

**HISTORY**  
**CLASS XI-XII (2020-21)**  
**(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.

However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are organically linked and complementary to each other.

**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 (2020-21)**

**One -Theory Paper**

**80 Marks  
3 Hours**

Theme	Units	No. of Periods	Marks
	Introduction to World History	3	
<b>Section A: Early Societies</b>		<b><u>17</u></b>	8
	Introduction	2	
1	-Deleted for the session-2020-2021		
2.	Writing and City Life	15	

<b>Section B: Empires</b>		<b><u>37</u></b>	20
.	Introduction	7	
3.	An empire across three continents	15	
4.	Central Islamic lands	15	
5	--Deleted for the session-2020-2021		
<b>Section C: Changing Traditions</b>		<b><u>36</u></b>	20
	Introduction	7	
6	Three orders	14	
7	Changing cultural traditions	15	
8	--Deleted for the session-2020-2021		
<b>Section D: Paths to Modernization</b>		<b><u>52</u></b>	28
	Introduction	7	
9	The Industrial Revolution	15	
10	Displacing indigenous People	15	
11	Paths to modernization	15	
	<b>Map work (units 1-11 )</b>	<b>10</b>	4
	<b>Project Work</b>	<b>10</b>	20
	<b>Total</b>	<b>165 Periods</b>	<b>100 marks</b>

**CLASS-XI: THEMES IN WORLD HISTORY**

THEMES	NOTE- This is not an exhaustive list. For reflective teaching-learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.	
	LEARNING OBJECTIVES	LEARNING OUTCOMES
<p><b>2.WRITING AND CITY LIFE</b> Focus: Iraq, 3<sup>rd</sup> millennium BCE</p> <ul 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> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of early urban Centre's.</li> <li>• Discuss whether writing is significant as a marker of civilization.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</li> <li>• Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</li> <li>• Analyze the outcomes of a sustained tradition of writing.</li> </ul>
<p><b>3.AN EMPIRE ACROSS THREE CONTINENTS</b> Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> <li>a) Political evolution</li> <li>b) Economic Expansion</li> <li>c) Religion-culture foundation</li> <li>d) Late Antiquity</li> <li>e) Historians' view on the Institution of Slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the history of a major world empire</li> <li>• Discuss whether slavery was a significant element in the economy.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>• Analyze the implications of Roman's contacts with the subcontinent Empires</li> <li>• Examine the domains of cultural transformation in that</li> </ul>

		period
<p><b>4.CENTRAL ISLAMIC LANDS</b> Focus: 7<sup>th</sup> to 12<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>a) Polity</li> <li>b) Economy</li> <li>c) Culture</li> <li>d) Historians' viewpoints on the nature of the crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.</li> <li>• Understand what the crusades meant in these regions and how they were experienced.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the relationship between livelihood patterns and the geographical condition of the area inhabited by the tribes and the nomadic pastoralists</li> <li>• Describe the arenas of Islam in reference to its emergence, rise of Caliphate and Empire building.</li> <li>• Analyze the causes, events and effects of Crusades.</li> <li>• Examine their economic life in order to understand their connectivity with various continents.</li> <li>• Comprehend their learning and cultural developments in varied fields like astronomy, medicine, architecture, sufism, etc.</li> </ul>
<p><b>6.THE THREE ORDERS.</b> <b>FOCUS:</b> Western Europe 13<sup>th</sup>-16<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Feudal society and economy</li> <li>b) Formation of state</li> <li>c) Church and society</li> <li>d) Historians' views on decline of feudalism</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>• Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li>• Relate ancient slavery with serfdom</li> <li>• Assess the 14<sup>th</sup> century crisis and rise of the nation states.</li> </ul>

<p><b>7.CHANGING CULTURAL TRADITIONS</b> Focus: Europe 14<sup>th</sup>-17<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) New ideas and new trends in literature and arts</li> <li>b) Relationship with earlier ideas</li> <li>c) The contribution of West Asia</li> <li>d) Historians' viewpoint on the validity of the notion 'European Renaissance'</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the intellectual trends in the period.</li> <li>• Familiarize students with the paintings and buildings of the period.</li> <li>• Introduce the debate around the idea of 'Renaissance'.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>• Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li>• Compare and contrast the condition of women in the Renaissance period.</li> <li>• Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</li> <li>• Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms.</li> <li>• Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformations</li> </ul>
<p><b>9.THE INDUSTRIAL REVOLUTION</b> Focus: England 18<sup>th</sup> to 19<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Innovations and technological change</li> <li>b) Patterns of growth</li> <li>c) Emergence of a</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the nature of growth in the period and its limits.</li> <li>• Initiate students to the debate on the</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Comprehend the arenas of the Industrial Revolution in Great Britain and other countries</li> </ul>

<p>working class d) Historians' viewpoint, Debate on 'Was there an Industrial Revolution?'</p>	<p>idea of industrial revolution.</p>	<ul style="list-style-type: none"> <li>• Elucidate the technological innovations that spurred industrialization in Britain.</li> <li>• Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation.</li> <li>• Compare and contrast the positive and negative aspects of Industrial Revolution.</li> <li>• Empathize for the suffering of the workers during the Industrial Revolution.</li> </ul>
<p><b>10. DISPLACING INDIGENOUS PEOPLE</b> Focus: North America and Australia, 18<sup>th</sup> to 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' viewpoint on the impact of European settlement on indigenous population</p>	<ul style="list-style-type: none"> <li>• Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>• Understand the implications of such processes for the displaced populations.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Recount some aspects of the history of the native people of America to understand their condition.</li> <li>• To analyze the realms of settlement of Europeans in Australia and America.</li> <li>• Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>
<p><b>11. PATHS TO MODERNIZATION</b> Focus: East Asia, late 19<sup>th</sup> to 20<sup>th</sup> century</p>	<ul style="list-style-type: none"> <li>• Make students aware that transformation in the modern world</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Deduce the histories of China and Japan from</li> </ul>

<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><b>(NOTE- Keeping in view the importance of the themes i.e. Japan and China, it is advised that both must be taught in the schools)</b></p>	<p>takes many different forms.</p> <ul style="list-style-type: none"> <li>• Show how notions like 'modernization' need to be critically assessed.</li> </ul>	<p>the phase of imperialism to modernization</p> <ul style="list-style-type: none"> <li>• Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>• Analyze the domains of Japanese nationalism prior and after the Second World War.</li> <li>• Comprehend the history of China from colonization to era of socialism.</li> <li>• Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>• To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul>
<p>MAP WORK ON UNITS 1-11</p>		

**PROJECT WORK**  
**CLASS XI (2020-21)**

**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	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 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. History of aborigines – America /Australia

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

**HISTORY– CLASS XI**  
**SUBJECT CODE 027 (Session 2020-21)**

**TIME: 3 Hours**

**Maximum Marks: 80**

Sr. No.	Competencies	Total Marks	% Weightage
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	23	28.75%
3	<p><b>High Order Thinking Skills-</b> (Analysis &amp; 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)</p> <p><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	29	36.25%
4	<p><b>Map skill</b> based question- Identification, location, significance</p>	4	5%
		<b>80</b>	<b>100%</b>

## COURSE STRUCTURE

### CLASS XII (2020-21)

<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 (THEMES 1 -4)</b>	<b>55</b>	<b>25</b>
Theme 1 Bricks, Beads and Bones	13	
Theme 2 Kings, Farmers and Towns	14	
Theme3 Kinship, Caste and Class	14	
Theme 4 Thinkers, Beliefs and Buildings	14	
<b>Themes In Indian History Part-II (THEMES- 5 – 9)</b>	<b>39</b>	<b>25</b>
Theme 5 ---Deleted for the session-2020-2021		
Theme 6 Bhakti –Sufi Traditions	13	
Theme 7 An Imperial Capital: Vijayanagara	13	
Theme 8 --Deleted for the session-2020-2021		
Theme 9 Kings and Chronicles	13	
<b>Themes In Indian History Part-III (THEMES 10 – 15)</b>	<b>48</b>	<b>25</b>
Theme 10 Colonialism and The Countryside (HALF)pg-257-274	8	
Theme 11 Rebels and the Raj	13	
Theme 12 --Deleted for the session-2020-2021		
Theme 13 Mahatma Gandhi and the Nationalist Movement	13	
Theme 14 --Deleted for the session-2020-2021		
Theme 15 Framing the Constitution	14	
<b>Map Work</b>	<b>10</b>	<b>05</b>
<b>Total</b>	<b>142</b>	<b>80</b>
<b>Project work (Internal Assessment)</b>	<b>10</b>	<b>20</b>
<b>Total</b>	<b>162</b>	<b>100</b>

## COURSE CONTENT

<b>Class XII: Themes in Indian History</b>		
<b>Themes</b>	<b>NOTE- This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.</b>	
	<b>Learning Objective</b>	<b>Learning Outcomes</b>
<b>Part-I</b>		
<p><b>1.BRICKS, BEADS AND BONES</b>  <b>The Harappan Civilization:</b></p> <p><b>Broad overview:</b> Early urban centers</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>	<ul style="list-style-type: none"> <li>• Familiarize the learner with early urban centers as economic and social institution.</li> <li>• Introduce the ways in which new data can lead to a revision of existing notions of history</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world.</li> <li>• Develop an ability to use and analyze socio- economic, political aspects of Harappa               <ul style="list-style-type: none"> <li>• Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul> </li> </ul>
<p><b>2.KINGS, FARMERS AND TOWNS:</b>  <b>Early States and Economies(c. 600 BCE- 600 CE)</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>            Ashokan inscription and Gupta period land grant</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p>	<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 inscripational analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</li> <li>• Analyze inscripational evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

<p><b>3. KINSHIP, CASTE AND CLASS</b>  <b>Early Society Societies (C. 600 BCE-600 CE)</b>  <b>Broad overview:</b>  <b>Social Histories: Using the Mahabharata</b>  Issues in social history, including caste, class, kinship and gender  <b>Story of discovery:</b>  Transmission and publications of the Mahabharata  <b>Excerpt:</b> from the Mahabharata, illustrating how it has been used by historians.  <b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learners with issues in social history.</li> <li>• Introduce the strategies of textual analysis and their use in reconstructing social history.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>• Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>
<p><b>4. THINKERS, BELIEFS AND BUILDINGS</b>  <b>Cultural Developments (c. 600 BCE - 600 CE)</b>  <b>Broad overview:</b>  <b>A History of Buddhism: Sanchi Stupa</b>  A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism)  b) Focus on Buddhism.  <b>Story of discovery:</b> Sanchi stupa.  <b>Excerpt:</b> Reproduction of sculptures from Sanchi.  <b>Discussion:</b> Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>• Discuss the major religious developments in early India.</li> <li>• Introduce strategies of visual analysis and their use in reconstructing the theories of religion.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare the distinct religious facets in order to understand the religious developments in ancient India</li> <li>• Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul>

<p><b>6. BHAKTI –SUFİ TRADITIONS: Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>a. Outline of religious developments during this period saints.</li> <li>b. Ideas and practices of the Bhakti-Sufi</li> </ol> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>• Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</li> </ul>
---	--	--

<p><b>7. AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</b></p> <p><b>Broad Over View: New Architecture: Hampi</b></p> <ol style="list-style-type: none"> <li>a. Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities.</li> <li>b. Relationship between architecture and the political system</li> </ol> <p><b>Story of Discovery:</b> Account of how Hampi was found.</p> <p><b>Excerpt:</b> Visuals of buildings at Hampi</p> <p><b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the new buildings that were built during the time.</li> <li>• Discuss the ways in which architecture can be analyzed to reconstruct history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> <li>• Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> </ul>
<p><b>9. KINGS AND CHRONICLES: The Mughal Courts (c. sixteenth-seventeenth centuries)</b></p> <p><b>Broad overview: Reconstructing Histories through Chronicles</b></p> <ol style="list-style-type: none"> <li>a) Outline of political history 15<sup>th</sup>-17<sup>th</sup> centuries</li> <li>b) Discussion of the Mughal court and politics.</li> </ol> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the major landmarks in the political history.</li> <li>• Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics.</li> <li>• Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals</li> </ul>

<p><b>Excerpts:</b> from the Akbarnama and Badshahnama</p> <p><b>Discussion:</b> Ways in which historians have used the text store construct political histories.</p>		
<p style="text-align: center;"><b>Part-III</b></p> <p><b>10. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives</b></p> <p><b>Broad overview: Colonialism and Rural Society: Evidence from Official Reports</b></p> <p>a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century</p> <p>b). Permanent Settlement, Santhals and Paharias</p> <p><b>Story of official records:</b> An account of why official Investigations in to rural societies were undertaken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Fifth Report</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>• Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</li> <li>• Analyze the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>

<p><b>11.REBELS AND THE RAJ: 1857 Revolt and its Representations</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>The eventsof1857-58.</li> <li>Vision of Unity</li> <li>How these events were recorded and narrated.</li> </ol> <p><b>Focus:</b> Lucknow</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being interpreted.</li> <li>• Discuss how visual material can be used by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>• Examine the momentum of the revolt in order to understand its spread.</li> <li>• Analyze how revolt created vision of unity amongst Indians.</li> <li>• Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</li> </ul>
<p><b>13. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>The Nationalist Movement 1918 -48.</li> <li>The nature of Gandhian politics and leadership.</li> </ol> <p><b>Focus:</b> Mahatma Gandhi and the three movements and his last days as “finest hours”</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> <li>• Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical source</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</li> </ul>

<p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>		<ul style="list-style-type: none"> <li>• Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</li> <li>• Analyze the perceptions and contributions of different communities towards the Gandhian movement.</li> <li>• Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.</li> </ul>
<p><b>15.FRAMING THE CONSTITUTION: The Beginning of a New Era</b></p> <p><b>Broad overview: The Making of the Constitution an overview:</b></p> <ol style="list-style-type: none"> <li>Independence and then new nation state.</li> <li>The making of the Constitution</li> </ol> <p><b>Focus:</b> The Constituent 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>	<ul style="list-style-type: none"> <li>• Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>• Understand how such debates and discussions can be read by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Highlight the role of Constituent Assembly in order to understand functionaries in framing the constitution of India.</li> <li>• Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</li> </ul>

## **PROJECT WORK CLASS - XII (2020-21)**

### **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	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 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 'Brahm Nirupam' of Kabir – A journey to Ultimate Reality

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

**HISTORY– CLASS XII**  
**SUBJECT CODE 027 (Session 2020-21)**

**TIME: 3 Hours**

**Maximum Marks: 80**

Sr. No.	Competencies	Total Marks	% Weightage
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	24	30%
3	<p><b>High Order Thinking Skills-</b> (Analysis &amp; 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)</p> <p><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	27	33.75%
4	<p><b>Map skill-based</b> question- Identification, location, significance</p>	5	6.25%
		<b>80</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, Puhar, 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, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>
<b>5</b>	<b>Page 95</b>	Major Buddhist Sites: <ul style="list-style-type: none"> <li>• Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Ajanta.</li> </ul>
<b>Book 2</b>		
<b>1</b>	<b>Page 174</b>	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
<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, 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, Awadh.</li> </ul>
<b>3</b>		Important centres of the National Movement: <ul style="list-style-type: none"> <li>• Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, 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