

HISTORY**SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

Unit	Topics	Marks	Periods
Unit-1:	Introduction to World History		08
Section A.: Early Societies		10	32
Unit-2:	Introduction		06
Unit-3:	From the beginning of time		14
Unit-4:	Early Cities		12
Section B : Empires		20	40
Unit-5:	Introduction		06
Unit-6:	An empire across three continents		12
Unit-7:	Central Islamic lands		12
Unit-8:	Nomadic Empires		10
Section C : Changing Traditions		30	44
Unit-9:	Introduction		06
Unit-10:	Three orders		12
Unit-11:	Changing, cultural traditions		14
Unit-12:	Confrontation of cultures		12
Section D : Paths to Modernization		30	46
Unit-13:	Introduction		08
Unit-14:	The Industrial Revolution		12
Unit-15:	Displacing indigenous People		12
Unit-16:	Paths of Modernization		14
Map work (Units 1-16)		10	10
Total :		100	180

Unitwise Distribution of Course Contents :**Themes****Objectives****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

Debate on present-day hunter-gatherer societies

- ❖ Familiarise the learner with ways of reconstructing human evolution.
- ❖ Discuss whether the experience of present-day hunting-gathering peoples can be used to understand early societies,

4. Early Cities

Focus: Iraq, 3rd millennium BC

- (a) Growth of towns
 - (b) Nature of early urban societies.
- Debate on uses of writing

- ❖ Familiarise the learner with the nature of early urban centres.
- ❖ Discuss whether writing is significant as a marker of civilization

Section B :Empires

5. Introduction

6. An Empire across Three Continents

Focus: Roman Empire. 27 BC, to . AD 600

- (a) Political evolution
- (b) Economic expansion
- (c) Religion
- (d) Late Antiquity

Debate on the institution of slavery.

- ❖ Familiarise the learner with the history of a major world empire.
- ❖ Discuss whether slavery was a significant element in the economy.

7. Central Islamic Lands

Focus: 7th to 12th centuries.

- (a) Polity
- (b) Economy
- (c) Culture

Debate on the nature of the crusades.

- ❖ Familiarise 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

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
- Debate on nomadic societies and state formation.

- ❖ Familiarise the learner with the varieties of nomadic society and their institutions.
- ❖ Discuss whether state formation is possible in nomadic societies.

Section C : Changing Traditions

9. Introduction

10. Three orders

Focus: Western Europe, 9th-16th century

- (a) Feudal society and economy.
 - (b) Formation of states.
 - (c) Church and society.
- Debate on decline of feudalism processes of transition.

- ❖ Familiarise 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 help in understanding

11. Changing Cultural Traditions

Focus: on Europe, 14th to 17th century

- (a) New ideas and new trends in literature and arts.

- ❖ Explore the intellectual trends in the period.
- ❖ Familiarize students with the paintings

(b) Relationship with earlier ideas

(c) The contribution of West Asia.

Debate: Is the notion 'European Renaissance valid'?

12. Confrontation of Cultures

Focus: on the Americas, 15th to 18th century

(a) European voyages of exploration.

(b) Search for gold; enslavement, raids, extermination

(c) Indigenous peoples and cultures- the Arawaks, the Aztecs, the Incas.

(d) The history of displacements.

Debate on the slave trade.

and buildings of the period.

❖ Introduces 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'.

Section D : Paths to Modernisation

13. Introduction

14. The Industrial Revolution

Focus on England, 18th and 19th century

(a) Innovations and technological change.

(b) Pattern of growth.

(c) Emergence of a working class.

Debate: Was there an Industrial Revolution?

❖ Understand the nature of growth in the period and its limits.

❖ Initiate student to the debate on the idea of industrial revolution.

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.

Debate on the impact of European settlement on indigenous populations.

❖ Sensitise students to the processes of displacement that accompanied the development of America and Australia

❖ Understand the implications of such processes for the displaced populations.

16. Paths to Modernisation,

Focus on East Asia. Late 19th and 20th century.

(a) Militarization and economic growth in Japan.

(b) China and the Communist alternative.

Debate on the meaning of Modernisation.

Make students aware that transformation in the modern world takes many different forms.

Show how notions like 'modernisation' need to be critically assessed.

17. Map Work on Unit 1-16.

Prescribed Textbook : Themes in World History, Published by NCERT.

বিশ্ব ইতিহাসৰ বিষয়বস্তুসমূহ, Published by AHSEC.

[Note : The textbooks are available in Bengali Medium also]



HISTORY

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

	Marks	Periods
Section A : Archaeology, Ancient India & Assam through the ages Unit 1-4	35	65
Section B : Medieval India Unit 5-9	25	60
Section C : Modern India Unit 10-15	30	60
Unit 16 : Map Work	10	15
Total	100	200

Unitwise Distribution of Course contents :

THEMES

Unit-1 : The story of the First Cities :

Harappan Archeology

Broad overview : Early urban centres

Story of discovery : Harappan civilization.

Excerpt : Archeological report on a major site.

Discussion : how it has been utilized by archeologists/historians.

Unit -2 : Political and Economic History :

How Inscriptions tell a story

Broad overview : Political and economic history from the Mauryan to the Gupta Period.

Story of discovery : Inscriptions and the understanding of political and economic history.

Excerpt : Asokan inscription and Gupta period land grants.

Discussion : Interpretation of inscriptions by historians.

Unit-3 : Social Histories: Using the Mahabharata

OBJECTIVE

- ❖ Familiarise the learner with early urban centres and economic and social institutions.
- ❖ Introduce the ways in which new data can be lead to revision of existing notions of history.
- ❖ Illustrate how archeological reports are analysed and interpreted by scholars.
- ❖ Familiarise the learner with major trends in the political and economic history of the subcontinent from c. 4th century BCE to c. 5th century CE.
- ❖ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.

Broad overview : Issues in social history, including castes, kinship and gender.

Story of discovery : Transmission and publications of the Mahabharata.

Excerpt : From the Mahabharata, illustrating how it has been used by historians.

Discussion : Other sources for reconstructing social history.

Unit-4 : A History of Buddhism: Sanchi Stupa

Broad overview : (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism.

(b) Focus on Buddhism.

Story of discovery : Sanchi Stupa.

Excerpt : Reproduction of sculptures from Sanchi.

Discussion : Ways in which sculpture has been interrupted by historians, other sources for reconstructing the history of Buddhism.

Assam Through the Ages :

Broad overview : Stages of the history of Assam from prehistoric to modern period.

- ❖ Familiarise the learner with issues in social history.
- ❖ Introduce strategies of textual analysis and their use in reconstruction of social history.
- ❖ Discuss the major religious developments in early India.
- ❖ Introduce strategies of visual analysis and their use in reconstructing histories of religion.
- ❖ Familiarise the learners different stages of Assam History from prehistoric to modern period.
- ❖ Focus the political, social, economic, religious and cultural History of Assam.
- ❖ Familiarise the learners with accounts in travellers and chroniclers.
- ❖ Brief discussion on Assam's participation in freedom movement.

Part -II

Unit-5 :Agrarian relations: The Ain-i-Akbari

Broad overview : a) Structure of agrarian relations in the 16th and 17th centuries.

(b) Patterns of change over the period.

Story of discovery : Account of the compilation and translation of Ain-i Akbari.

Excerpt : From the Ain-i Akbari

Discussion: Ways in which historians have used the text to reconstruct history.

- ❖ Discuss developments in agrarian relations.
- ❖ Discuss how to supplement official document with other source.

Unit-6 : The Mughal Court: Reconstructing

- ❖ Familiarise the learner with the major

Histories through Chronicles

Broad Overview : (a) Outline of political history 15th-17th centuries.

(b) Discussion of the Mughal court and politics.

Story of Discovery: Account of the production of court chronicles, and their subsequent translation and transmission.

Excerpts: from the Akbarnama and Padshabnama.

Discussion : Ways in which historians have used the texts to reconstruct political histories.

landmarks in political History.

- ❖ Show how chronicles and other sources are used to reconstruct the histories of political institutions.

Unit-7 :New Architecture: Hampi

Broad overview : (a) Outline of new buildings during Vijaynagar period– temples, forts, irrigation facilities.

(b) Relationship between architecture and the political system.

Story of Discovery : Account of how Hampi was found.

Excerpts: Visuals of buildings at Hampi.

Discussion: Ways in which historians have analysed and interpreted these structures.

Unit-8 : Religions Histories: The Bhakti-Sufi Tradition

Broad overview : (a) Outline of religious developments during this period.

(b) Ideas and practices of the Bhakti-Sufi saints.

Story of Transmission: How Bhakti-Sufi compositions have been preserved.

Excerpts : Extracts from selected Bhakti-Sufi works.

Discussion: Ways in which these have been interpreted by historians.

Unit-9 : Medieval Society through Travellers' Account

Broad overview: Outline of social and cultural life as they appear in traveller's accounts.

Story of their writings : A discussion of where they travelled, why they travelled, what they wrote and for whom they wrote.

- ❖ Familiarise the learner with the new buildings that were built during the time.

- ❖ Discuss the ways in which architecture can be analyzed to reconstruct history.

- ❖ Familiarise the learner with religious developments.

- ❖ Discuss ways of analysing devotional literature as sources of history.

- ❖ Familiarise the learner with the salient features of social histories described by the travellers.

- ❖ Discuss how travellers' accounts can be used as sources of social history.

Excerpts : from Alberuni, Ibn Batuta, Bernier.

Discussion : What these travel accounts can tell us and how they have been interpreted by historians.

Part-III

Unit-10 : Colonialism and Rural Society:

Evidence from Official Reports

Broad overview : (a) Life of zamindars, peasants and artisans in the late 18th century.

(b) East India Company, revenue settlements and surveys.

(c) Changes over the nineteenth century.

Story of official records : An account of why official investigations into rural societies were undertaken and the types of records and reports produced.

Excerpts : From Firminger's Fifth Report, Accounts of Francis Buchanan-Hamilton, and Deccan Riots Report.

Discussion : What the official records tell and do not tell, and how they have been used by historians.

Unit-11 :Representations of 1857

Broad Overview: (a) The events of 1857-58

(b) How these events were recorded and narrated

Focus: Lucknow.

Excerpts: Pictures of 1857. Extracts from contemporary accounts.

Discussion: How the pictures of 1857 shaped British opinion of what had happened.

Unit-12 :Colonialism and Indian Towns:

Town Plans and Municipal Reports

Broad overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.

Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.

Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.

Unit-13 : Mahatma Gandhi through Contemporary Eyes

❖ Discuss how colonialism affected zamindars, peasants and artisans.

❖ Understand the problems and limits of using official sources for understanding the lives of people.

❖ Discuss how the events of 1857 are being reinterpreted.

❖ Discuss how visual material can be used by historians.

❖ Familiarise the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources.

❖ Familiarise the learner with significant elements of the nationalist movement and

Broad Overview : (a) The nationalist movement 1918-48, (b) The nature of Gandhian politics and leadership.

Focus: Mahatma Gandhi in 1931.

Excerpts: Reports from English and Indian language newspapers and other contemporary writings.

Discussion: How newspapers can be a source of history.

Unit-14 : Partition through Oral Sources

Broad Overview : (a) The history of the 1940s; (b) Nationalism, Communalism and Partition.

Focus: Punjab and Bengal.

Excerpts: Oral testimonies of those who experienced partition.

Discussion: Ways in which these have been analysed to reconstruct the history of the event.

Unit-15 :The Making of the Constitution

Broad Overview : (a) Independence and the new nation state. (b) The making of the Constitution.

Focus: The Constitutional Assembly debates.

Excerpts: From the debates.

Discussion : What such debates reveal and how they can be analyzed.

Unit-16 : Map Work

the nature of Gandhian.

- ❖ Discuss how Mahatma Gandhi was perceived by different groups.
- ❖ Discuss how historians need to read and interpret newspapers, dairies and letters as historical source.
- ❖ Discuss the last decade of the national movement, the growth of communalism and the story of Partition.
- ❖ Understand the events through the experience of those who lived through these years of communal violence.
- ❖ Show the possibilities and limits of oral sources.
- ❖ Familiarise students with the history of the early years after independence.
- ❖ Discuss how the founding ideals of the new nation state were debated and formulated.
- ❖ Understand how such debates and discussions can be read by historians.
- ❖ Familiarise the learner with the outline map of ancient India and Assam.
- ❖ Familiarise the learner with the cities and places of ancient India and Assam.
- ❖ Familiarise the learners with the effected areas/ places of ancient India where historical events were took place.
- ❖ Familiarise the learners with the ancient World map with special reference to South Asia.