

**COURSE STRUCTURE
CLASS XI**

Section Title	Theme No.	Theme Title	No. of periods	Marks
Reading of World History		Introduction of world History	10	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	05	
	1	Writing and City Life	20	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	05	
	2	An Empire Across Three Continents	20	10
	3	Nomadic Empires	20	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	05	
	4	The Three Orders	20	10
	5	Changing Cultural Traditions	20	10
IV TOWARDS MODERNIZATION		Introduction Timeline IV (C. 1700 TO 2000)	05	
	6	Displacing Indigenous Peoples	20	10
	7	Paths to Modernisation	20	15
	Map	Map work of the related Themes	15	05
		Theory Total		80
		Project work	25	20
		TOTAL	210	100

Note: Please refer to the following link for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook/pdf/kehs1ps.pdf>

COURSE CONTENT
CLASS XI

Section	Theme	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
I EARLY SOCIETIES	Timeline I (6 MYA TO 1 BCE)	Briefing about the early societies	Use of timeline	Understanding the concept of chronology
	Theme 1 Writing and City Life Focus: Iraq, 3 rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians' Debate on uses of writing.	<ul style="list-style-type: none"> • To familiarize the learner with the interwoven social and cultural aspects of civilization and brief. about the connection between city life and culture of contemporary civilizations through their writings. • To discuss whether writing is significant as a marker of civilization. 	<ul style="list-style-type: none"> ▪ To use a table to bring out the connection between city life and culture of contemporary civilizations. ▪ Group discussion to discuss whether writing is significant as a marker of civilization. ▪ Using Visuals to explain 	<ul style="list-style-type: none"> ❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings. ❖ Analyse the outcomes of a sustained tradition of writing. ❖ Explain the connection between the growth of human civilisation and the tradition of writing.
	Timeline II (C.100 BCE TO 1300 CE)	<ul style="list-style-type: none"> • Introducing the periods of the Empires. 	<ul style="list-style-type: none"> ▪ Quiz and Timeline discussion. 	<ul style="list-style-type: none"> ❖ Understanding the periods in order of time.

II EMPIRES	Theme 2 An Empire across Three Continents	<ul style="list-style-type: none"> • To familiarize the learner with the dynamics of the Roman Empire history of a major world empire. • To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy. • To discuss the cultural transformation in that period & impact of the slavery in development of a country. 	<ul style="list-style-type: none"> ▪ Use of maps to facilitate an easier comprehension of the changing dynamics of political history. ▪ Group discussion on slavery as a significant element in the economy. ▪ Use of flow chart to learn the cultural transformation during that period. 	<ul style="list-style-type: none"> ❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery. ❖ Examine the domains of cultural transformation in that period & the impact of slavery.
	Theme 3 NOMADIC EMPIRES	<ul style="list-style-type: none"> • To understand the varieties of nomadic society and their institutions. • To locate the places in the map and comprehend the spread of the nomadic society. • Discuss whether state formation is possible in nomadic societies. 	<ul style="list-style-type: none"> ▪ Discussion on the life of pastoralist society. ▪ Textual reading and discussion about Genghis Khan. ▪ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan. 	<ul style="list-style-type: none"> ❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.

			<ul style="list-style-type: none"> ▪ Use case studies for deeper understanding of the socio-political and economic changes. 	<ul style="list-style-type: none"> ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan
III CHANGING TRADITIONS	Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders	<ul style="list-style-type: none"> • Make the learner understand 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. 	<ul style="list-style-type: none"> ▪ Debate and explain the Historical phenomenon of feudalism. ▪ Discussion on the impact of feudalism. ▪ Pictures and discussions held on renaissance paintings' or 'slave trade' 	<ul style="list-style-type: none"> ❖ Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states
	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> • To Explore the intellectual trends and events in the period. • To appreciate the paintings and buildings of the period. • To make a comparative study on women and monuments of Renaissance periods. 	<ul style="list-style-type: none"> ▪ Photos and Video clippings to understand the events and its impact. ▪ Field trip and research work on architectural and literary developments. ▪ Graphic chart to compare the life of women during this period. 	<ul style="list-style-type: none"> ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance

		<ul style="list-style-type: none"> To engage in a debate around the idea of 'Renaissance' its positive and negative impact. To discuss the Roman Catholic Church's response to the Protestant Reformation 	<ul style="list-style-type: none"> Group work on Protestant reformation and catholic reformation and de brief. 	<p>Humanism and Realism.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance. ❖ Critically analyse the impact on later reforms. ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.
IV TOWARDS MODERNISA TION	Timeline IV (C. 1700 TO 2000)	<ul style="list-style-type: none"> To recall the time of modernization. 	<ul style="list-style-type: none"> Use of Timeline framework. 	<ul style="list-style-type: none"> ❖ Remember and understand the time frame.
		<ul style="list-style-type: none"> Sensitize students to the processes of displacements that accompanied the 	<ul style="list-style-type: none"> Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps. 	<ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia

	<p>Theme 6 Displacing Indigenous People</p>	<p>development of America and Australia.</p> <ul style="list-style-type: none"> • Understand the implications of such processes for the displaced populations. • Reason out the causes of displaced population and its impact on society. 	<ul style="list-style-type: none"> ▪ Narration of events with picture charts. 	<p>to understand their condition.</p> <ul style="list-style-type: none"> ❖ To analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents
	<p>Theme 7 Paths to Modernization</p>	<ul style="list-style-type: none"> • Show how notions like 'modernization' need to be critically assessed. • Make students aware that transformation in the modern world takes many different forms. • Discuss the domains of Japanese nationalism. • To understand the nationalist upsurge in China And to learn about the era of communism. 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the concept of modernization and its application in various forms. ▪ Research work and textual reading to comprehend the impact of modernization. ▪ Videos to understand the upsurge in China and learn about the era. 	<ul style="list-style-type: none"> ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War. ❖ Summarize the nationalist upsurge in

	<p>(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is ad-vised that all must be taught in the schools.</p>			<p>China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</p> <ul style="list-style-type: none"> ❖ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
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QUESTION PAPER DESIGN**CLASS XI**

Section	Theme	MCQ mm-1	SA mm-3	LA mm-8	Source based mm-4	Total
I EARLY SOCIETIES	Theme 1	3	1	0	1	10
II EMPIRES	Theme 2	4	0	2	0	20
	Theme 3					
III CHANGING TRADITIONS	Theme 4	6	2	0	2	20
	Theme 5					
1V TOWARDS MODERNISATION	Theme 6	8	3	1	0	25
	Theme 7					
MAP						05
TOTAL		21x1=21	6x3=18	8x3=24	4x3=12	80

Prescribed Textbook - Themes in World History – Published by NCERT

Link for NCERT Rationalised 2023-24 textbook: <https://ncert.nic.in/textbook.php?kehs1=0-7>

CLASS XI
INTERNAL ASSESSMENT

PROJECT WORK

MM - 20

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know 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 helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyse it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students:

- ❖ To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- ❖ To develop skill to comprehend, analyse, 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.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- ❖ The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- ❖ Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- ❖ The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

The following steps are suggested:

- ❖ Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- ❖ The project must be done individually / In-groups.
- ❖ The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.

- ❖ The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
- ❖ The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- ❖ The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
- ❖ Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- ❖ Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS FOR PROJECTS - CLASS XI

1. Facets of the Industrialization in sixteenth- eighteenth centuries.
2. Crusades: causes; rationale; events; outcomes; Holy Alliance
3. Ancient History in depth: Mesopotamia
4. Greek Philosophy and City States
5. Contributions of Roman Civilization
6. The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
7. Aspects of Development -South American States /Central American States
8. Different schools of thoughts- Realism: Humanism: Romanticism
9. Piecing together the past of Genghis Khan
10. Myriad Realms of Slavery in ancient, medieval, and modern world
11. History of Aborigines – America /Australia
12. Facets of Modernization – China /Japan/Korea

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.

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