

HISTORY (851)

CLASS XII

There will be **two** papers in the subject:

Paper I: Theory 3 hours ----- 80 marks

Paper II: Project Work -----20 marks

PAPER I (THEORY) – 80 Marks

Part I (20 marks) will consist of **compulsory** short answer questions testing fundamental factual knowledge and understanding of the entire syllabus.

Part II (60 marks) will be divided into **two** sections, **Section A** and **Section B**, each consisting of **five** questions. Each question shall carry 12 marks. Candidates will be required to attempt **two** questions from each Section and **one** question from either Section A or Section B. A total of **five** questions will be attempted from Part II.

SECTION A

INDIAN HISTORY

1. Towards Independence and Partition: the Last Phase (1935-1947).

- (i) Working of provincial autonomy: Congress and other ministries.

The main features of Provincial Autonomy should be explained. A critical account of the election of 1937 and the working of the Congress ministries must be given. A summary of main developments under non-Congress ministries should be included.

- (ii) Failure of the Cripps Mission; Quit India resolution; arrest of Congress leaders; violent public reaction; Government repression of revolt of 1942.

Why the Cripps Mission was sent to India should be explained along with its proposals. Reasons for the rejection of its proposals should lead directly to the Quit India resolution. A compact account of the movement, its repression and a brief analysis of its significance is needed.

- (iii) Transfer of power (1945-1947): changed attitude of British Government; the Cabinet Mission Plan proposals; Congress and League reaction; Direct Action by League; communal

riots; Attlee's declaration of 1947; the Mountbatten Plan; partition and independence.

Reasons for change in the attitude of the British government after World War II - Cabinet Mission: its aims and the major provisions of its Plan. Election to the Constituent Assembly and the results. Controversy between Congress and League over the question of: (a) grouping of provinces under the terms of the Plan (b) being part of the Constituent Assembly (c) being part of the Interim Government. Muslim League's Direct Action and communal riots. Congress and Muslim League's decisions on these issues.

1947: Attlee's Declaration of 20th February 1947; Mountbatten Plan – main features: acceptance of the Plan by major political parties; modifications in the Indian Independence Act. Reasons why the Congress accepted partition.

2. Establishment and development of Indian democracy (1947 – 1966).

The following should be discussed:

- (i) *The refugee problem, the transfer of assets and the river waters dispute.*

- (ii) *The foundation of Indian Democracy: significance of the first general election based on universal adult suffrage (1952): role of political parties, problems of preparation and their solutions, process, result and impact of the elections.*

3. Challenges to Indian democracy (1964 – 1977).

The following to be discussed:

- The role of the Syndicate: (a) In the appointment of Lal Bahadur Shastri in 1964 and Indira Gandhi in 1966 as prime minister. (b) Importance of the election of 1967: the factionalism in the Congress (Syndicate vs. Indira Gandhi) leading to its split in 1969.*

Emergence of Opposition political parties and their main leaders.

- *Naxal Movement: causes of its rise; the struggle carried out by peasants and students; government measures against it; reasons for its decline in the 1970's and its impact.*
- *JP Movement (1974-75): Origin: Jai Prakash Narayan's disputes with Mrs. Gandhi; main features of its course; leadership; measures to suppress it. Assessment of its significance and impact (positive and negative features).*
- *Emergency (1975-76): reasons for imposition; main features of the suspension of democratic rights. Assessment of its impact (positive and negative aspects). Possible reasons for withdrawal.*

4. Changing face of the Indian democracy (1977 – 1986).

Return of Congress to power (1979 – 1986).

Centre-State relations to be studied with reference to:

- Punjab: separatist demands and the Centre's response.*
- Demands in the North-East:*
 - *Assam's agitation against foreigners and the Centre's response (1947-85); main events to be done in detail.*
 - *Nagaland's demand for autonomy and its resolution (1947-80); main events to be done briefly.*
 - *Mizoram Movement (1959-1986) to be touched upon.*

5. India's Foreign Policy

- Non-Aligned Movement (NAM)

Reasons for following a non-aligned policy in the context of the Cold War to be discussed.

Aims – Panchsheel.

Establishment and growth – Bandung and Belgrade conferences; Cold War and NAM in the 1950s, 1960s and 1970s (brief outlines of India's stance during significant Cold War events): the Korean War, the Vietnam War and the Soviet invasion of Afghanistan.

- Sino-Indian War

Background: Initial relations with the Peoples' Republic of China; disputes over (a)

Tibet issue: Chinese takeover and asylum of the Dalai Lama in India; (b) Border issues. Sino-Indian War (1962): immediate causes and consequences.

SECTION B

WORLD HISTORY

6. World War II

- Factors leading to the War: aggressive foreign policies of Germany, Italy and Japan.

Should be discussed in some detail, showing how these aggressive policies made war more likely and worldwide in scope.

- Course of the War: Europe, Africa and Far East. American entry and contribution.

Main theatres of the War during 1939-1945 should be done separately in chronological order; the main battles should be done in some detail: El Alamein, Stalingrad, Midway and the policy of "island hopping" in the Pacific. The US contribution should be done separately for Europe and the Pacific.

- Reasons for the defeat of the Axis Powers.

Each of the reasons for the defeat of the Axis should be explained.

7. De-colonisation – in Africa (Ghana & Kenya).

- Ghana: democracy, dictatorship and military government (1957-69).

Brief background to independence, Nkrumah's role, reasons for his overthrow; coup of 1966.

- Kenya: conflict and independence (1947 – 1969).

Background: conflict over independence and role of Kenyatta.

8. Cold War 1945-91– origin, course, end and impact:

- Origins of the Cold War: End of wartime unity; Yalta and Potsdam Conferences; Truman Doctrine and Marshall Plan; Molotov Plan.

The main points raised at the two post-War Conferences as well as the major points of differences should be explained. A general

account of the Soviet expansion in East Europe until 1948 and the major causes of the Cold War should be done in this context.

- (ii) The Cold War expands: Berlin Blockade; NATO; division of Germany; “thaw” in the Cold War (1953-59) - how partial was it? Warsaw Pact.

Each of the events referred to above should be done in some detail; the two phases of the Vietnam War, the French and the US involvement and escalation after the Tonkin Gulf incident to be done. In the 1960-62 period, the U-2 affair and the Berlin Wall incident should be mentioned; the Cuban Missile crisis should be done in detail – the easing of tension can be done as a result of the crisis. Only the outline of the reasons for détente.

- (iii) Breakup of the USSR

Reasons for collapse of USSR: economic failure; Gorbachev’s policies (Glasnost and Perestroika).

9. Protest Movements

Anti-Apartheid Movement; Feminist Movement.

- (i) *Anti-Apartheid Movement in South Africa (1948-1994): main features of Apartheid, opposition to Apartheid (Dr Nelson Mandela’s role), transition to black majority rule and the end of Apartheid.*
- (ii) *Second Wave Feminist Movement in USA (early 1960s – early 1980’s): reasons for its origin (the impact of the Presidential Commission, Betty Friedan’s book and the Civil Rights Movement; role of National Organisation for Women (NOW) and its campaign for the Equal Rights Amendment (ERA). Socio-cultural impact of the Movement to be mentioned briefly.*

10. Middle East: Israeli-Palestine conflict (1916-1993).

- (i) Post War conflict in Palestine after World War I, till the formation of the state of Israel.
Aims of Arab nationalism and Zionism. Impact of World War I: the conflicting promises made by the British to the Arabs and the Jews: Husain-MacMahon correspondence, the Sykes-Picot Agreement

and the Balfour Declaration. All these need to be understood clearly.

- (ii) The Arab-Israeli Wars from 1948 to Camp David Accord (1979).

The following conflicts should be studied – First Arab- Israeli Conflict (1948-1949), the Suez Crisis (1956), the Six Day War (1967), the Yom Kippur War (1973), Sadat and the Camp David Accord (1979). For each of these events, the causes and results should be studied in detail. Events to be covered briefly. The origin and formation of the PLO.

PAPER II (PROJECT WORK)

- 20 MARKS

Candidates will be required to undertake **one** project which **may** be any one of the following:

1. A case study.
2. A field visit/ investigation.
3. A local history.
4. Interview/oral evidence.
5. Book review/ film review/ posters/ newspapers/ advertisements/ cartoons and art.

The project must not be based primarily on the syllabus; students must be encouraged to produce original, creative and insightful perspectives on an allied aspect of the topic.

For example, if the theme is economic development in India, the project could be on a 5-year plan. However, it would have to give the historical perspective and impact.

The written outcome of the project, in the form of a 2000-word essay, should be structured as given below:

- A. The research question
- B. Abstract: it must contain the following information:-
 - Reason for choosing the topic
 - Methods and material to be used in the investigation
 - Hypothesis: the conclusion the student is hoping to draw.
- C. Main essay: it must follow the structure given below:-

- Background and context – to be discussed very briefly
- Explanation of the theme and specific issue of the research question in the context of the background given above
- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student
- Conclusion – whether hypothesis stands or not
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

List of suggested Projects:

1. Martin Luther King.
2. The West Asian radical organisations – ideologies, methodologies, acts and impact.
3. Protests Movements – a detailed study on any one – political ideologies, civil rights, women, workers, caste, environment.
4. Nelson Mandela.
5. Karl Marx – Wealth of Nations – Its influence on the Russian Revolution.
6. Mao Zedong and the Chinese Communist Revolution.
7. Collapse of the Russian and Chinese Communism.
8. Strands in the late 20th Century - military and economic organisations.
9. UN – Peacekeeping actions and Weaknesses.
10. The Cultural Movement (1968).
11. Trends in India's Foreign Policy – dynamics and the changing trends.
12. Theatres of World War II - changes in warfare.

Some of the suggested projects have been exemplified in greater detail below:

1. Martin Luther King
 - A. The research question – How far was Martin Luther King successful in the achievement of his aims through non-violent methods?
 - B. Abstract: it must contain the following information:-

- (i) Reason for choosing the topic – to understand the value of no-violence as an effective means of protest.
 - (ii) Material and methods to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), Martin Luther King's famous speech, films like Mississippi Burning. Method: reading/ viewing, taking notes for analysis, and evaluation.
 - (iii) Hypothesis: the conclusion the student is hoping to draw.
- C. Main essay: it must follow the structure given below:
- Background and context – Martin Luther King's personal background and his involvement in the civil rights movement.
 - Explanation of the theme and specific issue of the research question in the context of the background given above – the different aspects of the research question must be dealt with individually and in detail: Martin Luther King's aims, methods used by him, how far successful.
 - Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.
 - Conclusion – whether hypothesis stands or not.
 - Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
 - Appendix – optional, only if it is crucial for the better understanding of the project essay.

2. The West Asian radical organisations – ideologies, methodologies, acts and impact.
 - A. The research question – What methods were used in the period 1948-1979 by the PLO to achieve a homeland for Palestinians and with what effect?

B. Abstract: it must contain the following information:-

- (i) Reason for choosing the topic – to understand the impact of radical political organizations on the search for peace in West Asia.
- (ii) Methods and material to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), films like Chronicle of A Disappearance (1996). Method: reading/ viewing, taking notes for analysis, and evaluation.
- (iii) Hypothesis: the conclusion the student is hoping to draw.

C. Main essay: it must follow the structure given below:-

- Background and context – to be discussed very briefly: West Asia, the settlement of Jews in Israel, the question of Palestinians and the Birth of the PLO.
- Explanation of the theme and specific issue of the research question in the context of the background given above – the different aspects of the research question must be dealt with individually and in detail: the role played by the PLO, its impact, its success/ failures.
- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.
- Conclusion – whether hypothesis stands or not.
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

3. Protests Movements – a detailed study on any one - political ideologies, civil rights, women, workers, caste, environment.

A. The research question – What impact did the Greenpeace movement have on the general improvement of the world environment in the 1970s and 1980s?

B. Abstract: it must contain the following information:-

- (i) Reason for choosing the topic – to understand the connection between global politics and environmental issues
- (ii) Methods and material to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), films like Free Willy (1993) and Soylent Green (1973)
- (iii) Hypothesis: the conclusion the student is hoping to draw – that people have become much more conscious of the importance of the natural environment.

C. Main essay: it must follow the structure given below:-

- Background and context – How the Greenpeace movement was born and the context of world politics at that time that adversely affected the environment.
- Explanation of the theme and specific issue of the research question in the context of the background given above - the different aspects of the research question must be dealt with individually and in detail: Aims of the Greenpeace movement, its organization and structure, its activities in the 1970s and 1980s; its relationship and issues/ conflicts with national governments.
- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.

- Conclusion – whether hypothesis stands or not.
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

The Project will be assessed by the teacher and a Visiting Examiner appointed locally and approved by the Council.

Assessment of Project Work will be done as follows:

1.	Internal Evaluation by Teacher	10 Marks
2.	Evaluation by Visiting Examiner	10 Marks
	TOTAL	20 Marks

Internal Evaluation by the Teacher:

S. No.	Assessment objective	Criteria	Marks
1.	Process	Candidate should be able to: Identify the topic. Plan and detail a research project. Select and use appropriate research methods.	3
2.	Understanding, application of knowledge and Analysis	Candidate should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	4
3.	Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	3
TOTAL			10

Evaluation by Visiting Examiner:

S. No.	Assessment objective	Criteria	Marks
1.	Choice of Technique/ Detailed procedure & Presentation	Overall format, referencing (footnotes &/or bibliography), title page, header/footer, etc.	4
2.	Analysis and evaluation	Candidates should be able to: Interpret, analyze and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	3
3.	Viva	Range of questions based on the project only.	3
TOTAL			10

GUIDELINES FOR TEACHERS:

1. It must be emphasized that the **process** of doing the project is as important as the finished product.
2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.
3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.
4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.
5. The students should be guided on doing the research and looking at different types of evidence.
6. Books and suitable reference materials could be suggested and even put up on the library notice board for guidance of the students.
7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.
8. Students must be cautioned against plagiarism and be penalized for the same.
9. Marks must be awarded for content and originality and not for decorative elements and embellishments.
10. Projects must be the original work of the student.