

HISTORY (HIST)

Class - XI

Theory-80 marks

Project-20 marks

1. Understanding History

- 1.1 Pre-History, Proto-History, History.
Early sources and their nature.
Forms of recorded History.
Facts and their interpretation.
Itihasa-Purana tradition.
Indo-Persian traditions of History writing in Medieval India
- 1.2 Notion of time in History: Linear and Cyclical.
Periodisation in History and chronological sequencing.
Rationale behind:
 - a) conventional tripartite divisions.
 - b) Recent trends in periodisation.
- 1.3 Time frame and focus covered in class XI: focus on main markers and transitions.

2. From Primitive Man to Early Civilizations.

- 2.1 Epochs in the stream of time: A brief outline of archaeological cultures- Pleistocene, Paleolithic, Neolithic, Chalcolithic.
- 2.2 Early Africa and Primitive Man - Hunter-gatherers and their culture. Changing Climates; Landscape features; migrations.
- 2.3 Early Pastoralists and Agriculturists; Riverine Civilizations:
 - a) Indian subcontinent: Mehrgarh and Harappa (First Urbanisation)
 - b) Egypt and Sumer.

3. Evolution of Polities: Concept of Governance and Institutions.

- 3.1 City-States: Classical Greece.
- 3.2 Monarchies: From Janapadas to Mahajanapadas (Chiefdoms to Kingdoms).
- 3.3 Empires: Definition; Difference with Monarchy.

Empires compared:
 - a) The Mauryan Empire and Macedonian Empire.
 - b) The Roman Empire and The Gupta Empire.
 - c) The Mughal Empire and The Ottoman Empire.

4. Nature of the State and its apparatus.

- 4.1 Nature of the State: The ideal Proto-type.
 - a) Indian context: Kautilya, The Arthashastra and State Craft; Ziauddin Barani, Fatawa-i-Jahandari and the nature of the State under the Delhi Sultans.
 - b) European context: Cicero and the Roman World, Thomas Cromwell and the New Monarchy; Intellectual underpinnings of the Early Modern State.

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4.2 Apparatus of Governance:

- a) Persia: Satraps.
- b) China: Mandarins.
- c) Delhi Sultanate: Iqtadars.
- d) Mughal: Mansabadars.

5. Aspects of Economy.

5.1 Slave Economy and Slavery as an Institution:

- a) Rome and Egypt
- b) India

5.2 Feudal Economy:

- a) Western Europe, The Classical Model
- b) Indian experiences: Gupta Empire and The Delhi Sultanate;

5.3 Trade and urbanisation. Between Expansion and Contraction: European and Indian Experiences compared.

6. Dynamics of Society.

6.1 Social Stratification:

- a) Slave Society: Greece-Helot, Periocci, and their relationship with Citizens.
- b) Varna and Jati (special mention of Forest-dwellers viz Nisadas)
- c) Fallen Ksatriyas- Yavanas, sakas, Hunas
- d) Rajputs as a status group.

6.2 Women in society: Indian context.

- a) Education of Women
- b) Forms of Marriage and the Household
- c) Inheritance and Property Rights (Streedhan)
- d) Outstanding Women in Political authority: Egypt: Nefertiti, Cleopatra; India: Rani Durgavati, Razia, Noor-Jahan.

7. Religion.

7.1 Religion and the State:

- a) India: Asoka and Dhamma,
Alauddin Khalji, The Shari'at and the Ulama.
Akbar, Din-i-Ilahi and Sulh-i-Kul
- b) Western Europe: The Holy Roman Empire and papacy.
Crusades.
- c) Arab World: The Universal Caliphate.

7.2 Religion and Society:

- a) Vedic religion.
- b) Polytheism and the European context.
- c) New religious movements (Buddhism and Jainism).
- d) Reformation movements in Europe.

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8. Expanding Horizons.

- 8.1 Origins of Modern Science: Alchemy to chemistry, Astrology to Astronomy- towards a Solar- centric Universe.
- 8.2 Technological advances: Agricultural, Military and technologies of Production, Ship building.
- 8.3 Printing revolution in Western Europe (Mention the contributions of China and the Arab world to the art of printing).
- 8.4 Geographical Explorations - towards a 'New world'.

9. Cultural and intellectual traditions.

(For Project Work- on any one topic, 750-800 words)

- 9.1 The European context.
 - a) Renaissance - Definition of the term; critiquing the validity of the proposition.
 - b) Twelfth Century renaissance.
 - c) Renaissance Humanism.
 - d) Italian Renaissance - Impact on art, culture and Political thinking; Role of Patronage - different roles of the Pope, the Medicis, The Sforzas, Flemish burghers.
- 9.2 Systems of Knowledge and Literature: the Indian context.
 - a) Schools of Indian Philosophy - an overview
 - b) The Sciences, Mathematics, Astronomy, Medicine, Technology.
 - c) Court literature: Sangam, Sanskrit, Persian.
 - d) Vernacular literature - special reference to Bengali literature (from Charyapada to Vaishnave literature Mangala Kavya and translations).
- 9.3 Architecture, Sculpture and Painting: The Indian context
 - a) Painting: Cave painting (From Bhimbetka to Ajanta), Miniatures (Mughal and Rajputs).
 - b) Sculpture: Buddhist, Shaiva, Vaishnave Iconography.
 - c) Temple architecture: Chola temples and Bengal Temple architecture
 - d) Tombs, Mosques and forts in medieval India.

HISTORY (HIST)

Class - XII

Theory-80 marks

Project-20 marks

1. Remembering the past

- A: Imagine the past: myths, legends and folk-tales, memory and oral traditions.
 B: Inheritance of the past: the colonial constructions, Indigenous imaginations.
 C: Importance of History as a professional discipline- Methods of "Modern" History writing.
 I. Museums as institutions of organising the past.
 II. Brief outline of the development of museums and different types of museums, private collections.

2. Situating colonialism and imperialism in the 19th & 20th Centuries

- A. Brief overview of 17th & 18th century colonisation in Asia & the New World.
 B. **Economic Dynamics of Imperialism and Colonialism**; from Mercantile Capital to Industrial & Finance Capital. Hobson - Lenin thesis on Colonialism and Imperialism.
 C. **The Political Basis of Colonialism**: The necessity of controlling areas on which the imperialist country was economically dependent.
 D. **The Question of Race and its Impact of Colonial Societies**.

3. The Nature of the Colonial Dominance: formal and Informal Empires

A. Case Study 1: India- as a 'colonised' state

- How political hegemony was established
- The instruments of control: Legislature / Bureaucracy / Police / Army
- The economy of the colonial state: revenue collection --- trade patterns --- Deindustrialisation
Introduction of the railways --- late and selective industrialization
- Intellectual justification of the Empire : Mill, Macaulay and the Utilitarian

B Case Study 2 : China - where economic exploitation flourished without formal political control of the imperialist countries

- Domination through economic exploitation - mining rights --- unequal treaties --
-- the Canton trade
- **A comparative study** of the Indian and Chinese experiences

4. Reaction to Imperialistic Hegemony

A : India

- The rise of a middle class - its features --- its acceptance of Western education -- its attitudes to traditional concepts in the social and religious context --- social reform movements and leaders in Bengal --- Narayan Gure, Veersalingam and others outside Bengal, Sir S.A. Khan and the Aligarh movement.

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- Change and transformation in society as a result of the above factors.
- Proliferation of the rural elite: Patidars, Sahukars, money-lenders and middlemen-greater fragmentation of rural classes due to economic reasons.
- The emergence of a new rural elite: patidars, Sahukars, money-lenders and middlemen-greater fragmentation of rural classes due to economic reasons.
- The emergence of an industrial force
- Subaltern groups : Adivasis, Dalits.
- Western ideas and the Indian response:
 - a. The aspiration of the middle class and its fall outs.
 - b. Regional cultural responses, in particular, the 'Bengal Renaissance'
 - c. How Western concepts of 'time', 'health and 'labour for wages' brought about a change in Indian society and the local mindset.

B: China

- Emergence of a Western educated class- the influence of Christianity --- the scholars' response- May Fourth Movement.

C: Migration of indentured labourers: formation of the Indian and Chinese Diaspora.

5. Governing the Colonial State India

- Govt. of India Acts of 1909, 1919, and 1935 as tools for limiting franchise, introducing communal electorates, maintaining administrative control and British hegemony
- The state machinery for suppressing freedom of expression e.g. the Rowlett Act and military / police control:
- The Jallianwala Bagh incident / the Meerut Conspiracy Case
- Divide and Rule policy: using community/caste/perceived/ ethnic groupings to divide and anti-colonial movement, e.g., supporting the demands of the Muslim League; the Communal Award of 1932; interfering in caste politics such as the temple entry issue
- The Princely states and the British Government: the creation of an alternative loyalist base
- Economic policies from 1914 to 1945 e.g. limited industrialisation; currency regulation after the First World War; high taxation even in famine conditions: (Gujarat, 1918, 1928): the Bengal Famine

6. The Second World War and the Colonies

A: India, 1940-46

Linlithgow Offer --- Cripps Mission --- the Indian response and the Quit India Movement- Subhas Bose and the INA - INA Trials --- RIN Revolt - the backdrop to the Transfer of Power: The British government's role: Cabinet Mission - Constituent Assembly - Mountbatten's negotiations - Mountbatten Award - Transfer of power - The Indian response.

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B: Japan and the Second World War

'Asia for Asians'--- Japan and China - Japanese advance through South-East Asia and the consequent linking up with the INA.

c: Changed situation in the European colonial in S.E. Asia, e.g. Indochina and Indonesia.

7. The Era of the Cold War

A: The Cold War

Theoretical basis --- inception---developments from 1942 to 1948 --- the Truman Doctrine and the Marshall Plan --- the military alliances --- Impact---the Berlin Crisis---Eastern Europe under the U.S.S.R. ---Suez Crisis---Cuban Missile Crisis---Korea and Vietnam

B: The Nuclear Arms Race and Peace Initiatives

C: Non-Alignment

The Political Background ---its principles ---building up the movement ---Bandung, Belgrade and subsequent conference ---an evaluation

D: The Arab World: Israel vs. the Arab World ---Oil Diplomacy

E: People's Republic of China: Its rise and place in World Politics.

8. Decolonisation

A: Definition of the term; social, political and economic implications manifestations; development programmes and Nation building.

B: Africa: case study - Algeria.

C: South-east Asia: case study - Indonesia

D: Nation building in South Asia

- Varying political experiences in South Asia - Emergence of Bangladesh - a brief study of political systems in India, Pakistan and Bangladesh.
- The economic organisation of India - economic planning - heavy industries and technological advances - socialist underpinnings of economic planning - liberalisation, how successful.
- Regional co-operation - SAARC.

9. The New World

(For Project Work-on any one topic, 750-800 words)

A: Interaction of Centripetal and Centrifugal Forces:

Transition from a bi-polar to a unipolar world - its political fallout---Globalisation---the "Clash of Civilisations"

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B: Movements of Protest and Dissent

- The Peace Movements: the students' movements of the '60s and others
- Democratic and Civil Right Movements: USA/anti-apartheid movement in South Africa/ movements for universal adult franchise / present-day turmoil in the Arab world, Libya, Egypt etc.
- The movement for women's rights
- Environmental movements ---Chipko, Tehri-Garhwal, Narmada Bachao. Keeping alive the conflict between the First and Third Worlds over environmental issues.
- New Social Movements.
- The new economic order (the depression of 2008-11- a crisis of capitalism? ---the emergence of BRIC.)