aglasem.com

FOR MANIPUR CLASS 12 PREPARATION

Manipur Board Class 12 Syllabus 2027 History

EXAM	YEAR	TYPE	SUBJECT
Manipur Class 12	2027	Syllabus	History

DESIGN OF QUESTION PAPER

Subject : HISTORY
Class : XII
Full Mark : 80
Time : 3 Hours

I	**WEIGHTAGE TO OBJECTIVES**:				
	Objectives			**Marks**	**Percentage**
	Knowledge(K)			12	16
	Understanding (U)			40	50
	Application (A)			24	30
	Skill (S)			04	04
			Total:	**80**	**100**
II	**WEIGHTAGE TO FORMS OF QUESTIONS**:				
	FORM OF QUESTIONS	**No. of questions**	**Time (in minutes)**	**Marks**	**Percentage**
	Essay/Long Answer (E/LA)	4	96	32	40
	Short Answer (SA-I)	6	36	24	30
	Short Answer (SA-II)	4	16	08	10
	Very Short Answer(VSA)	6	12	06	7.5
	MCQ	10	20	10	12.5
	Total:	**30**	**180**	**80**	**100**

III	**WEIGHTAGE TO CONTENT**:			
Theme	**Unit**	**Topics**	**Marks**	**Percentage**
Indian History Part - I	1	The Harappan Civilisation	20	25
	2	Early States and Economics		
	3	Early Societies		
	4	Cultural Development		
Indian History Part – II	5	Perception of Society	20	25
	6	Changes in Religious Beliefs and Devotional Texts		
	7	An Imperial Capital: Vijayanagara (c. Fourteenth to Sixteenth centuries)		
	xx	xxxxxxxxx		
	9	Agrarian Society and The Mughal Empire (c. Sixteenth to Seventeenth centuries)		
	10	Colonialism and Rural Society		
Indian History Part – IIII	11	Revolt of 1857 and Its Representations.	20	25
	12	Urbanisation, Planning and Architecture		
	13	Mahatama Gandhi and the Nationalist Movement		
	14	Understanding Partition		
	15	Beginning of a New Era		
Regional History (Manipur) Part - IV	1	Pre and Proto History of Manipur	20	25
	2	Historical Archaeology		
	3	Manipur and First Anglo Burmese War (1824 – 26)		
	4	Anglo – Manipuri War		
	5	Socio – Religious and Political Movements		
		Total:	**80**	**100**

IV	**SCHEME OF SECTIONS: NIL**		
V	**SCHEME OF OPTIONS**: 50% in SA I and 100% in LA		
VI	**DIFFICULTY LEVEL** : Difficulty : 30 % of the total marks Average : 50% of the total marks Easy : 20% of the total marks		
VII	**INTERNAL ASSESSMENT: 20 MARKS**		
	10 MARKS FOR PERIODIC TESTS	5 MARKS FOR PROJECT REPORT/ FIELD VISIT REPORT	5 MARKS FOR VIVA-VOCE

*1. 1 (one) Source Based Question will be asked from SA-I.
*2. Map will be inserted in the Answer Script.
*3. Two questions of MCQ will be assertion-reason type question.

Abbreviation: K(Knowledge), U(Understanding), C(Comprehension), Exp.(Expression), Skill(S), E(Essay Type), SA (Short Answer Type), VSA (Very Short Answer Type), MCQ(Multiple Choice Question)

HISTORY
CLASS : XII

Marks - 80 Periods - 200

Themes	Unit / Topics	Objectives	Period	Marks
Indian History Part - I	**1 The Harappan Civilisation** (a) Early urban centres. (c) Archaeological report on the major sites and its interpretations by the scholars.	Learners to - interpret history Harappan Civilisations through archaeological ruins. - explain the distinct characteristics of urban planning	7	20
	2 Early States and Economics (c. 600 BCE – 600CE) (a) Inscriptions and decipherment of the script. (b) Shifts in the understanding of political and economic history. (c) Ashokan Inscriptions and Gupta period land grant.	Learners will - state history of the period through inscriptions - explain political development of India from c. 600 BCE to 600 CE. - describe the functioning of the economic activities of the said period.	8	
	3 Early Societies (c. 600 BCE – 600CE) (a) Issues in social history, including caste, class, kinship and gender. (b) The sources for reconstructing social history.	Learners to - to state issues in social history - explain the importance of sources in constructing social history.	7	
	4. Cultural Development (c. 6th Century BCE – 6th Century CE) (a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Saivism. (b) Buddhism. (c) Sanchi Stupa and its importance.	Learners to - explain the religious development from c. 6th Century BCE – 6th Century CE - describe the main tenets of them	12	
Indian History Part – II	**5. Perception of Society** (c. 10th to 17th centuries) (a) Outline of Social and Cultural life as they appear in travellers' accounts of Alberuni, ibi Batuta, Bernier, etc.	Learners will - describe history from traveller's account - narrate history of a period from such account	10	20
	6 Changes in Religious Beliefs and Devotional Texts (c. eight to eighteenth centuries) (a) Outline of religious developments during this period. (b) Ideas and practices of the BhaktiSufi saints. (c) Importance of Bhakti-Sufi works.	Learners will - explain the religious philosophies of the period - generalises the ideas and practices of the saints	7	
	7 An Imperial Capital: Vijayanagara (c. fourteenth to sixteenth centuries) (a) Outline of new buildings during Vijyanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system.	Learners will - develop history of a period through various sources - highlight the history through architecture - describe the economic activities through sources	7	

	9. Agrarian Society and The Mughal Empire (c. 16th to 17th centuries) ***The Ain-i-Akbari*** (a) Structure of agrarian Relations in the 16th and 17th centuries. (b) Patterns of change over the period. (c) Compilation and translation of Aini-Akbari and its importance in history.	Learners to - explain the agrarian activities of the period - describe agrarian activity through contemporary sources	13	
	10 Colonialism and Rural Society (a) Life of Zamindars, peasants and artisans in the late 18th century.	Through various sources learners will - state the economic exploitation of the British imperialism in rural India - describe the impact of British economic exploitation of India	5	
Indian History Part - III	**11 Revolt of 1857 and Its Representations.** (a) The events of 1857-1858-area affected. (b) Changes in the British policy after 1857.	Using sources learners to - explain the outbreak of the Revolt of 1857 - describe the changes in the British policy in India after the Revolt of 1857.	8	20
	12. Urbanisation, Planning and Architecture Town Planning and Municipal Reports. (a) The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th centuries. (b) Town planning of cities like Kolkata, Mumbai, etc.	Learners to - state evolution of towns from 16th centuries to the 18th centuries/ - describe the architectural development and planning of town initiatives taken up by the British in India.	10	
	13 Mahatma Gandhi and the Nationalist Movement (a) The nationalist movement, 1918-1948. (b) The nature of Gandhian polities and leadership.	Learners will - state the role of Mahatma Gandhi in the nationalist Movement of India - describe the nature of Nationalist Movement under Mahatma Gandhi	7	
	14. Understanding Partition (a) The history of the 1940s. (b) Nationalism, Communalism and partition. (c) Horrors of communal riots Aftermath of partition.	Learners will - state the courses of events of that led to the partition of India - explain the impacts of partition in different parts of Indian sub – continent	10	
	15 Beginning of a New Era: Framing the Constitution (a) Independence and the new nation states. (b) The making of the constitution.	Learners will - describe India post independence - state the circumstances that led to the framing of Indian constitution	5	

Regional History Manipur Part – IV	**1 Pre and Proto History of Manipur** (a) Outline the Pre historic culture of Manipur (b) Social and economic activities during the Prehistoric Manipur	Learners will - highlight the Prehistoric Culture of Manipur - describe the social and economic activities of Prehistoric Manipur	5	20
	2 Historical Archaeology (a) Role of archaeology in re-discovering the past of Manipur	Learners to - state the role of archaeology in writing the history of Manipur	5	
	3 Manipur and First Anglo Burmese War (1824 – 26) (a) Manipur's relation with Burma in the 19th century (b) Liberation of Manipur under Gambhir Singh	Learners will - state the relationship between Manipur and Burma in the 19th century - describe the liberation of Manipur from Burma	6	
	4 Anglo – Manipuri War (a) Causes of Anglo – Manipuri War, 1891 (b) Courses of Anglo – Manipuri War, 1891	Learners to - describe the circumstances that led **British rule in Manipur**	6	
	5 Socio – Religious and Political Movements (a) Outbreak of Movements in the 20th century (b) Nature of Movements in the 20th century	Learners will - state the outbreak of movements in Manipur in the 20th century. - give reasons for the outbreak of movements in Manipur in the 20th century.	7	
			Total	80

PRESCRIBED TEXTBOOK :

1. Themes in Indian History (Text book for Class XII)
   Published by: Council of Higher Secondary Education, Manipur.

2. Themes in Regional History (Manipur) Textbook for Class XII
   Published by : Council of Higher Secondary Education, Manipur.

REFERENCE BOOK :

Themes in Indian History (Text book in History for Class XII)
Published by: NCERT, New Delhi.

PROJECT WORK IN HISTORY FOR CLASSES XI AND XII

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 breath and in depth across cultures. The course of history in senior secondary classes is to enable to 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. Council of HrSecondary education, Manipur has decided to introduce project work in history for classes XI and XII in 2026-27 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 skills to gather data from a variety of sources investigate diverse viewpoints and arrive at logical deductions.
- To develop skills to comprehend, analyse, interpret, evaluate historical evidence and also understand the limitations of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To give a multidisciplinary approach to topics.
- 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.

ASSESSMENT

The total marks for the project will be 20 marks. The following are the criteria for evaluation:

A.PROJECT REPORT:(5)

CRITERIA	MARK
1. Content and its presentation (power-point)	2
2. Organisation and originality	1
3.Analysis, Interpretation and inferences drawn	1
4. Sources used	1
PROJECT REPORT (TOTAL)	5

Note: Project mark should me submitted just before final (school) exam.

B. VIVA-VOCE: (5)

CRITERIA	MARK
1.Understanding of the project	2
2. Efficiency in answering questions with examples	3
VIVA-VOCE (TOTAL)	5

NOTE: At the end of session, each learner will present the research work in the Project File to the External or Internal Examiner. The Examiner should ensure that the study submitted by the learner in his/her own original work and in his/her own handwriting.

C. AVERAGE MARK OF 2/3 PERIODIC TESTS (10)

CRITERIA	MARK
1. Mark score in the first periodic test	--------
2. Mark score in the second periodic test	--------
3. Mark score in the third periodic test	--------
AVERAGE MARK SHOULD BE OUT OF 10 MARK	----(10)

NOTE: AVERAGE MARK OF THE PERIODIC TESTS SHOULD ME SUBMITTED IN THE FIRST WEEK OF NOVEMBER OF EVERY YEAR. (BEST TWO OUT OF THREE PERIODIC TESTS)

NOTE:

- The project work to be done in group of five.
- Each group to select one topic.
- Each student to have a separate project file.
- The project should be minimum of 20-30 pages each.
- Use colorful sheets for the work and spiral binding.
- Each group has to prepare Power point presentation related to their topic.
- The groups can give power-point presentation at the time of project report submission.
- The project should be totally research and survey based.
- The project must be neat and well-presented and must be completely handwritten.
- The topic and the group members must be first approved by the teacher.
- The project should be done on inter leaf A-4 sized sheets.
- Students have to preserve the initial draft of the project as well as any research papers that they may have used. (To be attached at the end of the project)
- Revise and write all the assignments of the chapters done in the class.
- Prepare Power Point Presentation of the chapters allocated to the Groups.
- Revise and practice the map work done in the class.

FINAL PRESENTATION/LAYOUT OF THE PROJECT

Section 1:	History Project (Title of the Project) Name: School: Year: Roll no :
Section 2:	Certificate of authenticity (To be pasted) Teacher's Signature
Section 3:	Index Section
Section 4:	Acknowledgement (Acknowledging the institution , the place visited and the person who has helped.)
Section 5:	Preface: Problem Statement/Objective of the project
Section 6:	Introduction: (Objective/learning outcomes of the project. Introduce the selected topic by giving some historical background)
Section 7:	Summary of the topic Activities done during the project
Section 8:	Observations and Analysis
Section 9:	Conclusion Summarized suggestions of findings/Future scope of study
Section 10:	Appendix,Bibliography,Personconsulted,Books , films, referred
Section 11:	Values and life skills learned through the project.
Section 12:	Thank you

CLASS XII

PROJECT WORK

THEMES IN INDIAN HISTORY

TOPICS:

- Town planning and Artifacts of the Harappan civilization
- Role of Manipuri Women in the social movements.

  Significance of the ImphalBattle in the second world war.
- Through the Travelers Eyes. Ibn Batuta, Al Biruni, Marco Polo, Nicolo Conti, Abdur Razaq, Francois Bernier Athanasius Nikitin, Duarte Barbosa, Jean-Baptiste Tavernier, Jesuit Roberto Nobili .
- Understanding the Bhakti-Sufi Movement in India Kabir, Guru Nanak, Mira Bai, Bassavana.
- Life and contributions of Hijam Irabot
- How the Partition in 1947 was not just a division of territory but also a division of hearts and how it affected the common people.
- Great philosophers of India- Gautam Buddha and Mahavira.
- The Vijayanagara empire with special focus on the city called Hampi.
- Colonial cities- Bombay, Madras and Calcutta with special reference to architectural style of these cities.
- Role of women in the Mughal empire- Agrarian women and imperial women with special reference to Nur Jahan, Gulbadan Banu, Jahanara,Roshanara.
- Role of Mahatma Gandhi in the nationalist movement.
- The Constitution of India- Framing, implementation, importance.