

HISTORY
CLASS XII
Time : 3 Hours

One Paper

Marks : 100

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

Class XII: Themes in Indian History	
Themes	Objectives
<p>SECTION A: ARCHAEOLOGY & ANCIENT INDIA</p> <p>1. The Story of the First Cities: Harappan Archaeology</p> <p>Broad overview: Early urban centres Story of discovery: Harappan civilization</p> <p>Excerpt: Archaeological report on a major site Discussion: how it has been utilized by archaeologists/historians</p>	<ul style="list-style-type: none"> • Familiarize the learner with early . urban centres as economic and social institutions. • Introduce the ways in which new data can lead to a revision of . existing notions of history. • Illustrate how archaeological reports are analyzed and interpreted by scholars.
<p>2. Political and Economic History: How Inscriptions tell a story.</p> <p>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: Asokan inscription and Gupta period and grant. Discussion: Interpretation of inscriptions by historians</p>	<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

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

<p>7. New Architecture: Hampi Broad Overview: (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>8. Religious Histories: The Bhakti-Sufi tradition Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints. 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>9. Medieval Society Through Travellers' Accounts Broad Overview: Outline of social and cultural life as they appear in travellers' Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote. Excerpts: from Alberuni, Ibn Batuta, 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 accounts. salient features of social histories described by the travellers. • Discuss how travellers' accounts can be used as sources of social history.
<p>SECTION C: MODERN INDIA 10. Colonialism and-Rural Society: Evidence from Official Reports Broad overview : (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. Story of official records: 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"> • Discuss how colonialism affected Zamindars, peasants and artisans. • Understand the problems and limits of using official sources for understanding the lives of people.

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

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