

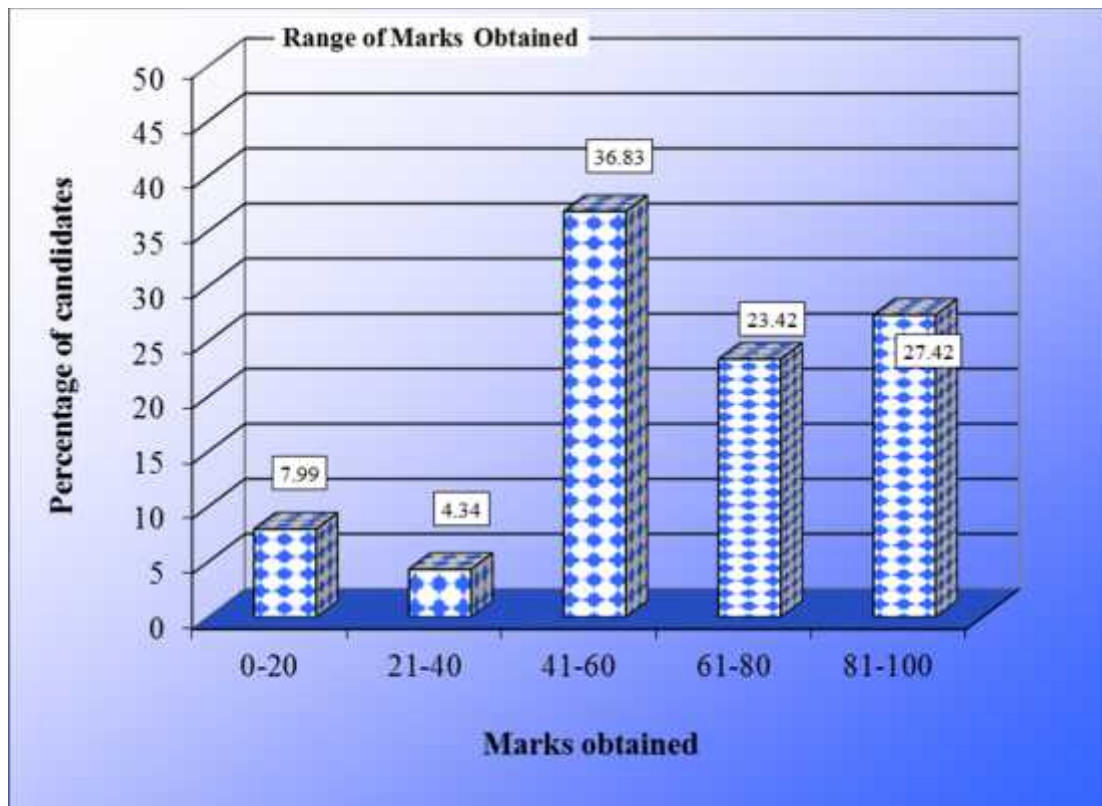
HISTORY

A. STATISTICS AT A GLANCE

Total number of students taking the examination	3,177
Highest marks obtained	100
Lowest marks obtained	1
Mean marks obtained	62.81

Percentage of candidates according to marks obtained

	Mark Range				
	<i>0-20</i>	<i>21-40</i>	<i>41-60</i>	<i>61-80</i>	<i>81-100</i>
Number of candidates	254	138	1170	744	871
Percentage of candidates	7.99	4.34	36.83	23.42	27.42
Cumulative Number	254	392	1562	2306	3177
Cumulative Percentage	7.99	12.34	49.17	72.58	100



B. ANALYSIS OF PERFORMANCE

PART I

Answer **all** questions

Question 1

[20]

- (i) Name the *two* festivals started by Tilak to propagate radical nationalist ideas among the people.
- (ii) What is the historical importance of the Calcutta Town Hall in the context of the partition of Bengal in 1905?
- (iii) Name *two* leaders who popularized the idea of the Home Rule Movement in India.
- (iv) Which agreement signified the reunion of the two wings of the Congress in 1916?
- (v) Why did a large number of people assemble at Jallianwala Bagh on 13th April 1919?
- (vi) Name *two* prominent leaders of the *No Changers* of the Congress.
- (vii) What is the historical significance of the Lahore Session of the Muslim League in 1940?
- (viii) Who was popularly known as Frontier Gandhi?
- (ix) State the proposal in the Mountbatten Plan with regard to the Princely States.
- (x) Mention *one* cause of dispute between India and Pakistan after 1947.
- (xi) Name the independent volunteer military regiments that helped the Weimar government to suppress the Spartacist Rising.
- (xii) Name the agreement signed between Mussolini and the Pope.
- (xiii) Why did Hitler's first attempt at an Anschluss between Germany and Austria fail?
- (xiv) What do you understand by the term *Appeasement*?
- (xv) Name the signatories of the *Pact of Steel* (1939).
- (xvi) Name the technique used by the German armies as they swiftly overran Europe (1939 – 1940).
- (xvii) Why was the Berlin Wall erected in 1961?
- (xviii) Give *any one* reason why Britain eventually decided to join the EEC in 1961.
- (xix) Which Asiatic country has the right to use the *veto power* in the Security Council?
- (xx) What is the Balfour Declaration?

Comments of Examiners

- (i) Some candidates wrote 'Shivaratri'/shiv puja instead of 'Shivaji festival'.
- (ii) Many candidates did not know that the anti-partition movement was initiated with a demonstration at the town hall. Some confused the town hall with the federation hall.
- (iii) This part was answered correctly by most candidates.
- (iv) Some candidates mentioned the 'Lucknow session' instead of the 'Lucknow Pact' which was the specific requirement of the question.
- (v) Many candidates were not aware of the chronological development of the significant events of 1919. They mentioned the Rowlatt Act as the reason for the assembly at Jallianwala Bagh.
- (vi) Some candidates confused the 'No Changers' of the Congress with the 'Pro Changers'.
- (vii) In some cases, the candidates confused the Lahore session of the Congress in 1929 with the Lahore session of the Muslim League in 1940.
- (viii) Several candidates did not know the answer and resorted to guess work with answers ranging from Gokhale to Gandhi ji.
- (ix) Some candidates were not able to attempt this part satisfactorily.
- (x) Most candidates were able to attempt this part correctly.
- (xi) Very few candidates could answer this correctly. Some had a vague idea of the answer but misspelt it to a point of extreme distortion while others confused the 'Freikorps' with Hitler's SA and SS.
- (xii) The term – 'Lateran treaty' was misspelt by many candidates as, Lateran treaty/Lateral treaty/Laterine treaty, etc. Some confused it with the Concordat treaty.
- (xiii) A number of candidates were unable to attempt this part satisfactorily.
- (xiv) Some candidates wrote in great detail and elaborated on points not relevant to the question.

Suggestions for teachers

- Highlight the difference between the religious festival of Shivaratri and the Shivaji festival which was organised to politically arouse assertive nationalism among the youth in Maharashtra.
- Emphasize the historical significance of places, institutions, movements, etc. in the course of the narrative.
- Concepts that tend to create confusion must be clearly explained and tested.
- Ensure conceptual clarity in the course of class discussions on topics that tend to create confusion.
- The sequence of events must be presented in a systematic logical, chronological manner while teaching national movements. Use time lines.
- Objective revision exercises at regular intervals would greatly benefit students.
- A comparative study of the Lahore sessions of the Congress (1929) and the Muslim League (1940) would facilitate retention of facts.
- Audio visual aids e.g. a film on Gandhi and the movements spearheaded by him could effectively help minimize/eliminate errors.
- Explain to students the importance of writing comprehensive, to the point answers.
- The proposal regarding the princely states must be explained clearly and its significance highlighted in the context of the problems of the post independent period.
- Highlight the difference between the independent, volunteer military regiments during the Weimar republican period and the regiments organized and controlled by Hitler.

- (xv) Most candidates were able to answer this part correctly.
- (xvi) In many cases, the German term - 'Blitzkrieg' was misspelt beyond recognition.
- (xvii) The Berlin Wall (1961) was confused with the Berlin Blocade. (1948-49)
- (xviii) The reasons for Britain joining the EEC in 1961 were confused with the factors that facilitated the entry of Britain as a member of the EEC.
- (xix) Many candidates mentioned the names of all the permanent members of the Security Council. The term 'Asiatic power' was either overlooked or not understood.
- (xx) Some candidates wrote that Israel was created by the Balfour Declaration. They confused 'support of an 'idea' (homeland) with the actual creation of Israel.

- Explain how and why serious spelling mistakes can lead to factual errors and loss of marks. Inculcate in students the habit of consistent and serious study.
- Advise students to pay special attention to important terms. Familiarize them with new terms through regular class revision exercises.
- Students tend to get confused between the 'Berlin Wall' and the 'Berlin Blocade'. Therefore, these two events must be clearly explained. The differences must be highlighted with a comparative study. It is imperative to use a MAP. Audio-visual aids as short documentaries are also very effective. A time-line must be used to stress the fact that one event marked the cold war tensions in the beginning whereas the other marked the climax of the cold war.
- A world map must be used during lessons on the UNO.
- Ensure that students have a clear understanding of the complex issues of the Arab - Israel conflict.

MARKING SCHEME

Question 1.

- (i) Ganapati and Shivaji festivals.
- (ii) The anti-partition movement began with a demonstration at the Calcutta Town Hall on 7th August, 1905.
- (iii) Annie Besant and Tilak
- (iv) Lucknow Pact
- (v) To protest against the arrest of their popular leaders or to protest against the arrest of Dr Saifuddin Kitchlew and Dr Satya Pal
- (vi) Sardar Vallabhbhai Patel, Dr Ansari, Dr Rajendra Prasad and Rajagopalachari
(any two leaders)
- (vii) Resolution for creation of a separate state for the Muslims based on the 2 nation theory.
- (viii) Khan Abdul Gaffar Khan

(ix)	They could join either of the two dominions or remain independent.	
(x)	Communal riots and disputes over Kashmir Refugee Problem.	OR Indus Water Dispute OR (any one)
(xi)	Freikorps	
(xii)	The Lateran Treaty – (treaty with the Pope)	
(xiii)	Italy had prevented Germany from achieving the Anschluss in 1934/ Mussolini moved Italian troops to the Austrian frontier.	
(xiv)	Appeasement <ul style="list-style-type: none"> It is a policy of <u>avoiding war</u> with aggressive powers <u>by giving way to their demands</u> provided they were not unrealistic OR Policy followed by British and later by French with aggressive powers such as Italy and Germany OR Policy of conciliating an aggressive power at the expense of some other country 	(any one)
(xv)	Hitler & Mussolini / Germany and Italy.	
(xvi)	Blitzkrieg / Lightning War.	
(xvii)	Berlin Wall was erected to stop the exodus of people/refugees from East Germany to West Berlin.	
(xviii)	Any one of the following: <ol style="list-style-type: none"> By 1961 it was evident that the EEC was an outstanding success. Britain's economy was much less successful. EFTA's success was nothing compared to that of the EEC. The Commonwealth did not have the same purchasing power as the EEC. Competition from the EEC members would stimulate British industry to greater effort and efficiency. 	
(xix)	China	
(xx)	The British announced their support for the Jewish demand for a homeland in Palestine.	

PART II

SECTION A

Question 2

The conditions for the emergence of radical nationalism developed when Bengal was divided into two halves in 1905. With reference to this statement, answer the following:

- | | |
|---|-----|
| (a) Why was Bengal partitioned in 1905? | [4] |
| (b) The anger and indignation of the people of Bengal found expression in the launch and development of the Anti – Partition Movement. Explain. | [8] |
| (c) Briefly discuss the role played by the students and women in the Swadeshi and Boycott Movement. | [4] |

Comments of Examiners

- (a) Too many unnecessary details about the areas, size, population, etc. were discussed and the focus on the requirement of the questions, i.e. motives, was lost.
- (b) Many candidates failed to understand the requirement of the question, i.e. the expressions of anger and indignation of the people of Bengal leading to the launch of movement against the partition. They gave an elaborate account of the Swadeshi and Boycott movement - a later development that was beyond the scope of the question.
- (c) Many candidates presented a general overview of the role of Bengali/Indian nationalists without any specific reference to the role of (i) Students and (ii) Women.

Suggestions for teachers

- Advise students to focus on the key words of the question and answer accordingly, without wasting time on necessary details.
- While presenting this topic as a chronological, sequential narrative, the various stages of these movements must be clearly explained the initial anti-partition movement must first be taught as an independent unit and its escalation into the Swadeshi & Boycott movement must be taught as a later development.

MARKING SCHEME

Question 2.

- (a) **Bengal was divided into two halves for the following reasons:**

- 1) Administrative efficiency
- 2) To use the plea to throttle the voice of the nationalists
- 3) Bengal was the nerve centre of nationalist activities or to crush the national solidarity in Bengal
- 4) Make Dacca a parallel political centre to create a Muslim province or to reduce the influence of Calcutta
- 5) Break Hindu Muslim unity
- 6) Make the Bengalis a minority in Bengal itself
- 7) Divide the Bengalis territorially and destroy the power of a united Bengal
- 8) To demonstrate the power of authority of the British
- 9) To implement the Policy of Divide and Rule.

(Any four points)

- (b) **Anti-Partition Movement**

- 1) The Anti-Partition Movement was the work of the entire national leadership of Bengal – prominent leaders were Surendra Nath Banerjea and Krishna Kumar Mitra
- 2) The nationalists saw this act of Partition as a deliberate attempt to divide the people of Bengal territorially and on religious grounds.
- 3) The Anti-Partition Movement was initiated on 7th August 1905.

- 4) A massive demonstration against the Partition was organised in the Town Hall in Calcutta.
- 5) Resolution to boycott the British goods was adopted.
- 6) Delegates from the meeting dispersed to spread the movement to the rest of the province.
- 7) The Partition took effect on 16th Oct 1905.
- 8) The leaders of the protest movement declared it to be a day of national mourning.
- 9) It was observed as a day of fasting./Arandhan
- 10) There was a hartal in Calcutta
- 11) People walked barefooted and bathed in the Ganga in the early morning hours
- 12) Rabindranath Tagore composed the national song 'Amar Sonar Bangla' for this occasion which was sung by huge crowds parading the streets.
- 13) The streets of Calcutta were full of cries of Bande Mataram which became the national song of Bengal and also became the theme song of the Movement
- 14) Ceremony of Raksha Bandhan was celebrated in a new way - Hindus and Muslims tied Rakhi on one another's wrist as a symbol of the unbreakable unity of the Bengalis and the two halves of Bengal.
- 15) In the afternoon there was a great demonstration when the veteran leader Ananda Mohan Bose laid the foundation of a Federation Hall to mark the indestructible unity of Bengal.

(any eight points)

(c) Role of Students and Women:-

Students:

- 1) Practiced and propagated Swadeshi.
- 2) Took the lead in organising the movement.
- 3) Picketed shops selling foreign cloth.
- 4) Refused to give in to the repressive policies of the government.
- 5) Boycotted schools and colleges.

Women:

- 1) There was an active participation of women in the Swadeshi and Boycott Movement.
- 2) They joined the procession.
- 3) They picketed shops selling foreign cloth.

(Any four – at least one from each group)

Question 3

Communalism (1885 – 1919) posed the biggest threat to the unity of the Indian people and the national movement. In this context, answer the following:

- (a) What role did Sayyid Ahmed Khan play in the rise of communal sentiments in India? [6]
- (b) Give examples to show that the communal tinge in the ideas and activities of some of the Radical Nationalists were also responsible for the rise of communalism. [6]
- (c) In what way was the Lucknow Pact of 1916 a significant milestone in the history of Hindu – Muslim unity? [4]

Comments of Examiners

- (a) Many candidates elaborated on Sayyid Ahmed Khan's contributions as a social reformer instead of explaining his role in the rise of communal sentiments among Indian Muslims.
- (b) The causes and events leading to communalism were discussed in general by several candidates without any specific reference to the 'communal' tinge in the ideas and activities of the radical nationalists.
- (c) In many cases, there were repeated references to 'Hindu-Muslim unity', which incidentally was already mentioned in the question.

Suggestions for teachers

- The positive as well as the negative aspects of Sayyid Ahmed Khan's ideas and activities must be clearly defined. Train students to answer questions with reference to the context in which it set.
- Adequate practice in answering ISC question paper is a must. The teacher must familiarize students with the patterns, language & structure of ISC questions.
- Advise students to read the question carefully and mention different points instead of stating only one point in different ways.

MARKING SCHEME

Question 3.

- (a) 1) Sayyid Ahmad Khan, a great educationist and liberal social reformer and initially, a champion of national unity became a conservative and a full-fledged loyalist in his later life.
- 2) He changed his earlier views of Hindu-Muslim unity and declared that the political interests of the Hindus and Muslims were not the same but different and divergent.
- 3) He propagated the idea of complete obedience and loyalty to British rule.
- 4) He opposed the establishment of the Indian National Congress and started a movement of loyalty to the British.
- 5) He urged the Muslims not to join the Congress because he believed that the Hindus would dominate the Muslims if and when the British withdrew from India and transferred power to the Indians.
- 6) In 1875, he founded the MAO College. This college became the nucleus of the Aligarh Movement which installed among Muslims, a spirit of loyalty to the British.
- 7) He founded the Mohammadan Civil Service Association and demanded appointment of Muslims to high posts through nomination.
- 8) The United Indian Patriotic Association was set up to safeguard the rights of the Muslims and strengthen British Rule in India.
- 9) He convened a Muslim Conference to prevent the Muslims from joining the Congress.
- 10) He organised the Mohammedan Defence Association and succeeded to a large extent in preventing the Muslims from joining the mainstream of Indian politics.

(b) **Communal tinge in the activities of Assertive Nationalists:**

- 1) Some of the Assertive leaders like Tilak and Aurobindo Ghose did not conform to the principles of secular politics. Their ideas and activities negated the growth of national unity and gave rise to communal trends.
- 2) The speeches and writings of some militant nationalists had a strong had religious and Hindu tinge.
- 3) They emphasized ancient Indian culture to the exclusion of medieval Indian culture.
- 4) They identified the Indian culture and Indian nation with the Hindu religion and Hindus.
- 5) The activities of these leaders had a strong religious bias.eg Tilak's propagation of Shivaji and Ganapati festivals.
- 6) Aurobindo Ghose's semi mystical concept of India as mother and nationalism as a religion.
- 7) Oaths taken before goddess Kali.
- 8) The initiation of Anti Partition agitation with the dips in the Ganga.
- 9) Such acts were against the spirit of the Islamic religion and the Muslims could not associate themselves with such activities.
- 10) They saw Shivaji and Rana Pratap as national heroes because they had fought against Mughal rulers. It implied that Akbar and Aurangzeb were foreigners because of their Muslim identity.
- 11) British and pro-British propagandists took advantage of this to poison the minds of the Muslims.
- 12) The result was that a large number of educated Muslims either remained aloof from the rising nationalist movement or became hostile to it.

(Any six)

(c) **Lucknow Pact:**

- 1) Both parties adopted a resolution for a joint scheme of reforms.
- 2) Agreed to the method of election and distribution of seats.
- 3) Congress accepted separate electorate for the Muslims.
- 4) Fixed the number of seats both in Provincial and Imperial Legislative Councils.
- 5) The League accepted the Congress' idea of Swaraj.
- 6) The Hindus and Muslims worked together from 1916 to 1922.
- 7) The government could not reject the demand for constitutional reforms any longer.
- 8) There was a joint demand for self-government (Swaraj) followed by the August Declaration of 1917.

(Any two points)

Question 4

The Gandhian phase from 1919-1922 was marked by various political events which gave rise to popular movements. In this context, answer the following:

- (a) Why was the Khilafat Movement launched in 1919? [4]
- (b) Trace the development of the Non- Cooperation Movement from 1920-1922. [8]
- (c) What led to the suspension of the Non-Cooperation Movement in 1922? [4]

Comments of Examiners

- (a) Several candidates gave only one correct reason for starting the Khilafat movement. Some did not write the point related to the treatment of the Sultan of Turkey by the British, which angered the Muslims.
- (b) Many candidates gave a detailed account of the causes leading to the Non-Cooperation Movement, whereas, the requirement of the question was the course/development of the movement within a stipulated time frame i.e. 1920-1922.
- (c) Most of the candidates were able to attempt this part correctly.

Suggestions for teachers

- Impress upon the students that misreading/misconstruing a question will adversely affect their performance and result. A cursory glance at the question will not suffice. Every single word in the question must be read carefully, understood and correctly interpreted.
- Movements must be taught under separate sub heads: (i) Causes (ii) Programmes & objectives (iii) Course/ events/ development (iv) Result (v) Significance/impact.

MARKING SCHEME

Question 4.

(a) Reasons for the Khilafat Movement

- 1) Turkey joined the central powers during the First World War but when the war ended the victorious Allied powers took a stern attitude towards Turkey (Khalifa was removed from power there).
- 2) The politically conscious Muslims were critical of the treatment meted out (territorial losses) to the Ottoman Empire by Britain and its allies.
- 3) The Muslims also felt that the position of the Sultan of Turkey who was also regarded as the religious head should not be undermined.
- 4) A Khilafat Committee was formed under the leadership of Ali Brothers and a country wide agitation was organised.
- 5) The All India Khilafat Conference was held at Delhi to withdraw all co-operation from the government if their demands were not met.
- 6) The Muslims of India started the Khilafat Movement for the restoration of Khalifa's position.

(any two points)

(b) **Development of the Non Co-operation Movement**

- 1) Mahatma Gandhi came to the forefront of the national politics, assumed the leadership of the movement and introduced Satyagraha at the national level.
- 2) Resolution for the Non Co-operation Movement was passed at the Nagpur Session of 1920 to remedy the Khilafat and Punjab wrongs and to achieve self-government.
- 3) An all party conference met at Allahabad and approved a programme of boycott of schools colleges and law courts.
- 4) The people were asked to boycott government educational institutions, law courts and legislatures.
- 5) Renunciation of government titles and honours.
- 6) Boycott of foreign goods.
- 7) Nonpayment of taxes.
- 8) Emphasis was given on the active involvement and support of the rural people.
- 9) Charkha programme was initiated.
- 10) Emphasis on manufacture and use of khadi symbol-practice of hand spinning and hand weaving for producing khadi.
- 11) Self-reliance or atmashakti along with self-respect was given importance.
- 12) Use of swadeshi goods.
- 13) Jail bhara movement was organized on a large scale
- 14) Tilak's Swarajya Fund started to finance the movement.
- 15) Students took an active part in this movement.
- 16) Boycott of forthcoming visit of Prince of Wales.
- 17) Active participation of women.
- 18) All India Khilafat Committee resolved that no Muslim would join the British army.
- 19) Civil Disobedience was observed in some provinces.
- 20) Many national educational institutions were established - Jamia Millia, Kasi_Vidyapith
- 21) Huge bonfire of foreign goods took place.
- 22) Many shops which sold foreign goods were picketed.
- 23) Repressive measures were taken by the government to suppress the movement.
- 24) All important political leaders except Gandhiji were arrested.
- 25) Mass Movement took place along nonviolent lines.
- 26) It brought about Hindu Muslim unity.

(any eight points)

(c) **Suspension of the Non Co-operation Movement**

- 1) The Chauri Chaura incident took place where 22 policemen were burnt by an angry mob.
- 2) Gandhiji could not condone any act of violence.
- 3) He felt that the Indians have not understood the principle of ahimsa.
- 4) They were not ready for a Satyagraha Movement.

(Any two points)

Question 5

Many significant developments in the Indian National Movement took place during the course of the Second World War. In this context answer the following:

- (a) Under what national and international circumstances was the Cripps Mission sent to India in 1942. State *any four* proposals announced by Cripps. [6]
- (b) Mention *three* important reasons for the rejection of his proposals. What was the outcome of this rejection? [4]
- (c) Give an account of the revival of the INA and its contribution to India's struggle for freedom under the leadership of Subhash Chandra Bose. [6]

Comments of Examiners

- (a) The proposals of the Cripps Mission were confused with those of the Cabinet Mission by several candidates.
- (b) Many candidates did not answer the second part of this question, probably due to oversight.
- (c) In many cases, the key words, 'revival of the INA' and its 'contribution' were overlooked. Facts related to Subhash Chandra Bose's early career, rift with Gandhiji and formation of the forwarded bloc that had no relevance what so ever, to the question, were explained in detail by a number of candidates.

Suggestions for teachers

- Tabular representation of proposals, use of a time line and comparative study of the proposals of various missions can help to clear concepts, eliminate confusion and facilitate learning. Conduct objective revision tests to reinforce learning.
- Stress upon the importance of reading a question thoroughly.
- Students must be made to understand that no marks are awarded for factually correct but irrelevant points.

MARKING SCHEME

Question 5.

(a) Reasons for sending the Cripps Mission to India:

- 1) At the international level the Japanese had launched a surprise attack on the American fleet at Pearl Harbour and joined the war on the side of Germany and Italy.
- 2) The Japanese started moving towards India – overran Burma and occupied Rangoon.
- 3) There was international pressure on British from USA, China and France.
- 4) The British government needed the cooperation of the Indians in the war effort.
- 5) To resolve the political deadlock (any one reason)

Proposals of the Cripps Mission:

- 1) Dominion Status to be given after the end of the war.
- 2) A Constituent Assembly would be set up after the war which would consist of members from British India as well as the Native States (representatives to be nominated by their rulers).
- 3) The Constitution would be accepted by the British government on condition that any Indian province if desired could remain outside the Indian Union and negotiate directly with the British government.
- 4) Control of the Defence and Military affairs would remain with the British government during the war period.
- 5) Provinces would be free to join the Indian Union or stay out of it.
- 6) Provisions would be made for the protection of the minorities.
- 7) Viceroy would retain autocratic powers (any four points)

(b) Rejection of the Cripps Mission by the political parties and its outcome:

Congress

- 1) It wanted full responsible government with the control over Defence.
- 2) Encouragement to the divisive forces-the plan implied to the partitioning of the country.
- 3) It was considered to be a postdated cheque on a failing bank.
- 4) It could not rely on future promises.
- 5) The Congress was opposed to the principle of non-accession of the provinces.
- 6) The Congress also found 'the introduction of non-representative elements' in the Constituent Assembly unacceptable.

Muslim League

- 1) There was no assurance of Pakistan.
- 2) Separate electorates was not assured in the Constitution making body.
- 3) The Sikhs and the depressed classes wanted to safeguard their interests on a broader aspect

Outcome

The Quit India Movement was launched.

(c) **Formation of INA and role of Subhash Chandra Bose in India's struggle for Freedom:**

- 1) The national movement found a new expression outside the country's frontier under the leadership of Subhash Chandra Bose.
- 2) After his escape from India, he was invited by the Bangkok Conference (1942) to lead the liberation campaign as the head of the INA.
- 3) Captain Mohan Singh had earlier organised the INA.
- 4) Subhash Chandra Bose arrived in Japanese controlled Singapore, where Rash Behari Bose handed over all powers to him.
- 5) In August 1943, Subhash Chandra Bose officially assumed charge of the INA and became its supreme commander.
- 6) He finalised a detailed plan to invade British territories in India with the help from the Japanese.
- 7) He issued his famous call Delhi Chalo and was hailed as Netaji (leader).
- 8) The INA was joined in large numbers by Indians living in South East Asia and by Indian soldiers and officers captured by Japanese forces in Burma, Malaya and Singapore.
- 9) He set up Recruitment and Training Departments and training camps for both men and women.
- 10) A women's brigade - Rani of Jhansi was organised.
- 11) The INA was non communal and included many Muslim officers and soldiers.
- 12) He formed the Provisional Government of Free India and declared war on the Allies. (October 1943)
- 13) Japan handed over Andaman and Nicobar Islands which was renamed as Shahid and Swaraj Islands (November 1943)
- 14) The INA along with the Japanese army captured Kohima and reached Imphal / Planted the Indian flag on Indian soil.
- 15) The collapse of Japan and onset of the monsoons, sealed the fate of the INA.
- 16) The INA under the leadership of Subhash Chandra Bose had helped to boost the sagging morale of frustrated and disillusioned nationalists in India.
- 17) They set before the Indian people a stirring example of courage and patriotism that was enabling and inspirational.
- 18) The INA trials-soldiers and officers were hailed as national heroes which inspired national anti-British upsurge.
- 19) His famous quote was 'Give me blood and I will give you freedom'.

(any six points)

Question 6

- (a) Discuss the process of integration of the princely states with the Indian Union with special reference to : [8]
(i) Hyderabad
(ii) Junagarh
- (b) Name the chief architects of NAM. [4]
- (c) Mention *any four* principles of Panchsheel. [4]

Comments of Examiners

- (a) In some cases, developments in Junagarh were confused with those in Hyderabad and the Nawab's decisions and actions randomly attributed to the Nizam.
- (b) Some candidates apparently did not understand the term 'architects' and gave on account of various summits, and the role of Nehru or the formation of NAM.
- (c) In several cases, the principles of Panchsheel were confused with the objectives of NAM.

Suggestions for teachers

- The habit of study must be inculcated in students and reinforced through regular, short, objective revision tests.
An in-depth understanding and comprehensive knowledge of historical facts is a fundamental pre requisite for history students.
- The geo-political imperatives/ compulsions must be highlighted. Hence it is mandatory to use a map while teaching/studying this topic for greater clarity, retention and accurate recall.

MARKING SCHEME

Question 6.

- (a) **Integration of Hyderabad and Junagarh with the Indian Union:**

HYDERABAD:

- 1) The Nizam claimed independent status, encouraged by Pakistan.
- 2) Largely Hindu population (80%) revolted against their autocratic ruler.
- 3) The Razakars (the Nizam's brutal militia) tried to suppress the rebellion, the Nizam was adamant.
- 4) Patel ordered the Indian Army to intervene.
- 5) Resistance collapsed when the Indian army took complete control of Hyderabad and it was acceded to the Indian Union.
- 6) Patel retained the defeated Nizam as the ceremonial head of the state.

(any four points)

JUNAGARH:

- 1) The Nawab wanted to accede to Pakistan.
- 2) Sardar Patel used diplomacy with force and demanded that the Nawab should accede to India.
- 3) Overwhelming Hindu population wanted to remain in India as a result there was widespread disturbances.
- 4) The popular rebellion forced the Nawab to flee to Pakistan.
- 5) The Indian army and police units marched into Junagarh under the instructions from Patel.
- 6) A plebiscite confirmed Junagarh's merger with the Indian Union. (any four points)

(b) Architects of NAM:

- 1) Jawaharlal Nehru
- 2) Sukarno(President of Indonesia)
- 3) Tito (President of Yugoslavia)
- 4) Nasser(President of Egypt) (any four names)

(c) Principles of Panchsheel:

- 1) Mutual respect for one another's territorial integrity
- 2) Mutual non-aggression.
- 3) Mutual non-interference in domestic/ internal affairs.
- 4) Equality and mutual benefit.
- 5) Peaceful co-existence. (any four points)

SECTION B**Question 7**

In 1919, Benito Mussolini formed the Italian fascist party and gradually assumed the powers of a dictator. In this context, answer the following:

- (a) What were the main features of the Fascist State under Mussolini? [10]
- (b) What benefits did the Italians get from the government in the early years of Fascist rule? [6]

Comments of Examiners

- (a) The principles of fascist ideology/fascism were explained in detail by a number of candidates whereas the requirement of the question was, 'the features of the fascist state under Mussolini'.
- (b) Some candidates could not differentiate between the 'benefits' and 'features' of the fascist state.

Suggestions for teachers

- Highlight the differences between *principles* of fascism and *features* of the Italian fascist state under Mussolini.
- Supplement the course content with reference material as and when required.

MARKING SCHEME

Question 7.

(a) **Main features of Fascist state under Mussolini:**

- 1) All parties except the Fascist were suppressed: Persistent opponents were oppressed, either exiled or murdered, the notorious cases of the socialists Giacomo and Giovanni Amendola who were beaten to death by the fascist thugs. After 1926 Mussolini felt secure, violence was reduced, important decisions were taken by the fascist grand council. Mussolini adopted the title of *Il Duce* (the leader).
- 2) Changes were introduced in the Constitution – The Prime Minister was responsible only to the king, the Prime Minister could rule by decree, the electorate was reduced to 3 million (the wealthiest).
- 3) Changes in local governments -elected town councils and mayors were abolished towns were run by officials appointed by Rome. Local fascist party bosses known as Ras had as much power as the government officials.
- 4) Censorship – A strict press censorship was enforced. Anti-fascist newspapers and magazines were suppressed or editors replaced by fascist supporters. Radio, films and theatre were controlled.
- 5) Education was supervised -schools, universities were closely supervised, text books were written to glorify the fascist system, children and young people were forced to join the government youth organizations which indoctrinated them with the brilliance of Duce and glories of war. Total obedience to authority was imperative.
- 6) Employment policies (Corporate State) - The government tried to promote co-operation between employers and workers and to end class warfare in what was known as the Corporate State. Fascist controlled unions had the sole right to negotiate for the workers and both union and employer's associations were organized into corporations and were expected to work together to settle disputes over pay and working conditions. Strikes and lockouts were not allowed. To compensate for their loss of freedom workers were assured of such benefits as free Sundays, annual holidays with pay, social security, sports, theatre facilities, cheap tours and holidays.
- 7) An understanding with the Pope was reached – the Papacy had been hostile to Italian government when all the territory belonging to the Papacy had been incorporated in the new kingdom of Italy. Pope Pius XI disapproved of the increasing totalitarianism of fascist government. Mussolini was well aware of the power of the Roman Catholic Church and he put himself out to win over Pius who as the Duce well knew was obsessed with the fear of Communism. The result was the Lateran Treaty (1929) by which Italy recognized the Vatican city as a sovereign state, paid the Pope a large sum of money as compensation for all his losses, accepted the Catholic faith as the official state religion and made religious instructions compulsory in all schools. In return papacy recognized the kingdom of Italy. This was Mussolini's most lasting and worthwhile achievement.

(any five points with explanation)

(b) **The benefits that fascism brought in the early years of Mussolini's reign:**

- 1) Industry was encouraged with government subsidies where necessary, so that iron and steel production doubled and artificial silk production increased tenfold.
- 2) The 'Battle of Wheat' encouraged farmers to concentrate on wheat production as part of the drive for self-sufficiency.
- 3) A programme of land reclamation was launched, involving draining marshes, irrigating and planting forests in mountain areas to improve and increase agricultural yield.
- 4) An impressive public works programme was designed to reduce unemployment. It included the building of motorways, bridges, blocks of flats, railway stations, sports stadiums, schools and new towns on reclaimed land.
- 5) The "after work" (Dopolavoro) organization provided the Italian people with things to do in their leisure time. There were cheap holidays, tours and cruises.
- 6) To promote the image of Italy as a great power a virile foreign policy was carried out.

(any three points with explanation)

Question 8

The 1930s witnessed the collapse of international order. In this context discuss the following:

- (a) The political and economic reasons for the growth of militarism in Japan in the 1930s. **[10]**
- (b) The causes, events and results of the Japanese invasion of Manchuria (1931). **[6]**

Comments of Examiners

- (a) Facts were presented in an erratic, ambiguous and haphazard manner by some candidates.
- (b) The causes and events were discussed by a number of candidates but the results did not include the long-term impact to explain why and how the invasion of Manchuria led to the collapse of international order in the 1930s.

Suggestions for teachers

- Train students to write systematic, sequential, logical answers. Advise them to write each cause as a sub heading and then substantiate it with relevant facts.
- Advise students to read the introductory statement carefully, understand the context clearly and then move on to the specifics of the question.

MARKING SCHEME

Question 8.

(a) Growth of militarism in Japan:

- 1) Influential groups opposed democracy: (The army and the conservatives, strongly entrenched in the upper house of the parliament, were opposed to democracy). (They seized every opportunity to discredit the government). (For example, they criticized the Foreign Minister, Baron Shidehara Kijuro for his conciliatory approach to China.) (The army was itching to interfere in China, which was torn by a civil war and considered Shidehara's policy to be 'soft'.) (They were strong enough to reverse his policy and brought down the government in 1927.)
- 2) Corruption: (Many politicians were corrupt and accepted bribes from big business.) (Often fighting broke out in the lower house as charges and counter-charges of corruption were flung about. The system did not inspire any respect and the prestige of the Parliament suffered.)
- 3) The trade boom ended: (The great trading boom of the war years lasted only until the middle of 1921,)when (Europe began to revive and recover her lost markets.) (Japan witnessed unemployment and industrial unrest,) and (at the same time farmers were hit by the rapidly falling price of rice caused by a series of bumper harvests.) (When farmers and industrial workers tried to organise themselves into a political party, they were ruthlessly suppressed by the police.) (Thus the workers, as well as the army and the right, gradually became hostile to the parliament which posed as democratic, but allowed the left to be suppressed and accepted bribes from big businesses.)
- 4) The world economic crisis: (Beginning in 1929 this affected Japan severely. Her exports shrank) and (other countries introduced or raised tariffs against her to safeguard their own interests. Export of raw silks was the worst affected trade which went mostly to the USA.) (The Americans drastically reduced their imports of raw silk, so that the price had fallen to less than one-fifth of the 1923 figure.) (This was a further blow for Japanese farmers, since about half of them relied for their livelihood on the production of raw silk and rice.) (There was desperate poverty for which the factory workers and peasants blamed the government and big business.) (Most of the army recruits were peasants, consequently the rank and file as well as the officer class were disgusted with what they took to be weak parliamentary government. Attracted by facism many officers were planning to seize power and introduce a strong nationalist government.)
- 5) Situation in Manchuria: (Japan had trade interests in this province, which was part of China.) (She feared being thrown out as China was growing stronger under Chiang Kai-shek.) (Without the permission of the government Japanese army units invaded and occupied Manchuria in 1931.) (Prime Minister Inukai was assassinated when he criticized the army action. For the next thirteen years the army ran the country.)

(any five points and their explanation)

- (b) Matters were brought to a head in 1931 by the situation in Manchuria, a large province of China, with a population of 30 million, where (1) Japan had valuable investment and trade. (2) Japan had invested millions of pounds in the development of industry and railways. (3) The Chinese were trying to squeeze out Japanese trade and business, which would have been (4) a severe blow to a Japanese economy already hard hit by the depression. (5) To preserve their economic advantages, Japanese army units invaded and occupied Manchuria (September 1931) without permission from the government. (6) When Prime Minister Inukai criticized extremist action, he was assassinated by a group of army officers (May 1932); (7) His successor felt he had to support the army's actions.

(8) For the next thirteen years the army more or less ran the country, introducing similar methods to those adopted in Italy and Germany: (9) Ruthless suppression of communists, assassination of opponents, tight control of education, a build-up of armaments and an aggressive foreign policy which aimed to capture territory in Asia as market for Japanese exports. (10) In 1933 Japan began to advance from Manchuria into the rest of north-eastern China. (11) By 1935 a large area of China as far as Peking had fallen under Japanese political and commercial control. (12) Following an incident between Chinese and Japanese troops in Peking the Japanese army began an invasion of their parts of China (July 1937). This led to an attack on China (1937).

(any six points)

Question 9

The debate on who or what was responsible for the Second World War is still going on. In the context answer the following:

- (a) Why did Britain and France follow the Appeasement Policy? To what extent was this policy responsible for the outbreak of the Second World War? [4]
- (b) The victory of the Allied powers in the battle of El Alamein was a major turning point in the Second World War. Explain. [4]
- (c) How did the battle of Midway Island prove to be a crucial turning point in the battle for the Pacific? [4]

Comments of Examiners

- (a) Some candidates gave only one reason. They failed to understand that the policy of appeasement cannot be justified without a comprehensive explanation of the multiple reasons.
- (b) & (c) While the battles of (b) El Alamein and (c) Midway Island were explained in detail by many candidates, there was no reference to the significance of these battles as major turning points in the Second World War.

Suggestions for teachers

- Ensure that students get sufficient practice in writing comprehensive, complete and compact answers.
- Practice makes perfect. The students' skills in identifying the specific requirements and thrust of the question must be honed through regular class revision tests.

MARKING SCHEME

Question 9.

(a) i) Appeasement

1. It was thought essential to avoid war, which was likely to be even more devastating than ever before, as the horrors of the Spanish Civil War demonstrated. The great fear was the bombing of defenceless cities. Britain still in the throes of the economic crisis, could not afford vast rearmament and the crippling expenses of a major war. British government seemed to be supported by a strongly pacifist public opinion.
 2. Many felt that Germany and Italy had genuine grievances. Italy had been cheated at Versailles and Germany had been treated too harshly. Therefore the British should show them sympathy – as far as the Germans were concerned, they would try to revise the most hated clauses of Versailles.
 3. Chamberlain believed that the only way to settle disputes was by personal contact between leaders. In this way, he thought, he would be able to control and civilize Hitler, and Mussolini into the bargain and bring them to respect international law.
 4. Economic cooperation between Britain and Germany would be good for both and Germany's internal violence would die down if Britain helped German economy to recover.
 5. Fear of communist Russia was great, especially among British Conservatives. Many of them believed that the communist threat was greater than the danger from Hitler.
 6. Underlying all these feelings was the belief that Britain ought not to take any military action in case it led to a full-scale war for which Britain was totally unprepared.
- ii) Historians claim that appeasement was equally to blame. They argue that Britain and France should have taken a firm line with Hitler before Germany had become strong: (Rearmament – conscription – Anglo – German Naval Agreement). (Anglo-French attack on western Germany in 1936 at the time of the Rhineland occupation would have taught Hitler a lesson and might have toppled him from power.) By giving way to him, the appeasers increased his prestige at home. (He may not have definite plans for war. But after the surrender at Munich, he was so convinced that Britain and France would remain passive again, that he decided to gamble on war with Poland.

Chamberlain therefore should have made his stand at Munich and backed the Czechs.)

(6 reasons for the policy + 2 points as its responsibility for the war)

(b) **Victory of the Allied Powers in El Alamen was a turning point:**

- 1) It prevented Egypt and the Suez Canal from falling into German hands / Germany was defeated.
- 2) It ended the possibility of a link-up between the Axis forces in the Middle East and those in the Ukraine.
- 3) It led on the complete expulsion of the Axis forces from North Africa.
- 4) It encouraged landings of British troops in the French territories of Morocco and Algeria.

- 5) Threatened the Germans and the Italians from the west.
- 6) Germans and Italians were forced to surrender.
- 7) The Allies were well placed for an invasion of Italy.
- 8) The war had been a serious drain on German resources which could have been used in Russia.

(any four points)

- (c) **Midway Island** proved to be a crucial turning point in the battle of Pacific: (1) The loss of their carriers and strike planes seriously weakened the Japanese, (2) and from then on the Americans maintained their lead in carriers and aircraft, especially dive-bombers. (3) Although the Japanese had far more battleships and cruisers, they were mostly ineffective: (4) the only way that war could be waged successfully in the vast expanses of the Pacific was by air power operating from carriers. (5) Gradually the Americans under General MacArthur began to recover the Pacific Islands, beginning in August 1942 with landings in the Solomon Islands. The struggle was long and bitter and continued through 1943 and 1944 by a process known as 'island hopping'.

(any four points)

Question 10

- (a) Explain the development of the Cold War with reference to the following:
- (i) The Potsdam conference. [4]
 - (ii) The formation of NATO. [4]
- (b) Give an account of the crisis in east-west relations in the context of :
- (i) The Berlin Wall incident. [4]
 - (ii) The Cuban missile crisis. [4]

Comments of Examiners

- (a) (i) The points of agreement at the Potsdam Conference were listed by several candidates instead of the areas of disagreement that were required to explain the development of cold war tensions.
- (ii) Many answers given by candidates were limited to the formation of NATO. Since the significance and impact were not mentioned, the answers were inconclusive and failed to establish the link to the Cold War.
- (b) The Berlin wall (1961) incident was confused with the Berlin Blocade (1948-49) by a number of candidates.

Suggestions for teachers

- Advise students to read the introductory statement carefully, understand the context clearly and then move on to the specifics of the question.
- The Berlin Wall incident and the Berlin Blocade must be clearly explained to students, highlighting the differences with a comparative study.

MARKING SCHEME

Question 10.

(a) (i) **Potsdam Conference:**

1. It marked a distinct cooling-off in relations.
2. There was no agreement with regard to Germany's future – when would the four zones be allowed to unite.
3. Main disagreement occurred over Poland. Truman and Churchill were annoyed because Germany, east of the Oder-Neisse Line had been occupied by Russian troops.
4. Was run by the pro-communist Polish. Government which expelled some 5 million Germans living in the area. This was not agreed upon at Yalta.
5. Truman did not inform Stalin about the exact nature of the atomic bomb though Churchill was told about it.
6. The war was brought to an end on 10th August without Russian help.
7. They were allowed no part in the occupation of Japan.

(any four points)

(ii) **Formation of NATO:**

1. The NATO was formed in April 1949.
2. The Berlin Blockade exposed the military unreadiness of the West and compelled them to make definite preparations.
3. In March 1948 Britain, France, Holland, Belgium and Luxembourg had signed the Brussels Defence Treaty promising military help in the case of war.
4. Now they were joined by the USA, Canada, Portugal, Denmark, Eire, Italy and Norway. They signed the North Atlantic Treaty.
5. They regarded an attack on one of them as an attack on all of them, and.
6. Placing their defence forces under a joint NATO command organisation which would coordinate the defence of the west.
7. The Americans had abandoned their policy of 'no entangling alliances' and pledged themselves in advance to military action.
8. To stop the spread of communism.

(any four points)

(b) (i) **The Berlin Wall:**

1. In 1961, the new American president, Kennedy, took office, and he promised to get tough on Communism. Earlier, in 1958.
2. Khrushchev had announced that he intended handing over control of the city to the East Germans and the western allies should withdraw from Berlin.
3. Khrushchev took this action because the prosperity of West Berlin heightened the problems of East Germany.
4. 3 million East Germans had fled through Berlin since 1949.
5. He also believed that West Berlin was a western propaganda and espionage centre.

6. President Kennedy, however, rejected Khrushchev's proposal
7. Himself visited the city to show the solidarity of the USA with the citizens of West Berlin and that USA and allies would not allow Berlin to be taken over by East Germany.
8. On 13th August 1961, the East Germans erected a barbed wire wall overnight, later replacing it with a 28-mile long stone wall fortified with barbed wire and guns.
9. All movement between East and West was stopped, effectively blocking the escape route.
10. The western powers could do nothing and the wall remained as a symbol of East-West division until 1989.

(any four points)

(ii) Cuban Missile Crisis:

1. Break-down of US relations with Cuba after Fidel Castro overthrew American-backed Batista and seized power in Cuba.
2. Soviet economic aid to Cuba increased.
3. Abortive coup attempt (Bay of Pigs) by Batista's followers (backed by America).
4. Castro declared himself a Marxist.
5. Evidence of USSR arming Cuba with missiles – Missile bases being set up in Cuba – less than 100 miles from the American coast – US alarmed by security threat.
6. US reaction – American troops alerted. Cuban blockade – ultimatum issued to Khrushchev – US demanded immediate dismantling of missile sites and removal of missiles in Cuba.
7. World on the verge of a nuclear war – Appeal for restraint by UN Secretary General.
8. Khrushchev agreed to dismantle bases and remove missiles from Cuba.
9. Kennedy promised not to invade Cuba and to remove American missiles from Turkey.
10. Cuban blockade lifted – nuclear war averted.

(any four points)

Question 11

- (a) What were the causes and results of the Arab Israel Six Day War of 1967? [8]
- (b) What were the results of the Yom Kippur War (1973)? [4]
- (c) Why did the Egyptians and Israelis agree to start negotiations in 1978 to resolve their differences? What part did President Carter of the US play in this peace process? [4]

Comments of Examiners

- (a) Several candidates were confused between the facts related to the Arab-Israel conflict of 1948-49 and the Suez war.
- (b) Many candidates gave detailed accounts of the causes and events but failed to mention the results which was the specific requirement of the question.
- (c) The second part of the question was probably overlooked and thus not attempted by a number of candidates.

Suggestions for teachers

- Students find it difficult to comprehend the complexities of the Arab-Israel conflict. Innovative methods must be used to generate curiosity and interest in this topic. Students' participation can be very effective.
- Stress upon the importance of reading a question thoroughly.

MARKING SCHEME

Question 11.

(a) Causes and results of the Six Day War (1967)

Causes of the War:

- 1) In Iraq a new government came to power which was influenced by the ideas of the Ba'ath party(resurrection)-they believed in Arab independence and unity and were left wing in outlook, wanting social reform and better treatment for ordinary people
- 2) In Syria political upheavals brought the Ba'ath party to power.
- 3) It supported El Fatah, the Palestinian Liberation Movement(guerrilla force)
- 4) The Syrians began to bombard Jewish settlements
- 5) In Egypt Colonel Nasser was immensely popular because of his leadership of the Arab world.
- 6) Nasser tried to improve the conditions in Egypt- industrialised the country, built factories, Aswan Dam project etc.
- 7) Nasser thought the time to be ripe for another attack on Israel
- 8) The Russians encouraged Egypt and Syria and kept up a flow of anti-Israeli propaganda.
- 9) Syria, Jordan and Lebanon also massed troops along their frontiers with Israel – contingents –Iraq, Saudi Arabia and Algeria
- 10) Israel's situation was hopeless
- 11) Israelis decided to attack first rather than wait to be defeated.

Results:

- 1) They launched a series of devastating air strikes which destroyed most of the Egyptian air force.
- 2) Israeli troops captured the Gaza Strip and the whole of Sinai from Egypt, the rest of Jerusalem and the West Bank from Jordan and the Golan Heights from Syria.

- 3) The Arabs had to accept a UN ceasefire order.
- 4) Reasons for spectacular Israeli success: the slow and ponderous Arab troop build-up gave plenty of warnings to them, Israeli superiority in air and inadequate Arab preparations and communications
- 5) It was a great success for the Israelis.
- 6) Ignored the UN order to return the captured territory.
- 7) It acted as a series of buffer zones between Israeli and the Arab states.
- 8) New problem- a million of Arabs found themselves under Israeli rule who were living in the refugee camps.
- 9) It was a humiliation for the Arab states particularly for Nasser who realized that the Arabs needed outside help in order to free Palestine.
- 10) The Russians had not sent any help to Nasser.
- 11) The Russians began to supply modern weapons in order to improve their relations with Egypt and Syria

(any eight points)

(b) Results of the Yom Kippur War

- 1) The end of the war brought a glimmer of hope for some sort of permanent peace.
- 2) Egyptian and Israeli leaders came together (though not in the same room) in Geneva.
- 3) The Israelis agreed to move their troops back from the Suez Canal enabling the Egyptians to clear and open the canals in 1975.
- 4) Arab oil producing states tried to bring pressure to bear on the USA and on Western European states.
- 5) This caused serious oil shortages especially in Europe.
- 6) The Organisation of Petroleum Exporting Countries (OPEC) began to raise oil supplies substantially.
- 7) This resulted in inflation and caused an energy crisis in the world's industrial nations.

(Any four points)

- (c)**
- 1) The two sides were willing to negotiate as President Sadat was convinced that the Israelis could not be destroyed by force and it was foolish to waste Egypt's resources in fruitless wars.
 - 2) Israelis were suffering from severe economic problems because of huge defence expenditure and world recession.
 - 3) The USA was pressing the Israelis to settle their differences with some of the Arabs. President Jimmy Carter of USA acted as the Mediator and played a vital role in setting up negotiations between the two sides.

(three points + role of President Carter)

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- The anti-Partition Movement.
- Role of Sayyid Ahmed Khan.
- Responsibilities of radical nationalists in the rise of communalism.
- Militarism in Japan.
- Significance of the battles of El Alamein & Midway Island.
- Arab- Israel six day war of 1967.
- Results of Yom Kippur war.

(b) Concepts in which candidates got confused:

- Historical importance of Calcutta town hall and federation hall.
- Causes and development of non-cooperation movement.
- No changers and pro changers.
- Berlin Blocade & Berlin wall crises.
- Anti-Partition Movement & Swadeshi-Boycott Movement.
- Sayyid Ahmed Khan's role as a social reformer & his role in the rise of communalism.
- Principles of Panchsheel & objectives of NAM.
- Principles of fascism and features of the fascist state.
- Cause and result of Arab-Israel War.

(c) Suggestions for candidates:

- Supplement textual knowledge with reference material in accordance with the scope of syllabus.
- Adopt self-learning techniques suggested by the teacher.
- Prepare and share power point presentations with the class.
- Read historical novels, magazines, journals etc.
- Watch movies and plays with a historical background.
- Organize/participate in debates on historical issues.
- Study strictly in accordance with the scope of syllabus.
- Preparation for the examination must begin well in advance.
- Practice time management skills. Answer ISC papers of previous years within the stipulated time.
- Read the questions very carefully. Focus on the keywords and understand the specific requirement of the question.
- Objectives answers must be brief and specific.
- Answers to structured questions must be comprehensive, compact and relevant.
- State the main point (subheading) first and then substantiate it with relevant facts.
- Present answer in a systematic, sequential and logical manner.
- Writing must be legible & neat.