

HISTORY
CLASS - XI (2019-20)
(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.

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 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 (2019-20)

One Theory Paper

70 Marks
3 Hours

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

Themes in World History	
Themes	Objectives
<p>Introduction to World History</p> <p>SECTION I : EARLY SOCIETIES</p> <p>Introduction</p> <p>1. From the Beginning of Time Focus: Africa, Europe till 15000 BCE</p> <ol style="list-style-type: none"> Views on the origin of human beings Early societies Historians' views on present-day gathering- hunting societies <p>2. Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <ol style="list-style-type: none"> Growth of towns Nature of early urban societies Historians' Debate on uses of writing <p>SECTION II : EMPIRES</p> <p>Introduction</p> <p>3. An Empire across Three Continents</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. Familiarize the learner with the nature of early urban Centres. Discuss whether writing is significant as a marker of civilization.

<p>Focus: Roman Empire, 27 BCE to 600 CE.</p> <ol style="list-style-type: none"> Political evolution Economic expansion Religion-culture foundation Late Antiquity Historians' views on the institution of Slavery <p>4. Central Islamic Lands</p> <p>Focus: 7th to 12th centuries</p> <ol style="list-style-type: none"> Polity Economy Culture Historians' viewpoints on the nature of the crusades. <p>5. Nomadic Empires</p> <p>Focus: the Mongol, 13th to 14th century</p> <ol style="list-style-type: none"> The nature of nomadism Formation of empires Conquests and relations with other states Historians' views on nomadic societies and state formation <p>SECTION-III: CHANGING TRADITIONS</p> <p>Introduction</p> <p>6. Three Orders</p> <p>Focus: Western Europe, 13th-16th century</p> <ol style="list-style-type: none"> Feudal society and economy Formation of states Church and Society Historians' views on decline of feudalism. <p>7. Changing Cultural Traditions</p> <p>Focus on Europe, 14th to 17th century</p> <ol style="list-style-type: none"> New ideas and new trends in literature and arts 	<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. <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. Discuss whether state formation is possible in nomadic societies <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 decline of feudalism helps in understanding processes of transition. <ul style="list-style-type: none"> Explore the intellectual trends in the period. Familiarize students with the paintings and buildings of the period.
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- b. Relationship with earlier ideas
- c. The contribution of West Asia
- d. Historians' viewpoints on the validity of the notion 'European Renaissance'

8. Confrontation of Cultures

Focus on America, 15th to 18th century

- a. European voyages of exploration
- b. Search for gold; enslavement, raids, extermination.
- c. Indigenous people and cultures – the Arawaks, the Aztecs, the Incas
- d. The history of displacements
- e. Historians' viewpoints on the slave trade

SECTION-IV:TOWARDS MODERNISATION

Introduction

9. The Industrial Revolution

Focus on England, 18th and 19th century

- a. Innovations and technological change
- b. Patterns of growth
- c. Emergence of a working class
- d. Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'

10. Displacing Indigenous People

Focus on North America and Australia, 18th - 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' viewpoints on the impact of European settlement on indigenous population.

- Introduce the debate around the idea of 'Renaissance'.

- 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".

- Understand the nature of growth in the period and its limits.
- Initiate students to the debate on the idea of industrial revolution.

- 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>11. Paths to Modernization*</p> <p>Focus on East Asia, late 19th and 20th century</p> <ol style="list-style-type: none"> Militarization and economic growth in Japan. China and the Communist alternative. Historians' Debate on the meaning of modernization <p><i>(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.)</i></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>Map Work on Units 1-11</p>	

PROJECT WORK
CLASS XI (2019-20)

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

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 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 Greeco-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

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

HISTORY (CODE No. 027)
QUESTION PAPER DESIGN
CLASS XI (2019-20)

Time: 3 Hours					Max. Marks: 80			
S. No.	Typology of Questions	Objective questions type (1 Marks)	Short Answer (SA) (3 Marks)	Source Based (5 Marks)	Long Answer (LA) (8 Marks)	Map Work (6Marks)	Marks	% Weightage
1	Remembering- (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or list/ state the information)	9	1		1	-	20	25%
2	Understanding- (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, discuss, contrast, explain, clarify, paraphrase information)	4	1	1	1	-	20	25%
3	Application- (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)	3	1	1	1	-	19	23%
4	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)	2		1		-	7	9%
5	Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	2		-	1	-	10	13%
6.	Map skill based question- Identification, location, significance.					1*2=2 Identification 1*2=2 locating	4	5%
Total		1x20=20	3x3=9	5x3= 15	8x4=32	1x4=4	80	100%

Note: *1 Map question of 4 marks having 4 items carrying 1 mark each.

QUESTION WISE BREAK UP

Type of Question	Marks per question	Total No. of Questions	Total Marks
Objective Type Questions	1	20	20
Short Answer	3	3	9
Source Based	5	3	15
Long Answer	8	4	32
Map Skills based	1	4(Items)	4
Total			80

Weightage to Content

Section A: Early Societies	19Marks
Section B : Empires	19 Marks
Section C: Changing Traditions	19 Marks
Section D: Paths to Modernization	19 Marks
Map Work Unit 1- 11	4 Marks
Project Work	20 marks
Accordingly teacher can reduce weightage of the corresponding sections	
Total	100 Marks

Weightage to DifficultyLevel

Estimated Difficulty Level	Percentage
(i) Easy (E)	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%

Weightage of Marks section-wise

	OTQ 1 Marks	SA 3 Marks	Source Based 5Marks	Long Answer 8Marks	Map Questions	Total
Section A: Early Societies	8(1)	3(1)		8(1)		19Marks
Section B: Empires	3(1)	3(1)	5(1)	8(1)		19 Marks
Section C: Changing Traditions	3(1)	3(1)	5(1)	8(1)		19 Marks
Section D: Paths to Modernization	6(1)		5(1)	8(1)		19Marks
Map Work Unit 1- 11					4(1)	4 Marks
Project Work -						20 marks
	1x20=20	3x3=9	5x3=15	8x4=32	4x1=4	(80+20=100)