

HISTORY**REVISED SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Marks : 100****Theme wise Distribution of Marks & Periods:**

Themes	Topics	Marks	Periods
Section I.: Early Societies		15	
	Introduction Timeline I (6 MYA to 1 BCE)		05
Theme 1:	Writing and City Life		23
Section II: Empires		25	
	Introduction Time line II (c.100 BCE to 1300 CE)		05
Theme 2:	An Empire Across Three Continents		22
Theme 3:	Nomadic Empires		22
Section III: Changing Traditions		30	
	Introduction Time line III (c. 1300 to 1700)		05
Theme 4:	Three Orders		23
Theme 5:	Changing, Cultural Traditions		20
Section IV: Towards Modernization		30	
	Introduction Time line IV (c. 1700 to 2000)		05
Theme 6:	Displacing Indigenous Peoples		25
Theme 7:	Paths To Modernization (Excluded: The Story of Korea, Rapid Industrialization under Strong Leadership, Continued Economic Growth and cause for Democratization, Korean Democracy and The IMF Crisis)		25
		Total:	100
			180

Theme wise Distribution of Course Contents with specific learning objectives:**Section I.: Early Societies****Introduction****Theme 1: Writing and City Life**

Focus: Mesopotamia, 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 centers.
- ❖ Discuss whether rewriting is significant as a marker of civilization

Section II: Empires

Introduction

Theme 2: An Empire across Three Continents

Focus: Roman Empire. 27 BC to AD 600

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

Debate on the institution of slavery.

- ❖ Familiarize the learner with the history of a major World Empire.
- ❖ Discuss whether slavery was a significant element in the economy.

Theme 3: 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 III: Changing Traditions

Introduction

Theme 4: 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

Theme 5: Changing Cultural Traditions

Focus: 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.

Debate: Is the notion 'European Renaissance valid'?

- ❖ Explore the intellectual trends in the period.
- ❖ Familiarize students with the paintings and buildings of the period.
- ❖ Introduces the debate around the idea of 'Renaissance'.

Section IV: Towards Modernisation

Introduction

Theme 6: Displacing Indigenous People

Focus: 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.

Theme 7: Paths to Modernisation,

Focus: East Asia.Late19th 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.

Prescribed Text book: Themes in World History, Published by NCERT

বিশ্ব ইতিহাসৰ বিষয় বস্তু সমূহ, Published by AHSEC.

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

