

**HISTORY**  
**CLASS XI-XII (2019-20)**  
**(Code No. 027)**

**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:**

- 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.
- The syllabus would also enable students store/relate/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.
- 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 displacements and 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.
- The treatment of each theme in class XI would include
  - an overview of the theme under discussion
  - a more detailed focus on one region of study
  - an introduction to a critical debate associated with the issue.
- 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.
- Each theme in class XII will also introduce the students 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 of 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.
  - Each theme for class XII will be organized around four sub heads:
    - a detailed overview of the events, issues and processes under discussion
    - a summary of the present state of research on the theme
    - an account of how knowledge about the theme has been acquired
    - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
  - While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
  - 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
    - plotting the specific event within time-lines
    - Discussing the particular event or process in relation to developments in other places and other times.

**COURSE STRUCTURE  
CLASS XI (2019-20)**

**One Theory Paper**

**70 Marks  
3 Hours**

| <b>Part</b>                       | <b>Units</b>                      | <b>No. of Periods</b> | <b>Marks</b> |
|-----------------------------------|-----------------------------------|-----------------------|--------------|
| 1.                                | Introduction to World History     | 8                     |              |
| <b>Section A: Early Societies</b> |                                   | 40                    | 19           |
| 2.                                | Introduction                      | 7                     |              |
| 3.                                | From the beginning of time        | 18                    |              |
| 4.                                | Early cities                      | 15                    |              |
| <b>Section B: Empires</b>         |                                   | 50                    | 19           |
| 5.                                | Introduction                      | 7                     |              |
| 6.                                | An empire across three continents | 15                    |              |
| 7.                                | Central Islamic lands             | 15                    |              |
| 8.                                | Nomadic Empires                   | 13                    |              |

|  |                               |                    |                  |
|--|-------------------------------|--------------------|------------------|
| <b>Section C: Changing Traditions</b>    |                               | 50                 | 19               |
| 9.                                       | Introduction                  | 7                  |                  |
| 10.                                      | Three orders                  | 14                 |                  |
| 11.                                      | Changing cultural traditions  | 15                 |                  |
| 12.                                      | Confrontation of cultures     | 14                 |                  |
| <b>Section D: Paths to Modernization</b> |                               | 52                 | 19               |
| 13.                                      | Introduction                  | 7                  |                  |
| 14.                                      | The Industrial Revolution     | 15                 |                  |
| 15.                                      | Displacing indigenous People  | 15                 |                  |
| 16.                                      | Paths to modernization        | 15                 |                  |
|  | <b>Map work (units 1-11 )</b> | 10                 | 4                |
|  | <b>Project Work</b>           | 10                 | 20               |
|  | <b>Total</b>                  | <b>220 Periods</b> | <b>100 marks</b> |

## COURSE CONTENT

| Themes in World History  |  |
|--|--|
| Themes   | Objectives   |
| <p><b>Introduction to World History</b></p> <p><b>SECTION I : EARLY SOCIETIES</b></p> <p><b>Introduction</b></p> <p><b>1. From the Beginning of Time</b><br/>Focus: Africa, Europe till 15000 BCE</p> <ol style="list-style-type: none"> <li>a. Views on the origin of human beings</li> <li>b. Early societies</li> <li>c. Historians' views on present-day gathering- hunting societies</li> </ol> <p><b>2. Writing and City Life</b><br/>Focus: Iraq, 3<sup>rd</sup> millennium BCE</p> <ol style="list-style-type: none"> <li>a. Growth of towns</li> <li>b. Nature of early urban societies</li> <li>c. Historians' Debate on uses of writing</li> </ol> <p><b>SECTION II : EMPIRES</b></p> <p><b>Introduction</b></p> <p><b>3. An Empire across Three Continents</b></p> | <ul style="list-style-type: none"> <li>• Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.</li> <li>• Familiarize the learner with the nature of early urban Centres.</li> <li>• Discuss whether writing is significant as a marker of civilization.</li> </ul> |

Focus: Roman Empire, 27 BCE to 600 CE.

- a. Political evolution
- b. Economic expansion
- c. Religion-culture foundation
- d. Late Antiquity
- e. Historians' views on the institution of Slavery

#### 4. Central Islamic Lands

Focus: 7<sup>th</sup> to 12<sup>th</sup> centuries

- a. Polity
- b. Economy
- c. Culture
- d. Historians' viewpoints on the nature of the crusades.

#### 5. Nomadic Empires

Focus: the Mongol, 13<sup>th</sup> to 14<sup>th</sup> century

- a. The nature of nomadism
- b. Formation of empires
- c. Conquests and relations with other states
- d. Historians' views on nomadic societies and state formation

### SECTION-III: CHANGING TRADITIONS

#### Introduction

#### 6. Three Orders

Focus: Western Europe, 13<sup>th</sup>-16<sup>th</sup> century

- a. Feudal society and economy
- b. Formation of states
- c. Church and Society
- d. Historians' views on decline of feudalism.

#### 7. Changing Cultural Traditions

Focus on Europe, 14<sup>th</sup> to 17<sup>th</sup> century

- a. New ideas and new trends in literature and arts

- Familiarize the learner with the history of a major world empire.
- Discuss whether slavery was a significant element in the economy.

- Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.
- Understand what the crusades meant in these regions and how they were experienced.

- Familiarize the learner with the varieties of nomadic society and their institutions.
- Discuss whether state formation is possible in nomadic societies

- Familiarize the learner with the nature of the economy and society of this period and the changes within them.
- Show how the debate on the decline of feudalism helps in understanding processes of transition.

- Explore the intellectual trends in the period.
- Familiarize students with the paintings and buildings of the period.

- b. Relationship with earlier ideas
- c. The contribution of West Asia
- d. Historians' viewpoints on the validity of the notion 'European Renaissance'

### 8. Confrontation of Cultures

Focus on America, 15<sup>th</sup> to 18<sup>th</sup> century

- a. European voyages of exploration
- b. Search for gold; enslavement, raids, extermination.
- c. Indigenous people and cultures – the Arawaks, the Aztecs, the Incas
- d. The history of displacements
- e. Historians' viewpoints on the slave trade

## SECTION-IV:TOWARDS MODERNISATION

### Introduction

### 9. The Industrial Revolution

Focus on England, 18<sup>th</sup> and 19<sup>th</sup> century

- a. Innovations and technological change
- b. Patterns of growth
- c. Emergence of a working class
- d. Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'

### 10. Displacing Indigenous People

Focus on North America and Australia, 18<sup>th</sup> - 20<sup>th</sup> century.

- a. European colonists in North America and Australia
- b. Formation of white settler societies
- c. Displacement and repression of local people
- d. Historians' viewpoints on the impact of European settlement on indigenous population.

- Introduce the debate around the idea of 'Renaissance'.

- Discuss changes in the European economy that led to the voyages.
- Discuss the implications of the conquests for the indigenous people.
- Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".

- Understand the nature of growth in the period and its limits.
- Initiate students to the debate on the idea of industrial revolution.

- Sensitize students to the processes of displacements that accompanied the development of America and Australia.
- Understand the implications of such processes for the displaced populations.

|   |  |
|---|--|
| <p><b>11. Paths to Modernization*</b></p> <p>Focus on East Asia, late 19th and 20th century</p> <ol style="list-style-type: none"> <li>Militarization and economic growth in Japan.</li> <li>China and the Communist alternative.</li> <li>Historians' Debate on the meaning of modernization</li> </ol> <p><b><i>(NOTE*: Keeping in view the importance of both the themes i.e. Japan and China, it is advised that both must be taught in the schools.)</i></b></p> | <ul style="list-style-type: none"> <li>• Make students aware that transformation in the modern world takes many different forms.</li> <li>• Show how notions like 'modernization' need to be critically assessed.</li> </ul> |
| <p><b>Map Work on Units 1-11</b></p>  |  |

**PROJECT WORK  
CLASS XI (2019-20)**

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know 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 helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant

information and decide what matter to keep and hence understand how history is constructed.

## **OBJECTIVES**

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.

## **GUIDELINES TO TEACHERS**

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term - II.
- One Project should be given to the students in the month of April/May before the

summer vacation and assessment of the project to be completed by September.

- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- Eco-friendly materials can be used by students

***The following steps are suggested:***

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually / In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work(one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion,paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

**ASSESSMENT**

**Allocation of Marks (20)**

The marks will be allocated under the following heads:

|              |   |                 |
|--------------|---|-----------------|
| 1            | Project Synopsis                                  | 2 Marks         |
| 2            | Timeline/explanation and interpretation /Map work | 5Marks          |
| 3            | Visual/overall presentation                       | 4 Marks         |
| 4            | Analysis/ Data/Statistical analysis               | 4 Marks         |
| 5            | Bibliography                                      | 1 Mark          |
| 6            | Viva  | 4 Marks         |
| <b>Total</b> |   | <b>20 Marks</b> |



***Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.***

### **FEW SUGGESTIVE TOPICS FOR PROJECTS**

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greeco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. Learning about global Sufism
16. History of aborigines – America /Australia

***Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.***

**HISTORY (CODE No. 027)**  
**QUESTION PAPER DESIGN**  
**CLASS XI (2019-20)**

| Time: 3 Hours |  |                                    | Max. Marks: 80              |                        |                            |   |       |             |
|---------------|--|------------------------------------|-----------------------------|------------------------|----------------------------|---|-------|-------------|
| S. No.        | Typology of Questions  | Objective questions type (1 Marks) | Short Answer (SA) (3 Marks) | Source Based (5 Marks) | Long Answer (LA) (8 Marks) | Map Work (6Marks)                             | Marks | % Weightage |
| 1             | <b>Remembering-</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or list/ state the information)  | 9                                  | 1                           |                        | 1                          | -   | 20    | 25%         |
| 2             | <b>Understanding-</b> (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, discuss, contrast, explain, clarify, paraphrase information)   | 4                                  | 1                           | 1                      | 1                          | -   | 20    | 25%         |
| 3             | <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)   | 3                                  | 1                           | 1                      | 1                          | -   | 19    | 23%         |
| 4             | <b>High Order Thinking Skills-</b> (Analysis & Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) | 2                                  |                             | 1                      |                            | -   | 7     | 9%          |
| 5             | <b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)   | 2                                  |                             | -                      | 1                          | -   | 10    | 13%         |
| 6.            | <b>Map skill</b> based question- Identification, location, significance.   |                                    |                             |                        |                            | 1*x2=2<br>Identification<br>1x2=2<br>locating | 4     | 5%          |
| <b>Total</b>  |  | 1x20=20                            | 3x3=9                       | 5x3= 15                | 8x4=32                     | 1x4=4   | 80    | 100%        |

**Note:** \*1 Map question of 4 marks having 4 items carrying 1 mark each.

### QUESTION WISE BREAK UP

| Type of Question         | Marks per question | Total No. of Questions | Total Marks |
|--------------------------|--------------------|------------------------|-------------|
| Objective Type Questions | 1                  | 20                     | 20          |
| Short Answer             | 3                  | 3                      | 9           |
| Source Based             | 5                  | 3                      | 15          |
| Long Answer              | 8                  | 4                      | 32          |
| Map Skills based         | 1                  | 4(Items)               | 4           |
| <b>Total</b>             |                    |                        | <b>80</b>   |

### Weightage to Content

|   |                  |
|---|------------------|
| <b>Section A: Early Societies</b>   | 19Marks          |
| <b>Section B : Empires</b>  | 19 Marks         |
| <b>Section C: Changing Traditions</b>   | 19 Marks         |
| <b>Section D: Paths to Modernization</b>                                      | 19 Marks         |
| <b>Map Work Unit 1- 11</b>  | 4 Marks          |
| <b>Project Work</b>   | 20 marks         |
| <b>Accordingly teacher can reduce weightage of the corresponding sections</b> |                  |
| <b>Total</b>  | <b>100 Marks</b> |

### Weightage to DifficultyLevel

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

### Weightage of Marks section-wise

|   | OTQ<br>1 Marks | SA<br>3 Marks | Source<br>Based<br>5Marks | Long<br>Answer<br>8Marks | Map<br>Questions | Total              |
|---|----------------|---------------|---------------------------|--------------------------|------------------|--------------------|
| <b>Section A: Early Societies</b>         | 8(1)           | 3(1)          |                           | 8(1)                     |                  | 19Marks            |
| <b>Section B: Empires</b>                 | 3(1)           | 3(1)          | 5(1)                      | 8(1)                     |                  | 19 Marks           |
| <b>Section C:<br/>Changing Traditions</b> | 3(1)           | 3(1)          | 5(1)                      | 8(1)                     |                  | 19 Marks           |
| <b>Section D: Paths to Modernization</b>  | 6(1)           |               | 5(1)                      | 8(1)                     |                  | 19Marks            |
| <b>Map Work Unit 1- 11</b>                |                |               |                           |                          | 4(1)             | 4 Marks            |
| <b>Project Work -</b>                     |                |               |                           |                          |                  | 20 marks           |
|   | <b>1x20=20</b> | <b>3x3=9</b>  | <b>5x3=15</b>             | <b>8x4=32</b>            | <b>4x1=4</b>     | <b>(80+20=100)</b> |

**COURSE STRUCTURE  
CLASS XII (2019-20)**

| <b>One Theory Paper Max Marks: 80</b>                                   |                |                      |
|---|----------------|----------------------|
|   |                | <b>Time: 3 Hours</b> |
| <b>Units</b>  | <b>Periods</b> | <b>Marks</b>         |
| <b>Themes in Indian History Part-I(Units 1 – 4)</b>                     | <b>55</b>      | <b>24</b>            |
| Unit 1 The Story of the First Cities: Harappan Archaeology              | 13             |                      |
| Unit 2: Political and Economic History: How Inscriptions tell a story   | 14             |                      |
| Unit 3: Social Histories: using the Mahabharata                         | 14             |                      |
| Unit 4: A History of Buddhism: Sanchi Stupa                             | 14             |                      |
| <b>Themes in Indian History Part-II (Units 5 – 9)</b>                   | <b>65</b>      | <b>25</b>            |
| Unit 5: Medieval Society through Travellers' Accounts                   | 13             |                      |
| Unit 6: Religious Histories: The Bhakti-Sufi Tradition                  | 13             |                      |
| Unit7: New Architecture: Hampi  | 13             |                      |
| Unit 8: Agrarian Relations: The Ain-i-Akbari                            | 13             |                      |
| Unit 9: The Mughal Court: Reconstructing Histories through Chronicles   | 13             |                      |
| <b>Themes in Indian History Part-III (Units 10 – 15)</b>                | <b>80</b>      | <b>25</b>            |
| Unit 10: Colonialism and Rural Society: Evidence from Official Reports  | 13             |                      |
| Unit 11: Representations of 1857  | 13             |                      |
| Unit 12: Colonialism and Indian Towns: Town Plans and Municipal Reports | 13             |                      |
| Unit 13: Mahatma Gandhi through Contemporary Eyes                       | 13             |                      |
| Unit 14: Partition through Oral Sources                                 | 14             |                      |
| Unit 15: The Making of the Constitution                                 | 14             |                      |
| <b>Map Work</b>   | <b>10</b>      | <b>06</b>            |
| <b>Total</b>  | <b>210</b>     | <b>80</b>            |
| <b>Project work (Internal Assessment)</b>                               | <b>10</b>      | <b>20</b>            |
| <b>Total</b>  | <b>220</b>     | <b>100</b>           |

**COURSE CONTENT**

| <b>Class XII: Themes in Indian History</b>        |  |
|---|--|
| <b>Themes</b>                                     | <b>Objectives</b>  |
| <b>PART - I</b>                                   |  |
| <b>1. The Story of the First Cities: Harappan</b> | <ul style="list-style-type: none"> <li>Familiarize the learner with early urban centres as economic and</li> </ul> |

|  |  |
|--|--|
| <p><b>Archaeology.</b></p> <p><b>Broad overview:</b> Early urban centres</p> <p><b>Story of discovery:</b> Harappan civilization</p> <p><b>Excerpt:</b> Archaeological report on a major site</p> <p><b>Discussion:</b> How it has been utilized by archaeologists/historians.</p> <p><b>2. Political and Economic History: How Inscriptions tell a story.</b></p> <p><b>Broad overview:</b> Political and economic history from the Mauryan to the Gupta period</p> <p><b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.</p> <p><b>Excerpt:</b> Asokan inscription and Gupta period land grant</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p> <p><b>3. Social Histories: Using the Mahabharata</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</b></p> <p><b>Broad overview:</b></p> <p>a. A brief review of religious histories of</p> | <p>social institutions.</p> <ul style="list-style-type: none"> <li>• Introduce the ways in which new data can lead to a revision of existing notions of history</li> <li>• Illustrate steps of making archaeological reports.</li> </ul><br><ul style="list-style-type: none"> <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><br><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> </ul><br><ul style="list-style-type: none"> <li>• Discuss the major religious</li> </ul> |
|--|--|

Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism).

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.

## PART-II

### 5. Medieval Society through Travellers' Accounts

**Broad overview:**

Outline of social and cultural life as they appear in travellers' accounts.

**Story of their writings:** A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.

**Excerpts:** from AlBiruni, Ibn Battuta, Francois Bernier

**Discussion:** What these travel accounts can tell us and how they have been interpreted by historians.

### 6. Religious Histories: The Bhakti-Sufi Tradition

**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

developments in early India.

- Introduce strategies of visual analysis and their use in reconstructing histories of religion.

- Familiarize the learner with the salient features of social histories described by the travellers.

- Discuss how travellers' accounts can be used as sources of social history.

- Familiarize the learner with religious developments.

- Discuss ways of analyzing devotional literature as sources of history.

**Discussion:** Ways in which these have been interpreted by historians.

## 7. New Architecture: Hampi

**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.

## 8. Agrarian Relations: The Ain-i-Akbari

**Broad overview:**

- a. Structure of agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries. Patterns of change over the period

**Story of Discovery:** Account of the compilation and translation of Ain-i-Akbari

**Excerpt:** from the Ain-i-Akbari

**Discussion:** Ways in which historians have used the text to reconstruct history.

## 9. The Mughal Court: Reconstructing Histories through Chronicles

**Broad overview:**

- a. Outline of political history 15<sup>th</sup>-17<sup>th</sup> centuries
- b. Discussion of the Mughal court and politics

**Story of Discovery:** Account of the production of court chronicles, and their subsequent translation and transmission.

- 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.

- Discuss developments in agrarian relations.
- Discuss how to supplement official documents with other sources.

- 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.

**Excerpts:**from the Akbarnama and Padshahnama

**Discussion:** Ways in which historians have used the texts to reconstruct political histories.

### PART-III

#### 10. Colonialism and Rural Society: Evidence from Official Reports

**Broad overview:**

- a. Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century
- b. East India Company, revenue settlements in various regions of India and surveys
- c. Changes over the nineteenth century

**Story of official records:** An account of why official investigations into rural societies were undertaken and the types of records and reports produced.

**Excerpts:** From Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report.

**Discussion:** What the official records tell and do not tell, and how they have been used by historians.

#### 11. Representations of 1857

**Broad overview:**

- a. The events of 1857-58
- b. Vision of Unity
- c. How these events were recorded and narrated.

**Focus:** Lucknow

**Excerpts:** Pictures of 1857. Extracts from contemporary accounts

**Discussion:** How the pictures of 1857

- Discuss how colonialism affected zamindars, peasants and artisans.
- Comprehend the problems and limits of using official sources for understanding the lives of people.

- Discuss how the events of 1857 are being reinterpreted.
- Discuss how visual material can be used by historians.



shaped British opinion of what had happened.

## 12. Colonialism and Indian Towns: Town Plans and Municipal Reports

**Broad overview:** History of towns in India, colonization and cities, hill stations, town planning of Madras, Calcutta and Bombay.

**Excerpts:** Photographs and paintings. Plans of cities. Extract from town plan reports.

Focus on Calcutta town planning

**Discussion:** How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.

## 13. Mahatma Gandhi through Contemporary Eyes

**Broad overview:**

- a. The Nationalist Movement 1918 -48.
- b. The nature of Gandhian politics and leadership.

**Focus:** Mahatma Gandhi and the three movements and his last days as “finest hours”

**Excerpts:** Reports from English and Indian language newspapers and other contemporary writings.

**Discussion:** How newspapers can be a source of history.

## 14. Partition through Oral Sources

**Broad over view:**

- a. The history of the 1940s
- b. Nationalism, Communalism and Partition.

Focus: Punjab and Bengal

- 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

|  |   |
|--|---|
| <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></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>Independence and the new nation state.</li> <li>The making of the Constitution</li> </ol> <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>Map Work on Units 1-15</b></p> | <p>oral sources.</p> <ul style="list-style-type: none"> <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> |
|--|---|

**PROJECT WORK**  
**CLASS XII (2019-20)**

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know 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 helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to

develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

## **OBJECTIVES**

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.

## **GUIDELINES TO TEACHERS**

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term - II.

- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- Eco-friendly materials can be used by students

***The following steps are suggested:***

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually/In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion,paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

**ASSESSMENT**

**Allocation of Marks (20)**

The marks will be allocated under the following heads:

|              |   |                 |
|--------------|---|-----------------|
| 1            | Project Synopsis                                  | 2 Marks         |
| 2            | Timeline/explanation and interpretation /Map work | 5 Marks         |
| 3            | Visual/overall presentation                       | 4 Marks         |
| 4            | Analysis/ Data/Statistical analysis               | 4 Marks         |
| 5            | Bibliography                                      | 1 Mark          |
| 6            | Viva  | 4 Marks         |
| <b>Total</b> |   | <b>20 Marks</b> |

**Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.**

#### **FEW SUGGESTIVE TOPICS FOR PROJECTS**

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 Vijayanagar 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 'BrahmNirupam' of Kabir – A journey to Ultimate Reality

**Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.**

**HISTORY (CODE No. 027)**  
**QUESTION PAPER DESIGN**  
**CLASS XII (2019-20)**

| Time: 3 Hours |  |                                    | Max. Marks: 80              |                        |                            |  |       |             |
|---------------|--|------------------------------------|-----------------------------|------------------------|----------------------------|--|-------|-------------|
| S. No.        | Typology of Questions  | Objective questions type (1 Marks) | Short Answer (SA) (3 Marks) | Source Based (6 Marks) | Long Answer (LA) (8 Marks) | Map Work (6Marks)                            | Marks | % Weightage |
| 1             | <b>Remembering-</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or list/ state the information)  | 9                                  | 1                           |                        | 1                          | -  | 20    | 25%         |
| 2             | <b>Understanding-</b> (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, discuss, contrast, explain, clarify, paraphrase information)   | 5                                  | 1                           | 1                      | 1                          | -  | 22    | 28%         |
| 3             | <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)   | 3                                  | 1                           | 1                      |                            | -  | 12    | 15%         |
| 4             | <b>High Order Thinking Skills-</b> (Analysis & Synthesis- Classify, Apply, solve, 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                      |                            | -  | 10    | 12%         |
| 5             | <b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)   | 2                                  |                             | -                      | 1                          | -  | 10    | 12%         |
| 6.            | <b>Map skill based question-</b> Identification, location, significance.   | □                                  |                             |                        |                            | 1*3=3<br>Identification<br>1*3=3<br>Locating | 6     | 8%          |
| <b>Total</b>  |  | 1x20=20                            | 3x4=12                      | 6x3= 18                | 8x3=24                     | 1x6=6  | 80    | 100%        |

**Note:** \*1 Map question of 6 marks having 6 items carrying 1 mark each.

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

\*1 Map question of 6 marks having 6 items carrying 1 mark each.

## QUESTION WISE BREAK UP

| Type of Question         | Marks per question | Total No. of Questions | Total Marks |
|--------------------------|--------------------|------------------------|-------------|
| Objective Type Questions | 1                  | 20                     | 20          |
| Short Answer             | 3                  | 4                      | 12          |
| Source Based             | 6                  | 3                      | 18          |
| Long Answer              | 8                  | 3                      | 24          |
| Map Skills based         | 1                  | 6 (Items)              | 6           |
| <b>Total</b>             |                    |                        | <b>80</b>   |

### Weightage to content

|                                     |                  |
|-------------------------------------|------------------|
| Themes in Indian History (Part I)   | 24 Marks         |
| Themes in Indian History (Part II)  | 25 Marks         |
| Themes in Indian History (Part III) | 25 Marks         |
| Map Work                            | 6 Marks          |
| Project work                        | 20 marks         |
| <b>Total</b>                        | <b>100 Marks</b> |

### Weightage to Difficulty level

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

### Weightage of Marks Book-wise

|                          | OTQ<br>1marks  | SA<br>3marks  | Source<br>based<br>6marks | Long<br>ans.<br>8marks | Map<br>skill | Total      |
|--------------------------|----------------|---------------|---------------------------|------------------------|--------------|------------|
| Book I (Ancient India)   | 7(1)           | 3(1)          | 6(1)                      | 8(1)                   |              | 24         |
| Book II (Medieval India) | 8(1)           | 3(1)          | 6(1)                      | 8(1)                   |              | 25         |
| Book III (Modern India)  | 5(1)           | 3(2)          | 6(1)                      | 8(1)                   |              | 25         |
| <b>Map Work</b>          |                |               |                           |                        | <b>1(6)</b>  | <b>6</b>   |
| Project work -           |                |               |                           |                        |              | <b>20</b>  |
|                          | <b>1x20=20</b> | <b>3x4=12</b> | <b>6x3=18</b>             | <b>8x3=24</b>          | <b>1x6=6</b> | <b>100</b> |

## LIST OF MAPS

| <b>Book 1</b> |                 |  |
|---------------|-----------------|--|
| <b>1</b>      | <b>Page 2</b>   | Mature Harappan sites: <ul style="list-style-type: none"> <li>• Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.</li> </ul>   |
| <b>2</b>      | <b>Page 30</b>  | Mahajanapada and cities : <ul style="list-style-type: none"> <li>• Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.</li> </ul>  |
| <b>3</b>      | <b>Page 33</b>  | Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kannauj, Braghukachchha</li> <li>• Pillar inscriptions -Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>• Kingdom of Cholas, Cheras and Pandyas.</li> </ul> |
| <b>4</b>      | <b>Page 43</b>  | Important kingdoms and towns: <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kanauj, Puhar, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>  |
| <b>5</b>      | <b>Page 95</b>  | Major Buddhist Sites: Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, BodhGaya, Ajanta.  |
| <b>Book 2</b> |                 |  |
| <b>1</b>      | <b>Page 174</b> | Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar  |
| <b>2</b>      | <b>Page 214</b> | Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> <li>• Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>   |
| <b>Book 3</b> |                 |  |
| <b>1</b>      | <b>Page 297</b> | Territories/cities under British Control in 1857: <ul style="list-style-type: none"> <li>• Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Daccan, Chitagong, Patna, Benaras, Allahabad and Lucknow.</li> </ul>   |
| <b>2</b>      | <b>Page 305</b> | Main centres of the Revolt of 1857: <ul style="list-style-type: none"> <li>• Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Avadh.</li> </ul>   |
|               |                 | Important centres of the National Movement: <ul style="list-style-type: none"> <li>• Champaran, Kheda, Ahmedabad, Benaras, Amritsar, ChauriChaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.</li> </ul>   |

### 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.