

**XII STANDARD - HISTORY SYLLABUS**  
**New Curriculum and Syllabus - Effective from the Academic Year 2005-2006**

**Part-I - History of Modern India - 110 periods for Instruction, 14 Periods for Revision, Test etc.,**

Private Unit/ Lesson No.	Expected Learning Outcome	Syllabus	1. Teaching strategy 2. Practical Exercises 3. Evaluation	1. Teaching Aids/media 2. Illustrations	Instructional periods
I. 1.	<ol style="list-style-type: none"> <li>1. Pupil acquires knowledge about the administrative changes in India under the East India Company's rule.</li> <li>2. Understands the need for administrative changes.</li> <li>3. Able to explain the Colonial policy of the British.</li> <li>4. Critically examines the reasons for the decline of India's economy under British rule.</li> </ol>	India under East India Company's Rule - Administration - Charter Acts - Expansion policy - Colonial and Economic policies	<ol style="list-style-type: none"> <li>1. Cite the present administrative system as example to explain.</li> <li>2. * Pupil to draw diagram of the administrative system. * Pupil to prepare a list of Governors - General under Company's rule. * Pupil to list out export and import goods under Company's rule.</li> <li>3. Written Test : 10 Marks</li> </ol>	<ol style="list-style-type: none"> <li>1. Indicate on the India map the East India Company administered areas.</li> <li>2. Include the pictures of Governors-General in the textbook. * Indicate on the map the trade centres and important ports.</li> <li>3. Timeline</li> </ol>	10
I. 2.	<ol style="list-style-type: none"> <li>1. Pupil understands the educational policy under the Company's rule.</li> <li>2. Acquires knowledge about the educational institutions established by the Christian missionaries.</li> <li>3. Acquires knowledge about the social evils in</li> </ol>	Education under the Company's rule - social and modernisation reforms introduced by British Governors-General (Reforms of Bentinck and Dalhousie)	<ol style="list-style-type: none"> <li>1. * Explain how backward India was in education. * Explain why the Company's administration did not take interest in Indian education in the beginning. * Indicate on the India map places where the Christian missionaries established educational institutions and explain.</li> </ol>	1. Use pictures of Rajaram Mohan Roy, Lord Macaulay, William Bentinck and Dalhousie in the text book.	10

	<p>India.</p> <p>4. Able to examine the causes for it.</p> <p>5. Understands the measures adopted to remove them by some Governors-General.</p> <p>6. Able to explain the reforms introduced during the East India Company's rule.</p>		<p>* Cite the prevalence of sati, child marriage, female infanticide still in some places and explain.</p> <p>2. * Ask pupil to list out the Christian missionaries</p> <p>* Ask pupil to mark on the map the location of important educational institutions</p> <p>3. Discussion on social evils</p> <p>Unit Test : 10 Marks</p>		
II. 3.	<p>1. Pupil understands the circumstances leading to the establishment of British rule in Tamil Nadu.</p> <p>2. Understands the causes for Palayakkar rebellion.</p> <p>3. Acquires knowledge about Vellore Mutiny.</p> <p>4. Examines whether the Palayakkar rebellion is related with the freedom movement or not.</p>	British rule in Tamil Nadu - Palayakkar Rebellion - Vellore mutiny.	<p>1. Use Tamil Nadu map to indicate areas ruled by Palayakkars and explain.</p> <p>2. Pupil to indicate on the TN map the areas under British rule.</p> <p>* Pupil to draw Time line</p> <p>3. Oral Test : 10 Marks</p>	<p>1. Use Tamil Nadu map</p> <p>2. Use pictures of Pulithevan, Veerapandiya Kattabommu and Maruthu brothers.</p> <p>3. Timeline</p>	10
II. 4.	<p>1. Pupil acquires knowledge about the Great revolt.</p> <p>2. Understands the results of the revolt.</p> <p>3. Able to explain why that revolt</p>	The Great Revolt of 1857 - causes - Results - First war of Indian independence - End of Company's Rule - Queen's proclamation.	<p>1. * Indicate on India map where the revolt took place and explain.</p> <p>* Explain why that revolt is called as the First war of Indian independence.</p>	<p>1. Use India map</p> <p>2. Use the pictures of leaders of the revolt.</p> <p>3. Timeline</p>	10

	is called as the first war of Indian independence.		2. * Pupil to locate on India map where the revolt occurred. * Pupil to write a critical Essay on the causes and results of the revolt.		
III. 5.	1. Pupil acquires knowledge about the aims of the socio-religious reform movements. 2. Understands the achievements of the reform movements. 3. Able to analyse the results of the reform movements.	Socio-religious reform movements in the 19th century India (Brahmo Samaj, Arya Samaj, Theosophical Society, Ramakrishna Movement, Muslim, Parsi and Sikh Reform movements)	1. Explain the causes for the emergence of the reform movements and their organisations. 2. * Pupil to collect pictures of reform leaders. * Prepares chart on organisations, and ideals for display in classroom. 3. Quiz on the topic : 10 Marks	1. Use pictures of reform leaders. 2. Use pictures portraying the services of the organisations. 3. Timeline	10
III. 6.	1. Pupil acquires knowledge about the changes introduced in administration after 1858. 2. Able to explain the reforms of Lord Curzon and its results.	Changes in Indian administration after 1858 (1861 Act - Rippon - 1892 Act - Administrative Reforms under Lord Curzon and its results)	1. Explain the acts and the changes in administration after 1858. 2. Ask pupil to list out the reforms of Rippon and Curzon. 3. Unit Test : 10 Marks	1. Use pictures of Rippon and Curzon. 2. Timeline	10
IV. 7.	1. Pupil understands the causes for the birth of the freedom movement. 2. Understands the achievements of the moderates. 3. Understands the circumstances responsible for	India's Freedom Movement (First two phases) - Emergence - growth - Moderates - Extremists - Minto-Morley Reforms - Home Rule movement - Montague - Chelmsford Reforms.	1. Use pictures of moderates and extremists to explain. 2. * Pupil to list out the names of moderate and extremist leaders. * Ask pupil to collect information on the freedom fighters of his/her locality. 3. Oral Test : 10 Marks	1. India map. 2. Use pictures of moderate and extremist leaders. 3. Timeline	15

	the rise of extremism. 4. Able to describe the achievements of the extremists.		Marks		
IV. 8.	1. Pupil acquires knowledge about the movements started during the Gandhian period. 2. Pupil understands the outcome of the movements 3. Able to describe the events leading to India's independence.	India's Freedom Movement (Gandhian period) - Non-Co-operation Movement - Swarajya Party - Simon Commission - Salt Satyagraha - Round Table Conferences - Gandhi - Irwin Pact - Individual Satyagraha - Cripps Mission - Quit India Movement etc.)	1. Indicate on the map of India where the Gandhian movements were vigorous and explain. 2. Ask pupil to list out the movements started by Gandhi. 3. Written test : 10 Marks	1. Use India map. 2. Use the pictures of leaders of Gandhian period. 3. Timeline	15
IV. 9.	1. Pupil acquires knowledge about the Role of Tamil Nadu in India's freedom movement. 2. Pupil understands about the political condition of Tamil Nadu. 3. Able to explain the Role of Tamil Nadu in India's freedom struggle.	Role of Tamil Nadu in India's Freedom Movement (Justice Party's Rule, Congress Movement)	1. Use Tamil Nadu map and locate the places where the freedom movements were observed in Tamil Nadu and explain. 2. Ask pupil to list out the leaders of Tamil Nadu who participated in the freedom movement. 3. Unit Test : 10 Marks	1. Use the Tamil Nadu map. 2. Use the pictures of Tamil Nadu freedom fighters.	10
V. 10.	1. Pupil understands the social, economic and scientific and technological developments in the post independent India.	India after independence - Social, Economic, Scientific and Technological Progress - Foreign Policy (1947-2000)	1. Explain the progress of India in different fields after 1947. * Explain the foreign policy of India in relation to super powers - neighbours - and other countries.	1. Use the map of India and locate airports, ports, atomic power stations, dams etc. 2. Use the statistical information on literacy and	10

<p>2. Pupil understands the foreign policy of India.</p> <p>3. Able to describe the progress of India in different fields since 1947.</p> <p>4. Able to explain the foreign policy of India.</p>	<p>2. Ask the pupil to list out the five year plans and the progress.</p> <p>3. Written test : 10 Marks</p>	<p>economic developments during five year plans.</p>
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Part-II - Modern World History - 100 periods for Instruction, 14 Periods for Revision, Test etc.,

VI. 11.	<p>1. Pupil acquires knowledge about Renaissance - Sea discoveries, Reformation and Counter reformation.</p> <p>2. Able to explain the results of Renaissance, Reformation and Counter Reformation.</p>	<p>Renaissance - Discovery of sea routes - Reformation - Counter Reformation</p>	<p>1. Explain the term Renaissance and indicate on the map of Europe where Renaissance took place. * Explain the cause for discovery of sea routes and indicate on the map of Europe the countries interested in finding sea routes. * Explain the causes and the results of Reformation.</p> <p>2. Ask pupil to indicate on the map of Europe places connected with the topic.</p> <p>3. Oral test : 10 Marks</p>	<p>1. Use the map of Europe and indicate where Renaissance took place.</p> <p>2. Use the map of Europe and indicate sea routes.</p> <p>3. Use the pictures of Reformation and counter reformation leaders.</p> <p>4. Timeline</p>	15
VI. 12.	<p>1. Pupil acquires knowledge about American war of independence and French revolution.</p> <p>2. Pupil understands the causes and results of these events.</p> <p>3. Able to explain the causes and the results of the two</p>	<p>American war of independence - French Revolution - causes and results.</p>	<p>1. Use the map of America and explain. * Use the map of Europe and explain.</p> <p>2. Ask the pupil to indicate on the map of America places connected with the American war of independence. * Pupil to list out the philosophers responsible for the French revolution.</p>	<p>1. Use the pictures of leaders of American war of independence.</p> <p>2. Use the pictures of French King, Queen and Philosophers.</p> <p>3. Use the maps of America and Europe.</p> <p>4. Timeline</p>	10

	events.		3. Unit Test : 10 Marks		
VII. 13.	<ol style="list-style-type: none"> <li>1. Pupil acquires knowledge about Industrial and Agricultural Revolutions.</li> <li>2. Able to explain the outcome of these Revolutions.</li> </ol>	Industrial and Agricultural Revolutions - causes - results.	<ol style="list-style-type: none"> <li>1. Use the map of Europe and explain where the Industrial &amp; Agricultural Revolutions took place.</li> <li>2. Pupil to list out the new inventions and new methods of Agriculture.</li> </ol> 3. Written Test : 10 Marks	<ol style="list-style-type: none"> <li>1. Use the map of Europe.</li> <li>2. Use the pictures of machines invented during this period (ploughing, cottongin, air craft etc.)</li> </ol>	10
VII. 14.	<ol style="list-style-type: none"> <li>1. Pupil acquires knowledge on Colonialism, Imperialism, causes and results of First World War.</li> <li>2. Pupil understands the Russian Revolution and the working of League of Nations.</li> <li>3. Able to explain the causes and the results of First World War and Russian Revolutions.</li> </ol>	Spread of Colonialism - Imperialism - First World War - Russian Revolution - League of Nations.	<ol style="list-style-type: none"> <li>1. Use the world map and indicate the colonies of European countries and explain the concepts of Colonialism and Imperialism. * Explain the causes and results of First World War and Russian Revolution.</li> <li>2. Pupils to list out the achievements of the League of Nations.</li> </ol> 3. Unit Test : 10 Marks	<ol style="list-style-type: none"> <li>1. Use of world map.</li> <li>2. Use the pictures of personalities involved with these topics.</li> <li>3. Timeline</li> </ol>	15
VIII. 15.	<ol style="list-style-type: none"> <li>1. Pupil acquires knowledge about the rise of Fascism, Nazism, Causes and results of Second World War.</li> <li>2. Able to explain the causes and the results of Second World War.</li> </ol>	Rise of Fascism and Nazism - Second World War - Causes - Results.	<ol style="list-style-type: none"> <li>1. Indicate on the map of Europe-Germany and Italy and Explain the topic.</li> <li>2. Ask the pupil to indicate on the map of Europe places connected with the Second World War.</li> </ol> 3. Unit Test : 10 Marks	<ol style="list-style-type: none"> <li>1. Use the map of Europe.</li> <li>2. Use pictures of Hitler and Mussolini.</li> <li>3. Timeline</li> </ol>	10
IX. 16.	<ol style="list-style-type: none"> <li>1. Pupil acquires knowledge about the progress of China and Japan after</li> </ol>	Growth of Asian Nations China and Japan after Second World War.	<ol style="list-style-type: none"> <li>1. Use the map of Asia and explain the topic.</li> <li>2. Ask the pupil to indicate China and Japan on the map</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the map of Asia.</li> <li>2. Use the pictures of Mao Tsetung and Japanese</li> </ol>	15

	<p>Second World War.</p> <p>2. Pupil understands factors responsible for the progress of these countries.</p> <p>3. Able to describe the progress of China and Japan.</p>		<p>of Asia.</p> <p>3. Oral Test : 10 Marks</p>	<p>Emperor and other leaders of China and Japan.</p> <p>3. Timeline</p>	
X 17.	<p>1. Pupil acquires knowledge about the organisation of U.N.O.</p> <p>2. Understands the role of U.N.O. for world peace.</p> <p>3. Able to explain the achievements of U.N.O.</p>	U.N.O. and its role for world peace.	<p>1. Explain the background in which the U.N.O was set up. * Explain the topic with the picture of U.N.O building.</p> <p>2. Pupil to prepare a chart on the various wings of the U.N.O.</p> <p>3. Written Test : 10 Marks</p>	<p>1. Use the picture of UN emblem and diagram depicting the different organs of U.N.O.</p>	10
X 18.	<p>1. Pupil acquires knowledge about the post Second World War developments in the world.</p> <p>2. Understands the fall of Socialism in Eastern Europe, Liberalisation and Globalisation.</p> <p>3. Able to explain the latest trends in the world.</p>	<p>Cold wars - Super powers - Regional Security Agreements (NATO, SEATO and Warsaw Pact) - Growth of Atomic Weapons - Missiles - Peace Efforts - Fall of Socialist states - Liberalisation - Globalisation - World Today.</p>	<p>1. Use the map of world to explain NATO, SEATO and WARSAW Pact.</p> <p>2. Pupil to locate on the map of World NATO, SEATO and WARSAW Pact countries.</p> <p>3. Unit Test : 10 Marks.</p>	<p>1. Use the world map.</p> <p>2. Use the pictures of atomic weapons, missiles and others (tanks, aircrafts, warships etc.).</p>	15