

Himachal Pradesh Board History Syllabus for Class 11

Themes In World History

Section A : Early Societies

	Themes	Periods	Objectives
1	Introduction to World History	8	
2	Introduction	6	Familiarize the learner with ways of reconstructing human evolution.
3	From the Beginning of Time Focus : Africa, Europe till 15000 BC (a) Views on the origin of human beings. (b) Early societies (c) Historians' views on present-day hunting-gathering societies.	14	Discuss whether the experience of present day hunting-gathering people 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. (c) Historians' Debate on uses of writing.	12	Familiarize the learner with the nature of early urban centres. Discuss whether writing is significant as a marker of civilization.

Section B : Empires

	Themes	Periods	Objectives
5	Introduction	6	
6	An Empire across Three Continents Focus : Roman Empire, 27 B.C. to A.D. 400. (a) Political evolution (b) Economic expansion (c) Religion (d) Late Antiquity. (e) Historians views on the institution of Slavery.	12	Familiarize the learner with the history of a major world empire. Discuss whether slavery was a significant element in the economy.

7	<p>Central Islamic Lands :</p> <p>Focus : 7th to 12th centuries</p> <p>(a) Polity</p> <p>(b) Economy</p> <p>(c) Culture</p> <p>(d) Historians' viewpoints on the nature of the crusades.</p>	12	<p>Familiarize the learner</p> <p>with the rise of Islamic</p> <p>empires in the Afro-Asian territories and its</p> <p>implications for economy and society.</p> <p>Understand what the</p> <p>crusades meant in these regions and how they were experienced.</p>
8	<p>Nomadic Empires :</p> <p>Focus : the Mongol, 13th to 14th century</p> <p>(a) The nature of nomadism.</p> <p>(b) Formation of empires.</p> <p>(c) Conquests and relations with other</p> <p>states.</p> <p>(d) Historians' views on nomadic</p> <p>societies and state formation</p>	10	<p>Familiarize the learner</p> <p>with the varieties of</p> <p>nomadic society and</p> <p>their institutions.</p> <p>Discuss whether state</p> <p>formation is possible in</p> <p>nomadic societies.</p>

Section C : Changing Traditions

	Themes	Periods	Objectives
9	Introduction	6	
10	<p>Three Orders</p> <p>Focus : Western Europe, 13th-16th Century</p> <p>(a) Feudal Society and economy :</p> <p>(b) Formation of States.</p> <p>(c) Church and Society.</p> <p>(d) Historian's views on decline of feudalism</p>	12	<p>Familiarize the learner</p> <p>with the nature of the</p> <p>economy and society of</p> <p>this period and the</p> <p>changes within them.</p> <p>Show how the debate on the decline of feudalism</p> <p>helps in understanding</p> <p>processes of transition.</p>
11	<p>Changing cultural traditions</p> <p>Focus on Europe, 14th to 17th century</p> <p>(a) New ideas and new trends in literature and arts.</p> <p>(b) Relationship with earlier ideas.</p>	14	<p>Explore the intellectual</p> <p>trends in the period.</p> <p>Familiarize students with the paintings and</p> <p>buildings of the period.</p>

	<p>(c) The contribution of West Asia.</p> <p>(d) Historian's view points on the validity of the notion 'European Renaissance'</p>		<p>Introduce the debate</p> <p>around the idea of</p> <p>'Renaissance'.</p>
12	<p>Confrontation of Cultures</p> <p>Focus on the America 15th to 18th century.</p> <p>(a) European Voyages of exploration.</p> <p>(b) Search for gold; enslavement, raids, extermination.</p> <p>(c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas.</p> <p>(d) The History of displacements.</p> <p>(e) Historian's view points on the slave trade.</p>	12	<p>Discuss changes in</p> <p>European economy that</p> <p>led to the voyages.</p> <p>Discuss the implications</p> <p>of the conquests for the</p> <p>indigenous people.</p> <p>Explore the debate on</p> <p>the nature of the slave</p> <p>trade and see what this</p> <p>debate tells us about the meaning of these</p> <p>'discoveries'.</p>

Section D: Paths To Modernization

13	<p>Introduction</p>	8	<p>Understand the nature of growth in the period and its limits.</p>
14	<p>The Industrial Revolution.</p> <p>Focus on England, 18th and 19th century.</p> <p>(a) Innovations and technological change.</p> <p>(b) Patterns of growth.</p> <p>(c) Emergence of a working class.</p> <p>(d) Historians' viewpoints Debate, Was there an Industrial Revolution ?</p>	12	<p>Initiate students to the</p> <p>debate on the idea of</p> <p>industrial revolution.</p>
15	<p>Displacing Indigenous People.</p> <p>Focus on North America and Australia,</p> <p>18th-20th century.</p> <p>(a) European colonists in North America and Australia.</p> <p>(b) Formation of white settler societies.</p> <p>(c) Displacement and repression of local people.</p> <p>(d) Historians view points on the impact of European settlement on indigenous population.</p>	12	<p>Sensitize students to the processes of displacements</p> <p>that accompanied</p> <p>the development of</p> <p>America and Australia.</p> <p>Understand the implications of such processes for the displaced populations.</p>

16	<p>Paths to Modernization</p> <p>Focus on East Asia, Late 19th and 20th century.</p> <p>(a) Militarization and Economic growth in Japan.</p> <p>(b) China and the Communist alternative.</p> <p>(c) Historians' Debate on meaning of modernization</p>	14	<p>Make students aware that transformation in the modern world takes many different forms.</p> <p>Show how notions like 'modernization' need to be critically assessed.</p>
17	Map Work on Units 1-15	10	

Prescribed Books:

Themes in World History : N.C.E.R.T Publication.