

## 21. HISTORY (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 late/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 (2013 - 14)

Paper One

100 Marks  
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	
	● Map work (units 1-16 )	10	5
	● Project Work	10	20
Note:- Value Based Question can be taken from any of the above Section- A , B, C, D---- 05 Marks. Accordingly, teacher can reduce weightage of the corresponding sections.			
	<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</b>	(8)	
<b>SECTION A: EARLY SOCIETIES</b>	(40)	
<b>2. Introduction</b>	(7)	
<b>3. From the Beginning of Time</b>	(18)	<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>
Focus: Africa, Europe till 15000 BC (a) Views on the origin of human beings. (b) Early societies. (c) Historians' views on present-day hunting-gathering societies.		
<b>4. Early Cities</b>	(15)	<ul style="list-style-type: none"> <li>□ Familiarize the learner with the nature of early urban centres.</li> <li>□ Discuss whether writing is significant as a marker of civilization.</li> </ul>
Focus: Iraq, 3rd millennium BC (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.		
<b>SECTION B: EMPIRES</b>	(50)	
<b>5. Introduction</b>	(7)	
<b>6. An Empire across Three Continents</b>	(15)	<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>
Focus: Roman Empire, 27 B.C to A.D 600. (a) Political evolution (b) Economic expansion (c) Religion (d) Late Antiquity. (e) Historians' views on the institution of Slavery.		
<b>7. Central Islamic Lands</b>	(15)	<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>
Focus: 7th to 12th centuries (a) Polity (b) Economy (c) Culture. (d) Historians' viewpoints on the nature of the crusades.		
<b>8. Nomadic Empires</b>	(13)	<ul style="list-style-type: none"> <li>□ Familiarize the learner with the varieties of nomadic society and their institutions.</li> <li>□ Discuss whether state formation is possible in nomadic societies.</li> </ul>
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.		

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

Themes	Objectives
(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.	development of America and Australia. □ Understand the implications of such processes for the displaced populations.
<b>16. Paths to Modernization (15)</b> Focus on East Asia, late 19 <sup>th</sup> and 20 <sup>th</sup> century. (a) Militarization and economic growth in Japan. (b) China and the Communist alternative. (c) Historians' Debate on the meaning of modernization	□ Make students aware that transformation in the modern world takes many different forms. □ Show how notions like 'modernization' need to be critically assessed.
<b>17. Map Work on Units 1-16 (10)</b>	
<b>18. Project work - (10) periods</b> Please refer Circular separately for guidelines. Project work will help students: <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 21st 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>	

**QUESTION PAPER DESIGN (CODE 027)**  
**CLASS–XI (2013 - 14)**

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100 Marks  
Time: 3 hours

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13.	Introduction	7	
14.	The Industrial Revolution	15	
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16.	Paths to modernization	15	
	● <b>Map work (units 1-16 )</b>	10	5
	● <b>Project Work</b>	10	20
Note:- Value Based Question can be taken from any of the above Section- A , B, C, D---- 05 Marks. Accordingly, teacher can reduce weightage of the corresponding sections.			
	<b>Total</b>	<b>220</b>	<b>100 marks</b>

QUESTION PAPER DESIGN 2013-14									
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 Skill (5 Marks)	Marks	% Weightage
1.	<b>Remembering- (Knowledge based</b> simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	<ul style="list-style-type: none"> <li>Reasoning</li> <li>Analytical Skills</li> <li>Map identification skills , etc.</li> </ul>	1	1	1	1		19	24%
2.	<b>Understanding- (Comprehension</b> –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1		1		14	17%
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) ( <b>Map skill based questions-</b> Identification, location, significance.)		1	1 (value based)	1	1	1	24	30%
4.	<b>High Order Thinking Skills (Analysis &amp; Synthesis-</b> Classify, 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 and Multi-Disciplinary-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)				1			4	5%
<b>Total</b>			$4 \times 2 = 8$	$5 \times 4 = 20$	$3 \times 5 = 15$	$4 \times 8 = 32$	$1 \times 5 = 5$	80	100%

**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
Note:- Value Based Question can be taken from any of the above Section- A , B, C, D--- 04 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 'Section-I'** will carry 5 short answer questions of 4 marks each students should answer any four from section I.
- **Part B 'Section II'** is a value based compulsory question.
- **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 significance'.

**IV. Scheme of Option**

**Part A** will have no choice.

**Part B** will be divided into 2 sections (from 4 sections of the book) + 1 value based Section.

- Section I will have 5 questions from all the four sections, out of which the student will attempt any 4 questions.
- Section-II -One question will be a value based question which is a compulsory question.

**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'.

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

	VSA 2 MARKS	SA 4 MARKS	Passage based	LONG ANSWER	Map questions	TOTAL
Section A: Early Societies	2(1)	4(1)		8(1)		14 Marks
Section B: Empires	2(1)	4(1)	5(1)	8(1)		19 Marks
Section C: Changing Traditions	2(1)	4(1)	5(1)	8(1)		19 Marks
Section D: Paths to Modernization	2(1)	4(1) 4 (1)(value based from any section)	5(1)	8(1)		19 Marks + 4 marks value question =23
Map Work Unit 1- 16					5(1)	5 Marks
Project work -						20 marks
	4x2=8	5x4=20	5x3=15	8x4=32	5x1=5	(80+20=100)
(Note: Value Based Question can be from Section A, B, C, D any carry 04 marks. Accordingly teacher can reduce weightage of the corresponding sections.)						