



वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE HISTORY SYLLABUS 2024-25

(Code No. 027)

CLASS XI-XII



TABLE OF CONTENT

| S. No | Contents | Page No |
|-------------------|------------------------------------|---------|
| 1 | Rationale | 2 |
| 2 | Aims & Objectives | 2 |
| CLASS-XI | | |
| 3 | Course Structure | 5 |
| 4 | Course Content | 6 |
| 5 | Question Paper Design | 12 |
| 6 | Internal Assessment - Project work | 13 |
| CLASS -XII | | |
| 7 | Course Structure | 17 |
| 8 | Course Content | 19 |
| 9 | List of Maps | 26 |
| 10 | Question Paper Design | 27 |
| 11 | Internal Assessment Project work | 28 |



RATIONALE

The History curriculum introduces the students to a set of important historical events and processes through a focus on a series of historical issues, debates and through various sources. Discussion of these themes would allow students not only to know about the 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 essentially linked and complementary to each other.

AIMS & OBJECTIVES

History gives us the tools to analyse and explain problems in the past, it helps us to see the patterns that might otherwise be not known in the present. It provides a crucial perspective for understanding and solving the current and future problems.

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions and to recognize them as meaningful outcomes of specific times and places. History helps us realize how different is our life from that of our ancestors, yet how similar we are in our goals and values. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

The subject emphasizes 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 to store/relate/compare developments in different situations, analyse connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.

THEMES IN CLASS XI

The syllabus in class XI is organized around some major themes in the world history.

1. Focus on some important developments in different spheres-political, social, cultural, and economic.
2. 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 and an introduction to a critical debate associated with the issue.

Many of the themes will introduce to the debates in the field and show how historians continuously rethink old issues.

THEMES IN CLASS XII

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 analyse 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:

1. A detailed overview of the events, issues, and processes under discussion.
2. A summary of the present state of research on the theme.
3. An account of how knowledge about the theme has been acquired.

4. An excerpt from a primary source related to the theme, explaining how it has been said by historians.

While the themes in both the 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 textbooks 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 timelines.
- Discussing the event or process in relation to the developments in other places and other times.

COURSE STRUCTURE**CLASS XI**

| Section Title | Theme No. | Theme Title | No. of periods | Marks |
|--------------------------------|-----------|--|----------------|------------|
| Reading of World History | | Introduction of world History | 10 | |
| I EARLY SOCIETIES | | Introduction Timeline I (6 MYA TO 1 BCE) | 05 | |
| | 1 | Writing and City Life | 20 | 10 |
| II EMPIRES | | Introduction Timeline II (C. 100 BCE TO 1300 CE) | 05 | |
| | 2 | An Empire Across Three Continents | 20 | 10 |
| | 3 | Nomadic Empires | 20 | 10 |
| III CHANGING TRADITIONS | | Introduction Timeline III (C. 1300 TO 1700) | 05 | |
| | 4 | The Three Orders | 20 | 10 |
| | 5 | Changing Cultural Traditions | 20 | 10 |
| IV TOWARDS MODERNIZATION | | Introduction Timeline IV (C. 1700 TO 2000) | 05 | |
| | 6 | Displacing Indigenous Peoples | 20 | 10 |
| | 7 | Paths to Modernisation | 20 | 15 |
| | Map | Map work of the related Themes | 15 | 05 |
| | | Theory Total | | 80 |
| | | Project work | 25 | 20 |
| | | TOTAL | 210 | 100 |

Note: Please refer to the following link for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook/pdf/kehs1ps.pdf>

COURSE CONTENT
CLASS XI

| Section | Theme | Specific learning objectives | Suggestive Teaching learning process | Learning outcome with specific competencies |
|------------------------------------|---|--|--|--|
| I EARLY SOCIETIES | Timeline I (6 MYA TO 1 BCE) | Briefing about the early societies | Use of timeline | Understanding the concept of chronology |
| | Theme 1 Writing and City Life Focus: Iraq, 3 rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians 'Debate on uses of writing. | <ul style="list-style-type: none"> • To familiarize the learner with the interwoven social and cultural aspects of civilization and brief. about the connection between city life and culture of contemporary civilizations through their writings. • To discuss whether writing is significant as a marker of civilization. | <ul style="list-style-type: none"> • To use a table to bring out the connection between city life and culture of contemporary civilizations. • Group discussion to discuss whether writing is significant as a marker of civilization. • Using Visuals to explain | <ul style="list-style-type: none"> • ❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings. ❖ Analyse the outcomes of a sustained tradition of writing. ❖ Explain the connection between the growth of human civilisation and the tradition of writing. |
| | Timeline II (C.100 BCE TO 1300 CE) | <ul style="list-style-type: none"> • Introducing the periods of the Empires. | <ul style="list-style-type: none"> ▪ Quiz and Timeline discussion. | <ul style="list-style-type: none"> ❖ Understanding the periods in order of time. |

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|-----------------------|--|--|---|---|
| II EMPIRES | Theme 2 An Empire across Three Continents | <ul style="list-style-type: none"> • To familiarize the learner with the dynamics of the Roman Empire history of a major world empire. • To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy. • To discuss the cultural transformation in that period & impact of the slavery in development of a country. | <p>Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</p> <p>Group discussion on slavery as a significant element in the economy.</p> <p>Use of flow chart to learn the cultural transformation during that period.</p> | <ul style="list-style-type: none"> ❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery. ❖ Examine the domains of cultural transformation in that period & the impact of slavery. |
| | Theme 3 NOMADIC EMPIRES | <ul style="list-style-type: none"> • To understand the varieties of nomadic society and their institutions. • To locate the places in the map and comprehend the spread of the nomadic society. • Discuss whether state formation is possible in nomadic societies. | <ul style="list-style-type: none"> ▪ Discussion on the life of pastoralist society. ▪ Textual reading and discussion about Genghis Khan. ▪ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan. | <ul style="list-style-type: none"> ❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan. |

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|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> ▪ Use case studies for deeper understanding of the socio-political and economic changes. | <ul style="list-style-type: none"> ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan |
| III CHANGING TRADITIONS | Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders | <ul style="list-style-type: none"> • Make the learner understand 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. | <ul style="list-style-type: none"> ▪ Debate and explain the Historical phenomenon of feudalism. ▪ Discussion on the impact of feudalism. ▪ Pictures and discussions held on renaissance paintings' or 'slave trade' | <ul style="list-style-type: none"> ❖ Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states |
| | Theme 5 Changing Cultural Traditions | <ul style="list-style-type: none"> • To Explore the intellectual trends and events in the period. • To appreciate the paintings and buildings of the period. • To make a comparative study on women and monuments of Renaissance periods. | <ul style="list-style-type: none"> ▪ Photos and Video clippings to understand the events and its impact. ▪ Field trip and research work on architectural and literary developments. ▪ Graphic chart to compare the life of women during this period. | <ul style="list-style-type: none"> ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance. |

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| | | <ul style="list-style-type: none"> To engage in a debate around the idea of 'Renaissance' its positive and negative impact. To discuss the Roman Catholic Church's response to the Protestant Reformation | <ul style="list-style-type: none"> Group work on Protestant reformation and catholic reformation and de brief. | <p>Humanism and Realism.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance. ❖ Critically analyse the impact on later reforms. ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation. |
| IV TOWARDS MODERNISATION | Timeline IV (C. 1700 TO 2000) | <ul style="list-style-type: none"> To recall the time of modernization. | <ul style="list-style-type: none"> Use of Timeline framework. | <ul style="list-style-type: none"> ❖ Remember and understand the time frame. |
| | | <ul style="list-style-type: none"> Sensitize students to the processes of displacements that accompanied the | <ul style="list-style-type: none"> Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps. | <ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia |

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| | <p>Theme 6</p> <p>Displacing Indigenous People</p> | <p>development of America and Australia.</p> <ul style="list-style-type: none"> • Understand the implications of such processes for the displaced populations. • Reason out the causes of displaced population and its impact on society. | <ul style="list-style-type: none"> ▪ Narration of events with picture charts. | <p>to understand their condition.</p> <ul style="list-style-type: none"> ❖ To analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents |
| | <p>Theme 7</p> <p>Paths to Modernization</p> | <ul style="list-style-type: none"> • Show how notions like 'modernization' need to be critically assessed. • Make students aware that transformation in the modern world takes many different forms. • Discuss the domains of Japanese nationalism. • To understand the nationalist upsurge in China And to learn about the era of communism. | <p>Demonstrate an understanding of the concept of modernization and its application in various forms.</p> <p>Research work and textual reading to comprehend the impact of modernization.</p> <ul style="list-style-type: none"> ▪ Videos to understand the upsurge in China and learn about the era. | <ul style="list-style-type: none"> ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War. ❖ Summarize the nationalist upsurge in |

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| | (NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is advised that all must be taught in the schools. | | | <p>China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</p> <ul style="list-style-type: none">❖ To analyse 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. |
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QUESTION PAPER DESIGN

CLASS XI

| Section | Theme | MCQ mm-1 | SA mm-3 | LA mm-8 | Source based mm-4 | Total |
|--------------------------|---------|----------------|---------------|---------------|-------------------|-----------|
| I EARLY SOCIETIES | Theme 1 | 3 | 1 | 0 | 1 | 10 |
| II EMPIRES | Theme 2 | 4 | 0 | 2 | 0 | 20 |
| | Theme 3 | | | | | |
| III CHANGING TRADITIONS | Theme 4 | 6 | 2 | 0 | 2 | 20 |
| | Theme 5 | | | | | |
| IV TOWARDS MODERNISATION | Theme 6 | 8 | 3 | 1 | 0 | 25 |
| | Theme 7 | | | | | |
| MAP | | | | | | 05 |
| TOTAL | | 21x1=21 | 6x3=18 | 8x3=24 | 4x3=12 | 80 |

Prescribed Textbook - Themes in World History – Published by NCERT

Link for NCERT Rationalised 2023-24 textbook: <https://ncert.nic.in/textbook.php?kehs1=0-7>

CLASS XI
INTERNAL ASSESSMENT

PROJECT WORK

MM - 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 evidence 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, analyse 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, analyse, 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 Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

The following steps are suggested:

- ❖ 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.
- ❖ The project must be done individually / In-groups.
- ❖ 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.

- ❖ 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. to enrich the subject content.
- ❖ The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- ❖ The Project work 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 whichever is suitable to visually impaired candidates.
- ❖ 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.
- ❖ Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

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 - CLASS XI

1. Facets of the Industrialization in sixteenth- eighteenth centuries.
2. Crusades: causes; rationale; events; outcomes; Holy Alliance
3. Ancient History in depth: Mesopotamia
4. Greek Philosophy and City States
5. Contributions of Roman Civilization
6. The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
7. Aspects of Development -South American States /Central American States
8. Different schools of thoughts- Realism: Humanism: Romanticism
9. Piecing together the past of Genghis Khan
10. Myriad Realms of Slavery in ancient, medieval, and modern world
11. History of Aborigines – America /Australia
12. Facets of Modernization – China /Japan/Korea

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

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

CBSF

**CLASS XII
COURSE STRUCTURE**

Theory Paper

| S. No | Part | Period | Marks |
|-------|--------------------------------------|------------|-----------|
| 1 | Themes in Indian History Part--I | 60 | 25 |
| 2 | Themes in Indian History Part--II | 60 | 25 |
| 3 | Themes in Indian History Part -- III | 60 | 25 |
| 4 | Map | 15 | 05 |
| | Total | 195 | 80 |

| Themes in Indian History | | Part—I | 25 Marks | |
|--------------------------|---|---------|----------|--|
| Theme No. | Theme Title | Periods | Marks | |
| 1 | Bricks, Beads and Bones The Harappa Civilisation | 15 | 25 | |
| 2 | Kings, Farmers and Towns Early States and Economies (c.600 BCE600 CE) | 15 | | |
| 3 | Kingship, Caste and class Early Societies (c. 600 BCE600 CE) | 15 | | |
| 4 | Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE600 CE) | 15 | | |
| Themes in Indian History | | Part—II | 25 marks | |
| 5 | Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries) | 15 | 25 | |
| 6 | Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries) | 15 | | |
| 7 | An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries) | 15 | | |

| | | | |
|---------------------------------|--|-----------------|-----------------|
| 8 | Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries) | 15 | |
| Themes in Indian History | | Part—III | 25 marks |
| Theme No. | Theme Title | Periods | Marks |
| 09 | Colonialism and The Countryside Exploring Official Archives | 15 | 25 |
| 10 | Rebels and Raj 1857 Revolt and its Representations | 15 | |
| 11 | Mahatma Gandhi and the National Movement Civil Disobedience and Beyond | 15 | |
| 12 | Framing of the Constitution The Beginning of a New Era | 15 | |
| | Including Map work of the related Themes | 15 | 05 |
| | Theory Total | | 80 |
| | Project Work | 25 | 20 |
| | TOTAL | 220 | 100 |

Note: Please refer to the following links for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook.php?lehs1=1-4>

<https://ncert.nic.in/textbook.php?lehs2=0-4#>

<https://ncert.nic.in/textbook.php?lehs3=0-4>

**CLASS XII
COURSE CONTENT**

| Theme No. and Title | Specific learning objectives | Suggestive Teaching learning process | Learning outcome with specific competencies |
|--|--|--|--|
| Themes in Indian History Part—I | | | |
| <p>1</p> <p>BRICKS, BEADS AND BONES The Harappan Civilisation</p> | <ul style="list-style-type: none"> • Familiarize the learner with the early urban centers as economic and social institutions. • Introduce the ways in which new data can lead to a revision of existing notions of history. • Find the difference between an archeologist and historian who Investigate and interpret historical and contemporary sources. | <ul style="list-style-type: none"> ▪ Inquiry based use of questions to explore. ▪ Illustrate how archaeological excavations are undertaken, and their findings are interpreted. ▪ Use of Picture charts and Map reading to trace the growth of urban centres. | <ul style="list-style-type: none"> ❖ To investigate, explore and interpret the early urban centres and social institutions. ❖ State and deduce the multi-lateral aspects of Harappan civilization to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa. |
| <p>2</p> <p>KINGS, FARMERS AND TOWNS: Early States and</p> | <ul style="list-style-type: none"> • To Familiarize the learner with major trends in the political and economic history of the subcontinent. • Introduce inscriptional | <ul style="list-style-type: none"> ▪ Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. ▪ Virtual tour to analyse and understand the inscriptions | <ul style="list-style-type: none"> ❖ To critically evaluate and interpret major trends in the political and economic history of the subcontinent. ❖ Decode inscriptional evidence. |

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| <p>Economies (c.600 BCE600 CE)</p> | <p>analysis and the ways in which these have shaped the understanding of political and economic processes.</p> <ul style="list-style-type: none"> • Critically examine the limitations of inscriptional evidence. | | <ul style="list-style-type: none"> ❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes. |
| <p>3</p> <p>KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)</p> | <ul style="list-style-type: none"> • To Familiarize the learners with issues in social history. • Introduce the strategies of textual analysis and their use in reconstructing social history. • To appraise the condition of women during Mahabharata age. | <ul style="list-style-type: none"> ▪ Narration of the issues in social history. ▪ Story boards can be used to discuss the scriptures of ancient India. ▪ Debate & Group discussion condition of women during Mahabharata age. | <ul style="list-style-type: none"> ❖ To examine, analyse the issues of social history. ❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India. ❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.. |
| <p>4</p> <p>THINKERS, BELIEFS AND BUILDINGS</p> <p>Cultural Developments (c. 600 BCE600 CE)</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 the theories of religion. | <ul style="list-style-type: none"> ▪ Use of flow chart and Tabular columns to compare the major religions in ancient India. ▪ Picture chart to discuss the stories in the sculptures. | <ul style="list-style-type: none"> ❖ To infer and compare the major religious developments in early India. ❖ Elucidate the rich religious sculpture and infer the stories hidden in it. |

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| | <ul style="list-style-type: none"> Reconstructing the Mauryan administration with help of Arthashastra Indica and other sources. | <ul style="list-style-type: none"> Use of map to locate the places of religious development. | <ul style="list-style-type: none"> To create a picture album of the Buddhist sculpture/ |
| Themes in Indian History Part—II | | | |
| <p style="text-align: center;">5</p> <p style="text-align: center;">THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p> | <ul style="list-style-type: none"> Familiarize the learner with the salient features of social histories described by the travellers. Discuss how traveller's accounts can be used as sources of social history. Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period. | <ul style="list-style-type: none"> Think Pair and share the features of social history as narrated by travellers. Reading the text for knowing the traveller's accounts which is the source of social history. Narration of the writings of all the travellers. | <ul style="list-style-type: none"> To understand salient features of social histories described by the travellers and apply the learning in real life. Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period. Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society. |
| <p style="text-align: center;">6</p> <p style="text-align: center;">BHAKTI –SUFİ TRADITIONS Changes in Religious</p> | <ul style="list-style-type: none"> Familiarize the learner with the religious developments. Discuss ways of analysing devotional literature as | <ul style="list-style-type: none"> Use chronological order to track the developments. Venn diagram to make comparison of different religious movements. | <ul style="list-style-type: none"> Understand the religious developments. Summarize the philosophies of different Bhakti and Sufi |

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| <p>Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p> | <p>sources of history.</p> <ul style="list-style-type: none"> • Understand the religious developments during medieval period. • Understand the religious movement in order and its impact. | <ul style="list-style-type: none"> ▪ Group discussion on the value impact. | <p>saints to understand the religious developments during medieval period.</p> <ul style="list-style-type: none"> ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society |
| <p style="text-align: center;">7</p> <p>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p> | <ul style="list-style-type: none"> • Acquaint the learner with the buildings monuments that were built during the time. • To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history. • Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence. | <p>Visit museums attached to</p> <ul style="list-style-type: none"> ▪ archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance. <p>View documentary Videos and observe Pictures on architecture.</p> <p>Graphic organisers to make comparison of the study reports.</p> | <ul style="list-style-type: none"> ❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system, administration of the rulers |

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| <p style="text-align: center;">8</p> <p style="text-align: center;">PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p> | <ul style="list-style-type: none"> • Engage the students to discuss the developments in agrarian relations. • Discuss how to supplement official documents with other sources. • Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries. • Explain the changes and differences in the agrarian sectors. | <ul style="list-style-type: none"> • Group discussion on the agrarian development and impact. ▪ Create a Venn diagram or a table and compare the changes during the 16th and 17th century, ▪ Debate on the differences in the sector and arrive on the impact. | <ul style="list-style-type: none"> ❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. ❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector. |
| Themes in Indian History Part—III | | | |
| <p style="text-align: center;">09</p> <p style="text-align: center;">COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</p> | <ul style="list-style-type: none"> • Discuss how colonialism affected zamindars, peasants and artisans. • Explain the revenue systems introduced by the British to Comprehend the problems and limits of using official sources for understanding the lives of the people. • Discuss about the types of records and reports. | <p>Discussion and deliberation on the colonialism and revenue system.</p> <p>list the problems for understanding the lives of the people.</p> <p>Classify the records and reports.</p> | <ul style="list-style-type: none"> ❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. ❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians. |

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| | <p>maintained by the rural society.</p> <ul style="list-style-type: none"> • Understand the divergent interest of the British in the society and on the Indians. | | <ul style="list-style-type: none"> ❖ Find solution to be taken to protect the peasants and artisans in this century. |
| <p>10</p> <p>REBELS AND THE RAJ: 1857 Revolt and its Representations</p> | <ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. • Discuss how visual material can be used by historians to narrate events. • Understand the planning and execution of the plan. • Highlight the united contribution made by the Indian soldiers. | <ul style="list-style-type: none"> ▪ Movie or video watching on events of 1857 followed by discussion. ▪ Problem solving method to question the events and suggest actions. | <ul style="list-style-type: none"> ❖ To examine the events of 1857. ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British. |
| <p>11</p> <p>MAHATMA GANDHI AND THE NATIONALIST</p> | <ul style="list-style-type: none"> • To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. | <ul style="list-style-type: none"> ▪ Collaborate and create. a timeline of the movement. ▪ Making a collage of events. individuals, and institutions | <ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order. |

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| <p>MOVEMENT Civil Disobedience and Beyond</p> | <ul style="list-style-type: none"> • Discuss how Gandhi was perceived by different groups. • Examine how historians need to read and interpret newspapers diaries and letters as a historical source. • Throw light on nationalism and patriotism. | <p>under the Gandhian leadership.</p> <ul style="list-style-type: none"> ▪ Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters. | <ul style="list-style-type: none"> ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters |
| <p>12 FRAMING THE CONSTITUTION The Beginning of a New Era</p> | <ul style="list-style-type: none"> • 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. • Discuss the other countries constitution and compare. | <p>Mock session of the assembly</p> <ul style="list-style-type: none"> ▪ to debate and discuss the ideals. ▪ Use sources & case studies for a Group discussion. | <ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution |

- Explain the salient features of our constitution.

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

LIST OF MAPS

| S. No | Page No. | Part – I Maps |
|-------|----------|---|
| 1 | 2 | Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji. |
| 2 | 3 | Mahajanapada and cities: Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi. |
| 3 | 33 | Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas. |
| 4 | 43 | Important kingdoms and towns: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha |
| 5 | 95 | Major Buddhist Sites: Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta |
| S. No | Page No. | Part II - Maps |
| 6 | 174 | Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli |
| 7 | 214 | Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa. |
| S. No | Page No. | Part III - Maps |
| 8 | 287 | Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad |

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|----|-----|---|
| 9 | 260 | Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh |
| 10 | | Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi |

**CLASS XII
QUESTION PAPER DESIGN**

| Book | MCQ | | SA | | LA | | Source Based | | Map | Total | |
|--------------|-----------------|----|-----------------|----|-----------------|----|-----------------|----|--------------|------------------|----------|
| | No of questions | MM | No of questions | MM | No of questions | MM | No of questions | MM | | Theory | Internal |
| Part I | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 | | 25 | |
| Part II | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 | | 25 | |
| Part III | 7 | 1 | 2 | 3 | 1 | 8 | 1 | 4 | | 25 | |
| Map | | | | | | | | | 05 | 05 | |
| Project | | | | | | | | | | 80 | 20 |
| Total | 7x 3=21 | | 6x 3=18 | | 3x 8= 24 | | 3x4=12 | | 1x5=5 | 100 marks | |

WEIGHTAGE BASED ON COMPETENCIES

| Competencies | Marks | % |
|---|-------|-------|
| Knowledge Remembering previously learned material by recalling facts, terms, basic concepts, and answers, | 21 | 26.25 |
| Understanding demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas. | 18 | 22.50 |
| Applying and Analyzing: applying acquired knowledge, facts, techniques and rules and solving the problems. | 24 | 30 |

| | | |
|--|----|------|
| Formulating, Evaluating and Creating skills: Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information | 12 | 15 |
| Map skills | 05 | 6.25 |

Note: Competency based questions for the examinations to be conducted in the academic year 2024-25 will be 40 percent in class XII

INTERNAL ASSESSMENT

| | |
|---------------------|----------------|
| PROJECT WORK | MM - 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 evidence 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, analyse 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, analyse, 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 Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten 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. to enrich the subject content.
5. The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work 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 whichever is suitable to visually impaired candidates.
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.

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

A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archaeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism

9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution
17. Comparative study of Stupas and Pillar edicts
18. Comparative study of Mughal and Vijayanagar architecture

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)

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

Note: Kindly refer to the guidelines on project work for classes XI and XII given below: - One Project to be done throughout the session, as per the existing scheme.

1. Steps involved in the conduct of the project:

Students may work upon the following lines as suggested:

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
5. Analysing the Material/Data for Conclusion
6. Draw the Relevant Conclusion
7. Bibliography

2. Expected Checklist for the Project Work:

1. Introduction of topic/ title
2. Identifying the causes, events, consequences and/or remedies
3. Various stakeholders and effect on each of them
4. Advantages and disadvantages of situations or issues identified
5. Short-term and long-term implications of strategies suggested during research
6. Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
7. Presentation and writing that is succinct and coherent in project file
8. Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

3. Assessment of Project Work:

1. Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
2. The aspects of the project work to be covered by students can be assessed during the academic year.
3. 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner

| Month | Periodic work | Assessment Rubrics | Marks |
|------------------|--|--|-------|
| April-July | Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis | Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data | 6 |
| August - October | Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection | Significance and relevance of the topic; challenges encountered while conducting the research. | 5 |

| | | | |
|-----------------------|--|--|-----------|
| November- January | Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project. | Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation. | 5 |
| January - February | Final Assessment and VIVA by both Internal and External Examiners | External/ Internal Viva based on the project | 4 |
| | | TOTAL | 20 |

4. Viva-Voce

1. At the end, each learner will present the research work in the Project File to the External and Internal examiner.
2. The questions should be asked from the Research Work/ Project File of the learner.
3. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work. In case of any doubt, authenticity should be checked and verified.