

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.

- (ii) National Movement during the Second World War: The outbreak of World War II and the resignation of the Congress ministries, Lahore Session of the Muslim League in 1940 and the deadlock up to the August Offer (1940). 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) Subhash Chandra Bose and the INA.

Bose's role in the national movement and his differences with Gandhi to be discussed. Background to the formation of

the IIL and INA; Bose's revival of the INA should be emphasized, a brief account of its operations, eventual defeat and significance.

- (iv) Transfer of power (1945-1947): changed attitude of British Government; the Cabinet Mission Plan proposals; 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.

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:

- *Origin of the Kashmir problem. The role of Sardar Patel in the reorganisation and integration of princely states with special reference to Junagarh and Hyderabad.*
- *The linguistic reorganisation of states: movement for linguistic reorganisation with particular reference to Andhra, Bombay and Punjab; redrawing of the map of India on the basis of linguistic identity.*

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.*
- *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)

- (i) The Janata Government (1977 – 1979).
Restoration of democracy: formation of party and government, its programme and implementation; reasons for its downfall.
- (ii) Return of Congress to power (1979 – 1986).
Centre-State relations to be studied with reference to:
 - (a) *Punjab: separatist demands and the Centre's response.*
 - (b) *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

Pakistan (1948-49, 1965, 1971)

Indo-Pak wars: causes, course and consequences of each to be done separately.

6. Movements for Women's Rights

A brief outline of the significance of the Towards Equality Report (1974) with regard to women's issues.

Developments in the anti-dowry movement and struggle against domestic violence in the 1970s and 1980s.

SECTION B

WORLD HISTORY

7. World War II

- (i) 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.

Reasons for Japan's alliances with Italy and Germany should be briefly explained, leading to the attack on Pearl Harbour.

- (ii) Anglo-French appeasement policies.

Appeasement: why Britain and France chose to follow this policy and how it was carried out.

- (iii) Reasons for the defeat of the Axis Powers.

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

8. De-colonisation – in Asia (China)

China: civil war and the establishment of the People's Republic in 1949; Mao Tse Tung; agrarian and industrial policy; political and economic developments; contribution of Mao.

An outline of the post-war struggle between the KMT and CCP and the victory of the Communists. The causes of Communist victory should be stated and briefly explained.

A short background of the problems facing the Communists in 1949: in agriculture, the gradual process from land distribution to collective farms should be outlined; in industry, the Five Year Plan and Soviet help.

The 100 Flowers Campaign should be covered in brief. The Great Leap Forward should be covered in more detail, particularly the development of commune and assessment of the GLF. Finally, a brief outline of the Cultural Revolution and its impact on China.

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

- (i) Origins of the Cold War: End of wartime unity; Yalta and Potsdam Conferences; Truman Doctrine and Marshall Plan; Molotov Plan, COMECON and Cominform. The rift widens - Soviet expansion in Eastern Europe (1945-1948)

including the communist coup in Czechoslovakia.

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; crisis in east-west relations (1960-62); detente (1970s).

Each of the events referred to above should be done in some detail. In the 1960-62 period, the U-2 affair and the Berlin Wall incident should be mentioned. Only the outline of the reasons for détente and how it worked should be done.

10. Protest Movements

Civil Rights Movement, Feminist Movement.

- (i) *Racial problems and civil rights in USA in the 1950s, 1960s and 1970s: Racial discrimination, change in the government’s attitude, campaign for equal rights (Dr. Martin Luther King’s role).*

- (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; Equal Pay Act of 1963 – its implications for American women, successive measures taken by Johnson (Civil Rights Act of 1964), 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.*

11. 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.

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.

The impact of World War II and the intensification of the conflict against Britain’s decision to withdraw – the UNO’s plan. Creation of Israel and the War of Liberation (a chronological account should suffice here).

- (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.

- (iii) Oslo Peace Accords (1993).

Intifada and the change in attitude of Israel and the PLO leading to the Oslo Peace Accords: assessment of the main features: why it failed to bring peace.

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. Karl Marx – Wealth of Nations – Its influence on the Russian Revolution.
5. Mao Zedong and the Chinese Communist Revolution.
6. Strands in the late 20th Century - military and economic organisations.
7. UN – Peacekeeping actions and Weaknesses.
8. The Cultural Movement (1968).
9. 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.
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 Soyent 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:

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,	4

	substantiated arguments/ statement.	
3. Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	3
TOTAL		10

Evaluation by the Visiting Examiner:

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.