

2025-26
HISTORY (110)
Class XII
One Theory Paper

Time: 3 Hours

Marks:80

S.No.	Part	Marks
1	Themes in Indian History Part—I	25
2	Themes in Indian History Part—II	25
3	Themes in Indian History Part—III	25
4	Map	05
	Total	80

Note-The Maps available in the website of Survey of India may be used.(<https://surveyofindia.gov.in/>)

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

Themes in Indian History		Part-III	25 marks
09	Colonialism and The Countryside Exploring Official Archives	25	
10	Rebels and Raj 1857 Revolt and its Representations		
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond		
12	Framing of the Constitution The Beginning of a New Era		
	Including Map work of the related Themes		05
	Theory Total		80
	Project Work		20
	TOTAL		100

Note-The Maps available in the official website of Govt., of India may be used

CLASS XII COURSE CONTENT

Theme No. and Title	Learning outcome with specific competencies
Themes in Indian History Part – I	
1 BRICKS, BEADS AND BONES The Harappan Civilisation	<ul style="list-style-type: none"> ❖ Investigate, explore and interpret the early urban centres and social institutions. ❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
2 KINGS, FARMERS AND TOWNS Early States and Economies (c.600 BCE 600 CE)	<ul style="list-style-type: none"> ❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent. ❖ Decode inscriptional evidence. ❖ 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 BCE 600 CE)</p>	<ul style="list-style-type: none"> ❖ 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 Cultural Developments (c. 600 BCE 600 CE)</p>	<ul style="list-style-type: none"> ❖ Infer and compare the major religious developments in early India. ❖ Elucidate the rich religious sculpture and infer the stories hidden in it. ❖ Create a picture album of the Buddhist Sculpture.
<p>Themes in Indian History Part—II</p>	
<p>5</p> <p>THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p>	<ul style="list-style-type: none"> ❖ 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.
<p>6</p> <p>BHAKTI –SUFİ TRADITIONS Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p>	<ul style="list-style-type: none"> ❖ Understand the religious developments. ❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.
<p>7</p> <p>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</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.

<p style="text-align: center;">8 PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<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;">9 COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</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. ❖ Find solution to be taken to protect the peasants and artisans in this century.
<p style="text-align: center;">10 REBELS AND THE RAJ 1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> ❖ 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 style="text-align: center;">11 MAHATMA GANDHI AND THE NATIONALIST MOVEMENT Civil Disobedience and Beyond</p>	<ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order. ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. <ul style="list-style-type: none"> ❖ 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 autobiographies diaries, letters
<p style="text-align: center;">12 FRAMING THE CONSTITUTION The Beginning of a New Era</p>	<ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped 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.

S. No	Page No.	Part – I Maps
1	2	Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
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
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

Note-The Maps available in the official website of Govt., of India may be used.

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

Bhakti Movement- Multiple Interpretations and Commentaries.

7. The Mystical Dimensions of Sufism
8. Global Legacy of Gandhian Ideas
9. The Architectural Culture of the Vijayanagar Empire
10. Life of Women in the Mughal Rural Society
11. Comparative Analysis of the Land Revenue Systems Introduced by the Britishers in India
12. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
13. The Philosophy of Guru Nanak Dev
14. The Vision of Kabir
15. An Insight into the Indian Constitution
16. Comparative Study of Stupas and Pillar Edicts
17. 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 conceptualise 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.

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

Expected Checklist for the Project Work:

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

Assessment of Project Work:

PROJECT WORK: 20 Marks

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

S.N.	Topics	Marks
PROJECT WORK		
1.	Relevance of the topic	3
2.	Knowledge content /Research Work	3
3	Presentation Technique	3
4	Viva based on project	6
CONTINUOUS ASSESSMENT		
5	Continuous Assessment (Unit Test)	5
	Total	20

