

2022–23

**HISTORY(110)
CLASS XI**

TIME: 3 HOURS

MARKS :80

Units		Marks
1.	Introduction to world History	
	Section A: Early Societies	12
2.	Introduction	
3.	From the beginning of time	
4.	Early Cities	
	Section B: Empires	20
5.	Introduction	
6.	An empire across three continents	
7.	Central Islamic lands	
8.	Nomadic Empires	
	Section C: Changing Traditions	20
9.	Introduction	
10.	Three orders	
11.	Changing cultural traditions	
12.	Confrontation of cultures	
	Section D: Paths to Modernization	20
13.	Introduction	
14.	The Industrial Revolution	
15.	Displacing indigenous People	
16.	Paths to modernization	
	Map work (units 1-16)	08
	Grand Total	80

Class XI: Themes in World History

Themes	Objectives
1. Introduction to World History SECTION A: EARLY SOCIETIES	
2. Introduction	
3. From the Beginning of Time	<input type="checkbox"/> Familiarize the learner with ways of

<p>Familiarize the learner with ways</p> <p>Focus: Africa, Europe till 15000 BC of reconstructing human evolution.</p> <p>(a) Views on the origin of human beings. _ Discuss whether the experience of</p> <p>(b) Early societies. present-day hunting-gathering</p> <p>(c) Historians' views on present-day hunting-people can be used to understand gathering societies. early societies.</p> <p>4. Early Cities</p> <p>Focus: Iraq, 3rd millennium BC _ Familiarize the learner with the</p> <p>(a) Growth of towns. (b) Nature of early nature of early urban centres. urban societies. _ Discuss whether writing is</p> <p>(c) Historians' Debate on uses of writing. significant as a marker of civilization.</p> <p>SECTION B: EMPIRES</p> <p>5. Introduction</p> <p>6. An Empire across Three Continents Focus: Roman Empire, 27 B.C to A.D history of a major world empire 600.</p> <p>(a) Political evolution (b) Economic significant element in the expansion</p> <p>(c) Religion (d) Late Antiquity. economy.</p> <p>(e) Historians views on the institution of Slavery.</p> <p>7. Central Islamic Lands:</p> <p>Focus: 7th to 12th centuries rise of Islamic empires in the</p> <p>(a) Polity (b) Economy (c) Culture.</p> <p>(d) Historians viewpoints on the nature of the crusades.</p> <p>8. Nomadic Empires: (10)</p> <p>Focus: the Mongol, 13th to 14th century</p> <p>(a) Thenatureofnomadism.(b) Formation varieties of nomadic society and of empires. (c) Conquests and relations their institutions. with other states. (d) Historians' views on nomadic</p>	<p>reconstructing human evolution. Discuss whether the wxperience of present- day hunting- gathering people can be used to understand early societie.</p> <p><input type="checkbox"/> Familiarize the learner with the nature of early urban centres.</p> <p><input type="checkbox"/> Discuss whether writing is significant as a marker of civilization.</p> <p><input type="checkbox"/> Familiarize the learner with the history of a major world empire</p> <p><input type="checkbox"/> Discuss whether slavery was a significant element in the economy.</p> <p><input type="checkbox"/> Familiarize the learner with the rise of Islamic empires in the Afro- Asian territories and its implications for economy and society.</p> <p><input type="checkbox"/> Understand what the crusades meant in these regions and how they were experienced.</p> <p><input type="checkbox"/> Familiarize the learner with the varieties of nomadic society and their institutions</p> <p><input type="checkbox"/> Discuss whether state formation is possible in nomadic societies.</p>
---	--

societies and state formation.

SECTION C: CHANGING TRADITIONS

9. Introduction

10. Three Orders

Focus: Western Europe, 13th-16th century nature of the economy and society

- (a) Feudal society and economy: (b) Formation of states. (c) Church and Society. (d) Historian's views on decline of feudalism

11. Changing cultural traditions

Focus on Europe, 14th to 17th century'.

- (a) New ideas, and new trends in literature the period. and arts. (b) Relationship with earlier ideas (c) The contribution of West Asia.
(d) Historian's view points on the of the notion 'European Renaissance'.

12. Confrontation of Cultures

Focus on the America 15th to 18th century.

- (1) European voyages of exploration. (b) Search for gold; enslavement, raids, conquests for the indigenous extermination. (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas. (c) The history of displacements.
(d) Historian's view points on the slave trade,

SECTION D: PATHS TO MODERNIZATION

13. Introduction

14. The Industrial Revolution.

Focus on England, 18th and 19th century.

- (a) Innovations and technological change the period and its limits.
(b) Patterns of growth. (c) Emergence of a working class.
(d) Historians' viewpoints Debate, 'Was there an Industrial Revolution?'

15. Displacing indigenous People.

Focus on North America and Australia,

- Familiarize the learner with the nature of economy and society of the period and the changes within them.
- Show how the debate on the decline of feudalism helps in understanding processes of transition.
- Explore the intellectual trends in the period.
- Familiarize students with the paintings and building of the period.
- Introduction the debate around the idea of ' Renaissance'.
- Discuss changes in 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.
- Sensitizes students to the processes of displacements that accompanied the

<p>18th-20th century, (a) European colonists in North America Australia. and Australia. (b) Formation of hite settler societies. (c) Displacement and epression of local people, (d) Historians view points on the impact of European on ndigenous population.</p> <p>16. Paths to Modernization.</p> <p>Focus on East Asia. Late 19th and 20th century. (a) Militarization and economic growth in Japan. (b) China and the Communist alternative.</p> <p>(d) Historians' Debate on meaning of Modernization</p> <p>17. Map Work on Units 1-15</p>	<p>development of America and Australia.</p> <p><input type="checkbox"/> Understand the implication of such processes for the displaced populations.</p> <p><input type="checkbox"/> Make students aware that. transformation in the modern world takes many different forms.</p> <p><input type="checkbox"/> Show how notions like 'modernization' need to be critically assessed.</p>
--	---

अर्द्धवार्षिक व वार्षिक परीक्षा हेतु आन्तरिक मूल्यांकन का अंक विभाजन निम्नवत है-

S.N.	Topics	Marks
1.	Relevance of the topic	3
2.	Knowledge content /Research Work	3
3	Presentation Technique	3
4	Viva based on project	6
5	Continuous assessment (Unit Test)	5
	Total	20

Suggestive Projects for Internal Assessment:

- Anthropological Research based on Darwin's Theory.
- Paradigms of Greeco- Roman civilization.
- Scientific Revolution and the origins of modern science.
- History of aborigines- America /Australia.

2022-23
HISTORY (110)
CLASS XII

Time : 3 Hours

One Paper

Marks : 80

Units	Marks
Section A: Archaeology & Ancient India Units 1 – 4	20
Section B: Medieval India Units 5 – 9	24
Section C: Modern India Units 10 – 15	28
Unit 16 : Map Work	08

**Class XII: Themes in Indian
History**

Themes	Objectives
<p>SECTION A: ARCHAEOLOGY & ANCIENT INDIA</p> <p>1. The Story of the First Cities: Harappan Archaeology</p> <p>Broad overview: Early urban centres Story of discovery: Harappan civilization</p> <p>Excerpt: Archaeological report on a major site Discussion: how it has been utilized by archaeologists/historians</p>	<ul style="list-style-type: none"> • Familiarize the learner with early . urbancentres as economic and social institutions. • Introduce the ways in which new data canlead to a revision of . existing notions of history. • Illustrate how archaeological reports areanalyzed and interpreted by scholars.
<p>2. Political and Economic History: How Inscriptions tell a story.</p> <p>Broad overview: Political and economic history from the Mauryan to the Gupta period Story of discovery: Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history. Excerpt: Asokan inscription and Gupta period and grant. Discussion: Interpretation of inscriptions by historians</p>	<ul style="list-style-type: none"> • Familiarize the learner with major trends in the political and . economic history of the subcontinent. • Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes

<p>3. Social Histories: Using the Mahabharata Broad overview: Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharat Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> • Familiarize the learner with issues in social history. • Introduce strategies of textual . analysis and their use in reconstructing social history.
<p>4. A History of Buddhism: Sanchi Stupa Broad overview: (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism Story of discovery: Sanchi stupa Excerpt: Reproduction of sculptures from Sanchi Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism</p>	<ul style="list-style-type: none"> • Discuss the major religious developments in early India. • Introduce strategies of visual analysis and their use in reconstructing histories of . religion.
<p>SECTION B: MEDIEVAL INDIA 5. Agrarian Relations: The <i>Ain-i- Akbari</i> Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period. Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i> Excerpt: from the <i>Ain-i-Akbari</i> Discussion: Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> • Discuss developments in agrarian relations. • Discuss how to supplement official documents with other . sources.
<p>6. The Mughal Court: Reconstructing Histories through Chronicles Broad Overview: (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics. Story of Discovery: Account of the production of court chronicles, and ‘their subsequent translation and transmission. Excerpts: from the <i>Akbarnama</i> and <i>Padshahnama</i>. Discussion: Ways in which historians have used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the major landmarks in political history • Show how chronicles and other sources are used to reconstruct the histories of political institutions.

<p>7. New Architecture: Hampi Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system.. Story of Discovery: Account of how Hampi was found Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures</p>	<ul style="list-style-type: none"> • Familiarize the learner with the new buildings that were built during the time. • Discuss the ways in which architecture can be analyzed to reconstruct history.
<p>8. Religious Histories: The Bhakti-Sufi tradition Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints. Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti Sufi works. Discussion: Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with religious developments. • Discuss ways of analyzing devotional literature as sources of history.
<p>9. Medieval Society Through Travellers' Accounts Broad Overview: Outline of social and cultural life as they appear in travellers' Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote. Excerpts: from Alberuni, Ibn Batuta, Bernier. Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the accounts. salient features of social histories described by the travellers. • Discuss how travellers' accounts can be used as sources of social history.
<p>SECTION C: MODERN INDIA 10. Colonialism and-Rural Society: Evidence from Official Reports Broad overview : (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century. Story of official records: An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p>	<ul style="list-style-type: none"> • Discuss how colonialism affected Zamindars, peasants and artisans. • Understand the problems and limits of using official sources for understanding the lives of people.

<p>Excerpts: From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report, Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>	
<p>11. Representations of 1857 Broad Overview: (a) The events of 1857-58. (b) How these events were recorded and narrated. Focus: Lucknow. Excerpts: Pictures of 1857. Extracts from contemporary accounts. Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being reinterpreted. • Discuss how visual material can be used by historians
<p>12. Colonialism and Indian Towns: Town Plans and Municipal Reports Broad Overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century. Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning. Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the history of modern urban centres. • Discuss how urban histories can be written by drawing on different types of sources.
<p>13. Mahatma Gandhi through Contemporary Eyes Broad Overview: (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership. Focus: Mahatma Gandhi in 1931. Excerpts: Reports from English and Indian language newspapers and other contemporary writings. Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> • Familiarize the learner with significant elements of the nationalist movement and the nature of Gandhian leadership. • Discuss how Gandhi was perceived by different groups. • Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.
<p>14. Partition through Oral Sources Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition. Focus: Punjab and Bengal. Excerpts: Oral testimonies of those who experienced partition. Discussion: Ways in which these have been analyzed to reconstruct the history of the event.</p>	<ul style="list-style-type: none"> • Discuss the last decade of the national movement, the growth of communalism and the story of Partition. • Understand the events through the experience of those who lived through these years of communal violence. • Show the possibilities and limits of oral sources.

<p>15. The Making of the Constitution Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution. . Focus: The Constitutional Assembly debates. Excerpts: from the debates Discussion: What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none">• Familiarize students with the history of the early years after independence.• Discuss how the founding ideals of the new nation state were debated and formulated.• Understand how such debates and discussions can be read by historians.
<p>16. Map Work on Units 1-15</p>	

HISTORY - 110
Class XII

Internal Assessment

MM-20

FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS IN INTERNAL ASSESSMENT

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. Any historical site located in your area.
17. An insight into the Indian Constitution
18. Any other project.

20 marks assigned for Internal Assessment / Project work can be divided in the following manner:

S.N.	Topics	Marks
1.	Relevance of the topic	3
2.	Knowledge content /Research Work	3
3	Presentation Technique	3
4	Viva based on project	6
5	Continuous Assessment (Unit Test)	5
	Total	20