018-19)
Design of the Question Paper

Paper One Theory

(QP 80 + 20 Project)=100 Marks

Units	Periods	Marks
Themes in Indian History Part-I Units 1 - 4	55	25
Themes in Indian History Part-II Units 5 - 9	65	25
Themes in Indian History Part-III Units 10 - 15	80	25
Units 1- 16 : Map Work	10	5
Project Work	10	20
	220	100

QUESTION PAPER DESIGN (2018-19)									
HISTORY			Code No. 027					Class- XII	
Time: 3 Hours							Max. Marks: 80		
S. No	Typology of Questions	Learning outcomes and Testing Competencies	V. Short Answer - (2 Marks)	Short Answer - (4 Marks)	Source Based - (7 Marks)	Long Answer - (8 Marks)	Map Work - (5 Marks)	Marks	% Weightage
1	Remembering- (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, list, state the information)	<input type="checkbox"/> Reasoning <input type="checkbox"/> Analytical Skills	1	1	-	1	-	14	18%
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, discuss, clarify, paraphrase information)		1	1	1	1	-	21	26%
3	Application- (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, apply, solve, demonstrate, provide an example, or solve a problem)		-	2	1	-	1	15	19%
4	High Order Thinking Skills- (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)		1	1	1	1	-	21	26%
5	Evaluation- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes)		-	1	-	-	-	4	5%
6.	Map skill based questions- Identification, location, significance)	<input type="checkbox"/> Map identification skills, etc.					1*	5	6%
			One from each book	Two from each book	Each theme one question	Each theme one question			
Total			3x2=6	6x4=24	3x7= 21	3x8=24	1x5 =5	80	100%

Note: Each source based question, will have three questions with marks ranging from 1 - 3.

*1 Map question of 5 marks having 5 items carrying 1 mark each.

I. Weightage to content

Themes in Indian History (Part I)	25 Marks
Themes in Indian History (Part II)	25 Marks
Themes in Indian History (Part III)	25 Marks
Map Work	5 Marks
Project work	20 marks
Total	100 Marks

II. Weightage to Difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E)	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%
Scheme of Option: No internal choice except for blind students.	

III. Division of Question Paper

The Question paper will be divided into A, B, C, D and E.

- Part A will carry 3 very short answer questions of 2 marks each.
- Part B will carry 6 short answer questions of 4 marks each.
(No change in the syllabus)
- Part C will carry 3 long answer questions of 8 marks each (word limit '350' with internal choice, each from respective book).
- Part D will carry three source -based questions. The number of questions will be three, carrying 7 marks each (no internal choice). The sources will be taken from the textbooks as directed therein.
- Part E will have 1 map question of 5 marks. Items covered are Identification and Location.

IV. Scheme of Option

Part A will have no choice.

Part B will have 6 questions from all the three books, out of which the student will attempt any 5 questions. (From 3 books) (**Note: Value based question will not be asked**)

Part C will carry three Long Answer Questions. The number of questions will be 3, carrying 8 marks each. (Each question from three themes, with Internal Choice).

Part D will be Source-Based Questions. There will be THREE sources, ONE from each book followed by questions. There will have "no internal choice".

In Part E, there will be one Map Question -Test items will be 'Identification' and Location.

There is no change in the list of Maps.

V. Weightage of Marks Book-wise

	VSA 2 marks	SA 4 marks	Source based 7 marks	Map work 5 Marks	Long answer 8 marks	Total
Book I (Ancient India)	2(1)	4+4	7(1)		8(1)	25
Book II (Medieval India)	2(1)	4+4	7(1)		8(1)	25
Book III (Modern India)	2(1)	4+4	7(1)		8(1)	25
Map Work				5x1		5
Project work -						20
	2x3=6	4x6=24	7x3=21	5	8x3=24	100

LIST OF MAPS**Book 1**

1. P-2. Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
2. P-30. Mahajanapada and cities :
Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3. P-33. Distribution of Ashokan inscriptions:
 - (i) Kushanas, Shakas, Satavahanas, Vakatakas, Guptas
 - (ii) Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha
 - (iii) Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi.
 - (iv) Kingdom of Cholas, Cheras and Pandyas.
4. P-43. Important kingdoms and towns:
 - (i) Kushanas, Shakas, Satavahanas, Vakatakas, Guptas
 - (ii) Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5. P-95. Major Buddhist Sites:
Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, BodhGaya, Shravasti, Ajanta.

Book 2

1. P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
2. P-214. Territories under Babur, Akbar and Aurangzeb: Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.

Book 3

1. P-297. Territories/cities under British Control in 1857:
Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Daccan, Chitagong, Patna, Benaras, Allahabad and Lucknow.
2. P-305. Main centres of the Revolt of 1857:
Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Avadh.
3. P-305. Important centres of the National Movement:
Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.

Prescribed Books:

1. Themes in World History, Class XI, Published by NCERT
2. Themes in Indian History, Part I, Class XII, Published by NCERT
3. Themes in Indian History Part-II, Class XII, Published by NCERT
4. Themes in Indian History Part-III, Class XII, Published by NCERT

Note: The above textbooks are also available in Hindi medium.