

SYLLABUS OF GRADE XI HISTORY

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
 - o an overview of the theme under discussion
 - o a more detailed focus on one region of study
 - o 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:
 - o a detailed overview of the events, issues and processes under discussion
 - o a summary of the present state of research on the theme
 - o an account of how knowledge about the theme has been acquired
 - o 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
 - 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

Part	Units	No. of Periods	Marks
1	Introduction to world history	8	
	Section A: Early Societies	40	19
2	Introduction	7	
3	From the beginning of time	18	
4	Early cities	15	
	Section B: Empires	50	19
5	Introduction	7	
6	An empire across three continents	15	
7	Central Islamic lands	15	
8	Nomadic Empires	13	
	Section C: Changing Traditions	50	19
9	Introduction	7	
10	Three orders	14	
11	Changing cultural traditions	15	
12	Confrontation of cultures	14	
	Section D: Paths to Modernization	52	19
13	Introduction	7	
14	The Industrial Revolution	15	
15	Displacing indigenous People	15	
16	Paths to modernization	15	
	Map Work (units 1-11)	10	4
	Project Work	10	20
	Total	220 Periods	100 Marks

COURSE CONTENT

Class XI: Themes in World History	
Themes	NOTE- <i>This is not an exhaustive list. For reflective teaching-learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.</i>

	Learning Objective	Learning Outcomes
<p>1. Introduction to World History</p> <p>SECTION 1: EARLY SOCIETIES</p> <p>1 Introduction: From the Beginning of Time</p> <p>Focus: Africa, Europe till 15000 BCE</p> <p>a) Views on the origins of human beings</p> <p>b) Early societies</p> <p>c) Historians' views on present-day gathering-hunting societies</p>	<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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Analysis on the Darwin theory and evidences of progression in order to understand the stages of human evolution. Examine the realms of Feedback Mechanism in order to understand the anatomical and neurological development of human species Identify the element of continuity with change and explains that the hunter gatherer societies are still continuing in some parts of the world with variations in their present-day lifestyles from the past.
<p>2. Writing and City Life</p> <p>Focus: Iraq, 3rd millennium BCE</p> <p>a) Growth of towns</p> <p>b) Nature of early urban societies</p> <p>c) Historians' Debate on uses of writing</p>	<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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> 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
<p>SECTION II : EMPIRES</p> <p>Introduction</p> <p>3.An Empire across Three Continents</p> <p>Focus: Roman Empire, 27 BCE to 600 CE</p> <p>a) Political evolution</p> <p>b) Economic Expansion</p> <p>c) Religion-culture foundation</p>	<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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> 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

<p>d) Late Antiquity e) Historians' view on the Institution of Slavery</p>		<p>cultural transformation</p>
<p>4. Central Islamic Lands Focus: 7th to 12th centuries a) Polity b) Economy c) Culture d) Historians' viewpoints on the nature of the</p>	<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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain the relationship between livelihood patterns and the geographical condition of the area inhabited by the tribes and the nomadic pastoralists • Describe the arenas of Islam in reference to its emergence, rise of Caliphate and Empire building. • Analyze the causes, events and effects of Crusades. • Examine their economic life in order to understand their connectivity with various continents. • Comprehend their learning and cultural developments in varied fields like astronomy, medicine, architecture, sufism, etc.
<p>5. 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</p>	<ul style="list-style-type: none"> • Familiarize the learner with the varieties of nomadic society and their institutions. • Discuss whether state formation is possible in nomadic societies. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • 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
<p>SECTION -III: CHANGING TRADITIONS Introduction 6. The Three Orders. Focus: Western Europe 13th-16th century a) Feudal society and</p>	<ul style="list-style-type: none"> • 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 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.

<p>economy</p> <ul style="list-style-type: none"> b) Formation of state c) Church and society d) Historians' views on decline of feudalism 	<p>decline of feudalism helps in understanding processes of transition.</p>	<ul style="list-style-type: none"> • Relate between ancient slavery and serfdom • Assess the 14th century crisis and rise of the nation states.
<p>7.Changing Cultural Traditions Focus: Europe 14th-17th century</p> <ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> • 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'. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • 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. • Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms. • Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformations
<p>8.Confrontation of cultures Focus: America 15th to 18th century</p> <ul style="list-style-type: none"> a) European voyages of exploration b) Search for gold, enslavement, raids, extermination c) Indigenous people and cultures- The Arawak, the Aztecs and the Incas d) History of displacements e) Historians' 	<ul style="list-style-type: none"> • Discuss changes in the European economy that led to the voyages. • Discuss the implications of the conquests for the indigenous people. • Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries". 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Synthesize information about the ancient civilizations of Latin America. • Compare, contextualize and contrast the political, social, economic and cultural history of central American civilizations. • Analyze how the quest for exploration stimulated developments. • Examine the consequences of voyages in order to understand the expansion of

viewpoint on slave trade		Europe, America and Africa.
<p>SECTION -IV TOWARDS MODERNISATION</p> <p>Introduction</p> <p>9.The Industrial Revolution Focus: England 18th to 19th century</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' viewpoint, Debate on 'Was there an Industrial Revolution?'</p>	<ul style="list-style-type: none"> • Understand the nature of growth in the period and its limits. • Initiate students to the debate on the idea of industrial revolution. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Comprehend the arenas of the Industrial Revolution in Great Britain and other countries • Elucidate the technological innovations that spurred industrialization in Britain. • Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation. • Compare and contrast the positive and negative aspects of Industrial Revolution. • Empathize for the suffering of the workers during the Industrial Revolution.
<p>10. Displacing Indigenous People</p> <p>Focus: North America and Australia, 18th to 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' viewpoint on the impact of European settlement on indigenous population</p>	<ul style="list-style-type: none"> • 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. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • 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
<p>11. Paths to Modernization</p> <p>Focus: East Asia, late 19th to 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</p>	<ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like 'modernization' need to be critically assessed 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • 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.

<p>meaning of modernization (NOTE- Keeping in view the importance of 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"> • Analyze the domains of Japanese nationalism prior and after the Second World War. • Comprehend the history of China from colonization to era of socialism. • 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.
<p>Map Work on units 1-11</p>		

PROJECT WORK CLASS - XI

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 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.

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 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term -II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written 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. so as to enrich the subject content.

5. The project work (one per year) 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 so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
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.

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
Total		20 Marks

FEW SUGGESTIVE TOPICS FOR PROJECTS:

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. Learning about global Sufism
16. History of aborigines – America /Australia

HISTORY– CLASS XI

TIME: 3 Hrs

M. Marks: 80

S. No.	Competencies	Total Marks	% Weightage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	24	30%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	23	28.75%
3	High Order Thinking Skills- (Analysis & Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	29	36.25%
4	Map skill based question- Identification, location, significance	4	5%
Total Questions		80	100%