

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
8	Introduction to World History		To get an idea about world history as they are new to the topics.		An exposure to the different events in the world
7	Introduction	Focus: Africa, Europe till 15000 BCE	Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand societies.early	Maps	The students will be able to know about the nature of early urban societies and growth of towns
18	From the Beginning of Time	(a) Views on the origin of human beings.	Familiarize the learner with the nature of early urban centres.	Projects	
		(b) Early societies.			
		(c) Historians' views on present-day gathering- hunting societies			
15	Early Cities	Focus: Iraq, 3rd millennium BCE	Discuss whether writing is significant as a marker of civilization	Presentation	
		(a) Growth of towns.		Panel Discussion	
		(b) Nature of early urban societies.		Symposium	
		(c) Historians' Debate on uses of writing.			



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50	EMPIRES	Introduction	Familiarize the learner with the history of a major world empire.		The students will come to know about the impact of major world empires and their impact on world economy
		An Empire across Three Continents			
		Focus: Roman Empire, 27 BCE to 600 CE.	Discuss whether slavery was a significant element in the economy		
		(a) Political evolution			
		(b) Economic expansion			
		(c) Religio-cultural foundation			
		(d) Late Antiquity.			
		(e) Historians' views on the institution of Slavery.			
		Central Islamic Lands			
		Focus: 7th to 12th centuries	Familiarize the learner with the rise of Islamic		
		(a) Polity	empires in the Afro-Asian territories and its		
		(b) Economy	implications for economy and society.		



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		(c) Culture.			Understand what the crusades meant in these regions and how they were experienced.
		(d) Historians' viewpoints on the nature of the crusades			
		Nomadic Empires			
		Focus: the Mongol, 13th to 14th century	Familiarize the learner with the varieties of nomadic society and their institutions		The students will come to know about the nomads and their lifestyles.
		(a) The nature of nomadism.			
		(b) Formation of empires.			
		(c) Conquests and relations with other states.	Discuss whether state formation is possible in nomadic societies		
		(d) Historians' views on nomadic societies and state formation.			

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50	Changing traditions	Introduction	Familiarize the learner with the nature of the economy and society of this period and the changes within them.		The students will come to know about Renaissance, and will be able to explore the cultural changes from the period of feudalism
		(a) Focus on Feudal society and economy			
		(b) Formation of states			
		(c) Church and society	Show how the debate on the decline of feudalism helps in understanding processes of transition.		
		(d) Historians view on feudalism			
		Changing cultural traditions	Explore the intellectual trends in the period.		
		(a) New ideas and new trends in literature and arts	Familiarize students with the paintings and buildings of the period		
		Relationship with earlier ideas			
		(c) The contribution of West Asia.	Introduce the debate around the idea of 'Renaissance'.		
		(d) Historians' viewpoints on the validity of the notion 'European	Discuss changes in the European economy that led to the voyages.		



		Renaissance			
		Confrontation of Cultures (14)	Discuss the implications of the conquests for the indigenous people.		
		Focus on America, 15th to 18th century.			
		(a) European voyages of exploration.	Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these “discoveries”.		
		(b) Search for gold; enslavement, raids, extermination.			
		(c) Indigenous people and cultures – the Arawaks, the Aztecs, the Incas.			
		(d) The history of displacements.			
		(e) Historians’ viewpoints on the slave trade.			



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52	Paths to Modernization	Introduction	Understand the nature of growth in the period and its limits.		Students will come to know about the transformations and their forms in the modern world
		The Industrial Revolution	Initiate students to the debate on the idea of industrial revolution.		
		Focus on England, 18th and 19th century.			
		(a) Innovations and technological change	Sensitize students to the processes of displacements that accompanied the development of America and Australia.		
		(b) Patterns of growth.			
		(c) Emergence of a working class.			
		(d) Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'	Understand the implications of such processes for the displaced populations.		
			Make students aware that transformation in the modern world takes many different forms.		



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		Displacing Indigenous People			
		Focus on North America and Australia, 18th-20th century.	Show how notions like 'modernization' need to be critically assessed		
		(a) European colonists in North America and Australia			
		(b) Formation of white settler societies.			
		(c) Displacement and repression of local people.			
		(d) Historians' viewpoints on the impact of European settlement on indigenous population.			
		Paths to Modernization			
		Focus on East Asia, late 19th and 20th century.			
		(a) Militarization and economic growth in Japan.			
		(b) China and the Communist alternative.			
		(c) Historians' Debate on the meaning of modernization			