

- Each theme for class XII will be organized around four subheads: (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 textbooks 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

Paper One

Time: 3 hours

100 Marks

Units	Periods	Marks
1. Introduction to World History	8	-
Section A: Early Societies	32	15
2. Introduction	6	
3. From the beginning of time	14	
4. Early Cities	12	
Section B: Empires	40	25
5. Introduction	6	
6. An empire across three continents	12	
7. Central Islamic lands	12	
8. Nomadic Empires	10	
Section C: Changing Traditions	44	25
9. Introduction	6	
10. Three orders	12	
11. Changing cultural traditions	14	
12. Confrontation of cultures	12	
Section D: Paths to Modernization	46	25
13. Introduction	8	
14. The Industrial Revolution	12	
15. Displacing indigenous People	12	
16. Paths to modernization	14	
Map work (units 1-16)	10	10

Class XI: Themes in World History

Themes	Periods	Objectives
<p>1. Introduction to World History (8)</p> <p>SECTION A: EARLY SOCIETIES</p> <p>2. Introduction (6)</p> <p>3. From the Beginning of Time (14) 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.</p> <p>4. Early Cities (12) Focus: Iraq, 3rd millennium BC (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.</p> <p>SECTION B: EMPIRES</p> <p>5. Introduction (6)</p> <p>6. An Empire across Three Continents (12) 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> <p>7. Central Islamic Lands: (12) Focus: 7th to 12th centuries (a) Polity (b) Economy (c) Culture. (d) Historians viewpoints on the nature of the crusades.</p> <p>8. Nomadic Empires: (10) 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>□ Familiarize the learner with ways of reconstructing human evolution.</p> <p>□ Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.</p> <p>□ Familiarize the learner with the nature of early urban centres.</p> <p>□ Discuss whether writing is significant as a marker of civilization.</p> <p>□ Familiarize the learner with the history of a major world empire</p> <p>□ Discuss whether slavery was a significant element in the economy.</p> <p>□ Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.</p> <p>□ Understand what the crusades meant in these regions and how they were experienced.</p> <p>□ Familiarize the learner with the varieties of nomadic society and their institutions.</p> <p>□ Discuss whether state formation is possible in nomadic societies.</p>

Themes	Objectives
SECTION C: CHANGING TRADITIONS	
9. Introduction (6)	
10. Three Orders (12) Focus: Western Europe, 13th-16th century (a) Feudal society and economy: (b) Formation of states. (c) Church and Society. (d) Historian’s views on decline of feudalism	<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.
11. Changing cultural traditions (14) 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’.	<ul style="list-style-type: none"> ❑ 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’.
12. Confrontation of Cultures (12) Focus on the America 15th to 18th century. (1) European voyages of exploration. (b) Search for gold; enslavement, raids, 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,	<ul style="list-style-type: none"> ❑ 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”.
SECTION D: PATHS TO MODERNIZATION	
13. Introduction (8)	
14. The Industrial Revolution. (12) 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?	<ul style="list-style-type: none"> ❑ 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. (12)</p> <p>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><input type="checkbox"/> Sensitize students to the processes of displacements that accompanied the development of America and Australia.</p> <p><input type="checkbox"/> Understand the implications of such processes for the displaced populations.</p>	
<p>16. Paths to Modernization. (14)</p> <p>Focus on East Asia. Late 19th and 20th century. (a) Militarization and economic growth in Japan. (b) China and the Communist alternative. (d) Historians' Debate on meaning of modernization</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>	
<p>17. Map Work on Units 1-15 (10)</p>		

Class XII

Time: 3 hours

Paper One

100 Marks

Units	Periods (180)	Marks
<p>Themes in Indian History Part-I Units 1 - 4</p>	45	25
<p>Themes in Indian History Part-II Units 5 - 9</p>	55	30
<p>Themes in Indian History Part-III Units 10 - 15</p>	70	35
<p>Unit 16 : Map Work</p>	10	10