

Himachal Pradesh Board of School Education, Dharamshala

History

10+1

Rational

Through a focus on a series of critical historical issues and debates, 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 RATIONALE excitement of doing 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 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 to relate/compare developments in different situations, analyze connection between similar processes located in different time periods, and discover the relationship between different methods of social enquiry within different social sciences
- The syllabus in class XI is organized around some major themes in 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) a road picture 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.

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|------------------|----------------|-----------------|
| One Paper | 3 Hours | 80 Marks |
|------------------|----------------|-----------------|

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|--------------|--------------|
| UNITS | MARKS |
|--------------|--------------|

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|---|-----------------|
| <u>PART-1 (Section -A) Early Societies</u> | 20 Marks |
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1. From the beginning of time
2. Early Cities

PART-II (Section -B) Empire**20 Marks**

3. An Empire across three continents
4. Central Islamic Lands
5. Nomadic Empires

PART-III (Section -C) Changing Traditions**20 Marks**

6. Three Orders
7. Changing culture traditions
8. Confrontation of Cultures

PART-IV (Section -D) Path to Modernization**20 Marks**

9. The Industrial Revolution
10. Displacing indigenous People
11. Paths to Modernization

Map Work (Units 1 to 6)

| Themes | Objectives |
|---|---|
| <p>1. Introduction to World History SECTION A EARLY SOCIETIES 2. Introduction 3. From the Beginning of Time Focus : Africa, Europe till 15000 BC (a) Views on the origin of human beings (b) Early societies (c) Historians hunting-gathering societies 4. Early Cities Focus: Iraq, 3rd millennium BC (a) Growth of towns (b) Nature of early urban societies. (c) Historians' Debate on uses of writing. SECTION B: EMPIRES 5. Introduction 6. An Empire across Three Continents. 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</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 nature of early urban centers. ▪ Discuss whether writing is significant as a marker of civilization. ▪ Familiarize the learner with the history of major world empire. ▪ Discuss whether slavery was a significant element in the economy. |

| Themes | Objectives |
|--|---|
| <p>7. Central Islamic Lands : Focus: 7th to 12 centuries (a) Plity (b) Economy (c) Culture (d) Historians viewpoints on the nature of crusades.</p> <p>8. 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> <p>SECTION-C : CHANGING TRADITIONS</p> <p>9. Introduction</p> <p>10. Three Orders Focus : Western Europe, 13th-16th Century (a) Feudal Society and economy : (b) Formation of States. (c) Church and Society. (d) Historians' views on decline of feudalism</p> <p>11. Changing cultural traditions Focus on Europe, 14th to 17th century (a) New ideas and new trends in literature and arts. (b) Relationship with earlier ideas. (c) The contribution of West Asia. (d) Historian's view points on the validity of the notion 'European Renaissance'.</p> <p>12. Confrontation of Cultures Focus on the 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 Incase. (d) The History of displacements. (e) Historian's view points on the slave trade.</p> <p>SECTION D : PATHS TO MODERNIZATION</p> <p>13. Introduction</p> <p>14. 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, was there an Industrial Revolution?</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. ▪ Familiarize the learner with the varieties of nomadic society and their institutions. ▪ Discuss whether state formation is possible in nomadic societies. ▪ 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. ▪ 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'. ▪ 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. |

| Themes | Objectives |
|---|---|
| <p>15. 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 view points on the impact of European settlement on indigenous population.</p> <p>16. Paths to Modernization Focus on East Asia. Late 19th and 20th century. (a) Militarization and Economic growth in Japan. (c) China and the Communist alternative. (c) Historians' Debate on meaning of modernization</p> <p>17. Map word on Units 1-15</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. <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. |

Himachal Pradesh Board Of School Education, Dharamshala

Subject: History

Class: XI (Regular)

Annual (Theory)

Session : 2022-23

Time: 3 hours

Max marks: 80

Marks distribution

| Unit No. | Particulars | Marks assigned |
|----------|--|----------------|
| | Section A : Early Societies | |
| | Introduction | |
| 1 | From the Beginning of Time | 10 |
| 2 | Early Cities | 10 |
| | Section B : Empires | |
| | Introduction | |
| 3 | An Empire Across Three Continents | 5 |
| 4 | Central Islamic lands | 8 |
| 5 | Nomadic Empires | 7 |
| | Section C : Changing Traditions | |
| | Introduction | |
| 6 | Three Orders | 5 |
| 7 | Changing Cultural Traditions | 8 |
| 8 | Confrontation of Cultures | 7 |
| | Section D : Path to Modernization | |
| | Introduction | |
| 9 | The Industrial Revolution | 8 |
| 10 | Displacing Indigenous Peoples | 6 |
| 11 | Path to Modernization | 6 |

Chapter Wise Distribution of Marks Blue Print

| Chapter | 1 Mark MCQ Questions | Question carry 2Marks | Question carry 3Marks | Question carry 4Marks | Question carry 5Marks | Question carry 6Marks | Total |
|--------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| 1 | 2 | 2 | ----- | 1 | ---- | --- | 10 |
| 2 | 1 | 3 | 1 | | ---- | ---- | 10 |
| 3 | 1 | --- | -- | 1 | ---- | --- | 5 |
| 4 | 2 | --- | 2 | --- | --- | ---- | 8 |
| 5 | 1 | 1 | -- | 1 | --- | --- | 7 |
| 6 | 1 | 2 | --- | --- | --- | ---- | 5 |
| 7 | 3 | --- | --- | --- | 1 | --- | 8 |
| 8 | 1 | --- | 2 | --- | --- | --- | 7 |
| 9 | 2 | --- | --- | --- | --- | 1 | 8 |
| 10 | 1 | 1 | 1 | --- | --- | --- | 6 |
| 11 | 1 | --- | --- | --- | 1 | --- | 6 |
| Total | 1x16=16 | 2x9=18 | 3x6=18 | 4x3=12 | 5x2=10 | 6x1=6 | 80 |

WEIGHTAGE TO FORM OF QUESTIONS

| Form of Questions | Marks of Each Question | No. of Questions | Total Marks |
|--------------------------------|------------------------|------------------|-------------|
| 1 . M.C.Q s | 1 | 16 | 16 |
| 2 . Very Short Answer | 2 | 9 | 18 |
| 3 . Short Answer | 3 | 6 | 18 |
| 4 . Long Answer (150-200) | 4 | 3 | 12 |
| 5 . Very Long Answer (250-300) | 5 | 2 | 10 |
| 6 . Map | 6 | 1 | 6 |
| TOTAL | --- | 37 | 80 |

Prescribed Books

1. विश्व इतिहास के कुछ विषय : हि. प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित
2. Themes in World History : NCERT Publication.