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HISTORY

(THEMES IN WORLD HISTORY)

Refresher

XI

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C.B.S.E.
N.C.E.R.T.
LATEST SYLLABUS



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MBD

HISTORY

(THEMES IN WORLD HISTORY)

According to
CBSE Guidelines,
Including
Project Work

Refresher

CLASS-XI

In accordance with the Latest Syllabus and
Textbook issued by NCERT/CBSE

By
DINESH GAKHAR

NEW EDITION

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SYLLABUS.

HISTORY

CLASS—XI

Paper One

Time : 3 Hours

Marks : 100

S. No.	Units	Periods	Marks
1.	Introduction to World History	8	–
Section A : Early Societies		40	15
2.	Introduction	7	
3.	From the Beginning of Time	18	
4.	Early Cities	15	
Section B : Empires		50	20
5.	Introduction	7	
6.	An Empire Across Three Continents	15	
7.	Central Islamic Lands	15	
8.	Nomadic Empires	13	
Section C : Changing Traditions		50	20
9.	Introduction	7	
10.	Three Orders	14	
11.	Changing Cultural Traditions	15	
12.	Confrontation of Cultures	14	
Section D : Paths to Modernization		52	20
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.			
Total		220 Periods	100 Marks

Class XI: Themes in World History

Themes	Periods	Objectives
<p>1. Introduction to World History (8) SECTION A : EARLY SOCIETIES (40)</p> <p>2. Introduction (7)</p> <p>3. From the Beginning of Time (18) 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 (15) 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 (50)</p> <p>5. Introduction (7)</p> <p>6. An Empire Across Three Continents (15) 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 (15) 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 (13) 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 (50)</p> <p>9. Introduction (7)</p> <p>10. Three Orders (14) 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>		<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. Familiarize the learner with the history of a major world empire. Discuss whether slavery was a significant element in the economy. 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.



Themes	Periods	Objectives
<p>11. Changing Cultural Traditions (15) Focus on Europe, 14th to 17th century.</p> <p>(a) New ideas, and new trends in literature and arts</p> <p>(b) Relationship with earlier ideas</p> <p>(c) The contribution of West Asia</p> <p>(d) Historians' view points on the validity of the notion 'European Renaissance.'</p>		<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.'
<p>12. Confrontation of Cultures (14) Focus on the America 15th to 18th century.</p> <p>(a) European voyages of exploration</p> <p>(b) Search for gold; enslavement, raids extermination</p> <p>(c) Indigenous people and cultures—the Arawaks, the Aztecs, the Incas</p> <p>(d) The history of displacements</p> <p>(e) Historians's view points on the slave trade.</p>		<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 (52)		
<p>13. Introduction (7)</p>		
<p>14. The Industrial Revolution (15) Focus on England, 18th and 19th century.</p> <p>(a) Innovations and technological change</p> <p>(b) Patterns of growth</p> <p>(c) Emergence of a working class</p> <p>(d) Historians' view points, 'Debate on, Was there an Industrial Revolution?'</p>		<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.
<p>15. Displacing Indigenous People (15) Focus on North America and Australia, 18th-20th century.</p> <p>(a) European colonists in North America and Australia.</p> <p>(b) Formation of white settler societies</p> <p>(c) Displacement and repression of local people</p> <p>(d) Historians' view points on the impact of European settlement on indigenous population.</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.
<p>16. Paths to Modernization (15) Focus on East Asia, late 19th and 20th century.</p> <p>(a) Militarization and economic growth in Japan</p> <p>(b) China and the Communist alternative</p> <p>(c) Historians' Debate on the meaning of modernization.</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.





Themes	Periods	Objectives
17. Map Work on Units 1–16	(10)	
18. Project work– Please refer Circular separately for guidelines. Project work will help students:		(10) Periods
<ul style="list-style-type: none">• To develop skill to gather data from a variety of sources, investigate diverse view points 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.		



Question Paper Design									
History					Class-XI				
Time : 3 Hours									
S. No.	Typology of Questions	Learning outcomes and Testing Competencies	V. Short Answer- (2 Maks)	Short Answer- (4 Marks)	Passage Based (5 Marks)	Long Answer (8 Marks)	Map Skill (5 Marks)	Marks	% Weightage
1.	Remembering- (Knowledge) based simple recall questions, to know specific facts, terms, concepts, principles, or Theories; Identify, define, or recite, information)	<ul style="list-style-type: none"> Reasoning Analytical Skills Map identification skills, etc. 	1	1		1		14	17%
2.	Understanding- (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1	1	1		19	24%
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) (Map skill based questions- Identification, location, significance.)		1	1 (value based)	1	1	1	24	30%
4.	High Order Thinking Skills (Analysis & Synthesis- 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.	Evaluation Appraise, judge, and/or the value or worth of a decision or outcome, or to predict outcomes based on values)			1				4	5%
	Total		4 × 2 = 8	5 × 4 = 20	3 × 5 = 15	4 × 8 = 32	1 × 5 = 5	80	100%



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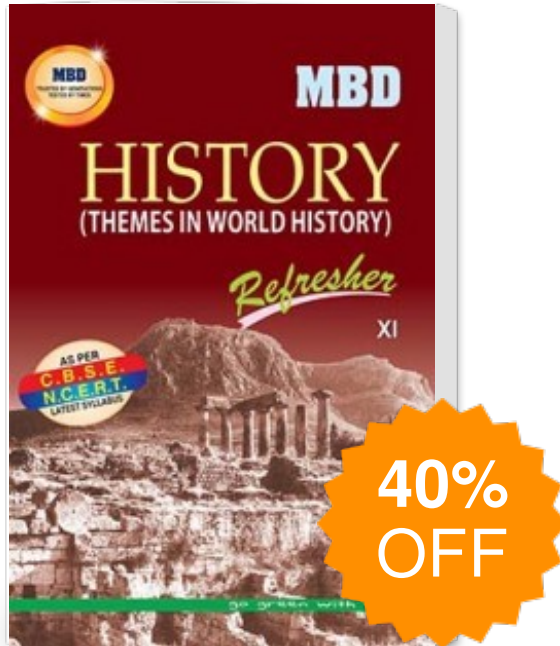


Early Societies

- From the Beginning of Time
 - Writing and City Life
-



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