

HISTORY**REVISED SYLLABUS FOR CLASS XI****2025-2026****One Paper****Time: Three hour****Marks : 100 (80+20)**

Theme wise Distribution of Marks & Periods:

Themes	Topics	Marks	Periods
Section I.: Early Societies		10	25
	Introduction Timeline I (6 MYA to 1 BCE)		05
Theme 1:	Writing and City Life		20
Section II: Empires		20	45
	Introduction Time line II (c.100 BCE to 1300 CE)		05
Theme 2:	An Empire Across Three Continents		20
Theme 3:	Nomadic Empires		20
Section III: Changing Traditions		25	45
	Introduction Time line III (c. 1300 to 1700)		05
Theme 4:	Three Orders		20
Theme 5:	Changing Cultural Traditions		20
Section IV: Towards Modernization		25	45
	Introduction Time line IV (c. 1700 to 2000)		05
Theme 6:	Displacing Indigenous Peoples		20
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)		20
Section V: Project Work		20	20
		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.

Section V

INTERNAL ASSESSMENT: (PROJECT WORK) (Total mark : 20)

Project Work on Theme 1 – 7

General Guideline for project work

Introduction:

From the session 2025-26, the Board has decided to incorporate project work into the history curriculum for class XI as part of regular classroom learning. The principal objective is to allow the students to explore beyond textbook, offering them a platform to refer to various materials, collect information, analyze it and identify relevant content. As a result, they will learn to make decisions about what to include, gaining an understanding of how history is constructed and interpreted.

Guide to the Teachers

- Teachers should ensure that project work is assigned to students either individually or in groups and that it is discussed at various stages—from the assignment of the topic and review of drafts to the final submission.
- Project report should be Hand written only.(Eco-friendly materials can be used by students)
- The word limit of a project report should be 600 to 1000 words.
- The Project report should include names of reference books and other sources consulted.

The following steps are suggested:

- Teachers should create and prepare a list of 15-20 project topics, allowing students the option to select a project based on their individual interests. The project must be done individually or in-groups.
- The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- The teacher should act as a facilitator, closely supervising the project completion process. They should guide students by offering necessary inputs, resources and support to help for enhance the content and quality of the project.
- Students may use alternative sources available in local archives and libraries. They may use newspaper cuttings, photographs, film footage and recorded written/speeches.

Prescribed Text book: Themes in World History, Published by NCERT
বিশ্ব ইতিহাসৰ বিষয়বস্তুসমূহ, Published by ASSEB, Division-II.

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