

# 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	
<b>Section A: Early Societies</b>		<b>40</b>	<b>15</b>
2.	Introduction	7	
3.	From the beginning of time	18	
4.	Early cities	15	
<b>Section B: Empires</b>		<b>50</b>	<b>20</b>
5.	Introduction	7	
6.	An empire across three continents	15	
7.	Central Islamic lands	15	
8.	Nomadic Empires	13	
<b>Section C: Changing Traditions</b>		<b>50</b>	<b>20</b>
9.	Introduction	7	
10.	Three orders	14	
11.	Changing cultural traditions	15	
12.	Confrontation of cultures	14	
<b>Section D: Paths to Modernization</b>		<b>52</b>	<b>20</b>
13.	Introduction	7	
14.	The Industrial Revolution	15	
15.	Displacing indigenous People	15	
16.	Paths to modernization	15	
	□ <b>Map work (units 1-16 )</b>	<b>10</b>	<b>5</b>
	□ <b>Project Work</b>	<b>10</b>	<b>20</b>
<b>Total</b>		<b>220 Periods</b>	<b>100 marks</b>

## Class XI: Themes in World History

Themes	Periods	Objectives
<b>1. Introduction to World History (8)</b> <b>SECTION A: EARLY SOCIETIES (40)</b> <b>2. Introduction (7)</b> <b>3. From the Beginning of Time (18)</b> 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"> <li>□ 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.</li> </ul>
<b>4. Early Cities (15)</b> Focus: Iraq, 3 <sup>rd</sup> millennium BCE (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.		
<b>SECTION B: EMPIRES (50)</b> <b>5. Introduction (7)</b> <b>6. An Empire across Three Continents (15)</b> 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"> <li>□ Familiarize the learner with the nature of early urban Centre's.</li> <li>□ Discuss whether writing is significant as a marker of civilization.</li> </ul>
<b>7. Central Islamic Lands (15)</b> Focus: 7 <sup>th</sup> to 12 <sup>th</sup> centuries (a) Polity (b) Economy (c) Culture. (d) Historians' viewpoints on the nature of the crusades.		<ul style="list-style-type: none"> <li>□ Familiarize the learner with the history of a major world empire.</li> <li>□ Discuss whether slavery was a significant element in the economy.</li> </ul>
<b>8. Nomadic Empires (13)</b> Focus: the Mongol, 13 <sup>th</sup> to 14 <sup>th</sup> century (a) The nature of nomadism. (b) Formation of empires. (c) Conquests and relations with other states.		<ul style="list-style-type: none"> <li>□ Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.</li> <li>□ Understand what the crusades meant in these regions and how they were experienced.</li> </ul>
		<ul style="list-style-type: none"> <li>□ Familiarize the learner with the varieties of nomadic society and their institutions.</li> </ul>

<p>(d) Historians' views on nomadic societies and state formation.</p>	<p>□ Discuss whether state formation is possible in nomadic societies.</p>
<p><b>SECTION C: CHANGING TRADITIONS (50)</b></p>	
<p><b>9. Introduction (7)</b></p>	
<p><b>10. Three Orders (14)</b></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, 13<sup>th</sup>-16<sup>th</sup> 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><b>11. Changing Cultural Traditions (15)</b></p>	
<p>Focus on Europe, 14<sup>th</sup> to 17<sup>th</sup> century.</p>	<p>□ Explore the intellectual trends in the period.</p>
<p>(a) New ideas and new trends in literature and arts.</p>	<p>□ Familiarize students with the paintings and buildings of the period</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>□ Introduce the debate around the idea of 'Renaissance'.</p>
<p><b>12. Confrontation of Cultures (14)</b></p>	
<p>Focus on America, 15<sup>th</sup> to 18<sup>th</sup> century.</p>	<p>□ Discuss changes in the European economy that led to the voyages.</p>
<p>(a) European voyages of exploration.</p>	<p>□ Discuss the implications of the conquests for the indigenous people.</p>
<p>(b) Search for gold; enslavement, raids, extermination.</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>(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><b>SECTION D:</b></p>	
<p><b>PATHS TO MODERNIZATION (52)</b></p>	
<p><b>13. Introduction (7)</b></p>	
<p><b>14. The Industrial Revolution (15)</b></p>	
<p>Focus on England, 18<sup>th</sup> and 19<sup>th</sup> century.</p>	<p>□ Understand the nature of growth in the period and its limits.</p>
<p>(a) Innovations and technological change</p>	<p>□ Initiate students to the debate on the idea of industrial revolution.</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><b>15. Displacing Indigenous People (15)</b></p>	
<p>Focus on North America and Australia, 18<sup>th</sup>-20<sup>th</sup> century.</p>	<p>□ Sensitize students to the processes of displacements that accompanied the development of America and Australia.</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><b>16. Paths to Modernization* (15)</b> Focus on East Asia, late 19<sup>th</sup> and 20<sup>th</sup> 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><b>(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)</b></p> <p><b>17. Map Work on Units 1-16 (10)</b></p>	<ul style="list-style-type: none"> <li>□ Understand the implications of such processes for the displaced populations.</li> <li>□ Make students aware that transformation in the modern world takes many different forms.</li> <li>□ Show how notions like 'modernization' need to be critically assessed.</li> </ul>
<p><b>18. Project work - (10) periods</b></p> <p>Please refer Circular separately for guidelines.</p> <p><b>Project work will help students:</b></p> <ul style="list-style-type: none"> <li>□ To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.</li> <li>□ To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.</li> <li>□ To develop 21<sup>st</sup> century managerial skills of co-ordination, self-direction and time management.</li> <li>□ To learn to work on diverse cultures, races, religions and lifestyles.</li> <li>□ To learn through constructivism-a theory based on observation and scientific study.</li> <li>□ To inculcate a spirit of inquiry and research.</li> <li>□ To communicate data in the most appropriate form using a variety of techniques.</li> <li>□ To provide greater opportunity for interaction and exploration.</li> <li>□ To understand contemporary issues in context to our past.</li> <li>□ To develop a global perspective and an international outlook.</li> <li>□ To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.</li> <li>□ To develop lasting interest in history discipline.</li> </ul>	

**History: Project Work**  
**Class XI (2018-19)**  
**List of 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

## QUESTION PAPER DESIGN(2018 - 19)

**HISTORY**

**Code No. 027**

**Class- XI**

**Time: 3 Hours**

**Max. Marks: 80**

S. No.	Typology of Questions	Learning outcomes and Testing Competencies	V. Short Answer - (2 Marks)	Short Answer - (4 Marks)	Passage Based - (5 Marks)	Long Answer - (8 Marks)	Map Work - (5 Marks)	Marks	% Weightage (Approx.)
1	<b>Remembering-</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or list/ state the information)	Reasoning Analytical Skills	1	1	-	1		14	17%
2	<b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, discuss, contrast, explain, clarify, paraphrase information)		1	1	1	1		19	24%
3	<b>Application-</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)		1	1	1	1		19	24%
4	<b>High Order Thinking Skills-</b> (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)		1	1	1	1		19	24%
5	<b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)			1				4	5%
6.	<b>Map skill based question-</b> Identification, location, significance.	Map identification skills , etc.					1*	5	6%
<b>Total</b>			<b>4x2=8</b>	<b>5x4=20</b>	<b>3x5= 15</b>	<b>4x8=32</b>	<b>1x5=5</b>	<b>80</b>	<b>100%</b>

\*1 Map question of 5 marks having 5 items carrying 1 mark each.

### I. Weightage to content

Section A: Early Societies	15 Marks
Section B : Empires	20 Marks
Section C: Changing Traditions	20 Marks
Section D: Paths to Modernization	20 Marks
Map Work Unit 1- 16	5 Marks
Project Work	20 marks
Accordingly teacher can reduce weightage of the corresponding sections	
<b>Total</b>	<b>100 Marks</b>

### II. Weightage to Difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E)	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%
Scheme of Option: No internal choice except for blind students.	

### III. Division of Question Paper

The Question paper will be divided into A, B, C, D and E.

- **Part A** will carry 4 very short answer questions of 2 marks each.
- **Part B** will carry 5 short answer questions of 4 marks each. **(Note: Value based question will not be asked)**
- **Part C** will carry 4 long questions of 8 marks each (word limit '350').
- **Part D** will carry 3 passage-based questions. The number of questions will be three, carrying 5 marks each (no internal choice). The passages will be taken from the textbooks as directed therein.
- **Part E** will have 1 map question of 5 marks. Items covered are 'Identification and Location'.

### IV. Scheme of Option

**Part A** will have no choice.

**Part B** will have 5 questions from all the four sections, out of which the student will attempt any 4 questions. (from 4 sections of the book).

**Part C** will carry four long answer questions. The number of questions will be 5 carrying 8 marks each. (Each question, from four sections). Student will have to answer any four questions.

**Part D** will be passage-based questions. There will be **THREE** passages, **ONE** from each section followed by questions. There will be no internal choice.

In **Part E**, there will be one map question -Test items will be 'identification and significance'.

**V. Weightage of marks section-wise**

	VSA 2 Marks	SA 4 Marks	Passage Based	Long Answer	Map Questions	Total
<b>Section A: Early Societies</b>	2(1)	4(1)		8(1)		14 Marks
<b>Section B: Empires</b>	2(1)	4(1)	5(1)	8(1)		19 Marks
<b>Section C: Changing Traditions</b>	2(1)	4(1)	5(1)	8(1)		19 Marks
<b>Section D: Paths to Modernization</b>	2(1)	4(1) 4(1)	5(1)	8(1)		19 Marks +4=23
<b>Map Work Unit 1- 16</b>					5(1)	5 Marks
<b>Project Work -</b>						20 marks
	4x2=8	5x4=20	5x3=15	8x4=32	5x1=5	<b>(80+20=100)</b>