

# HISTORY (851)

## 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

**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. Growth of Nationalism

###### (i) Swadeshi Movement

*Partition of Bengal and anti-Partition Movement, leading to the Swadeshi and Boycott Movement: causes, features and impact which should include the aggravation of the Moderate-Extremist clash, and the foundation of the Muslim League. The assessment of the movement should include the positive and negative features.*

###### (ii) Revolutionary Nationalism

*The growth of revolutionary activities should explain what led to the development and concentrate on some well-known organizations: Abhinav Bharat, Yugantar, Anushilan Samiti.*

##### 2. Emergence of the Colonial Economy

###### (i) Disruption of traditional economy: British revenue policy: impact on peasants and artisans.

*Revenue policy: the Permanent Settlement should be done in some detail.*

###### (ii) Colonial Forest Policy - impact on local communities.

*Political and economic impact of the Colonial Forest Policy on local communities.*

##### 3. Social and Religious Movements

###### (i) Impact of the modern ideas in Europe on Indian administrators.

*The characteristics of modern thought (liberalism, utilitarianism) to be very briefly explained as a background to British policy.*

###### (ii) Reform Movements – Brahmo Samaj, Arya Samaj, Aligarh Movement.

*A critical look at each of the above movements.*

##### 4. Protest Movements against Colonial Rule

*A brief account of the Indigo Uprising (1859), Deccan riots (1875), Munda Uprising (1899-1900) and the response of the colonial authority.*

##### 5. Gandhian Nationalism (1916 – 1922)

###### (i) The launching of the passive resistance movement by Gandhi; background and main features of the movement.

*A general background of the development of Gandhian ideas of non-violence and satyagraha in South Africa. Brief summaries of the three localised satyagrahas: Champaran, Ahmedabad, and Kheda district.*

###### (ii) Agitation against the Rowlatt Act, Jalianwala Bagh (1919), Khilafat and Non-Cooperation Movement (1919-1922).

*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 Jalianwala Bagh and the aftermath.*

*The launching of the Khilafat and the Non-Cooperation Movements; why Gandhi decided to support Khilafat. There should be a connected chronological account of the movement and its suspension after Chauri Chaura.*

##### 6. Gandhian Nationalism (1927 – 1934)

###### (i) Simon Commission: its boycott and the demand for Dominion Status by 1929; Lahore

session and declaration of 'Poorna Swaraj' as the Congress objective.

*The reasons for sending the Commission in 1927 as well as its boycott should be briefly explained. A general account of the agitation against the Commission as well as a very brief account of the Nehru Report. The Lahore Session should be set against the expiry of the deadline by the Congress; the main points of the Poorna Swaraj Resolution.*

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

*A general account of the development of the Movement and different strands within the Movement; main features of the Gandhi-Irwin Pact. The 1<sup>st</sup> and 2<sup>nd</sup> Round Table Conferences can be put very briefly in context. The resumption of the Movement, the Poona Pact (in the context of the Communal Award) should be touched upon.*

## SECTION B

### WORLD HISTORY

#### 7. World War I: Causes, events leading to it; major changes in warfare and strategy; peace settlements

*An outline of the main long term causes: alliances, imperial rivalry, arms race, nationalism; short term causes: events from 1908 to 1914: the Moroccan crisis, the annexation of Bosnia-Herzegovina. The main interests of the big powers in the Balkans should be briefly touched upon, particularly Russia and Austria-Hungary, as well as the growth of Balkan nationalism and the two Balkan Wars; the assassination at Sarajevo and how it developed into a major European War.*

*A brief explanation of the various causes for the defeat of the Central Powers.*

#### 8. Peace Settlements after World War I

*Changes in the map of Europe after the Paris Peace Settlements; critical evaluation of the impact of the peace settlements.*

#### 9. The Great Depression

*Causes leading to the Wall Street Crash of 1929 and its impact on the economy of USA.*

#### 10. Rise of Communism: Russia (1917-1939)

*The Bolshevik Revolution of 1917 - a brief account of events in 1917: March Revolution and its results; explanation of why the Provisional Government fell from power leading up to the November Revolution.*

*Lenin and his consolidation of the Bolshevik state.*

*Stalin: the collectivisation of agriculture. The First and the Second Five Year Plans and the purges of 1937-1938.*

#### 11. Rise of Fascism: 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.*

#### 12. Rise of Nazism: Germany (1933-39)

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

*Events from 1932 onwards leading to Hitler becoming Chancellor of Germany in 1933.*

(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.*

#### 13. Rise of Militarism: Japan (1919-37)

Reasons for militarism in the 1930s; expansion into China. Events leading to the attack on Pearl Harbour.

*The political, economic and ideological reasons for the rise of militarism and expansion into China should be explained (emphasis should be laid on the reasons for the attack on Manchuria and a brief account of it).*

**PAPER II (PROJECT WORK)**  
**- 20 MARKS**

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

- (i) A case study.
- (ii) A field visit/ investigation.
- (iii) A local history
- (iv) Interview/oral evidence
- (v) 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. Tilak
2. Rabindranath Tagore
3. Bhagat Singh/ Chandrasekhar Azad/ Lala Lajpat Rai
4. Growth of Indian political organizations in the late 19<sup>th</sup> - early 20<sup>th</sup> centuries.
5. Change in British policy after 1857.
6. Industrialisation - Impact of the growth of industries on the life style of the people.
7. Birth of totalitarian ideologies - Fascism Communism.
8. Strands in the early 20<sup>th</sup> Century - military and economic rivalries.
9. The 1920s Cultural Movement - Jazz Age.
10. Changes in nature of warfare – late 19<sup>th</sup> and early 20<sup>th</sup> century conflicts, World War I.

**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. Select and use appropriate research methods.	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 a range of evidence to present reasoned, substantiated arguments/ statements.	5
3. Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	5
4. Viva	Range of questions based on the project only.	5
<b>TOTAL</b>		<b>20</b>

## 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.

