

ISC

YEAR 2021

INDIAN SCHOOL CERTIFICATE EXAMINATION



HISTORY

(851)

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
Excellence - The Indian and Global experience.
Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

HISTORY (851)

Aims:

1. To provide accurate knowledge of significant events and personalities of the period under study, in sequence and in context.
2. To familiarize candidates with factual evidence upon which explanations or judgements about the period must be founded.
3. To develop an understanding of the existence of problems and relevance of evidence of explanations.
4. To develop the capacity to marshal facts and evaluate evidence and to discuss issues from a historical point of view.
5. To develop the capacity to read historical views in the light of new evidence or new interpretation of evidence.
6. To foster a sense of historical continuity.
7. To encourage diminution of prejudices and to develop a more international approach to world history.
8. To develop the ability to express views and arguments clearly using correct terminology of the subject.
9. To familiarise candidates with various types of historical evidence and to provide some awareness of the problems involved in evaluating different kinds of source materials.

CLASS XI

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

SECTION A

INDIAN HISTORY

1. Emergence of the Colonial Economy

- (i) Development of the means of transport and communication.

Transportation: a brief look at the development of the railways.

- (ii) Effect of British revenue policy:

Impact on peasants and artisans

Disruption of the traditional economy.

A general account of the impact of the British revenue policies on peasants and artisans.

- (iii) Development of modern industries.

An account of the growth of large scale machine based industries in western India, its economic impact.

- (iv) Colonial Forest Policy - impact on local communities.

An overview of the 19th century Colonial Forest Policy. Political and economic impact of the Colonial Forest Policy on local communities.

2. Social Movements

- (i) Struggle against caste – Jyotirao Phule, Narayan Guru, Veerasalingam.

A brief outline of their contributions to Indian society.

- (ii) The Women's Question

Women's condition in India in the 19th century. Features of the following Acts: Abolition of Sati (1829), Widow Remarriage (1856), Female Infanticide Prevention

(1870) and Age of Consent (1891) - their impact on Indian women.

3. Protest Movements against Colonial Rule

Circumstances that led to different protest movements: *the Indigo Uprising (1859), Deccan riots (1875), Munda Uprising (1899-1900) and the impact on the colonial policies.*

4. Growth of Nationalism

(i) Swadeshi Movement

Partition of Bengal and anti-Partition Movement including the Swadeshi and Boycott Movement: causes and Impact of the Movement.

(ii) Foundation of the Muslim League.

Circumstances leading to its foundation. Objectives of the Muslim League.

5. Gandhian Nationalism (1916 – 1922)

(i) Agitation against the Rowlatt Act, Jallianwala Bagh (1919).

The reasons behind the Rowlatt Act and its main terms to be studied in brief. A general account of the satyagraha against the Act, leading to Jallianwala Bagh.

(ii) The launching of the passive resistance movement by Gandhi: Khilafat and Non-Cooperation Movement (1919-1922).

The launching of the Khilafat and the Non-Cooperation Movements. There should be a connected chronological account of both the movements and their suspension.

6. Gandhian Nationalism (1927 – 1937)

(i) Lahore session and declaration of 'Poorna Swaraj' as the Congress objective.

Events leading to the Lahore session – Simon Commission: a brief explanation of the reasons for its boycott; demand for Dominion Status by 1929 (Nehru Report).

The main points of the Poorna Swaraj Resolution.

(ii) Civil Disobedience Movement (1930-1934).

A general account of the features of the Movement; main terms of the Gandhi-Irwin Pact; the 1st and 2nd Round Table Conferences; resumption of the Movement and the Poona Pact.

(iii) Government of India Act, 1935.

The main features of Government of India Act, 1935 should be explained.

A critical account of the election of 1937. A summary of the main developments under Congress and non-Congress ministries should be included.

SECTION B

WORLD HISTORY

7. World War I: Causes, events leading to it; Peace settlements

(i) Main long-term causes: alliance system, imperialism, militarism (arms race), nationalism.

Main short-term causes: events from 1908 to 1914.

(ii) Paris Peace Settlements-Changes in the map of Europe; critical evaluation of the Treaty of Versailles.

8. The Great Depression

(i) Causes leading to the Wall Street Crash of 1929 and its impact on the economy of USA, Germany & Japan.

(ii) Roosevelt and the New Deal – (a) Aims (b) Measures taken.

9. Rise of Communism under Stalin in Russia (1917 -1939)

(i) The Russian Revolution of 1917 - causes of the March Revolution and its results; weaknesses of the Provisional Government leading to the November Revolution.

(ii) Lenin: reasons for New Economic Policy (NEP) and its impact.

(iii) Rise of Stalin to power and factors assisting his rise.

(iv) Main features of Stalin's domestic policy:

Collectivisation of agriculture.

Industrialisation: First and Second Five Year Plans

Purges of 1937-1938.

10. Rise of Fascism under Mussolini in Italy (1919-39)

(i) Post-War discontent and the rise to power of Benito Mussolini.

Conditions which gave rise to Fascism; a brief chronological account of the events which brought Mussolini to power from the election of 1921 to the march on Rome in October 1922.

(ii) Main features of Mussolini's domestic policy.

Critical appraisal of Mussolini's policies particularly his economic policy.

11. Rise of Nazism under Hitler in Germany (1933-39)

(i) Rise of Hitler to power and factors assisting his rise.

Weaknesses of the Weimar Republic as a background to the rise of Nazism; events from 1932 onwards leading to Hitler becoming Chancellor of Germany in 1933; the reasons for his popularity among different groups should be explained.

(ii) The Nazi State: from 1933 onwards.

Outline of the changes made by Hitler in government, the cultural life and education, army (the Night of the Long Knives), the economy and religious life. Escalation of the campaign against the Jews should be done in some detail, till the "Final Solution". Reasons why his policies were accepted among different groups.

12. Rise of Militarism in Japan (1919-37)

Reasons for the rise of militarism in the 1930s.

PAPER II (PROJECT WORK) – 20 MARKS

Candidates will be required to undertake **one** project on any one of the following history topics from 18th-20th centuries (India/World).

1. Politics – leadership, domestic policy, foreign policy.
2. Military – any war: causes, course and consequences. Strategies & tactics. Technology. Outcome: peace settlements.
3. Economy – economic policy: terms and impact. Currency, communication, trade. Agriculture and industry.
4. Society & culture – Traditions, food, clothing, festivals, role and status of women, education, art, architecture, sculpture, music, dance, literature.
5. Religion – philosophy, ideas, beliefs, practices, impact.

The project **may** be in any one of the following categories:

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

The written outcome of the project, in the form of 800–1500-word essay should be structured as given below:

- Introduction - Background and context to be discussed very briefly.
- Main body - Explanation, Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student.
- Conclusion - Brief summing up of the topic.

- 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. Leaders- political, social, cultural, religious, military
2. Growth of political organizations in the 18th - early 20th centuries.
3. Impact of British colonial policies before/ after 1857.
4. Industrialisation - Impact on the lives of the people.
5. Birth of totalitarian ideologies.
6. The 1920s Cultural Movement in USA - Jazz Age.
7. Changes in nature of warfare – late 19th and early 20th century conflicts, World War I.
8. Growth of feminist movements in the West.
9. Music/art as a medium of protest.
10. Books that changed the course of history.

EVALUATION CRITERIA:

Mark allocation for the Project will be as follows:

Assessment objective	Criteria	Marks
1. Process	Candidates should be able to: Identify the topic, Plan and detail a research project.	5
2. Understanding, application of knowledge and Analysis	Candidates should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically the topic.	5
3. Presentation	Overall format and referencing	5

4. Viva	Range of questions based on the project only.	5
TOTAL		20

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 students.

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

SECTION A

INDIAN HISTORY

1. Towards Independence and Partition: The Last Phase (1939-1947)

- (i) National Movement during the Second World War:

Reasons behind the August Offer and the Cripps Mission. The proposals and the reasons for their rejection leading directly to the Quit India Resolution. A compact account of the movement, its suppression and a brief analysis of its significance.

- (ii) Subhash Chandra Bose and the INA.

Bose's organisation of the INA, a brief account of its operations, eventual defeat and significance.

- (iii) Transfer of power (1945-1947):

Reasons for change in the attitude of the British government after World War II.

Cabinet Mission: its aims and major provisions.

1947: Attlee's Declaration of 20th February 1947; Mountbatten Plan – main features: reasons for acceptance of the Plan by major political parties.

Modifications in the Indian Independence Act.

2. Establishment of Indian democracy (1947 – 1966)

The following should be discussed:

- (i) *The role of Sardar Patel in the reorganization and integration of princely states.*
- (ii) *Problems of integrating Junagarh, Hyderabad and Kashmir.*
- (iii) *First general election (1952): problems of preparation and their solutions, process, result and impact of the elections.*

- (iv) *The linguistic reorganization of states: Features of the States Reorganisation Act, 1956 with particular reference to Andhra, Bombay and Punjab.*

3. Development of Indian Democracy (1964 – 1977)

The following to be discussed:

- (i) *Lal Bahadur Shastri – his contributions as Prime Minister*
- (ii) *Importance of the election of 1967*
- (iii) *Main Opposition political parties and their ideologies – Socialist Party (SP); Communist Party of India (CPI); Communist Party of India (Marxist) (CPI(M)); Bharatiya Jan Sangh; Shiromani Akali Dal.*
- (iv) *Naxal Movement: factors of its rise; main leaders (Charu Majumdar and Kanu Sanyal); areas where they operated (West Bengal and Andhra Pradesh) and the struggle carried out by peasants and students.; government measures against it; reasons for its decline in the 1970's and its impact.*
- (v) *JP Movement (1974-75): Origin: Jai Prakash Narayan's disputes with Mrs. Gandhi; main features of its course. Assessment of its significance.*
- (vi) *Emergency (1975-76): reasons for imposition; main features of the suspension of democratic rights. Assessment of its impact (positive and negative aspects).*

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

- (i) *The Janata Government (1977 – 1979).*

Elections of 1977: establishment of the Janata Government; its policies and their implementation; reasons for its downfall.

- (ii) *Centre-State relations*

(a) *Punjab: Demands of the Akali Dal; Anandpur Sahib Resolution; 1977 elections; formation of Akali government; rise of Bhindranwale – his demands and methods.*

Centre's response: Operation Bluestar – its results and impact. Punjab Accord, 1985.

- (b) *Assam: Reasons for Assamese discontent; course of Assam's agitation; the Centre's response: Assam Accord, 1985.*
- (c) *Nagaland: The Nagas' separatist demands; birth of Nagaland state; course of the agitation; Shillong Accord, 1975.*
- (d) *Mizoram: Mizoram Movement (1959-1986): course and resolution.*

5. India's Foreign Policy

- (i) *Pakistan (1947-49, 1965, 1971)*
Indo-Pak wars: causes, course and consequences of each to be done separately.
- (ii) *Sino-Indian War (1962)*
Disputes with the Peoples' Republic of China—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.

6. Movements for Women's Rights

Towards Equality Report (1974) - aims, significance and recommendations.

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

Measures undertaken by the government in response.

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 to show how these aggressive policies made war more likely and worldwide in scope.

- (ii) *Anglo-French appeasement policies.*

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

- (iii) *Axis invasions in Europe and Asia (1939-1941).*
- (iv) *Course of the War in Europe, Africa and Far East (1942-45).*
- (v) *Reasons for the defeat of the Axis Powers.*

8. De-colonisation – in Asia (China) and Africa (Ghana & Kenya)

- (i) *China:*

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 Great Leap Forward should be covered in more detail, particularly the development of commune and assessment of the GLF.

- (ii) *Ghana: democracy and dictatorship (1957-66).*

Brief background to independence, Nkrumah's role, reasons for his overthrow.

- (iii) *Kenya: conflict and independence (1947 – 1964).*

Conflict with whites over independence and role of Kenyatta.

9. Cold War (1945-91)– origin, 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.*
- (ii) *The rift widens - Soviet expansion in Eastern Europe (1945-1948) including the communist coup in Czechoslovakia.*
- (iii) *Cold War Crises - Berlin Blockade – NATO – division of Germany. Cuban Missile Crisis – causes and effects.*
- (iv) *Détente – reasons for it and effects on Eastern Europe.*

(v) Downfall of Communism in Poland and East Germany.

(vi) Breakup of the USSR

Reasons for collapse of USSR

Political changes; Coup of 1991; Demand for independence by the Soviet republics leading to the breakup of USSR.

10. Protest Movements

Civil Rights Movement, anti-Apartheid 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) *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.*

(iii) *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, 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).*

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.

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.

(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.

The origin and formation of the PLO.

(iii) Oslo Peace Accords (1993 & 1995).

Intifada and the change in attitude of Israel and the PLO leading to the Oslo Peace Accords I (1993) and II (1995). Assessment of the main features of each. Why it failed to bring peace.

PAPER II (PROJECT WORK) - 20 MARKS

Candidates will be required to undertake **one** project on any one of the following history topics from the 20th-21st (till 2012) centuries (India/World).

- Politics – leadership, domestic policy, foreign policy.
- Military – any war: causes, course and consequences. Strategies & tactics. Technology. Outcome: peace settlements.
- Economy – economic policy: terms and impact. Currency, communication, trade. Agriculture and industry.
- Society & culture – Traditions, food, clothing, festivals, role and status of women, education, art, architecture, sculpture, music, dance, literature.
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- 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. Leaders – e.g., Malcolm X, Rosa Parks, Noor Inayat Khan, Surya Sen, Vinoba Bhave, Sun Yat Sen, Golda Meir, Sirimavo Bandaranaike, Margaret Thatcher, etc.
2. Radical organisations – ideologies, acts and impact. E.g., KKK, Al Qaeda, Boko Haram, Al-Shabaab, Sendero Luminoso, Khmer Rouge, Japanese Red Army, etc.
3. Protests Movements – political ideologies, civil rights, workers, caste, environment. E.g., Arab Spring, Chipko Movement, Black Lives Matter, Dalit Panther Movement, etc.
4. UN – Peacekeeping actions and Weaknesses.
5. Regional Organizations and their contributions – E.g., SAARC, ASEAN, EU, AU, etc.
6. Growth of feminist movements in India /the West.
7. Music /art as a medium of protest.
8. Books that have had a profound effect on society.
9. Wars – e.g., contribution of Indian soldiers to the World Wars; role of colonial armies in the World Wars; guerrilla wars (e.g. Vietnam War), etc.

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

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.	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 the topic.	4
3.	Presentation	Overall format and referencing, title page and bibliography.	3
TOTAL			10

Evaluation by the Visiting Examiner:

S.no.	Assessment objective	Criteria	Marks
1.	Choice of Technique/ Detailed procedure & Presentation	Overall format, referencing, title page and bibliography.	4
2.	Analysis and evaluation	Candidates should be able to: Interpret, analyze and evaluate critically a range of evidence.	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.
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10. Projects must be the original work of the student.