

**HISTORY (027)**  
**Class XII, Syllabus (2014-15)**

Paper One

100 Marks

Units	Periods	Marks
● <b>Themes in Indian History Part-I</b> Units 1 - 4	55	25
● <b>Themes in Indian History Part-II</b> Units 5 - 9	65	25
● <b>Themes in Indian History Part-III</b> Units 10 - 15	80	25
● <b>Unit 16 : Map Work</b>	10	5
● <b>Project work</b>	10	20
	220	100
<p>Note: There is no change in the syllabus. Value Based Question can be from Part-1, 2, 3 textbooks and carry 04 marks. Accordingly teacher can reduce weightage of the corresponding section.</p>		

Class XII: Themes in Indian History	
Themes	Objectives
<p><b>PART - I (Periods 55)</b></p> <p><b>1. The Story of the First Cities: Harappan Archaeology. (13)</b>  <b>Broad overview:</b> Early urban centres.  <b>Story of discovery:</b> Harappan civilization  <b>Excerpt:</b> Archaeological report on a major site.  <b>Discussion:</b> How it has been utilized by archaeologists/historians.</p> <p><b>2. Political and Economic History: How Inscriptions tell a story. (14)</b>  <b>Broad overview:</b> Political and economic history from the Mauryan to the Gupta period.  <b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.  <b>Excerpt:</b> Asokan inscription and Gupta period land grant.  <b>Discussion:</b> Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> <li>□ Familiarize the learner with early urban centres as economic and social institutions.</li> <li>□ Introduce the ways in which new data can lead to a revision of existing notions of history.</li> <li>□ Illustrate how archaeological reports are analyzed and interpreted by scholars.</li> <li>□ Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>□ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

Themes	Objectives
<p><b>3. Social Histories: Using the Mahabharata (14)</b></p> <p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender.</p> <p><b>Story of discovery:</b> 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> <p><b>4. A History of Buddhism: Sanchi Stupa (14)</b></p> <p><b>Broad overview:</b></p> <p>(a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism.</p> <p>(b) Focus on Buddhism.</p> <p><b>Story of discovery:</b> 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, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>□ Familiarize the learner with issues in social history.</li> <li>□ Introduce strategies of textual analysis and their use in reconstructing social history.</li> <li>□ Discuss the major religious developments in early India.</li> <li>□ Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>
<p><b>PART-II (Periods 65)</b></p>	
<p><b>5. Agrarian Relations: The Ain-i- Akbari (13)</b></p> <p><b>Broad overview:</b></p> <p>(a) Structure of agrarian relations in the 16th and 17th centuries.</p> <p>(b) Patterns of change over the period.</p> <p><b>Story of Discovery:</b> Account of the compilation and translation of Ain-i-Akbari.</p> <p><b>Excerpt:</b> from the Ain-i-Akbari</p> <p><b>Discussion:</b> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> <li>□ Discuss developments in agrarian relations.</li> <li>□ Discuss how to supplement official documents with other sources.</li> </ul>
<p><b>6. The Mughal Court: Reconstructing Histories through Chronicles (13)</b></p> <p><b>Broad overview:</b></p> <p>(a) Outline of political history 15th-17th centuries.</p> <p>(b) Discussion of the Mughal court and politics.</p> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p><b>Excerpts:</b> from the Akbarnama and Padshahnama.</p>	<ul style="list-style-type: none"> <li>□ Familiarize the learner with the major landmarks in political history.</li> <li>□ Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>

Themes	Objectives
<p><b>Discussion:</b> Ways in which historians have used the texts to reconstruct political histories.</p> <p>7. <b>New Architecture: Hampi</b> (13)  <b>Broad overview:</b></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><b>Story of Discovery:</b> Account of how Hampi was found.</p> <p><b>Excerpt:</b> Visuals of buildings at Hampi</p> <p><b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures.</p> <p>8. <b>Religious Histories: The Bhakti-Sufi Tradition</b> (13)  <b>Broad overview:</b></p> <p>(a) Outline of religious developments during this period.</p> <p>(b) Ideas and practices of the Bhakti-Sufi saints.</p> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p> <p>9. <b>Medieval Society through Travelers' Accounts</b> (13)  <b>Broad overview:</b></p> <p>Outline of social and cultural life as they appear in travelers' accounts.</p> <p><b>Story of their writings:</b> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p><b>Excerpts:</b> from Alberuni, Ibn Batuta, Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>□ Familiarize the learner with the new buildings that were built during the time.</li> <li>□ Discuss the ways in which architecture can be analyzed to reconstruct history.</li> <li>□ Familiarize the learner with religious developments.</li> <li>□ Discuss ways of analyzing devotional literature as sources of history.</li> <li>□ Familiarize the learner with the salient features of social histories described by the travelers.</li> <li>□ Discuss how travelers' accounts can be used as sources of social history.</li> </ul>
<p><b>PART - III ( Periods 80)</b></p>	
<p>10. <b>Colonialism and Rural Society: Evidence from Official Reports</b> (13)  <b>Broad overview:</b></p> <p>(a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century</p>	<ul style="list-style-type: none"> <li>□ Discuss how colonialism affected zamindars, peasants and artisans.</li> </ul>

Themes	Objectives
<p>(b) East India Company, revenue settlements and surveys.</p> <p>(c) Changes over the nineteenth century.</p> <p><b>Story of official records:</b> An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report.</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> <li>□ Understand the problems and limits of using official sources for understanding the lives of people.</li> </ul>
<p><b>11. Representations of 1857 (13)</b></p> <p><b>Broad overview:</b></p> <p>(a) The events of 1857-58.</p> <p>(b) How these events were recorded and narrated.</p> <p><b>Focus:</b> Lucknow.</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>□ Discuss how the events of 1857 are being reinterpreted.</li> <li>□ Discuss how visual material can be used by historians.</li> </ul>
<p><b>12. Colonialism and Indian Towns: Town Plans and Municipal Reports (13)</b></p> <p><b>Broad overview:</b> The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th centuries.</p> <p><b>Excerpts:</b> Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.</p> <p><b>Discussion:</b> 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"> <li>□ Familiarize the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources.</li> </ul>
<p><b>13. Mahatma Gandhi through Contemporary Eyes (13)</b></p> <p><b>Broad overview:</b></p> <p>(a) The Nationalist Movement 1918 - 48.</p> <p>(b) The nature of Gandhian politics and leadership.</p> <p><b>Focus:</b> Mahatma Gandhi in 1931.</p> <p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> <li>□ Familiarize the learner with significant elements of the Nationalist Movement and the nature of Gandhian leadership.</li> <li>□ Discuss how Gandhi was perceived by different groups.</li> <li>□ Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.</li> </ul>

Themes	Objectives
<p><b>14. Partition through Oral Sources</b> (14)</p> <p><b>Broad overview:</b></p> <p>(a) The history of the 1940s.</p> <p>(b) Nationalism, Communalism and Partition. Focus: Punjab and Bengal.</p> <p><b>Excerpts:</b> Oral testimonies of those who experienced partition.</p> <p><b>Discussion:</b> Ways in which these have been analyzed to reconstruct the history of the event.</p> <p><b>15. The Making of the Constitution</b> (14)</p> <p><b>Broad overview:</b></p> <p>(a) Independence and the new nation state.</p> <p>(b) The making of the Constitution.</p> <p><b>Focus:</b> The Constitutional Assembly debates.</p> <p><b>Excerpts:</b> from the debates.</p> <p><b>Discussion:</b> What such debates reveal and how they can be analyzed.</p> <p><b>16. Map Work on Units 1-15</b> (10)</p>	<ul style="list-style-type: none"> <li>□ Discuss the last decade of the national movement, the growth of communalism and the story of partition.</li> <li>□ Understand the events through the experience of those who lived through these years of communal violence.</li> <li>□ Show the possibilities and limits of oral sources.</li> <li>□ Familiarize students with the history of the early years after independence.</li> <li>□ Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>□ Understand how such debates and discussions can be read by historians.</li> </ul>
<p><b>17. Project Work</b> (10 periods)</p> <p><b>Please refer Circular for project work guidelines.</b></p> <p>Project work will help students:</p> <ul style="list-style-type: none"> <li>● To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.</li> <li>● To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.</li> <li>● To develop 21st century managerial skills of co-ordination, self-direction and time management.</li> <li>● To learn to work on diverse cultures, races, religions and lifestyles.</li> <li>● To learn through constructivism-a theory based on observation and scientific study.</li> <li>● To inculcate a spirit of inquiry and research.</li> <li>● To communicate data in the most appropriate form using a variety of techniques.</li> <li>● To provide greater opportunity for interaction and exploration.</li> <li>● To understand contemporary issues in context to our past.</li> <li>● To develop a global perspective and an international outlook.</li> <li>● To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.</li> <li>● To develop lasting interest in history discipline.</li> </ul>	

**HISTORY (027)**  
**Class XII (2014-15)**  
**Design of the Question Paper**

Paper One

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
● Unit 16 : Map Work	10	5
● Project Work	10	20
	220	100
<b>Note:</b> There is no change in the syllabus. Value Based Question can be from Part-1, 2, 3 textbooks and carry 04 marks. Accordingly teacher can reduce weightage of the corresponding sections.		

## QUESTION PAPER DESIGN 2014-15

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 Skill (5 Marks)	Marks	% Weightage
6.	<b>Remembering-</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Analytical Skills</li> <li>• Map identification skills, etc.</li> </ul>	1	1	1	1		21	26%
7.	<b>Understanding-</b> (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1		1		14	18%
8.	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem) ( <b>Map skill based questions-</b> Identification, location, significance.)		-	1 (value based) +1	1	-	1	20	25%
9.	<b>High Order Thinking Skills (Analysis &amp; Synthesis-</b> 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%
10.	<b>Evaluation and Multi-Disciplinary-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)				1				4
			One from each book	Two from each book	Each theme on question	Each theme one question			
<b>Total</b>			<b>3×2=6</b>	<b>6×4=24</b>	<b>3×7= 21</b>	<b>3×8=24</b>	<b>1×5 =5</b>	<b>80</b>	<b>100%</b>

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

### 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
<b>Note:- Value Based Question can be taken from any of the above theme I,II,or III ----</b>	
<b>04 Marks</b>	
<b>Total</b>	<b>100 Marks</b>

### 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 'Section-I' will carry 6 short answer questions of 4 marks each, out of which one is a value based compulsory question. (Part-B' Section-II', Value based)  
(No change in the syllabus)
- Part C will carry 3 long answer questions of 8 marks each (word limit '350').
- 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 significance.

### IV. Scheme of Option

**Part A** will have no choice.

**Part B** will be divided into 2 sections (3 books) + 1 value based section.

- **Section I** will have 6 questions from all the three books, out of which the student will attempt any 5 questions.
- **Section-II -One question will be a value based question which is a compulsory question.**

**Part C** will carry three long answer questions. The number of questions will be 4, carrying 8 marks each. (Each question from three themes). Student will have to answer any three questions.



**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 'significance'.

**There is no change in the list of Maps.**

#### X. Weightage of Marks Book-wise

	VSA 2 MARKS	SA 4 MARKS	SOURCE BASED 7 MARKS	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				5x1		5
Project work -						20
	2x3=6	4x6=24	7x3=21	5	8x3=24	100

(**Note:** Value Based Question can be from Part-1, 2, 3 textbooks and carry 04 marks. Accordingly teacher can reduce weightage of the corresponding sections.)

### LIST OF MAPS

#### Book 1

1. P-2. Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigadi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
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, Guptas
  - (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, Guptas
  - (ii) Cities/towns: Mathura, Kanauj, Puhar, Brahukachchha, Shrivasti, Rajgir, Vaishali, Varanasi, Vidisha
5. P-95. Major Buddhist Sites :  
Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, BodhGaya, Shrivasti, 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, 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:  
Champan, 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.