

RATIONALE

Through a focus on a range of important historical sources the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing history.

OBJECTIVES

- Effort in these senior secondary classes would be to emphasize to students 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 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 relate/compare development in different situations, analyze connection between similar processes located in different time periods, and discover the relationship between different methods of social enquiry within different social sciences.
- In class XII the focus will be on a detailed study of some themes in Ancient, Medieval and Modern Indian history. 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 courses will built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the student 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 analyze 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 subheads : (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired. (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- 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 (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

Courses of Study

PART-1

1. Bricks, Beads and Bones (The Harappan Civilisation)
2. Kings, Farmers and Towns (Early State and Economies)
3. Kinship, Caste and Class (Early Societies)
4. Thinkers, Beliefs and Buildings (Cultural Developments)

PART-II

5. Through The Eyes of Travellers (Perceptions of Society)
6. Bhakti-Sufi Traditions (Changes in Religious Beliefs and Devotional Texts)
7. An Imperial Capital (Vijayanagara)
8. Peasants, Zamindars and The State (Agrarian Society and the Mughal Empire)

PART-III

09. Colonialism and The Countryside (Exploring Official Archives)
10. Rebels and The Raj (1857 Revolt and its Representations)
11. Mahatma Gandhi and The Nationalist Movement (Civil Disobedience and Beyond)
12. Framing The Constitution (The Beginning of a New Era)

PART-IV

Map Work

PRESCRIBED BOOKS :

- 1, भारतीय इतिहास के कुछ विषय भाग 1, 2 और 3 हि. प्र. स्कूल शिक्षा बोर्ड धर्मशाला द्वारा प्रकाशित