

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]

