HISTORY
CLASS XI-XII (2022-23)
(Code No. 027)

Rationale

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), 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 reading history. However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are organically linked and complementary to each other.

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 to 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 store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

- The treatment of each theme in class XI would include
    - an overview of the theme under discussion
    - a more detailed focus on one region of study
    - an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. 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 course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the students 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 sub heads:
    - a detailed overview of the events, issues and processes under discussion
    - a summary of the present state of research on the theme
    - an account of how knowledge about the theme has been acquired
    - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by
- plotting the specific event within time-lines
- discussing the particular event or process in relation to developments in other places and other times.

COURSE STRUCTURE
CLASS XI (2022-23)

One-Theory Paper **80Marks**
3 Hours

S.NO	THEMES	No. of Periods	Marks
1.	Introduction to World History	**10**	
Section A: Early Societies			
2.	Introduction	5	
3.	Writing and City Life	20	10
Section B: Empires			
4.	Introduction	5	
5.	An empire across three continents	20	10
6.	Nomadic Empires	20	10
	Section C: Changing Traditions Introduction	5	
7.	The Three Orders	20	10
8.	Changing Cultural Traditions	20	10
Section D: Paths to Modernization			
9.	Introduction	5	
10.	Displacing Indigenous People	20	10
11.	Paths To Modernization	20	15
165	MAP WORK OF THE RELATED THEMES	15	5
	Total		**80**
	Project work	**25**	**20**
	Total	**210**	**100 Marks**

CLASS-XI: THEMES IN WORLD HISTORY

THEMES	LEARNING OBJECTIVES	LEARNING OUTCOMES
Writing and City Life Focus: Iraq, 3rd millennium BCE a) Growth of towns b) Nature of early urban societies c) Historians' Debate on uses of writing	● Familiarize the learner with the nature of early urban Centre's. ● Discuss whether writing is significant as a marker of civilization.	At the completion of this unit students will be able to: ● Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. ● Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. ● Analyze the outcomes of a sustained tradition of writing.
An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE a) Political evolution b) Economic Expansion c) Religion-culture foundation d) Late Antiquity e) Historians' view on the Institution of Slavery	● Familiarize the learner with the history of a major world empire ● Discuss whether slavery was a significant element in the economy.	At the completion of this unit students will be able to: ● Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ● Analyze the implications of Roman's contacts with the subcontinent Empires ● Examine the domains of cultural transformation in that period
NOMADIC EMPIRES Focus: The Mongol, 13th to 14th century a) The nature of nomadism b) Formation of empires c) Conquests and relations with other states d) Historians' views on nomadic societies and state formation	• Familiarize the learner with the varieties of nomadic society and their institutions. • Discuss whether state formation is possible in nomadic societies.	At the completion of this unit students will be able to: • Identify the living patterns of nomadic pastoralist society. • Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. • Analyze socio-political and economic changes during the period of the descendants of Genghis Khan.

		● Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.
The Three Orders. **Focus**: Western Europe 13th-16th century a) Feudal society and economy b) Formation of state c) Church and society d) Historians' views on decline of feudalism	● Familiarize the learner with the nature of the economy and society of this period and the changes within them. ● Show how the debate on the decline of feudalism helps in understanding processes of transition.	At the completion of this unit students will be able to: ● Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. ● Relate between ancient slavery and serfdom ● Assess the 14th century crisis and rise of the nation states.
Changing Cultural Traditions Focus: Europe 14th-17th century a) New ideas and new trends in literature and arts b) Relationship with earlier ideas c) The contribution of West Asia d) Historians' viewpoint on the validity of the notion 'European Renaissance	● Explore the intellectual trends in the period. ● Familiarize students with the paintings and buildings of the period. ● Introduce the debate around the idea of 'Renaissance'.	At the completion of this unit students will be able to ● Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ● Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism. ● Compare and contrast the condition of women in the Renaissance period. ● Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance. ● Critical analysis of the Roman Catholic Church by Martin Luther and Erasmus and their impact on later reforms. ● Evaluate the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations

Displacing Indigenous People **Focus**: North America and Australia, 18th to 20th century a) European colonists in North America and Australia b) Formation of White Settler societies c) Displacement and repression of local people d) Historians' viewpoint on the impact of European settlement on indigenous population	● Sensitize students to the processes of displacements that accompanied the development of America and Australia. ● Understand the implications of such processes for the displaced populations.	At the completion of this unit students will be able to ● Recount some aspects of the history of the native people of America to understand their condition. ● To analyze the realms of settlement of Europeans in Australia and America. ● Compare and contrast the lives and roles of indigenous people in these continents
Paths to Modernization Focus: East Asia, late 19th to 20th century a) Militarization and economic growth in Japan b) China and the communist alternative c) Historians' Debate on the meaning of modernization (**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)**	● Make students aware that transformation in the modern world takes many different forms. ● Show how notions like 'modernization' need to be critically assessed.	At the completion of this unit students will be able to ● Deduce the histories of China and Japan from the phase of imperialism to modernization ● Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ● Analyze the domains of Japanese nationalism prior and after the Second World War. ● Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. ● To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
Map Work on The Related Themes		

HISTORY -027
Class XI & XII (2022-23)
Project work

PROJECT WORK **MM-20**

INTRODUCTION

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 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 evidence 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.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 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, analyze 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 skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, 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

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- 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 Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- 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:

1) 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.
2) The project must be done individually / In-groups.
3) 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.
4) 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.
5) 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.
6) 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.
7) Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS FOR CLASS XI PROJECTS

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 conceptualize 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**.)***
Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.

FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archeological 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
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism
9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution

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Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines

Note: Kindly refer to the guidelines on project work for classes XI and XII

given below: -

Guidelines for History Project Work: 20 Marks

One Project to be done throughout the session, as per the existing scheme.

1. **Steps involved in the conduct of the project:**

Students may work upon the following lines as a suggested flow chart:

Choose a Title/Topic

↓

Need of the Study, Objective of the Study

↓

Hypothesis

↓

Content -Timeline, Maps, Mind maps, Pictures, etc.

↓

(Organization of Material/Data

↓

Present Material/Data)

↓

Analyzing the Material/Data for Conclusion

↓

Draw the Relevant Conclusion

↓

Bibliography

2. **Expected Checklist for the Project Work:**

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

3. **Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
April -July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	**Final Assessment and VIVA by both Internal and External Examiners**	External/ Internal Viva based on the project	4
		TOTAL	**20**

4. Viva-Voce

- At the end, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

In case of any doubt, authenticity should be checked and verified. *****