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CBSE HISTORY SYLLABUS 2024-25

(Code No. 027)
CLASS XII



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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 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.

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

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			
1 BRICKS, BEADS AND BONES The Harappan Civilisation	- 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.	- 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.	- 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.
2 KINGS, FARMERS AND TOWNS: Early States and	- To Familiarize the learner with major trends in the political and economic history of the subcontinent. - Introduce inscriptional	- Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. - Virtual tour to analyse and understand the inscriptions	- To critically evaluate and interpret major trends in the political and economic history of the subcontinent. - Decode inscriptional evidence.



Economies (c.600 BCE600 CE)	analysis and the ways in which these have shaped the understanding of political and economic processes. Critically examine the limitations of inscriptional evidence.		Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
3 KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)	- 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.	- 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.	- 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..
4 THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE600 CE)	- Discuss the major religious developments in early India. - Introduce strategies of visual analysis and their use in reconstructing the theories of religion.	- Use of flow chart and Tabular columns to compare the major religions in ancient India. - Picture chart to discuss the stories in the sculptures.	- To infer and compare the major religious developments in early India. - Elucidate the rich religious sculpture and infer the stories hidden in it.



	Reconstructing the Mauryan administration with help of Arthashastra Indica and other sources.	Use of map to locate the places of religious development.	To create a picture album of the Buddhist sculpture/
Themes in Indian History Part—II			
5 THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)	- 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.	- 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.	- 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.
6 BHAKTI –SUFİ TRADITIONS Changes in Religious	- Familiarize the learner with the religious developments. - Discuss ways of analysing devotional literature as	- Use chronological order to track the developments. - Venn diagram to make comparison of different religious movements.	- Understand the religious developments. - Summarize the philosophies of different Bhakti and Sufi



Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	sources of history. • Understand the religious developments during medieval period. • Understand the religious movement in order and its impact.	▪ Group discussion on the value impact.	saints to understand the religious developments during medieval period. ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society
7 AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)	• 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.	▪ Visit museums attached to archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance. View documentary Videos and observe Pictures on architecture. Graphic organisers to make comparison of the study reports.	❖ 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

8 PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)	- 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.	- 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.	❖ 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			
09 COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives	- 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.	Discussion and deliberation on the colonialism and revenue system. list the problems for understanding the lives of the people. Classify the records and reports.	❖ 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.



	maintained by the rural society. • Understand the divergent interest of the British in the society and on the Indians.		❖ Find solution to be taken to protect the peasants and artisans in this century.
10 REBELS AND THE RAJ: 1857 Revolt and its Representations	• 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.	▪ Movie or video watching on events of 1857 followed by discussion. ▪ Problem solving method to question the events and suggest actions.	❖ 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.
11 MAHATMA GANDHI AND THE NATIONALIST	• To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.	▪ Collaborate and create. a timeline of the movement. ▪ Making a collage of events. individuals, and institutions	❖ Understand the nationalist movement in chronological order.



MOVEMENT Civil Disobedience and Beyond	• 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.	under the Gandhian leadership. ▪ Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters.	❖ 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
12 FRAMING THE CONSTITUTION The Beginning of a New Era	• 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.	Mock session of the assembly ▪ to debate and discuss the ideals. Use sources & case studies ▪ for a Group discussion.	❖ 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.		
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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: - Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. - Kingdom of Cholas, Cheras and Pandyas.
4	43	Important kingdoms and towns: - 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: 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

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.

