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Indian History Syllabuses

prepared by NCERT

This paper documents the development of Indian school history syllabuses prepared by the National Council of Educational Research and Training (NCERT), New Delhi. The main task of the NCERT is to develop National Curriculum Frameworks (NCF) as well as syllabuses for all school subjects from primary to higher secondary stages, and to prepare (model) textbooks based on these syllabuses. The NCF is relevant for all state education boards, though only a small number of schools¹ affiliated to the Central Board of Secondary Education (CBSE) follow the NCERT syllabuses. Nevertheless, several state boards consider the NCERT syllabuses as guidelines for developing their own syllabuses.

Between 1975 and 2005, the NCERT developed curriculum frameworks in 1975, 1988,² 2000 and 2005. The NCF-1988 implemented the National Policy on Education of 1986. History syllabuses and textbooks prepared according to this document (NPE) remained in regular use until 2002/03. Most of these books were revised versions of books by the same authors, which appeared in the late 1960s and 1970s. These books, whose various versions contain only minimal differences, testify to a long, stable (or stagnant?) period of history education.

After the change of government in 1999, a process of curriculum revision was initiated. At the end of 2000, a new National Curriculum Framework was published; new syllabuses were released in 2001. New textbooks appeared between 2002 and 2004.³ The revision of history syllabuses created public agitation and controversy. After a further change of government, NCF, syllabi and textbooks were revised again. The new NCF appeared in 2005, followed by syllabuses and the first books in 2006.

In 1966, the Kothari Commission⁴ had recommended different approaches to execute educational change in social science teaching: disciplinary and integrated. Until 2001, the disciplinary approach was followed. History was a separate subject with its own textbooks, alongside other subjects of the social sciences. With the curriculum reform of 2000/2001, however, history was merged together with

1 In 1998, for example, only 4.4 percent of the students appearing for high school examination were affiliated to the CBSE (*Compendium of Educational Statistics (School Education)*, New Delhi: NCERT 2003, p. 519).

2 *The Curriculum for the Ten Year School: A Framework*, New Delhi: NCERT 1975; *National Curriculum for Elementary and Secondary Education: A Framework*, New Delhi: NCERT 1988.

3 Textbooks are generally published in a phased manner over a period of three years.

4 Kothari, D. S., *Education and National Development, Report of the Education Commission 1964–66*, New Delhi: NCERT 1971.

geography, civics and economics and labelled as ‘integrated social sciences’ with one textbook for each of the classes from VI to X. These books contained different units for individual component subjects. As in the past, in the Higher Secondary stage (grades XI and XII), history remained an elective subject, like other social sciences, and followed a disciplinary approach with separate textbooks. Since the reform of 2005/2006, under the umbrella of social sciences, subjects (and textbooks) have been treated as ‘interrelated’, though separately in the Upper Primary and the Secondary stages,⁵ while in the Higher Secondary stage the disciplinary approach was maintained.

Before 2001, history followed a chronological order, presenting Indian and world history separately. NCERT stressed the academic foundation and the “emphasis on forces, trends and institutions rather than on dynastic history”.⁶ With the reform of 2001, a new concept, a thematically integrated approach in social sciences, was introduced which focused on the “concerns and issues of the contemporary world”. “Past developments could be studied as a backdrop for understanding the present”, with a perceptible reduction in the quantum of history.⁷ The chronological approach still remained in the history units. World civilisation and developments were integrated with Indian history in Upper Primary and Secondary stages. Despite the concentration on topics related to India,⁸ contemporary world history became the focus in the last semester of the Higher Secondary stage.

The revision of 2005 brought a new approach to history teaching. The Upper Primary stage concentrates on Indian history; there is a chronological backbone; nevertheless, the periods are not labelled conventionally as “ancient”, “medieval” or “modern”. Within the courses, however, the units focus on specific themes, not on chronological phases. In the Secondary stage, “India and the contemporary world” is treated in relation to specific, selected issues. “Themes in world history” and “Themes in Indian history” of the Higher Secondary stage cover the entire historical time period, but in a very selective, issue-oriented manner. Furthermore, the curriculum planners did not conceptualise history and social science teaching in the same ways as their predecessors.⁹

As far as learning objectives are concerned, the pre-2000 curricula refer to core curricula areas defined in the National Policy on Education 1986. For history

5 The National Curriculum Framework 2005 argues against an integrative approach, stating that the disciplines “have distinct methodologies that often justify the retaining of boundaries. At the same time, cross disciplinary approaches that are possible should also be indicated. For an enabling curriculum, certain themes that facilitate interdisciplinary thinking need to be incorporated” (p. 51).

6 Forward by Director NCERT in Romila Thapar, *Medieval India*, 1996.

7 NCF 2000, p. 62.

8 “The Europe-centred view of the world must change. This would render topics like the discovery of India or America by Europeans irrelevant for Indian students” (NCF 2000, p. 64).

9 The National Focus Group on Teaching Social Sciences describes in its Position Paper (2006:4) a fourfold “epistemic shift”:

- from the textbook as the only source of information to the textbook as suggestive of a particular way of understanding issues.
- from the ‘mainstream’ account of the past and its past to one where more groups and more regions are taken into account.
- from utilitarianism to egalitarianism.
- from the textbook being perceived as a closed box to the textbook as a dynamic document.”

education, “promoting knowledge and understanding of India’s common cultural heritage” is mentioned but also “the inculcation of scientific temper, and egalitarianism, democracy and secularism, equality of the sexes and removal of social barriers”, as well as “combating obscurantism, religious fanaticism, superstition and fatalism”.¹⁰

The National Curriculum Framework 2000 mentions objectives related to the social sciences which include “developing a broader perspective and an empirical, reasonable, and humane outlook”. It should help the pupils to “grow into well informed and responsible citizens with necessary attributes/skills so that they could participate and contribute effectively in the process of development and nation-building.” It “aims at providing students essential knowledge, skills and attitudes necessary for self-development and also for becoming an effective and contributing member of society” (p. 62). More specifically, however,

“Teaching of social sciences ought to promote a humane and national perspective, and inculcate a sense of pride in the country and in being an Indian. It needs to strengthen the national identity and develop an appreciation for cultural heritage. It should promote communal harmony and social cohesion. Its teaching must be objective and free from all kinds of stereotyped images, biases and prejudices” (p. 64).

The National Curriculum Framework 2005 defines the objectives of the social sciences as “raising students’ awareness through critically exploring and questioning of [*sic*] familiar social reality” (p. 50). The importance of scientific inquiry is mentioned. But additionally, “Social science teaching should aim at generating in students a critical moral and mental energy, making them alert to the social forces that threaten these values” (“namely, freedom, trust, mutual respect, and respect for diversity”) (p. 51). Some references are made to the specific subject.

“History should be taught with the intent of enabling students better understand their own world and their own identities came [*sic*] into being as shaped by a rich and varied past. History should now help them discover processes of change and continuity in their world, and to compare ways in which power and control were and are exercised” (p. 53).

Thus, even if these main objectives do not seem to be poles apart and mention the same aspects, their respective foci are somewhat different. The pre-2000 curriculum is based on a scientific, secular model of society; curriculum-2000 on a model stressing social unity and national consciousness, and the 2005 curriculum on a pluralistic model of society (implying conflict) which entails the need to handle diversity in social processes, and maintains a strong student-centred perspective.

¹⁰ Quoted from the forward by the Director, NCERT, in Romila Thapar, *Medieval India*, 1996.

Class	Syllabus 2001**	Syllabus 2006
Upper Primary		
<p>6</p> <p>Ancient India</p> <ul style="list-style-type: none"> The Study of Indian History Early Man <i>Man as a Nomad; Beginnings of settled life</i> Man Takes to City Life The cities; <i>The life of the people</i> Life in the Vedic Age The Aryan settlements; <i>Life of the people</i> India from 600 B.C. to 400 B.C. Kingdoms and republics; <i>Life of the people</i> The Mauryan Empire The Maurya kings; <i>Administration, society and culture</i> India from 200 B.C. to A.D. 300 The Deccan; <i>South India; North India</i> The Age of the Guptas The Gupta Kings; <i>Life of the People</i> The Age of Smaller Kingdoms The North; <i>The Deccan and the South</i> India and the World Indian contacts with the outside world; <i>The Arabs in India</i> 	<p>People and Society in the Ancient Period</p> <ul style="list-style-type: none"> Studying the Past: Sources and evidences. Early phases of human life: hunting and gathering to food production. Beginning of the Civilization: the Bronze Age-Harappan Civilization, Vedic Culture, Mesopotamian, Egyptian and Chinese Civilizations. Iron Age: Megalithic culture of the Deccan and South India: Greece, Rome, China and Iran. <i>(Sources, important sites, distinctive features, major developments, inter-connections, contributions of India to the world civilization)</i> Rise of Kingdoms and Empires in India: Janapadas and Mahajanapadas; Mauryas, Sangam Age, Central Asian, Guptas, Harsha, Chalukyas and Pallavas, India's contact with the West – Roman Empire. <i>(Sources, important political, social, and economic developments including trade, science and technology, religion, art and culture)</i> Major Religions: Hinduism, Buddhism, Jainism, Confucianism, Zoroastrianism, Judaism, Christianity. <i>(salient features, spread, teaching and basic values)</i> <p>Project/Activity</p> <ul style="list-style-type: none"> Collect photographs of historical monuments of the ancient period and prepare a scrap book. India: Ashoka's Pillar – Sarnath, Stupa of Sanchi, Iron Pillar of Mehrauli, Ajantia and Ellora, Konark and Lingraja temples, Nataraja temple at Chidambaram. World: Pyramids and Sphynx of Egypt; Great Wall of China; Buddha at Bamiyan <p>Mapwork</p> <ul style="list-style-type: none"> Extent of Harappan civilization or location of major civilizations of the world. India in the time of Ashoka or India in the time of Guptas. <p>Note: Any two activities to be taken</p>	<p>Our Past – I</p> <p>An Introduction to History</p> <ul style="list-style-type: none"> When, Where and How <i>The time frame under study.</i> The geographical framework. <p>Sources</p> <ul style="list-style-type: none"> The Earliest Societies <i>Hunting and gathering as a way of life, its implications Introduction to stone tools and their use</i> Case study: the Deccan The First Farmers and Herders <i>Implications of farming and herding.</i> Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. Case study : the North-West, and North-East. The First Cities <i>The settlement pattern of the Harappan civilisation. Unique architectural features.</i> Craft production. <i>The meaning of urbanisation</i> Case study : The North-West. Different Ways of Life <i>The Vedas and what they tell us.</i> A contemporary Chalcolithic settlement. <i>Case studies : the North-West and the Deccan</i> The Early States <i>Janapadas to Mahajanapadas.</i> Case study: Bihar, Magadha and the Viji confederacy New Ideas <i>Upanishads.</i> Jainism. <i>Buddhism.</i> The First Empire <i>The expansion of the empire.</i> Asoka. <i>Administration.</i> Life in Towns and Villages <i>The second urbanisation. Agricultural intensification.</i> Case study : Tamil Nadu.

7	<p>Medieval India</p> <ul style="list-style-type: none"> • India and the World • Kingdoms of the South (A.D. 800–1200) • <i>Kingdoms of the Peninsula; The Chola Kings; Chola Government; Society; The temple; Education; Religion</i> • Kingdoms of the North (A.D. 800–1200) • <i>The struggle for Kanauj; The Rajputs; Mahmud of Ghazni; Muhammad Ghori; Economic organization; Society, Education and learning; Religion; Architecture and Painting</i> • The Delhi Sultanate • <i>The Slave Sultans (A.D. 1206–1290); The Khalji Sultans (A.D. 1290–1320); The Tughluq Sultans (A.D. 1320–1399); The break-up of the Delhi Sultanate; The Lodi dynasty (A.D. 1451–1526); The nobles; The administration of the Sultanate; The new kingdoms</i> • The Life of the People • <i>The aristocracy; The priests; The people of towns; the peasants; Trade, Religion; The sufis; The Bhakti movement; Language and literature; Architecture; Painting and music</i> • The Coming of the Mughals and the Europeans • <i>Babar; Humayun; Sher Shah; The Bahmani kingdom; The Vijayanagara kingdom; The three kingdoms of the Deccan; India and Europe; The Renaissance in Europe; The Age of Discovery; Reformation and Counter-reformation; The Portuguese in India; The Mughals in India</i> 	<p>People and Society in the Medieval Period</p> <ul style="list-style-type: none"> • West Asia – Arab civilisation, advent of Islam; Europe – feudalism, trade and commerce; east and south-east Asia. • Rise of small kingdoms and their impact on the society, economy and culture; Pallavas, Cholas, Rashtrakutas, Rajputs; invasions and resistance; Turkish Rule, Delhi Sultanate, regional powers – Vijaynagar and Bahmani kingdoms, Ahoms, Mewars, Marwar and Kashmir. • Mughal Empire; rise of independent states – Bengal, Punjab, Hyderabad; assertion of independence – Sikhs, Marathas and Rajputs. • <i>(Sources, important political, social, and economic developments, science and technology, religion, art and culture)</i> • Developments outside India: Renaissance in Europe and the rise of a new West; explorations and discoveries of the new world and of new routes to India. • Religious developments: Islam, <i>Bhakti</i> Movement, Sikhism, Sufism. • Project/Activity • Collect photographs of historical monuments of the medieval period and prepare a scrap book. • Collect pictures of major personalities of Medieval India and prepare a scrap book under the following categories: Rulers, Saints and Sufis, Thinkers and Poets. 	<ul style="list-style-type: none"> • Contacts with Distant lands • <i>The Sangam text and long distance exchange. Suggested regions : the Tamil region, extending to south east Asia and the West.</i> • <i>Conquerors from distant lands: north western and western India.</i> • <i>The spread of Buddhism: north India to Central Asia</i> • Political Developments • <i>Gupta empire and Harshavardhana.</i> • <i>Pallavas and Chalukyas.</i> • Culture and Science • <i>Literature, including the Puranas, the epics, other Sanskrit and Tamil works</i> • <i>Architecture, including early monasteries and temples sculpture, painting (Ajanta).</i> • Science.
		<p>Our Past – II</p> <ul style="list-style-type: none"> • Where, When and How • <i>Terms used to describe the subcontinent and its regions with a map. An outlining of the time frame and major developments. A brief discussion on sources.</i> • New Kings and Kingdoms • <i>An outline of political developments c. 700 – 1200</i> • <i>A case study of Cholas, including agrarian expansion in the Tamil region.</i> • The Sultans of Delhi • <i>An overview.</i> • <i>The significance of the court, nobility and land control. A case study of the Tughlaqs.</i> • The Creation of An Empire • <i>An outline of the growth of the Mughal Empire. Relations with other rulers, administration, and the court. Agrarian relations.</i> • <i>A case study of Akbar</i> • Architecture as Power: Forts and Sacred Places • <i>Varieties of monumental architecture in different parts of the country.</i> • <i>A case study of Shah Jahan's patronage of architecture.</i> • Towns, Trades and Craftsmen • <i>Varieties of urban centres – court towns, pilgrimage centres, ports and trading towns.</i> • <i>Case studies: Hampi, Masulipatnam, Surat.</i> 	

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
7	<ul style="list-style-type: none"> • Akbar <i>Administration; The income of the state; Literature and the fine arts; Architecture; Akbar's religious policy</i> • The Age of Magnificence <i>Jahangir; Shah Jahan; Aurangzeb; The marathas; Other revolts in the Mughal Empire; The Sikhs; Religion at the Mughal court; Revenue; Architecture and art; Music; Literature</i> • The Fall of the Mughal Empire <i>European traders; The European companies; Cause of the decline of the Mughal Empire;</i> 	<p>Mapwork</p> <ul style="list-style-type: none"> • Rise of Turkish or Mughal Empire. • Geographical discoveries during this period. • Extent of Chola/Pallava kingdom. <p><i>Note: Any two activities to be taken</i></p>	<ul style="list-style-type: none"> • Social Change: Mobile and Settled Communities <i>A discussion on tribes, nomads and itinerant groups. Changes in the caste structure.</i> • Case studies of state formation: <i>Gonds, Ahoms.</i> • Popular Beliefs and Religious Debates <i>An overview of belief systems, rituals, pilgrimages and syncretic cults.</i> • Case study: <i>Kabir.</i> • The Flowering of Regional Cultures <i>An overview of the regional languages, literatures, painting and music.</i> • Case study: <i>Bengal</i> • New Political Formations in the Eighteenth Century <i>An overview of the independent and autonomous states in the subcontinent.</i> • Case study: <i>Marathas</i>
8	<p>Modern India</p> <ul style="list-style-type: none"> • The Modern World <i>Impact of the Renaissance; The Industrial Revolution; The American and French revolutions; Nationalism</i> • Imperialism; New movements <i>India in the Eighteenth Century</i> • Disintegration of the Mughal Empire; <i>The later Mughals; Rise of independent states; Economic and social life; Other Indian states; Expansion and decline of Maratha power; Some features of society and politics</i> • The Rise of British Rule <i>European trading Companies in India; The Carnatic Wars 1744–1754</i> • The Establishment of the British Empire in India <i>Extension of British influence 1765–1785; The policy of non-intervention 1785–97; The Third Anglo-Mysore War, British expansion from 1798–1809; Subsidiary system; British expansion from 1809 to 1848; The establishment of British paramountcy 1848–1856; Subsidiary System and the doctrine of Lapse; Cause of the defeat of the Indian states</i> • The Administrative Structure <i>Misrule by Company's officials; The Regulating Act; Pitt's India Act; Police; Organization of the civil service;</i> 	<p>People and Society in the Modern Period</p> <ul style="list-style-type: none"> • World scenario: the industrial revolution – spread and consequences, search for markets and raw materials; European conquest of Asia and Africa – impact on world economy with special reference to India; East India Company and Indian states; Disintegration of the Mughal Empire and the rise and decline of Maratha power. • British conquest of India: rise and expansion of British power, impact of British rule in India – social, political, economic and cultural. • Indian renaissance – religious and social reforms • Resurgence of Indian nationalism: uprising of 1857 and the shaking of the British Power in India, continuation of the armed resistance to the British – Kukas, Santhals and other local movements. • Birth of the Indian National Congress – Petitioners and Radicals, division of Bengal, birth of Muslim League, Lucknow session of Congress, rise of the Gandhi era of freedom struggle – role of Gandhi, Non-violence and the methods used by him, participation of all sections of society and contribution of INA, 1942 movement; developments leading to partition and independence of India. Revolutionary and nationalist movements outside India – America, France, Germany and Italy. 	<p>Our Pasts – III</p> <ul style="list-style-type: none"> • When, Where, How <i>An overview of the period.</i> • Introduction to the new geographical categories. <i>An outline of the time frame.</i> • An introduction to the sources. <i>The Establishment of Company Power</i> • Mercantilism and trade wars. <i>The growth of colonial army and civilian administration. Regional focus: Tamil Nadu</i> • Rural Life and Society <i>Colonial agrarian policies; their effect on peasants and landlords.</i> • Growth of commercial crops. <i>Peasants revolts; focus on indigo rebellions</i> • Regional Focus: <i>Bengal and Bihar. Some comparison with later developments in Punjab.</i> • Colonialism and Tribal Societies <i>Changes within tribal economies and societies in the nineteenth century.</i> • Tribal revolts: <i>focus on Birsa Munda</i> • Regional focus: <i>Chhotanagpur and North-East.</i>

Administration of justice; Decline in the position of the Company and growth of Centralisation; Exclusion of Indians

- Changes in Indian Economy and Society (1765–1856)
A: Disruption of the village community; New systems of land-holding and land revenue; Industry and trade; decline of Indian industries; Rise of a new class of people

B: Education and social reforms; Early contact with the West; New Education; The pioneers of modern India; Social reforms;

- The Revolt of 1857
Early resistance to British rule; Discontent against the British rule; Main centres of the revolt; Suppression of the revolt; Character of the revolt
- Reorganisation of the British Empire in India
The Act of 1858 and the Queen's proclamation; Control over the Indian government from England; Government of India; Local government; The financial administration; Changes in the organisation of the army; Civil services; British policy towards Indian princes; The British policy of 'divide and rule'; Policy towards Afghanistan and Burma

- Rise of the Indian National Movement

Origin of national consciousness; Nationalism in Europe; Antagonism of the Indian people to British rule; Political and administrative unification; economic changes; growth of national consciousness; Discontent against British rule; The Indian National Congress; British attitude and strengthening of the national movement

- Economic and Social Life (1858–1947)
A Changes in Economic Life: Heavy Burden on cultivators; Small holdings; Commercial crops; Impoverishment of peasantry; Development of irrigation facilities; Development of transport; Modern industries in India; Foreign trade; Economic condition of the people
B. Social and religious reform movements: Brahmo Samaj; Veda Samaj and Prarthana Samaj; Arya Samaj; Ramakrishna Mission; Vivekanand; Muslim reform movements; Progress of social reforms; Education; Cultural Awakening;

- Struggle for Swaraj
Extremists and Moderates; Influence of world events;

Project/Activity

- Collect photographs and relevant information about major inventions/discoveries during modern period ushering revolution in industrial and communication technology.
- Collect photographs/pictures of social reformers and freedom fighters of modern India and write about their contributions.

Mapwork

- Extent of the revolt of 1857.
- India in 1947.

Note: Any two activities to be taken

- Crafts and Industries

Decline of the handicrafts in the nineteenth century. Brief reference to growth of industries in the twentieth century.

Case studies: textiles.

- The Revolt of 1857–58
The rebellion in the army and the spread of the movement.

The nature of elite and peasant participation. Regional focus: Awadh

- Education and British Rule

The new education system – schools, syllabi, colleges, universities, technical training.

Changes in the indigenous systems.

Growth of 'National education'

Case studies: Baroda, Aligarh

- Women and Reform

Debates around sati, widow remarriage, child marriage and age of consent.

Ideas of different reformers on the position of women

and women's education

Regional focus: Maharashtra and Bengal

- Challenging the Caste System

Arguments for caste reform. The ideas of Phule,

Veerasingam, Sri Narayan Guru, Periyar, Gandhi,

Ambedkar

Consequences and implications of the activities of the reformers.

- Regional focus: Maharashtra, Andhra

Colonialisation and Urban Change

De-urbanisation and emergence of new towns.

Implications of colonial policies and institutions – municipalities, public works, planning, railway links, police

Case study: Delhi.

- Changes in the Arts: Painting, Literature, architecture

Impact of new technologies and institutions: art schools, printing press.

Western academic style and nationalist art.

Changes in performing arts – music and dance enter the public arena.

New forms of writing.

New architecture.

Case Studies: Mumbai, Chennai.

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
8	<p><i>Partition of Bengal; The swadeshi and boycott movements; Congress and the goal of swaraj; Morley-Minto Reforms; The revolutionaries; Formation of the Muslim League; Nationalist movement during the First world War; Emergence of Gandhiji; British policy after the war; The Jallianwalla Bagh massacre; Khilafat and Non-cooperation movement;</i></p> <ul style="list-style-type: none"> • Achievement of Independence • Emergence of new leaders; <i>The Simon Commission; Demand for complete independence; Civil disobedience movement; The terrorist revolutionaries; Spread of socialist ideas; Movement in the Princely states; The act of 1935 and the Nationalist movement; Communal parties and their role; Nationalist movement and the world; Nationalist movement during the Second world War; Nationalist upsurge after the war; Coming of independence; Immediate tasks</i> 		<ul style="list-style-type: none"> • The Nationalist Movement • Overview of the nationalist movement from the 1870s to the 1940s. • Diverse trends within the movement and different social groups involved. • Links with constitutional changes. • Case study: <i>Khilafat to Non Cooperation.</i> • India after Independence • National and regional developments since 1947. • Relations with other countries. • Looking to the Future.
<i>Secondary</i>			
9	<p>The Story of Civilization I</p> <ul style="list-style-type: none"> • Life in Prehistoric Times • <i>Archaeology and prehistory; Life begins on earth; Evolution of man; The Palaeolithic age; The Neolithic age</i> • Bronze Age Civilizations • <i>The Harappan culture; The Mesopotamian civilization; The Egyptian civilization; The Chinese civilization</i> • Early Iron Age Civilizations • <i>Ancient Indian Civilization; The civilization of ancient China; The Iranian civilization; The Greek civilization; The Roman civilization; Judaism and Christianity</i> • Early American and African Civilizations • <i>Early American civilizations; Early African cultures and civilizations</i> • The Medieval World • <i>Medieval Europe; Trade and commerce in medieval Europe; Church in medieval Europe; The Arab civilization; India in medieval times; China and Japan in medieval times</i> • Beginning of the Modern Age • <i>Renaissance; Reformation; Exploration, discovery,</i> 	<p>India in the Twentieth Century World</p> <ul style="list-style-type: none"> • World: Some Major Developments; The Western Europe and Colonialism in Asia and Africa; First World War – Causes and Consequences; Russian Revolution; Peace – Initiatives; League of Nations and Peace Treaties. • Towards a New World: Developments of Fascism and Nazism; Nationalist Movements in Asia and Africa; Second World War – Causes and Consequences. • Indian National Movement (1) – Impact of British Rule in India; Religious and Social Reform Movements – Impact; Great Uprising of 1857 and Other Popular Uprisings; Indian National Movement (1857–1927) – Rise of Extremism; Boycott and Swadeshi Movement; Muslim League; Morley-Minto Reforms; Revolutionary Movements; Emergence of Gandhiji; Jallianwallah Bagh Massacre and Other Repressive Measures; Khilafat and Non-Cooperation Movement; Swaraj Party. • Indian National Movement (2) 1927–1947 – Simon Commission; Demand for Complete Independence; Civil Disobedience Movement; Peoples' Movements; 	<p>India and the Contemporary World – I</p> <p><u>Unit I: Events and Processes</u></p> <ul style="list-style-type: none"> • 1. French Revolution • <i>The Ancient regime and its crises.</i> • <i>The social forces that led to the revolution.</i> • <i>The different revolutionary groups and ideas of the time.</i> • <i>The legacy</i> • 2. Russian Revolution • <i>The legacy</i> • <i>The crises of Tsarism.</i> • <i>The nature of social movements between 1905 and 1917.</i> • <i>The First World War and foundation of Soviet state.</i> • <i>The legacy</i> • 3. Rise of Nazism • <i>The growth of social democracy.</i> • <i>The crises in Germany.</i> • <i>The basis of Hitler's rise to power.</i> • <i>The ideology of Nazism.</i> • <i>The impact of Nazism.</i> <p><u>Unit II: Economies and Livelihood</u></p> <ul style="list-style-type: none"> • 4. Pastoralists in the Modern World

<p><i>trade: Rise of nation-states; Struggle against absolutism</i></p> <ul style="list-style-type: none"> • Capitalism and the Industrial Revolution • Revolutionary and Nationalist Movements <p><i>The American Revolution; The French Revolution; Revolutionary and nationalist movements after 1815; Socialist movement</i></p>	<p>Constitutional Developments, Satyagraha Movement; Quit India Movement; INA; Independence and Partition</p> <ul style="list-style-type: none"> • World After 1945 – UN Charter, Cold War – Causes and Consequences; Formation of Military Blocks, Race for Armaments, Use of Atom Bomb, Emergence of Independent States of Asia and Africa, Non-Aligned Movement, Division of Germany and Unification, Disintegration of Soviet Union. • India After Independence – Framing of the Indian Constitution – Main Provisions and Basic Features; Accession of Princely States and Integration of Goa and Pondicherry; Integration of Tribals; Regionalism and Regional Inequality; Developments in Science and Technology; International Role of India – Relation with Super Powers – USA and Russia; Relation with Neighbours – Pakistan, Nepal, Bhutan, China, Bangladesh, Myanmar (Burma) and Sri Lanka. <p>Project/Activity</p> <ul style="list-style-type: none"> • Organise debate/group discussions on topics related to the given content. • Preparation of album containing photographs of leaders and events of freedom struggle. • Collection of material related to freedom struggle at local level – village/town, subdivision and district accompanied by a report. <p><i>Note: Any two activities to be undertaken</i></p>	<p><i>Pastoralism as a way of life.</i></p> <p><i>Different forms of pastoralism.</i></p> <p><i>What happens to pastoralism under colonialism and modern states?</i></p> <p><i>Case studies: focus on two pastoral groups, one from Africa and one from India.</i></p> <ul style="list-style-type: none"> • 5. Forest Society and Colonialism <p><i>Relationship between forests and livelihoods.</i></p> <p><i>Changes in forest societies under colonialism.</i></p> <p><i>Case studies: Focus on two forest movements – one in colonial India (Bastar) and one in Indonesia.</i></p> <ul style="list-style-type: none"> • 6. Farmers and Peasants <p><i>Histories of the emergence of different forms of farming and peasant societies.</i></p> <p><i>Changes within rural economies in the modern world</i></p> <p><i>Case Studies: Focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and Agricultural Revolution in England, and opium production in colonial India).</i></p> <p>Unit III: Culture, Identity and Society</p> <ul style="list-style-type: none"> • 7. Sports and Politics. The Story of Cricket <p><i>The emergence of Cricket as an English sport.</i></p> <p><i>Cricket and colonialism.</i></p> <p><i>Cricket nationalism and de-colonisation</i></p> <ul style="list-style-type: none"> • 8. Clothes and Culture <p><i>A short history of changes in clothing.</i></p> <p><i>Debates over clothing in colonial India.</i></p> <p><i>Swadeshi and the movement for Khadi.</i></p>
<p>The Story of Civilization II</p> <ul style="list-style-type: none"> • Imperialism and Colonialism <p><i>Conditions that helped the growth of imperialism; The conquest of Asia; Imperialism in Africa; The Americas and the Pacific; Effects of Imperialism</i></p> <ul style="list-style-type: none"> • The First World War <p><i>Imperialist rivalries; Conflicts within Europe; Formation of Alliances; Incidents preceding the war; The outbreak of war; The cause of war; End of the war; Peace treaties; Consequences of the War and the peace treaties</i></p> <ul style="list-style-type: none"> • The Russian Revolution <p><i>Conditions in Russia before the revolution; Growth of</i></p>	<p>Heritage of India</p> <ul style="list-style-type: none"> • Heritage: Natural and Cultural. • Natural Heritage: Landscape, Rivers, Vegetation and Wildlife. • Cultural Heritage: Tradition: Art, Craft and Aesthetics; Architecture; Literature; Science and Technology; Unity in Diversity. • Preserving Heritage: Heritage Sites and Need and Measures for their Preservation. 	<p>India and the Contemporary World – II</p> <p>Unit I: Events and Processes</p> <ul style="list-style-type: none"> • Nationalism in Europe <p><i>The growth of nationalism in Europe after the 1830s.</i></p> <p><i>The ideas of Giuseppe Mazzini etc.</i></p> <p><i>General character of the movements in Poland, Hungary, Italy and Germany, Greece.</i></p> <ul style="list-style-type: none"> • 2. Nationalist Movement in Indo-China <p><i>French colonialism in Indo-China.</i></p> <p><i>Phases of struggle against the French.</i></p> <p><i>The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ai Quoc (Ho Chi Minh)</i></p>
<p>10</p>		

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
10	<p>Pre-2001 topics according to NCERT textbooks*</p> <p>revolutionary movements in Russia; Beginning of the revolution; Consequences of the revolution</p> <ul style="list-style-type: none"> The World from 1919 to the Second World War <p>Europe between the war; Fascism in Italy; Nazism in Germany; Developments in Britain and France; United States emerges as the strongest power; The emergence of the Soviet Union; Nationalist movements in Asia and Africa; Beginning of Fascist aggression; The Second World War; Resistance Movements; The damage caused by the war</p> <ul style="list-style-type: none"> The World after the Second World War <p>Immediate consequences of the Second World War; The Cold War; Rise of Asia and Africa; Emergence of independent nations in Asia; Developments in West Asia and North Africa; Achievement of freedom by African nations; Afro-Asian Unity and Non-Alignment; Recent Developments</p> <ul style="list-style-type: none"> The Heritage of India <p>The land and the people; The ancient period; The medieval period; The modern period; Art and Architecture; The development of painting in India; Languages and literature; Music and dance</p> <ul style="list-style-type: none"> Indian Awakening <p>Indian society in the eighteenth century; Impact of British rule on India; Religious and social reform movements; Growth of Education; Modern Art and literature; Growth of press in the nineteenth century</p> <ul style="list-style-type: none"> India's Struggle for Independence <p>The revolt of 1857; Rise of Indian nationalism: early phase 1858–1905; Indian nationalist movement 1905–1919; Nationalist movement becomes a mass movement, 1919–1927; From Swaraj to complete independence, 1927–1939</p>		<p>The Second World War and the liberation struggle. America and the second Indo-China war.</p> <ul style="list-style-type: none"> 3. Nationalism in India: Civil Disobedience Movement <p>First world war; Khilafat and Non-Cooperation. Salt Satyagraha.</p> <p>Movements of peasants, workers, tribals. Activities of different political groups.</p> <p>Unit II: Economies and livelihood</p> <ul style="list-style-type: none"> 4. Industrialisation 1850s–1950s <p>Contrast between the form of industrialisation in Britain and India.</p> <p>Relationship between handicrafts and industrial production, formal and informal sectors. Livelihood of workers.</p> <p>Case studies: Britain and India.</p> <ul style="list-style-type: none"> 5. Urbanisation and Urban Lives <p>Patterns of urbanisation.</p> <p>Migration and growth of towns. Social change and urban life.</p> <p>Merchants, middle classes, workers and urban poor. Case studies: London and Bombay in the nineteenth and twentieth century.</p> <ul style="list-style-type: none"> 6. Trade and Globalisation <p>Expansion and integration of the world market in the nineteenth and early twentieth century.</p> <p>Trade and economy between the two Wars. Shifts after the 1950s</p> <p>Implications of globalisation for livelihood patterns. Case studies: The post War International Economic Order, 1945 to the 1960s.</p> <p>Unit III: Culture, Identity and Society</p> <ul style="list-style-type: none"> 6. Print Culture and Nationalism <p>The history of print in Europe.</p> <p>The growth of press in nineteenth century India. Relationship between print culture, public debate and politics.</p> <ul style="list-style-type: none"> 7. History of the Novel <p>Emergence of the novel as genre in the west. The relationship between the novel and changes in modern society.</p> <p>Early novels in nineteenth century India.</p>

Ancient India

- The Importance of Ancient Indian History
Unity in diversity; Relevance of the past to the present
- Modern Historians of Ancient India
Colonist views and contribution; Nationalist approach and contribution; Shift to non-political history
- Types of Sources and Historical Construction
Material remains; Literary sources; Foreign accounts; Historical sense; Constructing history
- The Geographical Setting
- The Stone Age: The Early Man
The Palaeolithic Period: Hunters and food gatherers; Phases in the Palaeolithic age; Prehistoric art; The Neolithic age; Food producers;
- Chalcolithic Farming Cultures
Geographical extent; Importance of the Chalcolithic phase; Limitations of Chalcolithic cultures
- The Harappan Culture: Bronze Age Civilization
Geographical extent; Town planning and structures; Agriculture; Domestication of animals; Technology and crafts; Trade; Political organisation; Religious practices; The male deity in the Indus valley; The Harappan script; Weights and measures; Harappan pottery; Terracotta figurines; Origin, maturity and end; Post-urban phase of the Harappan culture.
- Advent of the Aryans and the Age of Rig Veda
Original home and identity; Tribal conflicts; Material life; Tribal policy; Tribe and family; social divisions; Rig Vedic gods
- The Later Vedic Phase: Transition to the State and Social Orders
Expansion in the Later Vedic period; The PGW-Iron phase culture and Later Vedic economy; Political organisation, Social organisation
- Jainism and Buddhism
Causes of origin; Vardhamana Mahavira and Jainism; Doctrines of Jainism; Contribution of Jainism; Gautama Buddha and Buddhism; Doctrines of Buddhism; Causes

Ancient India

- Unit I: Introduction
Tradition of History Writing – Beginning of the Modern Historiography – Significance of Tradition as related to History – The Traditional History of India – Sources of Ancient India – Literary – Archaeological – Foreign Accounts – Geological and Geographical Background of Indian History.
- Unit II: Palaeolithic Cultures and Beginning of the Settled Life
Palaeolithic Cultures of India – Neolithic Age – Beginning of the settled life – Agriculture and Domestication of animals – Copper and Bronze Age.
- Unit III: The Harappan Civilisation
Phase, Extent and Antiquity – Town Planning – Buildings, Drainage, Great Bath, Granaries, Fortification, etc. – Economic Activities: Weights and Measures, Tools and Implements, Trade and Commerce, Industries like Spinning, Pottery, Seal, Metals and Stones. Religious Life – Yogic Figurines – Mother Goddess – Shivalinga Worship, Animal Worship, Fire Alter, etc. – Funerary Customs – Art and Aesthetics – Dress – Ornaments – Harappan Script – Contacts with other Contemporary Civilisations – The Vedic Connection and Legacy of Harappan Civilisation.
- Unit IV: The RigVedic India
The Vedic Literature – The antiquity of Vedas – RigVedic India – Geographical Extent of The RigVedic Civilisation – Spiritual and Religious Traditions of Rig Vedic India – Political Organisation – sabha, Samiti, Rashtra, etc. – Society and Economy – Mathematics and Science.
- Unit V: Chalcolithic Culture
Ahar, Kayatha, Malwa, Jorwe, Prabhash Cultures – Copper-Hoards, Ochre Coloured Pottery – Decline of Chalcolithic Culture.
- Unit VI: Later Vedic Phase and Iron Age
Later Vedic Civilisation – Geographical Extent – Society and Economy – Archaeological Correlation – Settlement

Themes in World History**I: The Early Societies**

- 1 From the Beginning of Time
(Focus: Africa, Europe till 15000 BC)
Views on origin of human beings. Early societies. Debate on present day hunter-gatherer societies.
- 2. Early Cities
(Focus: Iraq, 3rd millennium BC)
Growth of towns. Nature of early urban societies. Debate on uses of writing
- II: Empires
 - 3. An Empire across Three Continents
(Focus: Roman Empire, 27 BC to AD 600)
Political evolution
 - Economic expansion
 - Religion
 - Late Antiquity.
 - Debate on institution of slavery
 - 4. Central Islamic Lands
(Focus: 7th to 12th centuries).
 - Polity
 - Economy
 - Culture
 - Debate on nature of the crusades.
 - 5. Nomadic Empires
(Focus: The Mongols, 13th to 14th century)
The nature of nomadism. Formation of empires. Conquests and relation with other states. Debate on nomadic societies and state formations.
- III: Changing Traditions
 - 6. Three Orders
(Focus: Western Europe, 9th–16th century)
Feudal society and economy. Formation of states. Church and society. Debate on decline of feudalism.

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
11	<p><i>of decline of Buddhism; Importance and influence of Buddhism</i></p> <ul style="list-style-type: none"> • Territorial States and the First Magadhan Empire <i>The Mahajanapadas</i> • Iranian and Macedonian Invasions <i>Iranian invasion; Results of the contact; Alexander's invasion; Effects of Alexander's invasion</i> • State and Varma Society in the Age of the Buddha <i>Material life; Administrative system; Army and taxation; The republican experiment; Social orders and legislation</i> • The Age of the Mauryas <i>Chandragupta Maurya; Imperial organisation; Ashoka; Ashokan edicts; Impact of the Kalinga war; Internal policy and Buddhism</i> • Significance of the Maurya Rule <i>State control; Economic regulations; Brahmanical reaction; Financial crisis; Oppressive rule; New knowledge in the outlying areas; Neglect of the North-West Frontier and the Great Wall of China</i> • Central Asian Contacts and Their Results <i>The Indo-Greeks; The Shakas; The Parthians; The Kushans; Structure and pottery; Better cavalry; Trade; Polity; New elements in Indian society; Religious developments; Gandhara and Mathura schools of art; Science and technology</i> • The Age of the Satavahanas <i>Political history; Aspects of material culture; Social organisation; Pattern of administration; Architecture; Language</i> • The dawn of history in the deep South <i>The megalithic background; State formation and rise of civilisation; Three early kingdoms; The purse and the sword; Beginnings of Brahmanism; Tamil language and Sangam literature; Social evolution and Sangam texts</i> • Crafts, Trade and Towns in the Post-Maurya Age <i>Crafts; Foreign trade; Urban settlements</i> • The Rise and Growth of the Gupta Empire <i>Background; Samudragupta; Chandragupta II; Fall of the empire</i> • Life in the Gupta Age <i>System of administration; Trends in trade and agrarian</i> 	<p><i>ments in Ganga Plains – Antiquity of Iron in Northern India.</i></p> <ul style="list-style-type: none"> • Unit VII: South and North-East India <i>South India from Megalithic Culture to Sangam Age – The Archaeological Cultures of North-Eastern India – Antiquity of Iron in South India.</i> • Unit VIII: Evolution of Upanishadic Philosophy <i>The Spiritual and Philosophical thought as described in Brahmanas, and Upanishads – Upanishadic Thought as Predecessor, and its Link with Jain and Buddhist Philosophies and other New Streams of Thoughts – The Contribution of India to the Philosophical Thought of the World – The Legacy and Significance</i> • Unit IX: Jainism and Buddhism and Brahmanical other Sects [sic] <i>From Early Thirthankaras to Mahavir – The rise and growth of Jainism – Doctrines, and the philosophy, spread of Jainism, Contribution of Jainism – Gautam Buddha: Early Life – Dhamma – The doctrines of Buddhism – Sangha – Spread of Buddhism – Vaishnavism and Shaivism – Six Schools of Philosophy</i> • Unit X: Mahajanapadas <i>The Sixteen Mahajanapadas – The Republics – Rise and Expansion of Magadhan Empire – Iranian and Macedonian Invasion and their Impact.</i> • Unit XI: Mauryas <i>The Political Conditions – Rise of Chandragupta Maurya – Ashoka and his Conquests – Extent of Mauryan Empire – Arthashastra – Mauryan Administration – Society – Economy – Religion – Art and Architecture – Language – Science and Technology – Crafts, Artisans and their Organisation – Trade and Commerce: Ashokan Inscriptions – Ashoka and spread of Buddhism – The Decline of the Mauryas.</i> • Unit XII: The Post-Mauryan India <i>The Political situation in Post-Maurya Period: the Shungas and Satavanas – Chedis – Cholas – Pandiyas – Cheras – Pallavas – Kanvas – the Yavanas – Sakas and the Parthians – The Kushanas – The beginning of the Vikram Samvat and Saka Samvat. The Rise of Powers in North and East – Satraps of Western India.</i> 	<ul style="list-style-type: none"> • 7. Changing Cultural Traditions <i>(Focus on Europe, 14th to 17th century)</i> <i>Relationship with earlier ideas. The contribution of West Asia Debate: Is the notion 'European Renaissance' valid? (Focus on Americas, 15th to 18th century)</i> • 8. Confrontation of Cultures <i>(Focus on Americas, 15th to 18th century)</i> <i>European voyages of exploration. Search for gold; enslavement, raids extermination. Indigenous peoples and cultures – the Arawaks, The Aztecs, the Incas. The history of displacements. Debate on the slave trade.</i> <p>IV: Paths to Modernisation</p> <ul style="list-style-type: none"> • 9. Displacing Indigenous People <i>(Focus on North America and Australia, 18th–20th century)</i> <i>European colonists in North America and Australia. Formation of white settlers societies. Displacement and repression of local people. Debate on the impact of European settlement on indigenous populations.</i> • 10. The Industrial Revolution <i>(Focus on England, 18th and 19th century)</i> <i>Innovations and technological change. Patterns of growth. Emergence of a working class. Debate: Was there an Industrial Revolution?</i> • 11. Paths to Modernisation <i>(Focus on East Asia, Late 19th and 20th century)</i> <i>Militarisation and economic growth in Japan. China and the Communist alternative. Debate on the meaning of Modernisation.</i>

economy; Social developments; Decline of Buddhism; Origin and growth of Bhagavatism; Literature; Science and technology

- Spread of Civilisation in Eastern India
- Signs of civilisation; Orissa and eastern and southern Madhya Pradesh; Bengal; Assam; The Formative Phase
- Harsha and his Times
- Harsha's kingdom; Administration; Hsuan Tsang's Account; Buddhism and Nalanda
- Formation of New States and Rural Expansion in the Peninsula
- The new phase; States of the Deccan and South India; Temples; Demands of the peasantry; Rural expansion; Social structure
- Developments in Philosophy
- Goals of life; Samkhya; Yoga; Nyaya; Vaisheshika; Mimamsa; Vedanta; Materialist view of life
- India's Cultural Contacts with the Asian Countries
- Transformation of the Ancient Phase
- Social crisis and agrarian change; Rise of landlords; New agrarian economy; Decline of trade and towns; Changes in the Varṇa system, Cultural development; Bhakti and Tantricism
- Sequence of Social Changes
- Tribal and pastoral phase; Agriculture and the origin of Upper Orders; Varṇa system of production and government; Social crisis and rise of landed classes
- Legacy in Science and Civilisation
- Religion; The Varṇa system; Philosophical systems; Crafts and Technology; Polity; Science and Mathematics; Medicine; Geography; Art and Literature

PART II

Medieval India

- India and the World
- Europe; Growth of feudalism; The Arab world; East and South-East Asia
- Northern India: Age of the Three Empires
- The struggle for domination; The Palas, the Pratiharas, the Rashtrakutas; Political ideas and organisation
- The Chola Empire (from the Ninth to the Twelfth Century)
- The rise of the Chola Empire; Age of Rajaraja and Rajendra I; Chola government; Cultural life

- Unit XIII: The Social Life as reflected in Contemporary literature from 300 BC to 300 AD
- The Literature – The Dharmashastras and Smritis – The Sangam and other Literature – Social conditions – Four Stages of Life – Family Life – Institution of Marriage and Status of Women – Dress and Ornaments – Food and Drink – Science and Technology – Trade and Commerce – India and Her Relations with Outside World.
- Unit XIV: India from Guptas to Harsha
- The emergence of the Guptas – Chandragupta I, Samudragupta and Chandragupta II – Expansion and Consolidation of Gupta Empire – Gupta Polity – Administration – the Later Guptas and the Decline of the Dynasty – Hunas – India after Decline of the Gupta – Rise of Vallabhis – Gaudas – Pallavas, Gangas, Chalukyas, Kadambas, Rashtrakutas – the Rise of Maukharis – Other Dynasties of Deccan and the South.
- Unit XV: The Society and Culture in the Age of Guptas and Harshas
- Literature – Sanskrit – Tamil – Foreign Accounts – Buddhism – Jainism – Vaishnavism and Shaivism – Minor Religious Sects – Art and Architecture – Science and Technology – Social Conditions – Education – Economic Conditions – Trade and Commerce – India and the Outside World – Cultural Interaction with Outside World with Special Reference to South – East Asia.
- Unit XVI: India after Harsha: The Rise of Small Kingdoms
- The Contemporary Political Conditions and Rise of small kingdoms.
- Unit XVII: Society and Culture in the Post-Harsha Period
- Language and Literature – Religion and Philosophy
- Social and Economic life – Art and Architecture – Science and Technology – Trade and Commerce – Art and Crafts – Spread of Indian Culture Abroad with Special Reference to South-East and East Asia.

SEMESTER II

Medieval India

- Unit I: India after Harsha in Seventh Century A.D.
- Political, Economic, Social, Religious conditions – Language and Literature
- Unit II: Transition from Ancient to Medieval Period.
- Sources of Medieval Indian History – Historical Debate.

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
11	<ul style="list-style-type: none"> • Economic and Social Life, Education and Religious Beliefs (800–1200) • <i>Trade and commerce; Growth of feudalism; condition of the people; Society; The caste system; Condition of women; pattern of living; Education, science and learning; Religious movements and beliefs</i> • The Age of Conflict (circa 1000–1200) • <i>The Ghaznavids; The Rajput states; The Turkish conquest of North India; The battle of Tarain; Turkish Conquest of the Ganga valley, Bihar and Bengal</i> • The Delhi Sultanat I (circa 1200–1400) • <i>The Mameluk Sultans; Struggle for the establishment of strong monarchy; Ilutmish; Razviya; Era of Balban; The Mongols and the problem of the North-West Frontier; Internal rebellions and the struggle for the territorial consolidation of the Delhi Sultanat</i> • The Delhi Sultanat II (circa 1200–1400): The Khaljis and the Tughlaqs • <i>The Khaljis; The Tughlaqs; I. Expansion of the Delhi Sultanat; Rajasthan, Deccan and South India; II. Internal reforms and Experiments; Market control and agrarian policy of Alauddin; Muhammad Taghluq's Experiments; III: Decline and Disintegration of the Delhi Sultanat; Firuz, and his successors</i> • Government and Economic and Social Life under the Delhi Sultanat • <i>The Sultan; Central administration; Local administration; Economic and social life; Peasants and rural gentry; Trade, industry and the merchants; The sultans and the nobles; Town life; slaves, artisans and others; Caste, social manners and customs; Nature of the state; Religious freedom under the Sultanat</i> • The Age of Vijayanagara and the Bahmanids, and the Coming of the Portuguese • <i>The Vijayanagara Empire; Its foundation and conflict with the Bahmani kingdom; The Bahmani kingdom; Its expansion and disintegration; Mahmud Gawan; Climax of the Vijayanagara Empire and its disintegration; The advent of the Portuguese; Portuguese impact on the Indian trade, society and politics</i> • Struggle for Empire in North India I (circa 1400–1525) 	<ul style="list-style-type: none"> • Unit III: Rise of Islam in Arabia – Arab expansion in West Asia, North Africa and Europe. Arab invasion of Kabul and Zabul, Sindh, Resistance by Shahis and others. • Unit IV: Emergence of Gurjara – Pratiharas Struggle for Empire between Pratiharas, Palas and Rashtrakutas. • Unit V: Other Dynasties of Northern India – Chandelas, Parmaras, Chahamanas and Kalchurys, Gahadvalas. • Unit VI: Dynasties of Eastern and North-Eastern India: Senas, Gangas and others; Rulers of Kampura. • Unit VII: The Chola Empire – Rise of Chola Empire, Their conquests, administration, cultural activities – Pandyas of Madurai. • Unit VIII: Other Dynasties of South India – Chalukyas, Yadavas, Kakatiyas and Hoysalas. • Unit IX: The Ghaznavids – Subuktagin – Mahmud Ghaznavi - Nature and Impact of his Invasions, Conquests of Lahore, Thaneswar, Mathura, Kannauj and Somnath – Alberuni, Ghazi Salar Masud. • Unit X: Political Condition of India in Twelfth century A.D. • Unit XI: Founding of Delhi Sultanate – Ghoris – Slaves and Shamsi Dynasties – Khaljis – Alauddin Khalji's Invasions of Malwa, Rajputana, Gujarat and Devgiri – Expedition into South India – Political map of South India in 1300 A.D. • Unit XII: Tughlaqs – Expansion of Empire, Conquest and Policies and Administrative Reforms – Timur's Invasion. • Unit XIII: The Vijayanagar Empire – Bahmani Kingdom, Power Struggle between the two – Climax of Vijayanagar Empire – Religious and Cultural life of Vijayanagar. • Unit XIV: Disintegration of Delhi Sultanate – Emergence of Regional States – Sindh, Gujarat Malwa, Bahmani and its Five Successor States, Sharhis of Jaunpur, Bengal, Mewar, Orissa, Gond. • Unit XV: Sayyids, Lodhis and Afghans. • Unit XVI: Economic, social, religious and administrative changes during the Sultanate. Bhakti and Sufi Movements – Language and Literature. 	

Eastern India; Bengal, Assam and Orissa; Western India; Gujarat, Malwa and Mewar; Mahmud Begarha, North-West and North India; The Sharqis, the Lodi Sultans and Kashmir

- Cultural Development in India (from the Thirteenth to the Fifteenth Century)
- *Architecture, Religious ideas and beliefs; The Sufi movement; The Chishti and Suhrawardi Silsilahs; The Bhakti movement; The Vaishnavite movement; Literature and fine arts*
- Struggle for Empire in North India II (Mughals and Afghans 1525–1565)
- *Central Asia and Babur; Conquest of India; The battle of Panipat; The battle of Khanwa; The Afghans; Significance of Babur's advent into India; Humayun's conquest of Gujarat and his tussle with Sher Shah; Sher Shah and the Sur Empire; Contribution of Sher Shah*
- Consolidation of the Mughal Empire (Age of Akbar)
- *Early phase; Contest with the nobility; Early expansion of the empire; Administration; Mansabdari system and the army; Organization of government; Relations with the Rajputs; Towards integration*
- The Deccan and South India (up to 1656)
- *Mughal advance towards the Deccan; Conquest of Berar, Ahmadnagar and Kandesh; Rise of Malik Ambar and frustration of Mughal attempt at consolidation; Extinction of Ahmadnagar and acceptance of Mughal suzerainty by Bijapur and Golconda; Cultural contribution of the Deccan states*
- India in the First Half of the Seventeenth Century
- *Political and administrative developments in India; Nur Jahan; Shah Jahan's rebellion; Mahabat Khan; Foreign policy of the Mughals; Akbar and the Uzbek; Relations with Iran and the question of Qandhar; Shah Jahan's Balkh campaign, Mughal-Persian relations; The last phase; Growth of administration; Mansabdari system and the Mughal army*
- Economic and Social Life under the Mughals
- *Economic and social conditions; Standard of living; Pattern of village life; The masses; The ruling classes; the nobles and zamindars; Zamindars and the rural gentry; The middle strata; Organization of trade and commerce; Foreign trade and the European traders*

- Unit XVII: Founding of the Mughal Empire: Babur's Invasion – First battle of Panipat 1526 – Battle of Khanwa – Afghans at Delhi – Humayun-Sher Shah struggle, Akbar – Second battle of Panipat – Akbar versus Hemu
- Unit XVIII: Akbar, Jehangir and Shahjahan – Expansion and consolidation of Mughal Empire – Religious reforms and Rajput policy – Reorganisation of Administration and Army.
- Unit XIX: Struggle for Succession – Aurangzeb – Religious and Administrative Policies – Beginnings of Downfall and Disintegration of Mughal Empire – Sikhs – Founding of Khalsa, Bundelas, Jats, Satnamis and Rajputs.
- Unit XX: Rise of Shivaji and the Maratha Power – Shivaji and Aurangzeb – Bijapur, Golconda, Ahmadnagar and Bidar – Mughal-Maratha struggle – Death of Aurangzeb – Maratha expansion upto 1761, Shivaji's Administration and Achievements.
- Unit XXI: Coming of Europeans – Portuguese, Dutch, French and British.
- Unit XXII: Society and Culture – Art and architecture – Religious movements – Literature.

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
11	<ul style="list-style-type: none"> Cultural and Religious Developments <i>Architecture; Painting; Language; Literature and music; Religious ideas and beliefs, and problems of integration</i> Climax and Disintegration of the Mughal Empire I. <i>Problems of succession, Aurangzeb's reign; His religious policy; Political developments; North India, North-East and East India; Popular revolts and movements for regional independence; Jats, Afghans and Sikhs; Jats and Samamis; The Afghans; The Sikhs; Relations with Rajputs; Breach with Marwar and Mewar</i> Climax and Disintegration of the Mughal Empire II <i>The rise of the Marathas; earlier career of Shivaji; Treaty of Purandar and Shivaji's visit to Agra; Final breach with Shivaji; Shivaji's administration and achievements; Aurangzeb and the Deccani states; Aurangzeb, the marathas and the Deccan; The last phase; Decline of the Mughal Empire; Responsibility of Aurangzeb</i> 		
12	<p style="text-align: center;">PART I</p> <p>Modern India</p> <ul style="list-style-type: none"> India in the Eighteenth Century <i>Decay of the Mughal Empire; Indian states and society; Hyderabad and the Carnatic; Bengal; Awadh; Mysore; Kerala; Areas around Delhi; Bangash pathans and Rohelas; The Sikhs; The rise and fall of the Maratha power; Social and economic conditions of the people; Education; Social and cultural life</i> European Penetration and the British Conquest of India <i>The new phase in Europe's Eastern trade; The growth of the East India Company's trade and influence; The Anglo-French struggle in South India; British occupation of Bengal; Dual system of administration of Bengal; Wars under Warren Hastings and Cornwallis; Expansion under Lord Wellesley; Expansion under Lord Hastings; The consolidation of the British power, 1818–1875; The conquest of Sindh; The conquest of the Punjab, Dalhousie and the policy of annexation</i> The Structure of Government and the Economic Policies of the British Empire in India, 1757–1857 <i>The structure of government; British Economic policies</i> 	<p style="text-align: center;">SEMESTER III</p> <p>Modern India</p> <ul style="list-style-type: none"> Unit I: India in the Late Eighteenth Century – Disintegration of Mughal Empire and Rise of Marathas – Maratha Expansion under the Peshwas – Emergence of Regional Subahs – Awadh, Bengal, Hyderabad, Mysore, Kerala – Rajputs – Factionalism in Mughal Court – Irani, Turani, Hindustani, and Rohillas – Invasions of Nadir Shah and Ahmed Shah Abdali – Third Battle of Panipat (1761) and its Importance. Unit II: Coming of the Europeans and the Rise of the British – European Settlements in India – Portuguese–Dutch – British and French, Anglo-French Rivalry in South India, British Success in Bengal (Plassey 1757) – Buxar (1764) – Dual Administration in Bengal, Anglo-Maratha Wars – British Paramountcy (1818), Tipu Sultan, Nizam – Expansion from 1818 to 1856. Unit III: India under East India Company (1757–1857) –Administrative, Judicial, Revenue Organization – Education and Language – Religious and Social Policy – Economic Policy Towards Agriculture and Crafts – Technological Innovations – Steamer, Telegraph, Railways. 	<p style="text-align: center;">Themes in Indian History</p> <ul style="list-style-type: none"> The Story of the First Cities: Harappan Archaeology <i>Broad overview: Early urban centres.</i> <i>Story of discovery: Harappan civilisation.</i> <i>Excerpt: Archaeological report on a major site.</i> <i>Discussion: how it has been used by archaeologists/historians.</i> Political and Economic History: How Inscriptions Tell a Story <i>Broad Overview: Political and economic history from the Mauryan to the Gupta Period.</i> <i>Story of discovery: Inscriptions and the decipherment of the scripts, Shifts in the understanding of political and economic history.</i> <i>Excerpt: Asokan inscription and Gupta period land grant.</i> <i>Discussion: Interpretation of inscriptions by historians.</i> Social Histories: Using the Mahabharata <i>Broad Overview: Issues in social history, including caste, class, kinship and gender.</i> <i>Story of discovery: Transmission and publication of the Mahabharata.</i>

in India, 1757–1857; Development of means of transport and communication; Land revenue policy

- Administrative Organisation and Social and Cultural Policies
- Civil services; Army; Police; Judicial organisation; The rule of law; Equality before law; Social and cultural policy; Humanitarian measure; Spread of modern education*
- Social and Cultural Awakening in the First Half of the 19th Century
- Rammohun Roy; Derozio and Young Bengal; Debendranath Tagore and Ishwar Chandra Vidyasagar; Pioneers of reform in Western India*
- The Revolt of 1857
- General causes; The immediate cause; The beginning and course of the revolt; The weaknesses of the revolt and its suppression*
- Administrative Changes after 1858
- Administration; Changes in the army; Public services; Relations with the princely states; Administrative policies; Divide and rule; Hostility to educated Indians; Attitude towards the zamindars; Attitude towards social reforms; Extreme backwardness of social services; Labour legislation; Restrictions of the press; Racial antagonism; Foreign policy; War with Nepal 1814; Conquest of Burma; Relations with Afghanistan*
- Economic Impact of the British Rule
- Disruption of the traditional economy; Ruin of artisans and craftsmen; Impoverishment of the peasantry; Ruin of old zamindars and rise of new landlordism; Stagnation and deterioration of agriculture; Development of modern industries; Poverty and famines*
- Growth of New India – the Nationalist Movement 1858–1905
- Consequence of foreign domination; Administrative and economic unification of the country; Western thought and education; The role of the press and literature; Rediscovery of India's past; Racial arrogance of the rulers; Predecessors of the Indian National Congress; The Indian National Congress; The programme and activities of the early nationalists; Economic critique of imperialism; Constitutional reforms; Administrative*

- Unit IV: Uprising of 1857 – Causes – Long term and immediate – Its nature, Extent – Causes of the Failure.
- Unit V: Aftermath of 1857 – Queen's Proclamation and End of East India Company rule – Reorganization of the Army – Indian Council Act 1861 – Policy towards Princely States – Divide and Rule – Rewards and Punishment – Repression of Vernacular Press – Racial Discrimination – Competitive Examination – Introduction of European Constitutional Methods – Organisation of Decennial Census, Ethnographic and Linguistic Surveys – Gazetteers.
- Unit VI: Armed Revolts – Kukaas – Vasudev Phadke – Santhals – Wahabis and others.
- Unit VII: Social and Religious Awakening – Rammohun Roy – Bankim Chandra Chatterji – Brahmos under Debendra Nath Tagore – Ishwar Chandra Vidyasagar – Ramkrishna Paramhans and Vivekanand – Swami Dayanand and Arya Samaj – Jyotilba Phule.
- Unit VIII: Indian National Congress (1885-1905) – Its Character, Demands and Methods – Rise of Nationalist School led by Tilak and Lajpat Rai and Bipin Chandra Pal – 1893, A Turning Point, Vivekanand, G.K. Gokhale, Aurobindo and Gandhi.
- Unit IX: Partition of Bengal and Swadeshi Movement – Lal-Bal-Pal – Bandematram and Sri Aurobindo – National Educational Movements – Boycott and Passive Resistance.
- Unit X: Revolutionary Movements – Baroda – Bengal – Maharashtra – England and Europe – America.
- Unit XI: Muslim Politics (1857-1909) – Sir Sayyid Ahmed – Deoband – Muslim League – Separate Electorates in Government of India Act 1909.
- Unit XII: Congress Split at Surat (1907) – Repression of Nationalists and Revolutionaries – Annulment of Bengal Partition (1911) – Transfer of Capital to Delhi – Delhi Darbar – Outbreak of First World War – Release of Tilak from Mandalay – Annie Besant's Home Rule Movement – Luknow Pact between Congress and Muslim League (1916) – Gadr Party – Harding Bomb Case.
- Unit XIII: Rise of Gandhi in Indian Politics (1915–1920) – Return from South Africa with New Ideology – Ahimsa and Satyagraha – Hind Swaraj (1909) – Constructive

Excerpt: From the Mahabharata, illustrating how it has been used by the historians

Discussion: Other sources for reconstructing social history.

- A History of Buddhism: Sanchi Stupa
- Broad Overview: A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Saivism. Focus on Buddhism. Story of discovery: Sanchi stupa. Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.*
- Agrarian Relations: The Ain-i-Akbari
- Broad Overview: Structure of agrarian relations in the 16th and 17th centuries. Patterns of change over the period. Story of discovery: Account of the compilation and translation of the Ain-i-Akbari. Excerpt: From the Ain-i-Akbari. Discussion: Ways in which historians have used the text to reconstruct history.*
- The Mughal Court: Reconstructing Histories through Chronicles.
- Broad Overview: Outline of political history c. 15th–17th centuries. Discussion of the Mughal court and politics. Story of discovery: Account of the production of the court chronicles, and their subsequent translation and transmission. Excerpt: From the Akbarnama and Padshahnama. Discussion: Ways in which historians have used the text to reconstruct political history.*
- New Architecture: Hampi
- Broad Overview: Outline of new buildings during Vijayanagar period: temples, forts, irrigation facilities. Relationship between architecture and the political system. Story of discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi.*

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
12	<p><i>and other reforms; Defence of civil rights; Methods of political work; Role of the masses; Attitude of the government; Evaluation of the early national movement</i></p> <ul style="list-style-type: none"> • Growth of New India – Religious and Social Reform after 1858 • <i>Religious reform; Brahmo Samaj; Religious reform in Maharashtra; Ramakrishna and Vivekananda; Swami Dayanand and the Arya Samaj; The Theosophical Society; Sayyid Ahmad Khan and the Aligarh School; Muhammad Iqbal; Religious reform among the Parsis; Religious reform among the Sikhs; Social reform; Emancipation of women; Struggle against caste</i> • Nationalist Movement 1905–1918: Growth of Militant Nationalism <p><i>Recognition of the true nature of British rule; Growth of self-respect and self-confidence; Growth of education and unemployment; International influences; Existence of a militant nationalist school of thought; A trained leadership; The partition of Bengal; The anti-partition movement; The Swadeshi and boycott; The role of students, women, Muslims and the masses; All-India aspect of the movement; Growth of militancy; Growth of revolutionary terrorism; The Indian national Congress, 1905–1914; The growth of communalism; The nationalists and the First World War; The Home Rule Leagues; Lucknow session of the Congress</i></p> <ul style="list-style-type: none"> • Struggle for Swaraj I (1919–1927) • <i>The Montagu-Chelmsford Reforms; The Rowlatt Act; Mahatma Gandhi assumes leadership; Ghandhiji and his ideas; Champaran Satyagraha against the Rowlatt Act; Jallianwala Bagh massacre; The Khilafat and Non-cooperation Movement (1919–1922); The Swarajists Struggle for Swaraj II (1927–1947)</i> • <i>Emergence of new forces; Boycott of the Simon Commission; Poorna Swaraj; The Civil Disobedience Movement; Nationalist politics 1935–1939; The Government of India Act, 1935; The Congress Ministries; Growth of Socialist ideas; The peasants' and workers' movements; Congress and world affairs; States people's struggle; Growth of Communalism; National movement during the Second World war; Post-war struggle</i> 	<p>Programme – Swadeshi and Swaraj – Opposition to Council Entry.</p> <ul style="list-style-type: none"> • Unit XIV: Gandhiji's Satyagrahas – Local Experiments – Champaran, Kheda and Ahmadabad – Non-Cooperation (1920) – Khilafat and Swaraj – Civil Disobedience (1930) – Individual Satyagraha (1940) – Quit India Movement (1942). • Unit XV: British Constitutional Reforms – Government of India Act 1909 – Government of India Acts 1919 and Dyarchy in Provinces – Formation of Swaraj Party – In Legislature – Jallianwala Bagh Massacre – Simon Commission – Nehru Report – Round Table Conference – Communal Award – Gandhi-Ambedkar Poona Pact – Government of India Act 1935 – Federalism – Provincial Autonomy – 1937 Elections – Congress Ministers. • Unit XVI: Outbreak of Second World War (1939) – Congress Ministries Resign – Muslim League Observes Day of Deliverance – Pakistan Resolution 1940 – Individual Satyagraha – Cripps Mission 1942 – Quit India Movement – Role of Communists. • Unit XVII: Subhas Chandra Bose and INA – Differences with Gandhi – Escape from India – Rash Behari Bose – Formation of INA – Jai Hind – Trail of INA. • Unit XVIII: End of Second World War – British Prepare to Withdraw – Negotiations for Transfer of Power – Simla Conference – 1945 Elections – Cabinet Mission Plan – Interim Government – Direct Action call by Muslims League – Calcutta Carnage – Reactions in Bihar – Mountbatten Plan of Partition – Bloodshed in Noakhali and Rawalpindi – Independence Act 15 August 1947 – Lapse of British Paramountcy – Partition of India and its Consequences. • Unit XIX: Making of the Constitution – Integration of States – Rehabilitation of Refugees – National Goals as Defined in the Preamble and Directive Principles of the Constitution – Republic Based on Adult Franchise – Economic Developments – Social Justice, Religions Equality and Freedom of Expression – Liberation of Pondicherry and Goa. 	<p><i>Discussion: Ways in which historians have analysed the and interpreted these structures.</i></p> <ul style="list-style-type: none"> • Religious Histories: The Bhakti-Sufi Tradition <p><i>Broad Overview:</i></p> <p><i>Outline of religious developments during this period. Ideas and practices of the Bhakti-Sufi saints. Story of Transmission: How Bhakti-Sufi compositions have been preserved.</i></p> <p><i>Excerpt: Extracts from selected Bhakti-Sufi works.</i></p> <p><i>Discussion: Ways in which these have been interpreted by the historians.</i></p> <ul style="list-style-type: none"> • Medieval Society through Travellers' Accounts <p><i>Broad Overview: Outline of social and cultural life as they appear in travellers' accounts.</i></p> <p><i>Story of their writings: A discussion of where they travelled, why they travelled what they wrote and for whom they wrote.</i></p> <p><i>Excerpts: From al Beruni, Ibn Battuta, Bernier.</i></p> <p><i>Discussion: What these travel accounts can tell us and how they have been interpreted by the historians.</i></p> <ul style="list-style-type: none"> • Colonialism and the Rural Society: Evidence from Official Reports <p><i>Broad Overview:</i></p> <p><i>Life of Zamindars, peasants and artisans in the late 18th century.</i></p> <p><i>East India Company, revenue settlements and surveys. Changes over the nineteenth century</i></p> <p><i>Story of official records: An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</i></p> <p><i>Excerpts: From Ferminger's Fifth Report, Accounts of Francis Buchanan-Hamilton, and Deccan Riots Report.</i></p> <p><i>Discussion: What the official records tell and do not tell, and how they have been used by the historians.</i></p> <ul style="list-style-type: none"> • Representations of 1857 <p><i>Broad Overview:</i></p> <p><i>The events of 1857–58.</i></p> <p><i>How these events were recorded and narrated.</i></p> <p><i>Focus: Lucknow.</i></p> <p><i>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</i></p>

PART II

Contemporary World History

- Contemporary History
- The World from the 1890s to the First World War
Europe; USA; Japan; Asia, Africa and Latin America; The First World War; The Russian Revolution
- The World between the Two World Wars
General features of the period; The Peace treaties; USA; USSR; Japan; Asia; Africa; Latin America; Developments in Europe; Europe from 1924 to 1936; The League of nations – Aggression and appeasement;
- The Second World War
- The World since 1945
The Cold War; The Vietnam War; The Arab World; Eastern Europe; Asia, Africa and Latin America; Freedom movements in Southern Africa; British and Dutch colonies in South America; Colonial powers attempt to retain their influence; South Africa – Emergence as a democratic nation; Japan; Some important developments in Asia; Commonwealth of Nations; Developments in Latin America; US interventions against radical regimes; The Non-aligned Movement

SEMESTER IV

The Contemporary World

- Unit I: Introduction – Contemporary period in world history – Distinction between contemporary history and modern history – Characteristic features of contemporary history – A survey of the historical background of the contemporary world.
- Unit II: Beginning of the Modern Age – Renaissance – Reformation – Scientific inventions – Geographical explorations – Rise of Colonialism – Bloodless Revolution – French Revolution – American War of Independence – Rise of Nationalism with reference to Italy and Germany – Evolution of Parliamentary system in Britain – Emergence of Socialist ideas.
- Unit III: The World from about the end of the Nineteenth century to the end of the First World War – Developments leading to the First World War – Consequences and its impact on India. The Russian Revolution.
- Unit IV: The World from 1909 to 1939 – League of Nations – Fascism in Italy – Economic depression – Its economic, social and political consequences – Nazism in Germany – The New Deal – Growing importance of the USA – Developments in Britain and France – Emergence of the USSR – Developments in Africa and Latin America – Nationalist Movements in Asia – Militarism in Japan and its emergence as a world power – Aggression and Appeasements – Japanese invasion of China – Italian invasion of Ethiopia – Germany's role in world affairs – Anti-Comintern Pact – Munich Pact.
- Unit V: The Second World War – Causes of the Second World War – German invasion of Poland and outbreak of war – Fall of France – Invasion of the USSR – US in the war. The Atom Bomb – End of the War – Destruction caused by the war – Plans of the post-war reconstruction – United Nations – UN Declaration of Human Rights.
- Unit VI: The World after the Second World War – General Features – Political composition of the world after the Second World War – Disintegration of the Colonial system – Neocolonialism – Emergence of the USA and the USSR as world powers – Formation of Israel –

Discussion: How the pictures of 1858 shaped British opinion of what had happened.

- Colonialism and Indian Towns: Town Plans and Municipal Reports
Broad Overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th centuries. Excerpts: Photographs and paintings. Plan of cities. Extracts from town plan reports. Focus on Kolkata town planning.
- *Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.*
- Mahatma Gandhi through Contemporary Eyes
Broad Overview: The nationalist movement 1918–1948 The nature of Gandhian politics and leadership. Focus: Mahatma Gandhi in 1931 Excerpts: Reports from English and Indian language newspapers and other contemporary writings. Discussion: How newspapers can be a source of history.
- Partition through Oral Sources
Broad Overview: The history of the 1940s. Nationalism, Communism and Partition. Focus: Punjab and Bengal. Excerpts: Oral testimonies of those who experienced partition.
- *Discussion: Ways in which these have been analysed to reconstruct the history of the event.*
- The Making of the Constitution
Broad Overview: Independence and new nation state. The making of the constitution. Focus: The Constitutional Assembly debates. Excerpts: From the debates. Discussion: What such debates reveal and how they can be analysed.

Class	Pre-2001 topics according to NCERT textbooks*	Syllabus 2001**	Syllabus 2006
12		<p>Formation of NATO and Warsaw Pact – Cold War – Socioeconomic impact of cold war in Europe – Formation of NAM – Nuclear Weapons.</p> <ul style="list-style-type: none"> Unit VII: Developments in Asia and Africa – Revolution in China – Tibet and Indo-China relation – Success of the movements of national independence – National liberation movements in Africa – Struggle against apartheid – Bandung conference. Unit VIII: Khurshev Era in USSR – Sino-Soviet relationship – China's invasion of India – Turmoil in Eastern Europe – Poland, Czechoslovakia and Romania – Mikhail Gorbachev and disintegration of Soviet Union – Decline of Communism and its impact. Unit IX: Contemporary Political situation in Eastern Asia – USA and USSR's interest in Eastern Asia – Korean War – Vietnam War – Turmoil in Kampuchea – China's role – End of British colony in Hong Kong – China's entry in UNO – Taiwan's position – China's road to capitalism. Unit X: Western Asia and Africa – Formation of OPEC – Arab-Israeli conflict – Iran-Iraq conflict – Change of power in Iran – Formation of Organisation of Islamic Countries – Invasion of Kuwait and the Gulf War – Rise of Fundamentalism and Terrorism – Movements in North Africa. Unit XI: Polity, Economy and Society in the Contemporary World – Main forms of State in the contemporary world – The process of industrialisation and its impact – Impact on non-industrialized countries – Problems of development, Globalization (GATT and WTO) – Environment Movements. Unit XII: Development in Science and Technology – Major development in science and technology – New sources of energy – Industrial production – Transport and communications – Means of destruction – Development in biological sciences – Information technology. Unit XIII: Art, Literature, Media and Culture – Literature and art in the contemporary world, Impact of the revolution on communications – The mass media – Newspapers, Radio, Cinema, Television and Computers – Impact on culture. 	

* The textbooks follow the syllabuses very closely in content and expression.

** The table reflects the slightly different design of the syllabuses of the different school stages. Slight inconsistencies in the capitalisation of titles have not been corrected here.

Sources

Pre-2001 textbooks

- Romila Thapar, *Ancient India. A Textbook of History for Middle Schools*, New Delhi: National Council of Educational Research and Training 1976 [First ed. 1967]
- Romila Thapar, *Ancient India. History Textbook for Class VI*, New Delhi: National Council of Educational Research and Training 1995 [First ed. 1987]
- Romila Thapar, *Medieval India. History Textbook for Class VII*, New Delhi: National Council of Educational Research and Training 1996 [First ed. 1988]
- Romila Thapar, *Medieval India. A Textbook of History for Middle Schools*, New Delhi: National Council of Educational Research and Training 1976 [First ed. 1967]
- G.L. Adhya and Arjun Dev, *Modern India. A Textbook of History for Middle Schools*, New Delhi: National Council of Educational Research and Training 1976 [First ed. 1973]
- Arjun Dev, *The Story of Civilization, vol. I. History Textbook for Class IX*, New Delhi: National Council of Educational Research and Training 1996 [First ed. 1989]
- Arjun Dev, *The Story of Civilization, vol. II. History Textbook for Class X*, New Delhi: National Council of Educational Research and Training 1995 [First revised ed. 1994]
- Ram Sharan Sharma, *Ancient India. A History Textbook for Class XI*, New Delhi: National Council of Educational Research and Training 1995 [First ed. 1990]
- Satish Chandra, *Medieval India. A History Textbook for Class XI*, New Delhi: National Council of Educational Research and Training 1994 [First ed. 1990]
- Bipan Chandra, *Modern India. A History Textbook for Class XII*, New Delhi: National Council of Educational Research and Training 1996 [First ed. 1990]
- Arjun Dev and Indira Dev, *Contemporary World History. A History Textbook for Class XII*, New Delhi: National Council of Educational Research and Training 1995 [First ed. 1990]

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- National Curriculum Framework for School Education*, New Delhi: National Council of Educational Research and Training 2000
- Guidelines and Syllabi for Upper Primary Stage, Classes VI–VIII*, New Delhi: National Council of Educational Research and Training 2001
- Guidelines and Syllabi for Secondary Stage, Classes IX–X*, New Delhi: National Council of Educational Research and Training 2001
- Guidelines and Syllabi for Higher Secondary Stage, Classes XI–XII*, New Delhi: National Council of Educational Research and Training 2001

2005/2006

- National Curriculum Framework 2005*, National Council of Educational Research and Training 2005
- National Curriculum Framework 2005, Position Paper 1.5 by National Focus Group on Teaching Social Sciences*, National Council of Educational Research and Training 2006
- Syllabus for Classes of the Elementary Level*, New Delhi: National Council of Educational Research and Training 2006
- Syllabus for Secondary and Higher Secondary Classes*, New Delhi: National Council of Educational Research and Training 2006