

**SYLLABUS
HISTORY (027)
CLASS –XII
(2013-14)**

Rationale

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of reading history.

Objectives

- z Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops
- z The syllabus would also enable student store late/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- z The syllabus in class XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic,(ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacement sand marginalization. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- z The treatment of each theme in class XI would include (a) an overview of the theme under discussion, (b) a more detailed focus on one region of study, (c)an introduction to a critical debate associated with the issue.
- z In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- z Each theme in class XII will also introduce the student to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties o f interpreting each type of source, ‘and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

- z Each theme for class XII will be organized around four sub heads: (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- z While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are over laps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- z In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by (a) plotting the specific event with in time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

Class XII
(Revised Division)

Time: 3 hours

Paper One

100Marks

| Units | Periods (220) | 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 | 5 |
| • Project work | 10 | 20 |
| | 220 | 100 |

Note: There is no change in the syllabus. Value Based Question can be from Part-1, 2, 3 text books and carry = 05 marks, accordingly teacher can reduce weightage of the corresponding question

| Class XII: Themes in Indian History | | |
|---|-------------|---|
| Themes | Period (55) | Objectives |
| PART - I | | |
| 1. The Story of the First Cities: Harappan Archaeology. | (13) | <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 how archaeological reports are analyzed and interpreted by scholars. |
| 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. | | |
| 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. | | |
| 3. Social Histories: Using the Mahabharata | (14) | <ul style="list-style-type: none"> ‰ Familiarize the learner with issues in social history. ‰ Introduce strategies of textual analysis and their use in reconstructing social history. |
| Broad overview: Issues in social history, including caste, class, kinship and gender. Story of discovery: Transmission and publications of the Mahabharat. Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history. | | |
| 4. A History of Buddhism: Sanchi Stupa | (14) | <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. |
| Broad overview: (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism. Story of discovery: Sanchi stupa Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism. | | |

| Themes | Period (65) | Objectives |
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| <p style="text-align: center;">PART-II</p> <p>5. Agrarian Relations: The <i>Ain-i- Akbari</i> (13)</p> <p>Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.</p> <p>Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i>.</p> <p>Excerpt: from the <i>Ain-i-Akbari</i></p> <p>Discussion: Ways in which historians have used the text to reconstruct history.</p> | | <ul style="list-style-type: none"> %o Discuss developments in agrarian relations. %o Discuss how to supplement official documents with other sources. |
| <p>6. The Mughal Court: Reconstructing Histories through Chronicles (13)</p> <p>Broad Overview: (a) Outline of political history 15th-17th centuries. (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 <i>Akbarnama</i> and <i>Padshahnama</i>.</p> <p>Discussion: Ways in which historians have used the texts to reconstruct political histories.</p> | | <ul style="list-style-type: none"> %o Familiarize the learner with the major landmarks in political history %o Show how chronicles and other sources are used to reconstruct the histories of political institutions. |
| <p>7. New Architecture: Hampi (13)</p> <p>Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (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> | | <ul style="list-style-type: none"> %o Familiarize the learner with the new buildings that were built during the time. %o Discuss the ways in which architecture can be analyzed to reconstruct history. |

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| <p>8. Religious Histories: The Bhakti-Sufi tradition(13)</p> <p>Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p> | <p>%o Familiarize the learner with religious developments.</p> <p>%o Discuss ways of analyzing devotional literature as sources of history.</p> |
| <p>9. Medieval Society Through Travellers' Accounts (13)</p> <p>Broad Overview: 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> | <p>%o Familiarize the learner with the salient features of social histories described by the travelers.</p> <p>%o Discuss how travelers' accounts can be used as sources of social history.</p> |

| Themes | Periods-80 | Objectives |
|--|------------|--|
| <p>PART - III (80)</p> | | |
| <p>10. Colonialism and-Rural Society: Evidence from Official Reports (13)</p> <p>Broad overview : (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.</p> <p>Story of official records: An account of why official investigations into rural societies were under taken 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> | | <p>%o Discuss how colonialism affected Zamindars, peasants and artisans.</p> <p>%o Understand the problems and limits of using official sources for understanding the lives of people.</p> |

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| <p>11. Representations of 1857 (13)</p> <p>Broad Overview: (a) The events of 1857-58. (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 |
| <p>12. Colonialism and Indian Towns: Town Plans and Municipal Reports (13)</p> <p>Broad Overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century</p> <p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus</p> | <ul style="list-style-type: none"> % Familiarize the learner with the history of modern urban centers. Discuss how urban histories can be written by drawing on different types of sources. |
| <p>13. Mahatma Gandhi through Contemporary Eyes (13)</p> <p>Broad Overview: (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi in 1931. Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</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. |
| <p>14. Partition through Oral Sources (14)</p> <p>Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.</p> <p>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> | <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. |

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| <p>15. The Making of the Constitution (14)</p> <p>Broad Overview: (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>‰ Familiarize students with the history of the early years after independence.</p> <p>‰ Discuss how the founding ideals of the new nation state were debated and formulated.</p> <p>‰ Understand how such debates and discussions can be read by</p> |
| <p>16. Map Work on Units 1-15 (10) periods)</p> | |
| <p>17. Project Work (10) periods</p> <p>Project work will help students to:-</p> <ul style="list-style-type: none"> • 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 | |

Recommended text 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.

LIST OF MAPS

Book 1

1. P-2. Mature Harappan sites :Harappa, Banawali, Kalibangan, Balakot, Rakhigadi, Dholavira,Nageshwar,Lothal,Mohenjodaro,Chanhudaro,KotDiji.
2. P-30. Mahajanapada and cities :
Vajji,Magadha,Koshala,Kuru,Panchala,Gandhara,Avanti,Rajgir,Ujjain,Taxila, Varanasi.
3. P-33. Distribution of Ashokan inscriptions :
 - (i) Kushans, Shakas, Satvahana, Vakatakas, Gupta
 - (ii) Cities/towns : Mathura, Kanauj, Puhar, Brahukachchha
 - (iii) Pillar inscriptions - Sanchi, Topra, Meerut, Pillar, Kaushambi.
 - (iv) Kingdom of Cholas, Keralaputras and Pandyas.
4. P-43. Important kingdoms and towns :
 - (i) Kushans, Shakas, Satvahana, Vakarakas, Gupta
 - (ii) Cities/town:Mathura,Kanauj,Puhar,Brahukachchha,Shrivasti,Rajgir,Vaishali, Varanasi,Vidisha
5. P-95. Major Buddhist Sites :
Nagarjunakonda,Sanchi,Amaravati,Lumbini,Nasik,Bharhut,BodhGaya,Shrivast i, Ajanta.

Book 2

1. P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur,Kolar,Tiruneveli,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, Masulipatnam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Dacca, Chitagong, Patna, Benaras, Allahabad and Lucknow.
2. P-305. Main centres of the Revolt :
Delhi,Meerut,Jhansi,Lucknow,Kanpur,Azamgarh,Calcutta,Benaras,Jabalpur, Agra.
3. P-305. Important centres of the national movement:
Champaran,Kheda,Ahmedabad,Benaras,Amritsar,ChauriChaura,Lahore,Bardoli, Dandi,Bombay(QuitIndiaResolution),Karachi.

SAMPLE QUESTION PAPER (2013-14)
HISTORY (027)
CLASS –XII

DESIGN OF THE QUESTION PAPER (2013-14)

Time: 3 hrs.

Marks: 80

Subject: History (Theory)

The weightage or the distribution of marks over the different dimensions of the paper shall be as follows:-

I. Weightage to form of questions (Revised)

| Form of questions | No. of questions | Marks for each question | Total Marks |
|---|-------------------------|--------------------------------|--------------------|
| Long answer (L.A.) | 2 | 10 | 20 |
| Short answer (S.A.) | 4 | 5 | 20 |
| Short answer on Values Part B (section IV Q. No. 11) | 1 | 5 | 5 |
| Very short answer (V.S.A) | 3 | 2 | 6 |
| Passage Based Question | 3 | 8 | 24 |
| Skill (Map Work) | 1 | 5(3+2) | 05 |
| Total | 14 | | 80 |

Note: Each passage based question will have 3-4 questions with marks ranging from 1 to 4.

II. Weightage to content (Revised)

| | |
|--|-----------------|
| Themes in Indian History (Part I) | 20 Marks |
| Themes in Indian History (Part II) | 25 Marks |
| Themes in Indian History (Part III) | 25 Marks |
| Map Work | 05 Marks |
| Note:- Value Based question can be taken from any of the above Part (I, II, III) which is given in Part-B, Section-IV -----05 Marks | 05 Marks |
| Total | 80 Marks |

III. Weightage to difficulty level

| Estimated Difficulty Level | Percentage |
|-----------------------------------|-------------------|
| (i) Easy (E) | 30% |
| (ii) Average (AV) | 50% |
| (iii) Difficult (D) | 20% |

IV. Division of Question Paper

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

- Part A will carry 3 questions of 2 marks each.

- **Part B will carry 5 questions of 5 marks each out of which one is a value based compulsory question (Part-B Section-4) (No Change in the syllabus)**
- **Part C** will carry 2 questions of 10 marks each.
- **Part D** will carry three passage-based questions. The number of questions will vary from 3 to 4. The marks will range from 1 to 4. The sources will be taken from the textbooks as directed therein.
- **Part E** will have one map question of 5 marks each, out of which 3 marks is for identification and 2 marks for location and labeling.

V. Scheme of Option

Part A will have no choice

Part B will be divided into 3 sections (books) +1 value based Section.

- *Section I* will have 3 questions out of which the student will attempt any 2.
- *Section II* will have 2 questions out of which the student will attempt any 1 question
- *Section III* will have 2 questions out of which the student will attempt any 1 question.
- **Part-B section-IV-One question will be a value based question which is a compulsory question from any book**

In part C, the question will be from section -II (Book II -2 questions) and Section -III (Book III- 2 questions).

There will be an internal choice in each question from each book.

Part D will be passage-based questions. There will be six sources, two from each section followed by question. The student will attempt one source from each section.

In Part E, there will be one map question carrying 3 marks for identification and 2 marks for location and labeling. There will be no internal choice.

There is no change in the list of Maps

VI. Weightage of marks book-wise (Revised)

| | | |
|--|---|--|
| Book I (Ancient India) | = | 2+5+5+8= 20 marks |
| Book II (Medieval India) | = | 2+5+8+10= 25 marks |
| Book III (Modern India) | = | 2+5+8+10= 25 marks |
| One Value based Question (from any book) | = | 5 Marks |
| Map | = | 5 marks |
| | | (3 Identification+2 locations& labeling) |
| Total | = | <u>80 marks</u> |

(Note: Value Based question can be from part-1, 2, 3 carry = 05 marks Accordingly teacher can reduce weightage of the corresponding section.)

Class: XII
Sample Question Paper 2013-14
BLUE PRINT

Marks: 80 marks

Time: 3 hours

Subject: History

| Theme | Very Short Answer (2) | Short Answer (5) | Long Answer (10) | Source Based question (8) | Skill (3+2) | Total Marks |
|--|------------------------------|-------------------------|-------------------------|----------------------------------|--------------------|--------------------------------|
| 1 and 2 | 2(1) | 5(1) * | - | 8(1)* | - | 20 |
| 3 and 4 | - | 5(1)/ 5(1) * | - | 8(1)* | | |
| 5 and 6 | 2(1) | | - | 8(1)* | - | 25 |
| 7 and 8 | | 5(1)/ 5(1) * | 10(1)* | 8(1)* | - | |
| Ch-9 | | | 10(1) * | | | |
| 10 and 11 | | 5(1)/5(1)* | | 8(1)* | | 25 |
| 12 and 13 | 2(1) | | 10(1)* | | | |
| 14 and 15 | | | 10(1)* | 8(1)* | | |
| Value based question from any unit 1-15 | | 5(1) | | | | 5 |
| Map | | | | | 5 | 5 |
| Sub Total | 3(2)=6 m | 5(5)=25m | 10(2)=20m | 8(3)=24 | 3+2=5 | 80 Marks (14) Questions |

Note:

1. *-indicates Choice question
2. There is one map question carrying 3 marks for identification and 2 marks for location. There will be no internal choice.