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FOR UTTARAKHAND CLASS 12 PREPARATION

# Uttarakhand Board Class 11-12 Syllabus 2027 History

| EXAM | YEAR | TYPE | SUBJECT |
| --- | --- | --- | --- |
| Uttarakhand Class 12 | 2027 | Syllabus | History |

**2026-27**
**HISTORY (110)**
**Class XI**

**Time: 3 Hours** **One Theory Paper** **Marks:80**

| Section Title | Theme | Theme Name | Marks |
|---|---|---|---|
| **Reading of World History** | | Introduction of World History | |
| **I EARLY SOCIETIES** | | Introduction Timeline I (6 MYA TO 1 BCE) | |
| | **1** | Writing and City Life | 10 |
| **II EMPIRES** | | Introduction Timeline II (C. 100 BCE TO 1300 CE) | |
| | **2** | An Empire Across Three Continents | 10 |
| | **3** | Nomadic Empires | 10 |
| **III CHANGING TRADITIONS** | | Introduction Timeline III (C. 1300 TO 1700) | |
| | **4** | The Three orders | 10 |
| | **5** | Changing Cultural Traditions | 10 |
| **IV TOWARDS MODERNISATION** | | Introduction Timeline IV (C. 1700 TO 2000) | |
| | **6** | Displacing Indigenous Peoples | 10 |
| | **7** | Paths to Modernisation | 15 |
| | **Map** | Map work of the related Themes | 05 |
| | | **Theory Total** | **80** |
| | | Project work | 20 |
| | | **TOTAL** | **100** |

**Note-**The Maps available in the official website of Govt., of India may be used

## COURSE CONTENT
## CLASS XI

| Section | Theme | Learning outcome with specific competencies |
|---|---|---|
| I<br>EARLY<br>SOCIETIES | **Timeline I**<br>**(6 MYA TO 1 BCE)** | ❖ Understanding the concept of chronology |
| | **Theme 1**<br>Writing and City Life<br>Focus: Iraq, 3rd Millennium BCE<br>a. Growth of towns<br>b. Nature of early urban Societies<br>c. Historians 'Debate on uses of writing. | ❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.<br>❖ Analyse the outcomes of a sustained tradition of writing.<br>❖ Explain the connection between the growth of human civilisation and the tradition of writing. |
| | **Timeline II**<br>**(C.100 BCE TO 1300 CE)** | ❖ Understanding the periods in order of time. |
| II<br>EMPIRES | **Theme 2**<br>**An Empire across Three Continents** | ❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.<br>❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.<br>❖ Examine the domains of cultural transformation in that period & the impact of slavery. |
| | **Theme 3**<br>**NOMADIC EMPIRES** | ❖ Identify the living patterns of nomadic pastoralist society.<br>❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.<br>❖ Analyse socio-political and economic changes during the period of the descendants of Genghis khan<br>❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan |
| III<br>CHANGING<br>TRADITIONS | **Timeline III**<br>**(C. 1300 TO 1700)**<br>**Theme 4**<br>**The Three Orders** | ❖ Explain the myriad aspects of feudalism with reference to first, second, third and fourth order of the society.<br>❖ Relate between ancient slavery and serfdom.<br>❖ Assess the 14th century crisis and rise of the nation states. |

| | | |
|---|---|---|
| | **Theme 5**<br><br>**Changing Cultural Traditions** | ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.<br>❖ Relate the different facets of Italian cities to Understand the characteristics of Renaissance, Humanism and Realism.<br>❖ Compare and contrast the condition of women in the Renaissance period.<br>❖ Recognise major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.<br>❖ Critically analyse the impact on later reforms.<br>❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation. |
| **IV**<br>**TOWARDS MODERNISATION** | **Timeline IV**<br>**(C. 1700 to 2000)** | ❖ Remember and understand the time frame. |
| | **Theme 6**<br><br>**Displacing**<br><br>**Indigenous People** | ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.<br>❖ Analyse the realms of settlement of Europeans in Australia and America.<br>❖ Compare and contrast the lives and roles of indigenous people in these continents<br>❖ Analyse the domains of Japanese nationalism prior and after the Second World War. |
| | **Theme 7**<br><br>**Paths to Modernization**<br><br>(NOTE- Keeping in view the importance of the themes i.e. Japan, china and Korea; it is advised that all must be taught in the schools. | ❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism.<br>❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to Understand the transformation from rigid communism to liberal socialism.<br>❖ Deduce the histories of China and Japan from the phase of imperialism to modernization.<br>❖ Analyse the domains of Japanese nationalism prior and after the Second World War. |

# CLASS XI

# PROJECT WORK

## PROJECT WORK

## 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

- 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 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:**
- 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.
- The project must be done individually / In-groups.
- 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.
- 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.
- 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.
- 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.
- Evaluation will be done by Internal examiner .

### SUGGESTIVE TOPICS FOR PROJECTS - CLASS XI

1. Facets of the Industrialization in sixteenth- eighteenth centuries.

2. Crusades: causes; rationale; events; outcomes; Holy Alliance
3. Ancient History in depth: Mesopotamia
4. Greek Philosophy and City States
5. Contributions of Roman Civilization
6. The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
7. Aspects of Development -South American States /Central American States
8. Different schools of thoughts- Realism: Humanism: Romanticism
9. Piecing together the past of Genghis Khan
10. Myriad Realms of Slavery in ancient, medieval, and modern world
11. History of Aborigines – America /Australia
12. Facets of Modernization – China /Japan/Korea

(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 conceptualise under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

**2026-27**
**HISTORY (110)**
**Class XII**

**Time: 3 Hours** **One Theory Paper** **Marks:80**

| S.No. | Part | Marks |
|---|---|---|
| 1 | Themes in Indian History Part—I | 25 |
| 2 | Themes in Indian History Part—II | 25 |
| 3 | Themes in Indian History Part—III | 25 |
| 4 | Map | 05 |
| | Total | 80 |

**Note-**The Maps available in the website of Survey of India may be used.(https://surveyofindia.gov.in/)

| **Themes in Indian History Part-I** | | **25 Marks** |
|---|---|---|
| **Sr No.** | **Theme Title** | **Marks** |
| 1 | Bricks, Beads and Bones<br>The Harappa Civilisation | 25 |
| 2 | Kings, Farmers and Towns<br>Early States and Economies (*c*.600 BCE 600 CE) | |
| 3 | Kingship, Caste and class<br>Early Societies (c. 600 BCE600 CE) | |
| 4 | Thinkers, Beliefs and Buildings<br>Cultural Developments (c. 600 BCE 600 CE) | |
| **Themes in Indian History Part-II** | | **25 marks** |
| 5 | Through the eyes of Travellers<br>Perceptions of Society (c. tenth to seventeenth centuries) | |
| 6 | Bhakti-Sufi Traditions<br>Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries) | 25 |
| 7 | An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries) | |
| 8 | Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries) | |

| | Themes in Indian History Part-III | 25 marks |
|---|---|---|
| 09 | Colonialism and The Countryside<br>Exploring Official Archives | 25 |
| 10 | Rebels and Raj<br>1857 Revolt and its Representations | |
| 11 | Mahatma Gandhi and the National Movement<br>Civil Disobedience and Beyond | |
| 12 | Framing of the Constitution<br>The Beginning of a New Era | |
| | Including Map work of the related Themes | 05 |
| | Theory Total | 80 |
| | Project Work | 20 |
| | **TOTAL** | **100** |

**Note-**The Maps available in the official website of Govt., of India may be used

## CLASS XII
## COURSE CONTENT

| Theme No. and Title | Learning outcome with specific competencies |
|---|---|
| **Themes in Indian History Part – I** | |
| **1**<br>**BRICKS, BEADS AND BONES The Harappan Civilisation** | ❖ Investigate, explore and interpret the early urban centres and social institutions.<br>❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world.<br>❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa. |
| **2**<br>**KINGS, FARMERS AND TOWNS Early States and Economies (c.600 BCE 600 CE)** | ❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent.<br>❖ Decode inscriptional evidence.<br>❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes. |

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|---|---|
| **3**<br><br>**KINSHIP, CASTE AND CLASS**<br>**Early Societies**<br>**(c. 600 BCE 600 CE)** | ❖ Examine, analyse the issues of social history.<br>❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.<br>❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata. |
| **4**<br><br>**THINKERS, BELIEFS AND BUILDINGS**<br>**Cultural Developments**<br>**(c. 600 BCE 600 CE)** | ❖ Infer and compare the major religious developments in early India.<br>❖ Elucidate the rich religious sculpture and infer the stories hidden in it.<br>❖ Create a picture album of the Buddhist Sculpture. |
| **Themes in Indian History Part—II** | |
| **5**<br><br>**THROUGH THE EYES OF TRAVELLERS**<br>**Perceptions of Society**<br>**(c. tenth to seventeenth centuries)** | ❖ Understand salient features of social histories described by the travellers and apply the learning in real life.<br>❖ 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. |
| **6**<br>**BHAKTI –SUFI TRADITIONS**<br>**Changes in Religious Beliefs and Devotional Texts**<br>**(c. eighth to eighteenth centuries)** | ❖ Understand the religious developments.<br>❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.<br>❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society. |
| **7**<br><br>**AN IMPERIAL CAPITAL: VIJAYANAGARA**<br>**(c. fourteenth to sixteenth centuries)** | ❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.<br>❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.<br>❖ Assess and appreciate the city planning, water management system, administration of the rulers. |

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|---|---|
| **8**<br>**PEASANTS, ZAMINDARS AND THE STATE**<br>**Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)** | ❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.<br>❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.<br>❖ Make a table and bring out the differences in the agrarian sector. |
| **Themes in Indian History** | **Part—III** |
| **9**<br>**COLONIALISM AND THE COUNTRYSIDE**<br>**Exploring Official Archives** | ❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.<br>❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians.<br>❖ Find solution to be taken to protect the peasants and artisans in this century. |
| **10**<br>**REBELS AND THE RAJ**<br>**1857 Revolt and its Representations** | ❖ Examine the events of 1857.<br>❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.<br>❖ Examine the momentum of the revolt to understand its spread.<br>❖ Analyse how revolt created vision of unity amongst Indians.<br>❖ Interpret visual images to understand the emotions portrayed by the nationalist and British. |
| **11**<br>**MAHATMA GANDHI AND THE NATIONALIST MOVEMENT**<br>**Civil Disobedience and Beyond** | ❖ Understand the nationalist movement in chronological order.<br>❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.<br>❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism.<br>❖ Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters |
| **12**<br>**FRAMING THE CONSTITUTION**<br>**The Beginning of a New Era** | ❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India.<br>❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution |

**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.

| S. No | Page No. | Part – I Maps |
|---|---|---|
| 1 | 2 | **Mature Harappan sites:** Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji. |
| 2 | 3 | **Mahajanapada and cities:** Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi. |
| 3 | 33 | **Distribution of Ashokan inscriptions:**<br>• Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi.<br>• Kingdom of Cholas, Cheras and Pandyas. |
| 4 | 43 | **Important kingdoms and towns:**<br>• Kushanas, Shakas, Satavahanas, Vakatakas,Guptas<br>• 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:**<br>• Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa. |
| **S. No** | **Page No.** | **Part III - Maps** |
| 8 | 287 | **Territories/cities under British Control in1857**: 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 |

**Note-**The Maps available in the official website of Govt., of India may be used.

## 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

Bhakti Movement- Multiple Interpretations and Commentaries.

7. The Mystical Dimensions of Sufism
8. Global Legacy of Gandhian Ideas
9. The Architectural Culture of the Vijayanagar Empire
10. Life of Women in the Mughal Rural Society
11. Comparative Analysis of the Land Revenue Systems Introduced by the Britishers in India
12. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
13. The Philosophy of Guru Nanak Dev
14. The Vision of Kabir
15. An Insight into the Indian Constitution
16. Comparative Study of Stupas and Pillar Edicts
17. 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 conceptualise 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.

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

**Expected Checklist for the Project Work:**

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

**Assessment of Project Work:**

**PROJECT WORK: 20 Marks**

**The teacher will assess the the project work in the following manner**

| S.N. | Topics | Marks |
|---|---|---|
| **PROJECT WORK** | | |
| 1. | Relevance of the topic | 3 |
| 2. | Knowledge content /Research Work | 3 |
| 3 | Presentation Technique | 3 |
| 4 | Viva based on project | 6 |
| **CONTINUOUS ASSESSMENT** | | |
| 5 | Continuous Assessment (Unit Test) | 5 |
| | **Total** | **20** |