

HISTORY (Code No. 027) (Session 2018 - 19)

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.

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 (a) an overview of the theme under discussion, (b) a more detailed focus on one region of study, (c) 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) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both these 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 (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

CLASS-XI (2018 - 19)

Paper One Theory

Max. Marks: 100 (80+20)

Time: 3 hours

S. No.	Units	Periods	Marks
1.	Introduction to World History	8	
Section A: Early Societies		40	15
2.	Introduction	7	
3.	From the beginning of time	18	
4.	Early cities	15	
Section B: Empires		50	20
5.	Introduction	7	
6.	An empire across three continents	15	
7.	Central Islamic lands	15	
8.	Nomadic Empires	13	
Section C: Changing Traditions		50	20
9.	Introduction	7	
10.	Three orders	14	
11.	Changing cultural traditions	15	
12.	Confrontation of cultures	14	
Section D: Paths to Modernization		52	20
13.	Introduction	7	
14.	The Industrial Revolution	15	
15.	Displacing indigenous People	15	
16.	Paths to modernization	15	
	□ Map work (units 1-16)	10	5
	□ Project Work	10	20
	Total	220 Periods	100 marks

Class XI: Themes in World History

Themes	Periods	Objectives
1. Introduction to World History (8) SECTION A: EARLY SOCIETIES (40) 2. Introduction (7) 3. From the Beginning of Time (18) Focus: Africa, Europe till 15000 BCE (a) Views on the origin of human beings. (b) Early societies. (c) Historians' views on present-day gathering- hunting societies.		<ul style="list-style-type: none"> □ Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.
4. Early Cities (15) Focus: Iraq, 3 rd millennium BCE (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.		
SECTION B: EMPIRES (50) 5. Introduction (7) 6. An Empire across Three Continents (15) Focus: Roman Empire, 27 BCE to 600 CE. (a) Political evolution (b) Economic expansion (c) Religio-cultural foundation (d) Late Antiquity. (e) Historians' views on the institution of Slavery.		<ul style="list-style-type: none"> □ Familiarize the learner with the nature of early urban Centre's. □ Discuss whether writing is significant as a marker of civilization.
7. Central Islamic Lands (15) Focus: 7 th to 12 th centuries (a) Polity (b) Economy (c) Culture. (d) Historians' viewpoints on the nature of the crusades.		<ul style="list-style-type: none"> □ Familiarize the learner with the history of a major world empire. □ Discuss whether slavery was a significant element in the economy.
8. Nomadic Empires (13) Focus: the Mongol, 13 th to 14 th century (a) The nature of nomadism. (b) Formation of empires. (c) Conquests and relations with other states.		<ul style="list-style-type: none"> □ Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society. □ Understand what the crusades meant in these regions and how they were experienced.
		<ul style="list-style-type: none"> □ Familiarize the learner with the varieties of nomadic society and their institutions.

<p>(d) Historians' views on nomadic societies and state formation.</p>	<p>□ Discuss whether state formation is possible in nomadic societies.</p>
<p>SECTION C: CHANGING TRADITIONS (50)</p>	
<p>9. Introduction (7)</p>	
<p>10. Three Orders (14)</p>	<p>□ Familiarize the learner with the nature of the economy and society of this period and the changes within them.</p>
<p>Focus: Western Europe, 13th-16th century</p>	<p>□ Show how the debate on the decline of feudalism helps in understanding processes of transition.</p>
<p>(a) Feudal society and economy.</p>	
<p>(b) Formation of states.</p>	
<p>(c) Church and Society.</p>	
<p>(d) Historians' views on decline of feudalism.</p>	
<p>11. Changing Cultural Traditions (15)</p>	<p>□ Explore the intellectual trends in the period.</p>
<p>Focus on Europe, 14th to 17th century.</p>	<p>□ Familiarize students with the paintings and buildings of the period</p>
<p>(a) New ideas and new trends in literature and arts.</p>	<p>□ Introduce the debate around the idea of 'Renaissance'.</p>
<p>(b) Relationship with earlier ideas</p>	
<p>(c) The contribution of West Asia.</p>	
<p>(d) Historians' viewpoints on the validity of the notion 'European Renaissance'.</p>	
<p>12. Confrontation of Cultures (14)</p>	<p>□ Discuss changes in the European economy that led to the voyages.</p>
<p>Focus on America, 15th to 18th century.</p>	<p>□ Discuss the implications of the conquests for the indigenous people.</p>
<p>(a) European voyages of exploration.</p>	<p>□ Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".</p>
<p>(b) Search for gold; enslavement, raids, extermination.</p>	
<p>(c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas.</p>	
<p>(d) The history of displacements.</p>	
<p>(e) Historians' viewpoints on the slave trade.</p>	
<p>SECTION D:</p>	
<p>PATHS TO MODERNIZATION (52)</p>	
<p>13. Introduction (7)</p>	
<p>14. The Industrial Revolution (15)</p>	<p>□ Understand the nature of growth in the period and its limits.</p>
<p>Focus on England, 18th and 19th century.</p>	<p>□ Initiate students to the debate on the idea of industrial revolution.</p>
<p>(a) Innovations and technological change</p>	
<p>(b) Patterns of growth.</p>	
<p>(c) Emergence of a working class.</p>	
<p>(d) Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'</p>	
<p>15. Displacing Indigenous People (15)</p>	<p>□ Sensitize students to the processes of displacements that accompanied the development of America and Australia.</p>
<p>Focus on North America and Australia, 18th-20th century.</p>	
<p>(a) European colonists in North America and Australia.</p>	

<p>(b) Formation of white settler societies.</p> <p>(c) Displacement and repression of local people.</p> <p>(d) Historians' viewpoints on the impact of European settlement on indigenous population.</p> <p>16. Paths to Modernization* (15) Focus on East Asia, late 19th and 20th century.</p> <p>(a) Militarization and economic growth in Japan.</p> <p>(b) China and the Communist alternative.</p> <p>(c) Historians' Debate on the meaning of modernization</p> <p>(NOTE*: Keeping in view the importance of both the themes i.e. Japan and China, it is advised that both must be taught in the schools)</p>	<ul style="list-style-type: none"> □ Understand the implications of such processes for the displaced populations. □ Make students aware that transformation in the modern world takes many different forms. □ Show how notions like 'modernization' need to be critically assessed.
<p>17. Map Work on Units 1-16 (10)</p>	
<p>18. Project work - (10) periods</p> <p>Please refer Circular separately for guidelines.</p> <p>Project work will help students:</p> <ul style="list-style-type: none"> □ 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. 	