



BHARTIYA SHIKSHA BOARD

SOCIAL SCIENCE- HISTORY

SYLLABUS [2026-27]

CLASS XI

SUBJECT CODE: 146

Annual Hrs.: 170

Annual Periods: 204

1. Rationale of teaching History

Teaching history to senior secondary students is about more than memorising facts. It prepares them to become informed and responsible citizens. It develops critical thinking by helping students analyse sources, identify bias, and evaluate evidence. It also provides context for current events, showing how present systems and issues are shaped by the past.

History fosters informed citizenship by explaining how institutions and rights evolve, and builds cultural literacy by exposing students to diverse perspectives. Ultimately, it enables students to apply lessons from the past to present challenges, shaping thoughtful individuals who can engage meaningfully with society.

2. Aims and Objectives

The history curriculum for the secondary level is designed to:

- Develop critical thinking
- Understand critical events
- Fostering informed citizenship
- Building cultural literacy
- Practical application

3. COURSE STRUCTURE

No.	Units	Weightage (out of 80 marks)	Suggested No. of Periods
I	UNIT-I Sources of History Chapter 1: Sources of History	08 Marks	20
II	UNIT-II Human evolution, Food production and Early Civilisations of Bharat and the world. Chapter-2 Prehistoric cultures Chapter 3: Bronze Age Civilisations	12 Marks	31
III	UNIT-III State formation in Bharat and World, Republics and Empires Chapter 4: Political Formations in Bharat (600 BCE-600 CE) Chapter 5: Political Formations in Bharat (600-1600 CE) Chapter 6: State Formations in the World Chapter 7: Alternative State Formations and Regional Polity in Bharat and the World	20 Marks	51
IV	UNIT IV – Cultural development: Continuity and Change (Till 16th century) Chapter 8: Religious Practices and Cultural Patterns of Bharat	12 Marks	31

	Chapter 9: Religious Practices and Cultural Patterns of the World		
V	UNIT V – Development of Knowledge System Chapter 10: Knowledge System of Bharat Chapter 11: Knowledge System of the World	14 Marks	35
VI	UNIT VI - Economic Development across Bharat and the World Chapter 12: Agrarian Economy, Crafts, and Production Systems Chapter 13: Trade, Commerce, Money, and Urbanisation	14 Marks	36
	Total	80 Marks	204 Periods

INTERNAL ASSESSMENT 20 Marks

- **Projects- 15 marks**
- **Viva – 5 marks**

4. COMPETENCY WISE DISTRIBUTION

S. No.	Typology of Questions	Description	Marks	Percentage
1	Remembering & Understanding	Recall previously learned facts, terms, and basic concepts. Demonstrate understanding by comparing, interpreting, describing, and explaining ideas.	32	40%
2	Applying	Apply knowledge, facts, techniques, and rules to solve problems in new situations.	24	30%
3	Analysing, Evaluating & Creating	Break information into parts, draw conclusions, support ideas with evidence, and create or propose new solutions.	24	30%
Total			80	100%

5. EXAMINATION MARK WEIGHTAGE [THEORY]

Types of Questions	No. of Questions	Marks
Section A		
1. Multiple Choice questions	1 to 21	21
Section B		
2. Short Answer Type Questions	22 to 27	18
Section C		
3. Long Answer Type Questions	28 to 30	24
Section D		
4. Source-based Questions	31 to 33	12
Section E		
5. Map-based Question	34	5
Total Marks		80

6. DETAILED COURSE CONTENT

Note- The scope of the syllabus is from early times to the 16th century.

UNIT I – Sources of History

Chapter-1 Sources of History

- Explain historical events and processes using different types of sources with specific examples from Bharat and World history.
- Understanding major kinds of sources: Archaeological, Literary, foreign accounts and others.
- Reconstruction of the past using methods and techniques with an interdisciplinary approach – oral traditions, ethno-archaeological, carbon dating, paleo-botanical, and genetic studies.
- Show how these diverse sources enrich knowledge and understanding of history.
- Project / Symposium: History / *Itihaas* writing perspectives and approaches

UNIT II – Human Evolution, Food Production and Early Civilisations of Bharat and the World.

- Explain and analyse the chronology of human life on the subcontinent of Bharat from pre-history to its civilisational beginnings and beyond, and its relation with other civilisations over time.

Chapter 2: Prehistoric cultures

Palaeolithic, Mesolithic Cultures

- Transition from hunting and gathering to domestication of animals and plants, Neolithic and copper-using early village communities.

Chapter 3: Bronze Age Civilisations

- Saraswati-Sindhu civilisation beginning with the introduction of the Vedic period till the 7th century CE in Bharat and its contemporary civilisations -Mesopotamia, Greece, central Asia, China, South-East Asia, Aztec, Maya, Incas and eastern Africa.
- Evolution of Trade, Commerce and Urban Life, interaction with the outside world (within all civilisations)
- Iron Age, Phases of Urbanisation in Bharat and the World.
- Saraswati-Sindhu civilisation, Later Vedic and age of Buddha, Post Mauryan urbanisation up to the 16th century
- Interaction with the outside world (within all civilisations)

UNIT III - State formation in Bharat and World, Republics and Empires

Analyse the meaning of republic and empires, how the concept of state formation evolved across the world and in the specific context of Bharat, including its roots in the rich civilisation history of the subcontinent

Chapter 4: Political Formations in Bharat (600 BCE-600 CE)

- Idea of Bharat
- Republics and Empires in Bharat;(Mahajanpadas, Gan-Rajya, Maurya, Gupta, Kashmir, Chola, Delhi Sultanate, Vijayanagar & others)

Chapter 5: Political Formations in Bharat (600 – 1600 CE)

Chapter 6: State Formations in the World

- Emergence of Republics, Empires and Kingdoms in the world (Macedonia, Greek, Roman, Byzantine, Holy Roman, Islamic World, Mongol & others)

Chapter 7: Alternative state formations and Regional Polity in Bharat and World

- Feudalism and alternative state formations in Europe and the world, Rise of capitalism, Regional powers in Bharat (Local rulers resented invasion and protected their culture and political domination in their regions)

UNIT IV – Cultural development: Continuity and Change (Till 16th century)

Chapter 8: Religious Practices and Cultural Patterns of Bharat

- Saraswati – Sindhu civilisation, Vedic, Post Vedic, Shad-darshan, Charvak, Buddhism and Jainism, Advaitism (Shankaracharya’s initiative to bring cultural unity in Bharat), Bhakti Movement, Sikhism,

Chapter 9: Religious practices and cultural patterns across the world

- Emergence of Christianity, Islam, Sufism, Shinto (Japanese beliefs), Confucianism, Life of Tribes /African

UNIT V – Development of Knowledge System

Chapter 10: Knowledge System of Bharat

- Explain the growth of new indigenous ideas across Bharat, including Science and technology, Metallurgy, Medical Science & Surgery, Mathematics and Astronomy, Health & wellbeing (Ayurveda, Yoga), Grammar and Etymology, Literature: Bharatiya Vangamay, Art and Architecture.

Chapter 11: Knowledge system across the world

- Explain the growth of new indigenous ideas across the world, including: Greek, Latin, Chinese, Abrahamic knowledge system (Judaism, Christianity, Islam) & others; Compare Bharat’s development with the rest of the world.

UNIT VI – Economic Development Across Bharat and the World

Chapter 12: Agrarian Economy, Crafts, and Production Systems

- Explain the economic development, including the Agrarian economy, Crafts and Production systems, Land ownership and Revenue system

Chapter 13: Trade, Commerce, Money, and Urbanisation

- Trade and Commerce, Trading Communities and Organisations, medium of exchange, Urbanisation and impact on social structure

7. Pedagogical Approach

The curriculum focuses on inquiry-based and interactive learning approaches. Classroom teaching might be in the form of discussions, analysis based on the source, map work, timelines, project work, group work and presentations. Students are encouraged to use archaeological, literary, visual and oral materials to learn how historians re-construct the past.

The teaching approach relates historical developments with social, cultural, political and economic processes. It stimulates the comparison of Bharat with the world, which allows students to see continuity, change, similarities and differences across time and regions.

The approaches encourage critical thinking, evidence-based knowledge, and historical imaginations. They also assist learners to connect the learning about the past with the current institutions, culture, and human development trends.

8. Expected Learning Outcomes

Class XI History curriculum equips students with a conceptual base on the development of human societies, cultures, states, economies, and systems of knowledge in Bharat and the world since the early times and up to the 16th century. The syllabus allows the students to comprehend the reconstruction and interpretation of the past by learning various types of sources and significant historical processes.

The course also fosters the consciousness of cultural continuity, civilisational diversity, and historical foundation of the institutions, beliefs, and economic life. By so doing, learners develop the skill to evaluate the past in a balanced, evidence-based and comparative way.

By the end of Class XI, students will be able to

- Understand the meaning, scope and importance of history and explain how historical knowledge is constructed through different types of sources.
- Explain major stages in human evolution, food production and emergence of early civilisations in Bharat and other parts of world.
- Analyse development of states, republics, empires and regional polities in Bharat and compare them with political formations in other world regions.
- Understand patterns of cultural development, including religious practices, philosophical traditions and movements that shaped societies in Bharat and across world.
- Examine growth of knowledge systems in Bharat and world in fields such as science, technology, medicine, mathematics, literature, art and architecture.
- Describe evolution of agrarian systems, crafts, trade, commerce, money and urbanisation and explain their impact on social and economic life.
- Appreciate civilisational heritage of Bharat while also recognising interconnected development of world history.