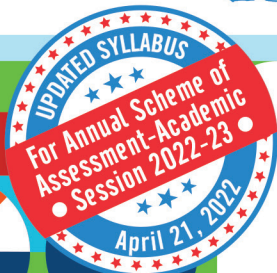


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CBSE SYLLABUS

CLASS 12 HISTORY

Themes in Indian History I, II & III

Strictly as per the Latest CBSE Syllabus released
on 21st April 2022 (CBSE CIR No. Acad-48/2022)



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SYLLABUS

Latest Syllabus issued by CBSE for Academic Year 2022-23

COURSE STRUCTURE

HISTORY (Code No. 027)

CLASS-XII (2022-23)

One Theory Paper

Max. Mark : 80

Time : 3 hours

THEMES	Periods	Marks
Themes in Indian History Part-I		25
Theme 1 Bricks, Beads and Bones	15	
Theme 2 Kings, Farmers and Towns	15	
Theme 3 Kinship, Caste and Class	15	
Theme 4 Thinkers, Beliefs and Buildings	15	
Themes in Indian History Part-II		25
Theme 5 Through the Eyes of Travellers	15	
Theme 6 Bhakti –Sufi Traditions	15	
Theme 7 An Imperial Capital: Vijayanagar	15	
Theme 8 Peasants, Zamindars and the State	15	
Themes in Indian History Part-III		25
Theme 10 Colonialism and The Countryside	15	
Theme 11 Rebels and the Raj	15	
Theme 13 Mahatma Gandhi and the Nationalist Movement	15	
Theme 15 Framing the Constitution	15	
Including Map Work of The Related Themes	15	5
Total		80
Project work	25	20
Total	220	100

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COURSE CONTENT

Class XII: Themes in Indian History		
Themes	NOTE- This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.	
	Learning Objective	Learning Outcomes
PART - I BRICKS, BEADS AND BONES The Harappan Civilization: Broad overview: Early urban centers Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site Discussion: How it has been utilized by archaeologists/historians	<ul style="list-style-type: none"> Familiarize the learner with early urban centers as economic and social institution. Introduce the ways in which new data can lead to a revision of existing notions of history 	At the completion of this unit students will be able to: <ul style="list-style-type: none"> State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. Develop an ability to use and analyze socio- economic, political aspects of Harappa Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
KINGS, FARMERS AND TOWNS: Early States and Economies (c. 600 BCE-600 CE) Broad overview: Political and economic History from the Mauryan to the Gupta period Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history. Excerpt: Ashokan inscription and Gupta period land grant Discussion: Interpretation of inscriptions by historians.	<ul style="list-style-type: none"> Familiarize the learner with major trends in the political and economic history of the subcontinent. Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes. 	At the completion of this unit students will be able to: <ul style="list-style-type: none"> Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent. Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
KINSHIP, CASTE AND CLASS Early Society Societies (C. 600 BCE-600 CE) Broad overview: Social Histories: Using the Mahabharata Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharat	<ul style="list-style-type: none"> Familiarize the learners with issues in social history. Introduce the strategies of textual analysis and their use in reconstructing social history. 	At the completion of this unit students will be able to <ul style="list-style-type: none"> Analyze 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.

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<p>Excerpt: from the Mahabharata, illustrating how it has been used by historians.</p> <p>Discussion: Other sources for reconstructing social history.</p>		
<p>THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE - 600 CE) Broad overview: A History of Buddhism: Sanchi Stupa A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism) Focus on Buddhism. Story of discovery: Sanchi stupa. Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare the distinct religious facets in order to understand the religious developments in ancient India • Elucidate the rich religious sculpture and infer the stories hidden in it.
<p>Part-II THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth century) Broad Overview: outlines of social and cultural life as they appear in traveller's account. Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote. Excerpts: from AlBiruni, Ibn Battuta, Francois Bernier Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify 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.

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<p>BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts (c. eight to eighteenth centuries) Broad overview: a. Outline of religious developments during this period saints. b. Ideas and practices of the Bhakti-Sufi Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti-Sufi works. Discussion: Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> ● Familiarize the learner with religious developments. ● Discuss ways of analyzing devotional literature as sources of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Summarize 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>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries) Broad overview: New Architecture: Hampi a. Outline of new buildings during Vijayanagar period- temples, forts, irrigation facilities. b. Relationship between architecture and the political system Story of Discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.</p>	<ul style="list-style-type: none"> ● Familiarize the learner with the new buildings that were built during the time. ● Discuss the ways in which architecture can be analyzed to reconstruct history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India ● Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.
<p>PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries) Broad overview: The Ain-i-Akbari a. Structure of agrarian relations in the 16th and 17th centuries. b. Patterns of change over the period. Story of Discovery: Account of the compilation and translation of Ain I Akbari Excerpt: from the Ain-i-Akbari. Discussion: Ways in which historians have used texts to reconstruct history.</p>	<ul style="list-style-type: none"> ● Discuss developments in agrarian relations. ● Discuss how to supplement official documents with other sources. 	<p>At the completion of this unit students will be able to:</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.

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<p>Part-III COLONIALISM AND THE COUNTRY SIDE: Exploring Official Archives Broad overview: Colonialism and Rural Society: Evidence from Official Reports</p> <ol style="list-style-type: none"> Life of zamindars, peasants and artisans in the late 18th century Permanent Settlement, Santhals and Paharis <p>Story of official records: An account of why official investigations into rural societies were undertaken and the types of records and reports produced. Excerpts: From Fifth Report, Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> Discuss how colonialism affected zamindars, peasants and artisans. Comprehend the problems and limits of using official sources for understanding the lives of the people 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India. Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.
<p>REBELS AND THE RAJ: 1857 Revolt and its Representations- Broad overview:</p> <ol style="list-style-type: none"> The events of 1857-58 Vision of Unity How these events were recorded and narrated. <p>Focus: Lucknow Excerpts: Pictures of 1857. Extracts from contemporary accounts Discussion: How the pictures of 1857 shaped British opinion of what had happened.</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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature. Examine the momentum of the revolt in order to understand its spread. Analyze how revolt created vision of unity amongst Indians. Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British
<p>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond Broad overview:</p> <ol style="list-style-type: none"> The Nationalist Movement 1918-48. The nature of Gandhian politics and leadership. <p>Focus: Mahatma Gandhi and the three movements and his last days as "finest hours" Excerpts: Reports from English and Indian language newspapers and other contemporary writings. Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers, diaries and letters as historical source. 	<p>At the completion of this unit students will be able to:</p> <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. Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism. Analyze the perceptions and contributions of different communities towards the Gandhian movement. Analyze the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries and letters.

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<p>FRAMING THE CONSTITUTION: The Beginning of a New Era</p> <p>Broad overview: The Making of the Constitution an overview:</p> <ol style="list-style-type: none"> Independence and then new nation state. The making of the Constitution <p>Focus: The Constitutional Assembly debates</p> <p>Excerpts: from the debates</p> <p>Discussion: What such debates reveal and how they can be analyzed.</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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Highlight the role of Constituent Assembly in order to understand functionaries in framing the constitution of India. Analyze how debates and discussions around important issues in the constituent assembly shaped our constitution.
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LIST OF MAPS

Book 1		
1	Page 2	Mature Harappan sites: <ul style="list-style-type: none"> Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	Page 30	Mahajanapada and cities : <ul style="list-style-type: none"> Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	Page 33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> Kushanas, Shakas, Satavahanas, Vakatakas, Guptas Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi. Kingdom of Cholas, Cheras and Pandyas.
4	Page 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	Page 95	Major Buddhist Sites: <p>Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodhgaya, Shravasti, Ajanta.</p>
Book 2		
6	Page 174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
7	Page 214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.

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Book 3		
8	Page 297	Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Patna, Banaras, Allahabad and Lucknow.
9	Page 305	Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Avadh.
10		Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri-Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.

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HISTORY - 027 Class XII (2022-23) Project Work

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 evidences to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

SYLLABUS

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 projectbased 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.

FEW SUGGESTIVE TOPICS FOR CLASS XI PROJECTS

1. The Indus Valley Civilization-Archeological 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

(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.

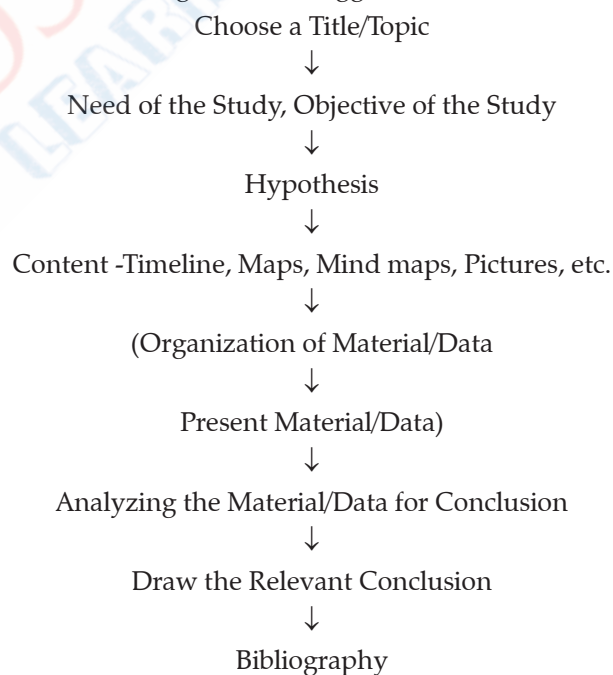
Note: Kindly refer to the guidelines on project work for classes XII given below:-

Guidelines for History Project Work: 20 Marks

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 a suggested flow chart:



2. Expected Checklist for the Project Work:

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

3. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 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 Collection.	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

- At the end, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- 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. *****

