

HISTORY (Code No. 027)
Class XII, Syllabus (2016-17)

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	05
Project work	10	20
	220	100

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.

Class XII: Themes in Indian History

Themes	Objectives
PART - I	
<p>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.</p> <p>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.</p> <p>3. Social Histories: Using the Mahabharata (14)</p>	<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 ● 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. ● Familiarize the learner with issues in social history. ● Introduce strategies of textual analysis and

<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> <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, Vaisnavism, 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> <p style="text-align: center;">PART-II</p> <p>5. Agrarian Relations: The Ain-i- Akbari (13)</p> <p>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>6. The Mughal Court: Reconstructing Histories through Chronicles (13)</p> <p>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</p>	<p>their use in reconstructing social history.</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. <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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<p>the texts to reconstruct political histories.</p> <p>7. New Architecture: Hampi (13) Broad overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system. Story of Discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.</p> <p>8. Religious Histories: The Bhakti-Sufi Tradition (13) Broad overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints. 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>9. Medieval Society through Travelers' Accounts (13) Broad overview: Outline of social and cultural life as they appear in travelers' accounts. Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote. Excerpts: from Alberuni, Ibn Batuta, Bernier. 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 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"> ● Familiarize the learner with religious developments. ● Discuss ways of analyzing devotional literature as sources of history. <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>PART - III (Periods 80)</p> <p>10. Colonialism and Rural Society: Evidence from Official Reports (13) Broad overview: (a) Life of zamindars, peasants and artisans in the late 18th century</p>	<ul style="list-style-type: none"> ● Discuss how colonialism affected zamindars, peasants and artisans. ● Understand the problems and limits of using official sources for understanding the lives of people.

<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> <p>11. Representations of 1857 (13)</p> <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> <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 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> <p>13. Mahatma Gandhi through Contemporary Eyes (13)</p> <p>Broad overview:</p> <p>(a) The Nationalist Movement 1918 - 48.</p> <p>(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</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. ● Familiarize the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources. ● 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. ● 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>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. Focus: The Constitutional Assembly debates. Excerpts: from the debates. 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 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.
<p>17. Project Work (10 periods)</p> <p>Please refer Circular for project work guidelines.</p> <p>Project work will help students:</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. ● To develop lasting interest in history discipline. 	

HISTORY (027)
CLASS XII (2016-17)
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
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 sections.		

QUESTION PAPER DESIGN (2016-17)									
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
1	Remembering- (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"> ● Reasoning ● Analytical Skills ● Map identification skills, etc. 	1	1	-	1	-	14	18%
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, 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, provide an example, or solve a problem) (Map skill based questions- Identification, location, significance.)		-	1 (value based) +1	1	-	1	20	25%
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 based on values)		-	1	-	-	-	4	5%
			One from each book	Two from each book	Each theme on 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 - 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
Note:- Value Based Question can be taken from any of the above theme I,II,or III ----04 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 '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.

V. 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**

- P-2. Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
- P-30. Mahajanapada and cities :
Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
- 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.
- P-43. Important kingdoms and towns:
(i) Kushanas, Shakas, Satavahanas, Vakatakas, Guptas
(ii) Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
- P-95. Major Buddhist Sites:
Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, BodhGaya, Shravasti, Ajanta.

Book 2

- P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
- 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, Dacca, Chitagong, Patna, Benaras, Allahabad and Lucknow.
2. P-305. Main centres of the Revolt:
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.