

HISTORY (Code No. 027) (Session 2018 - 19)

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 (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.
- 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) 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.
- 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 (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

CLASS-XI (2018 - 19)

Paper One Theory

Max. Marks: 100 (80+20)

Time: 3 hours

S. No.	Units	Periods	Marks
1.	Introduction to World History	8	
Section A: Early Societies		40	15
2.	Introduction	7	
3.	From the beginning of time	18	
4.	Early cities	15	
Section B: Empires		50	20
5.	Introduction	7	
6.	An empire across three continents	15	
7.	Central Islamic lands	15	
8.	Nomadic Empires	13	
Section C: Changing Traditions		50	20
9.	Introduction	7	
10.	Three orders	14	
11.	Changing cultural traditions	15	
12.	Confrontation of cultures	14	
Section D: Paths to Modernization		52	20
13.	Introduction	7	
14.	The Industrial Revolution	15	
15.	Displacing indigenous People	15	
16.	Paths to modernization	15	
	□ Map work (units 1-16)	10	5
	□ Project Work	10	20
	Total	220 Periods	100 marks

Class XI: Themes in World History

Themes	Periods	Objectives
1. Introduction to World History (8) SECTION A: EARLY SOCIETIES (40) 2. Introduction (7) 3. From the Beginning of Time (18) Focus: Africa, Europe till 15000 BCE (a) Views on the origin of human beings. (b) Early societies. (c) Historians' views on present-day gathering- hunting societies.		<ul style="list-style-type: none"> □ 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.
4. Early Cities (15) Focus: Iraq, 3 rd millennium BCE (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.		
SECTION B: EMPIRES (50) 5. Introduction (7) 6. An Empire across Three Continents (15) Focus: Roman Empire, 27 BCE to 600 CE. (a) Political evolution (b) Economic expansion (c) Religio-cultural foundation (d) Late Antiquity. (e) Historians' views on the institution of Slavery.		<ul style="list-style-type: none"> □ Familiarize the learner with the nature of early urban Centre's. □ Discuss whether writing is significant as a marker of civilization.
7. Central Islamic Lands (15) Focus: 7 th to 12 th centuries (a) Polity (b) Economy (c) Culture. (d) Historians' viewpoints on the nature of the crusades.		<ul style="list-style-type: none"> □ Familiarize the learner with the history of a major world empire. □ Discuss whether slavery was a significant element in the economy.
8. Nomadic Empires (13) Focus: the Mongol, 13 th to 14 th century (a) The nature of nomadism. (b) Formation of empires. (c) Conquests and relations with other states.		<ul style="list-style-type: none"> □ 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.
		<ul style="list-style-type: none"> □ Familiarize the learner with the varieties of nomadic society and their institutions.

<p>(d) Historians' views on nomadic societies and state formation.</p>	<p>□ Discuss whether state formation is possible in nomadic societies.</p>
<p>SECTION C: CHANGING TRADITIONS (50)</p>	
<p>9. Introduction (7)</p>	
<p>10. Three Orders (14)</p>	<p>□ Familiarize the learner with the nature of the economy and society of this period and the changes within them.</p>
<p>Focus: Western Europe, 13th-16th century</p>	<p>□ Show how the debate on the decline of feudalism helps in understanding processes of transition.</p>
<p>(a) Feudal society and economy.</p>	
<p>(b) Formation of states.</p>	
<p>(c) Church and Society.</p>	
<p>(d) Historians' views on decline of feudalism.</p>	
<p>11. Changing Cultural Traditions (15)</p>	
<p>Focus on Europe, 14th to 17th century.</p>	<p>□ Explore the intellectual trends in the period.</p>
<p>(a) New ideas and new trends in literature and arts.</p>	<p>□ Familiarize students with the paintings and buildings of the period</p>
<p>(b) Relationship with earlier ideas</p>	
<p>(c) The contribution of West Asia.</p>	
<p>(d) Historians' viewpoints on the validity of the notion 'European Renaissance'.</p>	<p>□ Introduce the debate around the idea of 'Renaissance'.</p>
<p>12. Confrontation of Cultures (14)</p>	
<p>Focus on America, 15th to 18th century.</p>	<p>□ Discuss changes in the European economy that led to the voyages.</p>
<p>(a) European voyages of exploration.</p>	<p>□ Discuss the implications of the conquests for the indigenous people.</p>
<p>(b) Search for gold; enslavement, raids, extermination.</p>	<p>□ Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".</p>
<p>(c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas.</p>	
<p>(d) The history of displacements.</p>	
<p>(e) Historians' viewpoints on the slave trade.</p>	
<p>SECTION D:</p>	
<p>PATHS TO MODERNIZATION (52)</p>	
<p>13. Introduction (7)</p>	
<p>14. The Industrial Revolution (15)</p>	
<p>Focus on England, 18th and 19th century.</p>	<p>□ Understand the nature of growth in the period and its limits.</p>
<p>(a) Innovations and technological change</p>	<p>□ Initiate students to the debate on the idea of industrial revolution.</p>
<p>(b) Patterns of growth.</p>	
<p>(c) Emergence of a working class.</p>	
<p>(d) Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'</p>	
<p>15. Displacing Indigenous People (15)</p>	
<p>Focus on North America and Australia, 18th-20th century.</p>	<p>□ Sensitize students to the processes of displacements that accompanied the development of America and Australia.</p>
<p>(a) European colonists in North America and Australia.</p>	

<p>(b) Formation of white settler societies.</p> <p>(c) Displacement and repression of local people.</p> <p>(d) Historians' viewpoints on the impact of European settlement on indigenous population.</p> <p>16. Paths to Modernization* (15) Focus on East Asia, late 19th and 20th century.</p> <p>(a) Militarization and economic growth in Japan.</p> <p>(b) China and the Communist alternative.</p> <p>(c) Historians' Debate on the meaning of modernization</p> <p>(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)</p> <p>17. Map Work on Units 1-16 (10)</p>	<ul style="list-style-type: none"> □ Understand the implications of such processes for the displaced populations. □ Make students aware that transformation in the modern world takes many different forms. □ Show how notions like 'modernization' need to be critically assessed.
<p>18. Project work - (10) periods</p> <p>Please refer Circular separately for 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: Project Work
Class XI (2018-19)
List of 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 Greco-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

QUESTION PAPER DESIGN(2018 - 19)

HISTORY

Code No. 027

Class- XI

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)	Passage Based - (5Marks)	Long Answer - (8 Marks)	Map Work - (5 Marks)	Marks	% Weightage (Approx.)
1	Remembering- (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or list/ state the information)	Reasoning Analytical Skills	1	1	-	1		14	17%
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, discuss, contrast, explain, clarify, paraphrase information)		1	1	1	1		19	24%
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)		1	1	1	1		19	24%
4	High Order Thinking Skills- (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	1		19	24%
5	Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)			1				4	5%
6.	Map skill based question- Identification, location, significance.	Map identification skills , etc.					1*	5	6%
Total			4x2=8	5x4=20	3x5= 15	4x8=32	1x5=5	80	100%

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

I. Weightage to content

Section A: Early Societies	15 Marks
Section B : Empires	20 Marks
Section C: Changing Traditions	20 Marks
Section D: Paths to Modernization	20 Marks
Map Work Unit 1- 16	5 Marks
Project Work	20 marks
Accordingly teacher can reduce weightage of the corresponding sections	
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 4 very short answer questions of 2 marks each.
- **Part B** will carry 5 short answer questions of 4 marks each. **(Note: Value based question will not be asked)**
- **Part C** will carry 4 long questions of 8 marks each (word limit '350').
- **Part D** will carry 3 passage-based questions. The number of questions will be three, carrying 5 marks each (no internal choice). The passages will be taken from the textbooks as directed therein.
- **Part E** will have 1 map question of 5 marks. Items covered are 'Identification and Location'.

IV. Scheme of Option

Part A will have no choice.

Part B will have 5 questions from all the four sections, out of which the student will attempt any 4 questions. (from 4 sections of the book).

Part C will carry four long answer questions. The number of questions will be 5 carrying 8 marks each. (Each question, from four sections). Student will have to answer any four questions.

Part D will be passage-based questions. There will be THREE passages, ONE from each section followed by questions. There will be no internal choice.

In **Part E**, there will be one map question -Test items will be 'identification and significance'.

V. Weightage of marks section-wise

	VSA 2 Marks	SA 4 Marks	Passage Based	Long Answer	Map Questions	Total
Section A: Early Societies	2(1)	4(1)		8(1)		14 Marks
Section B: Empires	2(1)	4(1)	5(1)	8(1)		19 Marks
Section C: Changing Traditions	2(1)	4(1)	5(1)	8(1)		19 Marks
Section D: Paths to Modernization	2(1)	4(1) 4(1)	5(1)	8(1)		19 Marks +4=23
Map Work Unit 1- 16					5(1)	5 Marks
Project Work -						20 marks
	4x2=8	5x4=20	5x3=15	8x4=32	5x1=5	(80+20=100)

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

Paper One Theory

Max Marks: 100(80+20)

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

Class XII: Themes in Indian History

Themes	Objectives
PART - I	
<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 steps of making 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.

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

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

<p>13. Mahatma Gandhi through Contemporary (13) Eyes</p> <p>Broad overview:</p> <p>(a) The Nationalist Movement 1918 - 48. (b) The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi in 1931.</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<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:</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>	<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.
<p>15. The Making of the Constitution (14)</p> <p>Broad overview:</p> <p>(a) Independence and the new nation state. (b) The making of the Constitution.</p> <p>Focus: The Constitutional Assembly debates.</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<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>16. Map Work on Units 1-15 (10)</p>	

17. Project Work

(10 periods)

Please refer Circular for project work guidelines.

Project work will help students:

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

History Project Work

Class XII

Few Suggestive topics for Project Work (Examples)

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

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

Paper One Theory

(QP 80 + 20 Project)=100 Marks

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

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

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

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

I. Weightage to content

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

II. Weightage to Difficulty level

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

III. Division of Question Paper

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

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

IV. Scheme of Option

Part A will have no choice.

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

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

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

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

There is no change in the list of Maps.

V. Weightage of Marks Book-wise

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

LIST OF MAPS

Book 1

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

Book 2

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

Book 3

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

Prescribed Books:

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

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