

DESIGN OF QUESTION PAPER

Subject : HISTORY

Class : XI

Full Mark : 100

Time : 3 Hours

| WEIGHTAGE TO OBJECTIVES: | | | | | | |
|--|--------------------------|-------------|--|----------------------------|---|-------------------|
| I | Objectives | | | Marks | Percentage | |
| | Knowledge(K) | | | 16 | 16 | |
| | Understanding (U) | | | 50 | 50 | |
| | Application (A) | | | 30 | 30 | |
| | Skill (S) | | | 04 | 04 | |
| Total: | | | 100 | 100 | | |
| WEIGHTAGE TO FORMS OF QUESTIONS: | | | | | | |
| II | FORM OF QUESTIONS | | No. of questions | Time (in minutes) | Marks | Percentage |
| | Essay/Long Answer (E/LA) | | 4 | 104 | 32 | 32 |
| | Short Answer (SA-I) | | 8 | 32 | 32 | 32 |
| | Short Answer (SA-II) | | 8 | 24 | 16 | 16 |
| | Very Short Answer(VSA) | | 8 | 8 | 8 | 8 |
| | MCQ | | 12 | 12 | 12 | 12 |
| | Total: | | 40 | 180 | 100 | 100 |
| WEIGHTAGE TO CONTENT: | | | | | | |
| Theme | | Unit | Topics | | Marks | Percentage |
| World History Part I. | | 1 | Deleted | | 20 | 20 |
| | | 2 | Writing and City Life | | | |
| | | 3 | The Roman Empires Across three Continents (27 BCE to 600 CE) | | | |
| World History Part II. | | 4 | Deleted | | 20 | 20 |
| | | 5 | Growth of Nomadic Empires, The Mongols (c. 13 th to 14 th Century) | | | |
| | | 6 | The Three Orders - Western Europe(c. 9 th to 16 th Century) | | | |
| World History Part III. | | 7 | Changing Cultural Traditions in Europe)(c. 14 th to 17 th Century) | | 20 | 20 |
| | | 8 | Deleted | | | |
| | | 9 | Deleted | | | |
| | | 10 | Displacing Indigenous People | | | |
| World History Part IV | | 11 | Modernisation in East Asia (c. Late 19 th to 20 th Century) | | 20 | 20 |
| Regional History Manipur Part V | | 12 | Introduction to the History of Manipur | | 20 | 20 |
| | | 13 | History of Manipur (33 CE – 1597 CE) | | | |
| | | 14 | Khagemba (1597 CE – 1652 CE) | | | |
| | | 15 | Khunjaoba and Charairongba (c.1652 CE – 1709 CE) | | | |
| | | 16 | Garibniwaz (1709 CE – 1748 CE) | | | |
| Total: | | | | 100 | 100 | |
| IV | | | | | SCHEME OF SECTIONS: NIL | |
| V | | | | | SCHEME OF OPTIONS: 50% in SA I and SA II and 100% in LA | |
| VI | | | | | DIFFICULTY LEVEL : | |
| | | | | | Difficulty : 30 % of the total marks | |
| | | | | | Average : 55% of the total marks | |
| | | | | | Easy : 15% of the total marks | |

*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 : XI

| Theme | Unit / Topics | Objectives | Periods | Marks |
|------------------------|---|---|---------|-------|
| World History Part-I | I. Deleted | | | |
| | II. Writing and City Life (a) Growth of town (b) Nature of Early Urban Cities | Learners to - describe the emergence of towns - state the life in the cities | 5 | 20 |
| | III. The Roman Empires Across Three Continents (c. 27 BCE to 600 CE) (a) Political Evolution (b) Economic Expansion (c) Religion (d) Late Antiquity (e) Prevailing Institutions of Slavery | Learners will - describe the circumstances that led emergence of the Roman Empire - explain the political, social and economic activities of the Roman Empire | 10 | |
| World History Part-II | IV. Deleted | | | |
| World History Part-II | V. Growth of Nomadic empire The Mongol (c. 13 th – 14 th Century) | | 10 | 20 |
| | VI. The Three Orders – Western Europe, (c. 9th – 16th Century) (a) Feudal Society and Economy (b) Formation of States (c) Church and Society | Learners will - highlight the nature of feudalism - state the society under the Church | 10 | |
| World History Part-III | VII. Changing Cultural Traditions in Europe), (c. 14th -17th Century) (a) New ideas and new trends in literature and arts (b) Relationship with other ideas (c) The Contribution of West Asia | Learners will - outline the cause of Renaissance - describe the changes in life under Renaissance | 10 | 20 |
| | VIII. Deleted | | | |
| | IX. Deleted | | | |
| | X. Displacing Indigenous People | | 10 | |
| World History Part-IV | XI. Modernisation in East Asia, (c. Late 19th -20th Century) (a) Militarisation and economic growth in Japan (b) China and Communist alternative. | Learners to - describe the impact of industrialisation in Japan - explain the causes of the success of Communist in China | 15 | 20 |

| | | | | |
|----------------------|---|--|--------------------|----|
| World History Part-V | XII. Introducing To History of Manipur (a) Natural vegetation of Manipur (b) The people of Manipur (c) Consolidation of the Ningthouja power (d) Manipur's relation with the rest of India | - will state the geographical feature - will state the different people inhabiting Manipur. - to describe how the Ningthouja consolidated its power - to explain Manipur's relation with other parts of India | 2 3 | 20 |
| | XIII. History of Manipur (c. 33 CE – 1597 CE), (a) Political activity of the period (b) External relation | - will describe the political activity of the period - to state Manipur's relation with Burma, Assam, etc. | 3 | |
| | XIV. Khagemba, (1597 CE – 1652 CE), (a) Political activity under Khagemba (b) Administrative function (c) Social and economic reform under Khagemba | - to state the political activity under Khagemba - will describe the change in social and economic activity | 3 | |
| | XV. Khunjaoba To Charairongba (1652 CE – 1709 CE), (a) Political activity of the period (b) Development works (c) Contact with other parts of India (d) Relation with the inhabitants of hills (e) External relations (f) Developments works | - will describe the political activity of the period - to state developmental works carried out by the kings - to explain relation with other parts of India - will state external relations - to describe developmental works | 3 3 | |
| | XVI. Garibniwaz, (1709 CE – 1748 CE) (a) Political activity of the period (b) External relation (c) Social, Cultural and Religious changes | - to describe political activity of the period - will state external relation - to describe developmental works. | 3 | |
| | Total | | 90 | |

PRESCRIBED TEXTBOOK :

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

REFERENCE BOOK :

Themes in World History (Textbook in History for Class XI)
Published by: NCERT, New Delhi.

FOR THE ACADEMIC SESSION 2024-25

DESIGN OF
QUESTION PAPER
Subject : HISTORY
Class : XII
Full Mark : 100
Time : 3 Hours

| I | WEIGHTAGE TO OBJECTIVES: | | | | |
|-----|---|---|--|--------------|-------------------|
| | Objectives | | Marks | Percentage | |
| | Knowledge(K) | | 20 | 20 | |
| | Understanding (U) | | 46 | 46 | |
| | Application (A) | | 30 | 30 | |
| | Skill (S) | | 4 | 4 | |
| | Total: | | 100 | 100 | |
| II | WEIGHTAGE TO FORMS OF QUESTIONS (Theme wise): | | | | |
| | FORM OF QUESTIONS | No. of questions | Time(in minutes) | Marks | Percentage |
| | Essay/Long Ans: (E/LA) | 4 | 82 | 32 | 32 |
| | Short Answer Type-I (SA-I) | 8 | 44 | 32 | 32 |
| | Short Answer Type-II (SA-II) | 10 | 30 | 20 | 20 |
| | Very Short Answer(VSA) | 8 | 12 | 8 | 8 |
| | MCQ | 8 | 12 | 8 | 8 |
| | Total: | 38 | 180 m | 100 | 100 |
| III | WEIGHTAGE TO CONTENT: | | | | |
| | Theme | Unit | Topics | Marks | Percentage |
| | Indian History Part - I | 1 | The Harappan Civilisation | 25 | 25 |
| | | 2 | Early States and Economies | | |
| | | 3 | Early Societies | | |
| | | 4 | Cultural Development | | |
| | Indian History Part - II | 5 | Perception of Society | 25 | 25 |
| | | 6 | Changes in Religious Beliefs and Devotional Texts | | |
| | | 7 | An Imperial Capital: Vijayanagara (c. fourteenth to sixteenth centuries) | | |
| | | 9 | Agrarian Society and The Mughal Empire | | |
| | Indian History Part - III | 10 | Colonialism and Rural Society | 25 | 25 |
| | | 11 | Revolt of 1857 and Its Representations | | |
| | | 12 | Urbanisation, Planning and Architecture | | |
| | | 13 | Mahatama Gandhi and the Nationalist Movement | | |
| | Regional History (Manipur) Part - IV | 14 | Understanding Partition | 25 | 25 |
| | | 15 | Beginning of a New Era : Framing the Constitution | | |
| | | 1 | Pre and Proto History of Manipur | | |
| | | 2 | Historical Archaeology | | |
| | | 3 | Manipur and First Anglo Burmese War (1824 – 26) | | |
| | 4 | Anglo – Manipuri War (1891) | | | |
| | 5 | Socio – Religious and Political Movements | | | |
| | Total | | | 100 | 100 |
| IV | SCHEME OF SECTIONS: NIL | | | | |
| V | SCHEME OF OPTIONS: 50% in SA-I & 100% in Essay Type Questions. | | | | |
| VI | DIFFICULTY LEVEL : Difficult : 30% Average : 50% Easy : 20% | | | | |

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

FROM THE ACADEMIC SESSION 2025-26

DESIGN OF QUESTION PAPER

Subject : HISTORY

Class : XII

Full Mark : 100

Time : 3 Hours

| I | WEIGHTAGE TO OBJECTIVES: | | | | |
|-----|---|-------------------------|---|--------------|-------------------|
| | Objectives | Marks | Percentage | | |
| | Knowledge(K) | 16 | 16 | | |
| | Understanding (U) | 50 | 50 | | |
| | Application (A) | 30 | 30 | | |
| | Skill (S) | 04 | 04 | | |
| | Total: | 100 | 100 | | |
| II | WEIGHTAGE TO FORMS OF QUESTIONS: | | | | |
| | FORM OF QUESTIONS | No. of questions | Time (in minutes) | Marks | Percentage |
| | Essay/Long Answer (E/LA) | 4 | 82 | 32 | 32 |
| | Short Answer (SA-I) | 8 | 32 | 32 | 32 |
| | Short Answer (SA-II) | 8 | 24 | 16 | 16 |
| | Very Short Answer(VSA) | 8 | 8 | 8 | 8 |
| | MCQ | 12 | 12 | 12 | 12 |
| | Total: | 40 | 180 | 100 | 100 |
| III | WEIGHTAGE TO CONTENT: | | | | |
| | Theme | Unit | Topics | Marks | Percentage |
| | Indian History Part - I | 1 | The Harappan Civilisation | 25 | 25 |
| | | 2 | Early States and Economics | | |
| | | 3 | Early Societies | | |
| | | 4 | Cultural Development | | |
| | Indian History Part – II | 5 | Perception of Society | 25 | 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 – III | 11 | Revolt of 1857 and Its Representations. | 25 | 25 |
| | | 12 | Urbanisation, Planning and Architecture | | |
| | | 13 | Mahatama Gandhi and the Nationalist Movement | | |
| | | 14 | Understanding Partition | | |
| | | 15 | Framing the Constitution | | |
| | Regional History (Manipur) Part - IV | 1 | Pre and Proto History of Manipur | 25 | 25 |
| | | 2 | Historical Archaeology | | |
| | | 3 | Manipur and First Anglo Burmese War (1824 – 26) | | |
| | | 4 | Anglo – Manipuri War | | |
| | | 5 | Socio – Religious and Political Movements | | |
| | Total: | | | 100 | 100 |
| IV | SCHEME OF SECTIONS: NIL | | | | |
| V | SCHEME OF OPTIONS: 50% in SA I and SA II and 100% in LA | | | | |
| VI | DIFFICULTY LEVEL : | | | | |
| | Difficulty : 30 % of the total marks | | | | |
| | Average : 55% of the total marks | | | | |
| | Easy : 15% of the total marks | | | | |

- *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

Periods - 200
Marks - 100

| 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 | 25 |
| | 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. 6 th Century BCE – 6 th 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. 6 th Century BCE – 6 th Century CE - describe the main tenets of them | 12 | |
| Indian History Part – II | 5. Perception of Society (c. 10 th to 17 th 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 | 25 |
| | 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 | |

| | | | | |
|---------------------------|---|---|----|----|
| | <p>9. Agrarian Society and The Mughal Empire (c. 16th to 17th centuries) <i>The Ain-i-Akbari</i></p> <p>(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.</p> | <p>Learners to</p> <ul style="list-style-type: none"> - explain the agrarian activities of the period - describe agrarian activity through contemporary sources | 13 | |
| | <p>10 Colonialism and Rural Society</p> <p>(a) Life of Zamindars, peasants and artisans in the late 18th century.</p> | <p>Through various sources learners will</p> <ul style="list-style-type: none"> - 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 | <p>11 Revolt of 1857 and Its Representations.</p> <p>(a) The events of 1857-1858-area affected. (b) Changes in the British policy after 1857.</p> | <p>Using sources learners to</p> <ul style="list-style-type: none"> - explain the outbreak of the Revolt of 1857 - describe the changes in the British policy in India after the Revolt of 1857. | 8 | 25 |
| | <p>12. Urbanisation, Planning and Architecture Town Planning and Municipal Reports.</p> <p>(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.</p> | <p>Learners to</p> <ul style="list-style-type: none"> - 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 | |
| | <p>13 Mahatma Gandhi and the Nationalist Movement</p> <p>(a) The nationalist movement, 1918-1948. (b) The nature of Gandhian politics and leadership.</p> | <p>Learners will</p> <ul style="list-style-type: none"> - state the role of Mahatma Gandhi in the nationalist Movement of India - describe the nature of Nationalist Movement under Mahatma Gandhi | 7 | |
| | <p>14. Understanding Partition</p> <p>(a) The history of the 1940s. (b) Nationalism, Communalism and partition. (c) Horrors of communal riots Aftermath of partition.</p> | <p>Learners will</p> <ul style="list-style-type: none"> - 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 | |
| | <p>15 Beginning of a New Era: Framing the Constitution</p> <p>(a) Independence and the new nation states. (b) The making of the constitution.</p> | <p>Learners will</p> <ul style="list-style-type: none"> - 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 | 25 |
| | 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 19 th century (b) Liberation of Manipur under Gambhir Singh | Learners will - state the relationship between Manipur and Burma in the 19 th 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 <u>British rule in Manipur</u> | 6 | |
| | 5 Socio – Religious and Political Movements (a) Outbreak of Movements in the 20 th century (b) Nature of Movements in the 20 th century | Learners will - state the outbreak of movements in Manipur in the 20 th century. - give reasons for the outbreak of movements in Manipur in the 20 th century. | 7 | |
| | | | 100 | |

PRESCRIBED TEXTBOOK :

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