



वशुधैव कुटुम्बकम्
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CBSE HISTORY SYLLABUS 2023-24

(Code No. 027)
CLASS XI-XII

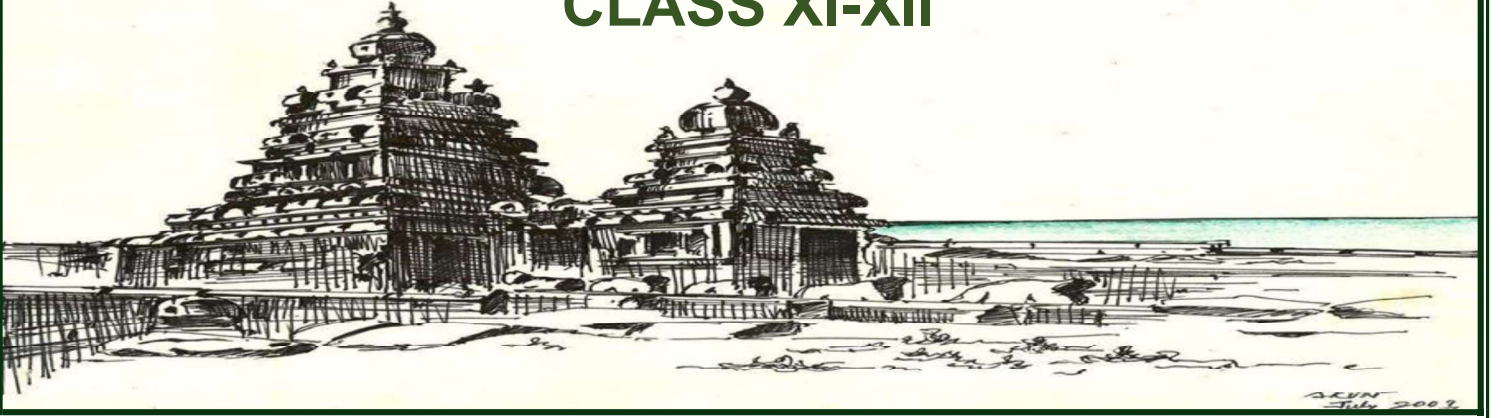
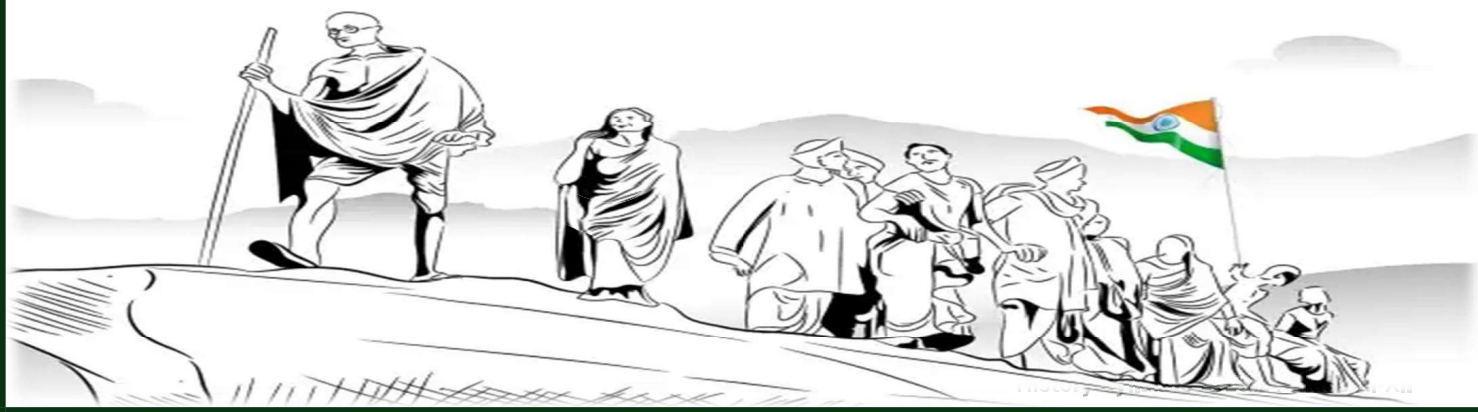


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RATIONALE

The History curriculum introduces the students to a set of important historical events and processes through a focus on a series of historical issues, debates and through various sources. A discussion of these themes would allow students not only to know about the events and processes, but also to discover the excitement of reading history. However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are essentially linked and complementary to each other.

AIMS & OBJECTIVES

History gives us the tools to analyse and explain problems in the past, it helps us to see the patterns that might otherwise be not known in the present. It provides a crucial perspective for understanding and solving the current and future problems.

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions and to recognize them as meaningful outcomes of specific times and places. History helps us realize how different is our life from that of our ancestors, yet how similar we are in our goals and values. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

The subject emphasizes 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 would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.

The syllabus would also enable students to store/relate/compare developments in different situations, analyse connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.

THEMES IN CLASS XI

The syllabus in class XI is organized around some major themes in the world history.

1. Focus on some important developments in different spheres-political, social, cultural and economic.
2. Study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

The treatment of each theme in class XI would include an overview of the theme under discussion, a more detailed focus on one region of study and an introduction to a critical debate associated with the issue.

Many of the themes will introduce to the debates in the field and show how historians continuously rethink old issues.

THEMES IN CLASS XII

In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.

Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyse these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

Each theme for class XII will be organized around four sub heads:

1. A detailed overview of the events, issues and processes under discussion.
2. A summary of the present state of research on the theme.
3. An account of how knowledge about the theme has been acquired.

4. An excerpt from a primary source related to the theme, explaining how it has been said by historians.

While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion. In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by

- Plotting the specific event within timelines.
- Discussing the event or process in relation to the developments in other places and other times.