

**HISTORY**  
**CLASS XII**  
Time : 3 Hours

**One Paper**

**Marks : 100**

Units	Marks
<b>Section A: Archaeology &amp; Ancient India</b> Units 1 - 4	25
<b>Section B: Medieval India</b> Units 5 - 9	30
<b>Section C: Modern India</b> Units 10 - 15	35
<b>Unit 16 : Map Work</b>	10

<b>Class XII: Themes in Indian History</b>	
Themes	Objectives
<p><b>SECTION A: ARCHAEOLOGY &amp; ANCIENT INDIA</b></p> <p><b>1. The Story of the First Cities: Harappan Archaeology</b></p> <p><b>Broad overview:</b> Early urban centres <b>Story of discovery:</b> Harappan civilization</p> <p><b>Excerpt:</b> Archaeological report on a major site <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 centres as economic and social institutions.</li> <li>• Introduce the ways in which new data can lead to a revision of . existing notions of history.</li> <li>• Illustrate how archaeological reports are analyzed and interpreted by scholars.</li> </ul>
<p><b>2. Political and Economic History: How Inscriptions tell a story.</b></p> <p><b>Broad overview:</b> Political and economic history from the Mauryan to the Gupta period <b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history. <b>Excerpt:</b> Asokan inscription and Gupta period and grant. <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 inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes</li> </ul>

<p><b>3. Social Histories: Using the Mahabharata</b>  <b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender  <b>Story of discovery:</b> Transmission and publications of the Mahabharat  <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 learner with issues in social history.</li> <li>• Introduce strategies of textual . analysis and their use in reconstructing social history.</li> </ul>
<p><b>4. A History of Buddhism: Sanchi Stupa</b>  <b>Broad overview:</b> (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (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 histories of . religion.</li> </ul>
<p><b>SECTION B: MEDIEVAL INDIA</b>  <b>5. Agrarian Relations: The <i>Ain-i- Akbari</i></b>  <b>Broad overview:</b> (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.  <b>Story of Discovery:</b> Account of the compilation and translation of <i>Ain-i-Akbari</i>  <b>Excerpt:</b> from the <i>Ain-i-Akbari</i>  <b>Discussion:</b> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> <li>• Discuss developments in agrarian relations.</li> <li>• Discuss how to supplement official documents with other . sources.</li> </ul>
<p><b>6. The Mughal Court: Reconstructing Histories through Chronicles</b>  <b>Broad Overview:</b> (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.  <b>Story of Discovery:</b> Account of the production of court chronicles, and ‘their subsequent translation and transmission.  <b>Excerpts:</b> from the <i>Akbarnama</i> and <i>Padshahnama</i>.  <b>Discussion:</b> Ways in which historians have used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the major landmarks in political history</li> <li>• Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>

<p><b>7. New Architecture: Hampi</b>  <b>Broad Overview:</b> (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system..  <b>Story of Discovery:</b> Account of how Hampi was found  <b>Excerpt:</b> Visuals of buildings at Hampi  <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><b>8. Religious Histories: The Bhakti-Sufi tradition</b>  <b>Broad Overview:</b> (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.  <b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.  <b>Excerpt:</b> Extracts from selected Bhakti Sufi works.  <b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul>
<p><b>9. Medieval Society Through Travellers' Accounts</b>  <b>Broad Overview:</b> Outline of social and cultural life as they appear in travellers'  <b>Story of their writings:</b> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.  <b>Excerpts:</b> from Alberuni, Ibn Batuta, Bernier.  <b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the accounts. salient features of social histories described by the travellers.</li> <li>• Discuss how travellers' accounts can be used as sources of social history.</li> </ul>
<p><b>SECTION C: MODERN INDIA</b>  <b>10. Colonialism and-Rural Society: Evidence from Official Reports</b>  <b>Broad overview :</b> (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.  <b>Story of official records:</b> An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected Zamindars, peasants and artisans.</li> <li>• Understand the problems and limits of using official sources for understanding the lives of people.</li> </ul>

<p><b>Excerpts:</b> From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report,  <b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	
<p><b>11. Representations of 1857</b>  <b>Broad Overview:</b> (a) The events of 1857-58. (b) How these events were recorded and narrated.  <b>Focus:</b> Lucknow.  <b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.  <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 reinterpreted.</li> <li>• Discuss how visual material can be used by historians</li> </ul>
<p><b>12. Colonialism and Indian Towns: Town Plans and Municipal Reports</b>  <b>Broad Overview:</b> The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.  <b>Excerpts:</b> Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.  <b>Discussion:</b> How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the history of modern urban centres.</li> <li>• Discuss how urban histories can be written by drawing on different types of sources.</li> </ul>
<p><b>13. Mahatma Gandhi through Contemporary Eyes</b>  <b>Broad Overview:</b> (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.  <b>Focus:</b> Mahatma Gandhi in 1931.  <b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.  <b>Discussion:</b> How newspapers can be a source of history.</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.</li> <li>• Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.</li> </ul>
<p><b>14. Partition through Oral Sources</b>  <b>Broad Overview:</b> (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.  <b>Focus:</b> Punjab and Bengal.  <b>Excerpts:</b> Oral testimonies of those who experienced partition.  <b>Discussion:</b> Ways in which these have been analyzed to reconstruct the history of the event.</p>	<ul style="list-style-type: none"> <li>• Discuss the last decade of the national movement, the growth of communalism and the story of Partition.</li> <li>• Understand the events through the experience of those who lived through these years of communal violence.</li> <li>• Show the possibilities and limits of oral sources.</li> </ul>

<p><b>15. The Making of the Constitution</b>  <b>Broad Overview:</b> (a) Independence and the new nation state. (b) The making of the constitution. .  <b>Focus:</b> The Constitutional Assembly debates.  <b>Excerpts:</b> from the debates  <b>Discussion:</b> What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>• Familiarize students with the history of the early years after independence.</li> <li>• Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>• Understand how such debates and discussions can be read by historians.</li> </ul>
<p><b>16. Map Work on Units 1-15</b></p>	