

Training Module

History and Environment

Class X

Planning and Development
Expert Committee
School Education Department





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**West Bengal Board of
Secondary Education**



**School Education Department,
Govt. of West Bengal**

Department of School Education, Government of West Bengal

Bikash Bhavan, Kolkata- 700 091

West Bengal Board of Secondary Education

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July, 2020

The Teachers' Training Programme under SSA will be conducted according to this module that has been developed by the Expert Committee on School Education and approved by the WBBSE.

Printed at

West Bengal Text Book Corporation Limited

(Government of West Bengal Enterprise)

Kolkata- 700 056

From the Board

In 2011 the Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal. The Committee was entrusted upon to develop the curricula, syllabi and textbooks at the school level of West Bengal. The Committee therefore had developed school textbooks from Pre-Primary level, Class I to Class VIII based on the recommendations of National Curriculum Framework (NCF) 2005 and Right to Education (RTE) Act 2009. In 2015 the new curriculum and syllabus of History and Environment for Class X came into effect and textbooks were developed accordingly. However, certain questions evoke in our minds: (i) How will the competencies of the learners be modified, refined or improved in Class X? (ii) How far can the learners establish themselves as citizens with values and responsibilities at the end of Class X? (iii) How far can the learners go beyond the limits of academic disciplines to apply knowledge in their social life? And in trying to find suitable answers to these questions the Expert Committee developed the framework of the Constructivist methodology for knowledge construction.

Following the recommendations of Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has arranged an orientation programme of History and Environment for Class X on the method of learning and evaluation. This 'Training Module' has been developed for the said orientation programme.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched us with his views and comments. We express our sincerest gratitude to him.

We hope that the orientation programme will be successful and have a lasting effect in the teaching-learning process of the future.

July, 2020
77/2, Park Street,
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Kalyanmoy Ganguly

President
West Bengal Board
of
Secondary Education

Preface

The Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal in 2011. The Committee was given the responsibility to review, reconsider and reconstitute all the aspects of the school curricula, syllabi and textbooks. The new curricula, syllabi and textbooks were developed based on the recommendations of the Expert Committee.

The school textbooks for all classes, from Pre-Primary level to Class VIII, were developed following the guidelines of NCF 2005 and RTE Act 2009. The textbooks for Class X were developed based on the new curriculum and syllabus.

Following the recommendations of Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has organized an orientation programme on the method of learning and evaluation of History and Environment for Class X. This 'Training Module' has been developed for the said orientation programme.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched us with his views and comments. We express our gratitude to him.

The State level Teachers' orientation programme on the methodology of learning and evaluation has been planned and executed in assistance with School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA). It is hoped that the 'Training Module', developed on behalf of School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA), will help in the effective implementation of the methodology of learning and evaluation.

July, 2020
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Anek Majumder
Chairman
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Pictures

- Cover** : Women porters, Madras, circa 1920
- Title Page** : The City of Delhi in the mid-19th century. The original illustration was published in The Illustrated London News, Jan 16, 1858.
- Contents** : Surya Sen and his associates against the colonial force, the battle of Jalalabad. The original illustration by Chittaprasad Bhattacharya.

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Samagra Shiksha Abhiyan (SSA)

Introduction

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, seeks to ensure that children enjoy the benefits of the three aspects of Access, Equity and Quality in school education across the nation. To this effect, the Ministry of Human Resource & Development (MHRD) in line with the proposal of the Union Budget, 2018 -2019 has initiated the scheme of SAMAGRA SHIKSHA ABHIYAN (SSA). The scheme takes a holistic stance in treating school education from Pre-Primary to Class XII as a continuum by merging the erstwhile Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan schemes in one, unified whole.

Scope of SSA

The Samagra Shiksha Abhiyan (SSA) collates the three Schemes of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education. The SSA scheme aims at improving school effectiveness measured in terms of equal prospects for schooling and equitable learning outcomes. In harmonizing the different and major effectual factors of school education, the SSA scheme provides for the operational mechanisms and transaction costs at all levels, particularly in using state, district and circle level systems and resources, besides envisioning one comprehensive strategic design for advancement of school education. The shift in the focus is from project objectives to refining systems level performance and schooling outcomes which will be the emphasis of the SSA scheme, alongwith encouraging States towards improving quality of education.

Major Objectives of SSA

The holistic nature of the scheme envisages Universal Access, Equity and Quality, promotion of Vocational Education, refurbishment of the use of Soft or e-Materials in schools and strengthening of Teacher Education.

The major objectives of the scheme are summarized below:

- **Provision of Quality Education and enhancing learning outcomes of students**
- **Bridging Social and Gender Gaps in School Education**
- **Ensuring Equity and Inclusion at all levels of School Education**
- **Ensuring minimum standards in schooling provisions**
- **Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009**

Traditional Teacher-Training Methodology and Methodology proposed by NCFTE 2009: A comparative study

Comprehensive development of education requires, among other things, to make arrangements for teacher education. With this objective in view the National Council of Teacher Education (NCTE) organized an Expert Committee which composed a draft document after prolonged fruitful deliberation with a multitude of experts, professors of Education, departments of several universities, teachers, and trainee-teachers, NCERT, SCERTs, DIETs and various NGOs. The draft was subsequently revised and published as a book. This important document is now widely known as National Curriculum Framework for Teacher Education (NCFTE) 2009. This invaluable document has served us as a beacon to compose and design the present teacher training module. While discussing the general principles of Teacher Education, NCFTE 2009 observed that “we have realized the tentative and fluid nature of the so called knowledge base of teacher education. This makes reflective practice the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices.” In this section we will find out the differences of dominant practice of teacher education and the Process based teacher education proposed by NCFTE 2009. The following table is an extract from NCFTE 2009

Comparison between the Dominant Current Practice and Proposed Process-Based Teacher Education Curriculum Framework

Dominant Practice of Teacher Education	Proposed Process-Based Teacher Education
Focus on psychological aspects of learners without adequate engagement with contexts. Engagement with generalised theories of children and learning.	Understanding the social, cultural and political contexts in which learners grow and develop. Engagement with learners in real life situations along with theoretical enquiry.
Theory as a “given” to be applied in the classroom.	Conceptual knowledge generated, based on experience, observations and theoretical engagement.
Knowledge treated as external to the learner and something to be acquired.	Knowledge generated in the shared context of teaching, learning, personal and social experiences through critical enquiry.

Dominant Practice of Teacher Education	Proposed Process-Based Teacher Education
Teacher educators instruct and give structured assignments to be submitted by individual students. Training schedule packed by teacher-directed activities. Little opportunity for reflection and self-study.	Teacher educators evoke responses from students to engage them with deeper discussions and reflection. Students encouraged to identify and articulate issues for self-study and critical enquiry. Students maintain reflective journals on their observations, reflections, including conflicts.
Short training schedule after general education.	Sustained engagement of long duration professional education integrated with education in liberal sciences, arts and humanities.
Students work individually on assignments, in-house tests, field work and practice teaching.	Students encouraged to work in teams undertaking classroom and learners' observations, interaction and projects across diverse courses. Group presentations encouraged.
No "space" to address students' assumptions about social realities, the learner and the process of learning.	Learning "spaces" provided to examine students' own position in society and their assumptions as part of classroom discourse.
No "space" to examine students' conceptions of subject-knowledge.	Structured "space" provided to revisit, examine and challenge (mis) conceptions of knowledge.
Practice teaching of isolated lessons, planned in standardised formats with little or no reflection on the practice of teaching.	School Internship – students teach within flexible formats, larger frames of units of study, concept web-charts and maintain a reflective journal.

Reference :

1. National Curriculum Framework for Teacher Education : Towards Preparing Professional and Humane Teacher, National Council for Teacher Education, New Delhi, 2009

Curriculum and Syllabus of History & Environment (Class X):

A Proem

Study of History at the Secondary level

Before initiating discussion on the curriculum and syllabus of History & Environment for class X, it is better to have a brief recapitulation of the curriculum and syllabus of History in the Upper Primary level. The learners of the Upper Primary level are mostly in the age group of 10-13 (since most children aged 5+ were enrolled in class I until 2012). So, these children are mostly adolescent. In this stage, they are curious to know about themselves and of surrounding environment. Often, they are keen to know about the unknown. They even possess indomitable desire for adventure. They are hardly enticed for insipid information-loaded text materials. NCF 2005 recommended that the study of History as part of Social Science for this age-group should be as follows: “History will take into account developments in different parts of India, with sections on events or developments in other parts of the world.” [NCF 2005, pg.53] Students of class X are also in the same level of understanding as their brethren of class VIII. Hence, the curricular vision as envisaged up to class VIII will continue in class X.

The Environment and History syllabus for class VI to VIII is generally based on the history of India. In this respect, absolute importance is given to the different regional history of India. Events of different regions were analyzed discretely for discussions on political, social, cultural or economic affairs.

Discussions on various aspects of India’s communication with foreign nations in different periods have also been included in the textbooks. Hence, the learners will find references of conflicts and confluence of India’s historical course of actions with that of the culture and civilization of the world beyond India. In this respect NCF 2005 observes:

“In a pluralistic society like ours, it is important that all regions and social groups be able to relate to the textbook. Relevant local content should be part of the teaching-learning process.” (NCF pg. 50)

Main features of the syllabus: Spatial and temporal nature

The syllabi for class VI-VIII discusses about the history of the Indian subcontinent. In class IX, the history of Europe and the World are introduced. On the spatial aspect, the syllabus is Europe-based but on the temporal aspect, it is of modern Europe. However, in class X, the syllabus includes various topics about the history of the Indian subcontinent. Hence, from the spatial and temporal standpoint the history syllabus deals with Indian subcontinent in the colonial and post-colonial period in the second half of the 18th and the 20th century.

The syllabus for class X begins with a lesson on the concept of history, thereby following the tradition as seen in the syllabi for class VI-IX. Two main topics are discussed here: firstly, it is necessary to aware the learners, through brief discussion, about the assortment of varied incidents in the study of history in modern times. In that case, the main aim of the syllabus is to highlight the study of history by those varied incidents discussed in the later stages of the syllabus. Let us take an example. If the first lesson discusses about the history of environment, then in the third lesson there can be a discussion on the Forest Act in the colonial era which will help the students to understand the topic. When there is a discussion on the history of sports, instances may be cited about how cricket came to the Indian subcontinent through the colonial rulers, or about Indian subcontinent achieving success in hockey, or how Mohunbagan club's winning the IFA championship in 1911 spurred the contemporary anti-colonial vigour of the mass. Again, physical exercises or games like Kabaddi, wrestling, cudgeling, Bratachari etc. which were associated with the nationalist movement, can be mentioned while discussing the topic. Names of various historians, research documents, exciting information or statistics of players—in short, any kind of data not so relevant on spatial or temporal aspect of the syllabus is not discussed here. Had it been so, an important issue emphasized repeatedly in the syllabi from class VI-IX would have been ignored. In the new syllabus of history no data is presented merely as a piece of information. Each piece of information is mentioned to develop an inference. Needless to say, history does not form sans information. But again, assortment of disconnected, disorderly information is also not the work of history. Hence, each piece of information is organized on the basis of logical interpretation. Autonomy of information is not important. Basic understanding and inference development based on such information is emphasized. Hence, students should be encouraged to construct inference instead of rote learning. Information then ceases to be a burden. It becomes a useful resource to construct inference.

Secondly, students are introduced to some elements used for the study of history of modern Indian subcontinent. Hence, the discussion is mainly on the four types of written documents. Here again, it is to be mentioned, how these documents are used in interpreting and making of history in relation to the different historical incidents and processes discussed at a later stages of the syllabus. Let us take an example. In the third chapter, care should be taken so that the students discuss about topics such as: importance of official documents in the making of history of various movements, while using those official documents, how the negative attitude of the colonial rulers about the revolt of the natives is reflected in those documents, and how careful the historians have to be while using such written documents and et al. Similarly, while going through the discussion on newspapers and periodicals, one gets to know about the history of Bengal in the 19th century from the contemporary newspapers and periodicals.

Hence, the introductory chapter has been used as a portrayal of the varied dimensions of modern history. The main objective is to present the importance of different elements of history i.e. some trends and concepts of the socio-economic, political and cultural history. In fact, the introductory chapter prepares the foundation of history which will help the students to understand

the topics of the following chapters. Consequently, the students will be aware of the varied tradition of the history of modern Indian subcontinent. So, the introductory chapter, at the outset of the syllabus, will facilitate the students to form an understanding of the following historical topics based on spatial and temporal plane. It demands optimum importance both from the teachers' and the students' standpoint.

The following part of the syllabus is split into seven chapters. Chronologically and event-wise a new approach has been adopted. In these chapters, discussions were on the nature of relationship between the native people with the colonial rulers, in the initial period of colonial rule, which was cooperation on one hand and hostility on the other hand, and sometimes a fusion of cooperation and opposition for social reformation etc. A close perusal of the present history syllabus of West Bengal will reveal, it does not discuss about the paramount contribution of some persona, rather it tries to interpret the structural evolution of a complex socio-economic, political and cultural movement. So, the syllabus has ample space for different notions, theories and interpretations related with that of the Indian sub-continent in the modern period. Besides, the role of the organized common mass in the different historical incidents and operations is given utmost importance. Different organized movements or changes are interpreted following this timeline. In fine, the aim of the syllabus is to develop the skill of the students to interpret structural evolution of history instead of mere learning about individual achievement, to be able to interpret the chemistry of the characters in a complex historical process. Thus, the syllabus emphasized on the discussion of different organized outbreak of the mass in different forms of endeavours, revolt and oppositions. Hence, role of the multitude is more important than the individual.

The biggest event of the present era in the Indian subcontinent is the partition of the nation in 1947. The proceedings in the second half of the 20th century culminated in the partition. Hence in chapter 8, three main topics of Indian subcontinent in the post-colonial period are discussed. In fact, the issues discussed herein are still closely connected with the different functionalities of the Indian subcontinent as a nation or as a sovereign independent country.

In fact, the syllabus is about a period of time when different new ideas evolved, different institutions and various incidents took place in the Indian sub-continent that changed the dimension of Indian history. Keeping this in mind, it is important to present the syllabus to the students in a simple and logical manner. Truly speaking, students often come across with many notions, institutions or incidents which the present syllabus incites them to know about their source. Instead of engaging the students only within the periphery of textbooks and periodical evaluations, the topics of the syllabus can form a wonderful chemistry with their real life experiences. This in fact is the goal of the History syllabus. It is expected that through the logical analysis of the different ideas and varied events of the Indian subcontinent, the students of today will develop into future citizens having a role in their socio-economic cultural life.

Based on the above discussion the main features of the History and Environment syllabus are as follows:

1. To highlight the nature of relationship of the colonial rulers and native people in the Indian subcontinent through some themes in a chronological way.
2. Photographs, tables, graphs and maps are used to supplement the narrative.
3. Certain sections like ‘A few words’ are appended with discussions on various historical events and concepts. Such recitals are like anecdotes included in the syllabus to make the narrated topics interesting by going into the details of certain areas of the content and also to make them easily comprehensible.
4. The syllabus also recommends for multi-coloured and black-and-white illustrations, not for aesthetic purpose but they help and develop the understanding of the learner through visualization of a topic under discussion which goes even beyond the periphery of the textbook. In this context NCF 2005 observes, ‘The teaching of the social science must adopt methods that promote creativity, aesthetics and critical perspectives, and enable the children to draw relationships between past and present’ (pg.53). It also states: ‘Teaching (of social science) should utilize greater resources of audio-visual materials including photographs, charts, maps and replicas of archaeological and material cultures.’ (NCF 2005, pg 54)
5. An assortment of maps is used in the textbooks. Each map has to be referred in the discussion to supplement the narrative. Emphasis ought to be given on the learners’ interpretations of different features observed in the maps. Thus, the skill of map-study and its analysis will be developed. In course of the discussion on a topic if a related map is not provided in the textbook, it is hoped that the teacher will refer to additional maps.

Notion of learning History: Gathering information and constructing inferences

The most conventional notions of learning History in the school level are to memorize information and write long answers. Needless to say, both the convictions are erroneous. They only develop disinterest and dislike for the subject among the learners, instead of creating fascination for it. In this respect, NCF clearly says: “It is believed that the social sciences merely transmit information and are text centered. Therefore the content needs to focus on a conceptual understanding rather lining up facts to be memorized for examinations. . . .emphasis has to be laid on developing concepts and the ability to analyze socio-political realities rather than on the mere retention of information without comprehension.” (NCF, pg.50)

Therefore, the new series of textbooks has not left any evidence as mere piece of information. Every bit of information has been used to construct inference. Certainly, History cannot be constructed without information. But to collect disconnected, random information is not the task of History. The new series of textbooks therefore present information as the tool for establishing logical analysis. Emphasis is given not on the autonomy of information but on the development of comprehension and construction of inference. So, the learners should be motivated to construct inference instead of cramming mere piece of information. Information then ceases to be a burden to learning. Rather it becomes a useful resource to develop logical inference.

Besides, the syllabus has also given special importance to interpret every relevant concept. That each learner could understand all relevant concepts and even the implications of each word is also given utmost importance.

Features of the curriculum of History and Environment:

- (i) **Integrated curriculum :** During the planning of the curriculum and syllabus of 'Environment and History' for class VI-VIII the interdisciplinary relationship of environment and history has been discussed on a wider plane. The concept of the environmental change is embedded in the curriculum. This idea has remained unchanged even in the syllabus for class IX. In class X, the integration of environment and history demands some discussion. It is noteworthy that the history syllabus for class X of a particular place and time gets a new dimension when connected with environment. It is through colonialism the Indian subcontinent was gradually connected with the world-wide neo-imperial process. As a result, the physical resource, forest and the entire natural and social environment was utilized in the interest of the colonial rule. The relation between the colonial rule and the environment is evident---be it laying the track for the railways, or the indigo cultivation, or by creating food scarcity causing famine. Besides, the syllabus also discusses how the colonial Forest Act or the partition of India had a paramount effect on the life of the people in relation with natural and social environment. Similarly, in course of the discussion there are references how Rabindranath Tagore, who strongly opposed colonial philosophy of education, propagated about the philosophy of education integrating man and nature. Hence, it can be said that almost 200 hundred years of colonial administration i.e. from the second half of 18th century to the second half of 20th century, the different aspects of the interrelation of man and environment in the Indian subcontinent has left an indelible mark in the History syllabus for class X.

- (ii) **Investigative activity-based curriculum :** The curriculum and syllabus of History and Environment for class X have been so designed as to generate an attitude of seeking, investigation & query among the learners. While discussing the themes of the syllabus, the curiosity of the learner is incited before introducing the topic. The learners will gain practical experience about learning topics through engagement with different activities. Besides, their skill in hands-on activities will also become enhanced.
- (iii) **Learner-centric approach :** Based on the theory of constructivism as recommended by NCF 2005, the curriculum and syllabus of 'History and Environment' have been designed to be learner-centric. Different incidents of the contemporary world that generate diverse questions in their minds only lead to the path of the History syllabus. So, it is important to cite various illustrations of the known society and history before introducing the themes of history.
- (iv) **Evaluation: an integral part of the curriculum :** Evaluation is a continuous process in the light of constructivism. It cannot occur only at the end of a teaching process. In this ongoing process of teaching-learning, the teacher observes the learners carefully, records the progress or lacuna of the learners and facilitates them accordingly. Following this principle Internal Formative Evaluation (IFE) has been introduced in class IX so that evaluation and curriculum are not estranged. Whatever they learn are evaluated accordingly within the classroom. According to the concept of Constructivism, evaluation has an integral relation to learning progress. Appropriate implementation of Internal Formative Evaluation (IFE) within the classroom will eventually do away with the conventional concept of assessment with pen & paper at the end of the teaching process. Six tools have been mentioned in this regard. They are: Survey, Nature Study, Case Study, Creative writing, Model Making and Open Text book Evaluation. The Internal Formative Evaluation should be conducted within span of the classroom. There is no need to go beyond the classroom. This enables the teachers to assess the advancement or lacuna of the learners even before the summative evaluation. So there is scope for adopting appropriate measures. Consequently, both the teachers and the learners get ample scope to be familiar with different methodologies and tools used for evaluating the knowledge or skills of the learners.
- (v) **Development of various skills :** While designing the syllabus of History and Environment special focus has also been given to the development of various skills. It is expected that learners of modern European history will have the urge for basic logic and scientific understanding in their daily life. They will develop idea about various incidents happening

their daily environment, different institutions associated with those events and the different means of carrying forward the trend of European history. Consequently the learner will gradually explore himself in the light of a greater time and clime. His journey to become a true citizen will accomplish on the basis of rationalist outlook and humanitarian mentality.

(vi) Use of ICT as learning aid : Information Communication Technology (ICT) is an efficacious mode of learning in the present era. It should not be treated as a separate discipline. In fact, there is a wrong notion that only the experts of Information Technology can teach ICT, and not the subject-teachers. This definitely deters effective integration of ICT with different subjects. It also debars the subject-teachers to develop their interest and skills in ICT. Thus, ICT should be viewed as an important tool for the success of the curriculum. In the implementation of ICT as an integral component for the success of education the role of the subject-teachers is irrefutably significant.

Different educational websites may be consulted for developing clear conception on various topics included in the syllabus. With the help of computer software, power-point presentations, a topic can be explained with ease. However, the teacher ought to be careful on two areas:

(i) information, pictures or power-point presentations downloaded from the websites should be checked for authentication,

(ii) care should be taken so that copyright laws are not violated for downloading and using information, pictures and power-point presentations of those websites.

The teacher's active role is desirable for using ICT in the process of learning. Care should be taken that the teachers and the learners can collectively collaborate in co-creation and exploration for successful implementation of the concept of constructivism by the use of ICT.

Everyday use of textbooks in the classroom

The two primary objectives of using the syllabus of class X in the classroom are: to complete the academic discussion and teaching-learning within the scheduled time and to alleviate the information burdened environment of studying through memorization. Hence, each learner has to be inspired to think and express independently. It is expected that many learners might not be able to overcome the inhibition and participate in the discussion spontaneously. They need to be motivated. The teachers will have to elicit them, encourage them at every step of achievement. Care should be taken that their general observation and naïve concept is related with their learning areas.

Beyond the textbook

Rote learning and cramming information are deterrent to the study of history. In this regard, National Curriculum Framework 2005 observes: 'In order to make the process of learning

participative, there is a need to shift from mere imparting of information to debate and discussion...The approach to teaching therefore needs to be open-ended.’ (NCF 2005, pg. no.54)

Hence, it is necessary to discuss a lesson in the classroom instead of learning a lesson individually. The teacher will have to spur a debatable issue based on the learning topics or conjure up a situation. Educational excursion to a historical site or monument in the locality is also a necessity. It is better if the learners record their experience in writing. Visits to the archives, museums etc. are also necessary. Different statues, architectural work, art, replica of archaeological things may be procured and preserved in a corner of the classroom. The learners may organize seminars or exhibitions on history for at least once or twice a year. The local people, students of other classes and the other teachers should also participate in the seminar or the exhibition. This will help the learners to share their innovative thoughts with others.

National Curriculum Framework 2005 has also emphasized on the use of subject-dictionaries, ‘supplementary books’ for ‘extra reading’ and atlases etc. apart from reading the history textbook. (ref. NCF 2005)

Development of life skills in respect to the curriculum of History and Environment of Class X

Some skills are required to successfully cope with the diverse demands and challenges of the individual and the society. These skills are, in fact, life skills. Life skills enable us to translate knowledge, attitude and values into actual abilities, i.e. what to do and how to do.

Study of history develops in an individual-learner as well as a group-learner a three dimensional sense of place, time and person. These learners will be able to analyze and evaluate an incident of the past and also of the present on the basis of the three dimensional sense. This sense of evaluation is a part of life skill. Hence, empathy will be manifested among the learners irrespective of geographical, social, cultural, economic or political diversities. Empathy towards fellow citizens and environment and ability to live among many despite developing self-sufficient evaluating skill are the main aims of the curriculum of history.

HISTORY AND ENVIRONMENT

Curriculum & Syllabus

Chapter: 1— Ideas of History

1.1: Varieties of History

New Social History, History of Sports, History of Food habits and Cuisine, History of Performing Arts (Music, Dance, Drama, Cinema), History of Clothing, History of Transportation, History of Visual Arts (Painting, Photography), History of Architecture, Local History, Urban History, Military History, History of Environment, History of Science-Technology and Medicine, Women's History— Discuss the main features of these different trends of history writing.

1.2: Methods of using sources in relation to Modern Indian History

- A. Government Documents (reports/ narratives/ letters of police/ intelligence/ government officials)
- B. Autobiography and Memoirs (*Sattar Bathsar*, Bipinchandra Pal; *Jibansmriti*, Rabindranath Tagore; *Jibaner Jharapata*, Sarala Devi Choudhurani)
- C. Correspondence (Jawaharlal Nehru's letters to Indira Gandhi — *Letters from a Father to His Daughter*)
- D. Periodicals and Newspapers (*Bangadarshan* and *Somprakash*)— Short discussion on methods of using these types of sources in relation to Modern Indian History

Did you know? Importance of Photography in Modern Indian History, Use and abuse of Internet in collecting historical information

Chapter: 2— Reform: Characteristics and Observations

2.1: 19th Century Bengal— Reflections of Society in Periodicals, Newspapers and Literature

Bamabodhini, Hindu Patriot and *Hutom Pyanchar Naksha*, *Nildarpan*, Grambarta Prakashika— Emphatically discuss these particular texts in relation to the general context.

2.2: 19th Century Bengal— Educational Reforms: Characteristics and Observations

Conflicts between Oriental and Western Education, Growth of English Education, Women's Education and Iswarchandra Vidyasagar – Discussion should revolve round these issues. Particular emphasis should be given to these four topics: Initiatives for the spread of Western Education: Raja Rammohan Ray and Raja Radhakanta Deb, Initiatives for the spread of Western Education: David Hare and John Elliot Drinkwater Bethune, Calcutta Medical College and the Development of Medical Science, Calcutta University and the Growth of Higher Education.

Did you know? Madhusudan Gupta

2.3: 19th Century Bengal— Social Reforms: Characteristics and Observations

Activities of Brahma Samaj and its different denominations, Anti-Sati Movement, ‘Young Bengal’, Widow Remarriage Movement– Discuss these issues, contextually and briefly.

Did you know? Haji Mohammad Mohsin

2.4: 19th Century Bengal— Religious Reforms: Characteristics and Observations

Brahma Movement—Evolution, Divisions, Characteristics and Observations; Ramakrishna’s ideas of Sarva Dharma Samanwaya (religious harmony); Swami Vivekananda’s ideals of Religious Reforms: Navya Vedanta(Neo Vedanta)— Characteristics and Observations

Did you know? Lalan Faqir, Bijay Krishna Goswami

2.5: Nature and Assessment of the ‘Bengal Renaissance’, Debates regarding the usage of the concept of ‘Renaissance’ in relation to 19th Century Bengal

Chapter: 3— Resistance and Rebellion: Characteristics and Analyses

3.1: A brief introduction on the Colonial Forest Law and reactions of the Adivasi people; in that context discuss the concepts of Rebellion, Uprising and Revolution.

Chuar Rebellion (second phase, Medinipur, 1798-1799), Kol Rebellion (1831-1832), Santal Hool (1855-1856), Munda Rebellion (1899-1900)— Characteristics and Analyses of these Rebellions with very brief narratives.

Did you know? Rangpur Revolt (1783), Bhil Rebellion (1819)

3.2: Sanyasi-Fakir Rebellion (1763-1800), Wahabi-Farazi Movement in Bengal— Characteristics and Analyses of these Rebellions with very brief narratives.

Did you know? Pagal Panthi Revolt (first phase, 1825-1827), Tariqah-i Muhammadiya

3.3: Indigo Revolt— Characteristics and Analyses of the Revolt with very brief narrative.

Did you know? Peasants’ Revolt in Pabna(1870)

Chapter:4— Early stages of Collective Action: Characteristics and Analyses

4.1: Revolt of 1857— Characteristics and Nature (Debates regarding the relationship with ideas of Nationalism)– A brief discussion. In this context emphasis should be given on the two topics: the Attitudes of educated Bengali Society towards the Revolt of 1857 and the Queen’s Proclamation (1858).

4.2: ‘Age of Associations’: Characteristics and Analyses

Bangabhasa Prakashika Sabha, Landholders’ Association (Zamindar Sabha), Indian Association, Hindu Mela– Discuss these four initiatives particularly in relation to the above mentioned context.

- 4.3: Expression of Nationalism in Literary works and Paintings: Characteristics and Analyses
Anandamath, Bartaman Bharat, Gora and *Bharatmata* (painting)– Discuss briefly how a sense of nationalism is embedded within these works. In that context discuss the topic: Critiques of Colonial Society in Gaganendranath Tagore’s caricatures.

Part: 2— Multiple Voices of Collectivity

Chapter: 5— Alternative Ideas and Initiatives (From mid-19th Century to the Early 20th Century) : Characteristics and Observations

- 5.1: Development of Printing press in Bengal; Relation between the printed text and dissemination of knowledge; Printing press as a commercial venture– Discuss the initiatives taken by Upendrakishor Roychoudhury and The U. ROY & SONS in this context.
- 5.2: Development of Science and Technical Education in Bengal; in that context briefly discuss the importance of the Indian Association for the Cultivation of Science, the Calcutta Science College and the Basu Bijnan Mandir; a brief discussion on the development of Technical Education and particularly the role of the National Council of Education and the Bengal Technical Institute in that context.
- 5.3: Critique of Colonial ideas regarding Education; A brief discussion on ideas of Rabindranath Tagore on Shantiniketan and his initiatives related to the Visvabharati; In this context discuss in short Tagore's ideas about synthesis among Nature, Human and Education.

Chapter: 6— Peasant, Working Class and Left Movements in 20th Century India: Characteristics and Observations

- 6.1: Relations of the Indian National Congress and Left Politics with Peasant Movements in India: Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement— Discussion of Peasant Movements in relation to these four movements. In that context also discuss the Eka Movement and the Bardauli Satyagraha briefly.
- 6.2: Relations of the Indian National Congress and Left Politics with Working Class Movements in India: Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement— Discussion of Working Class Movements in relation to these four movements. Discuss briefly the issue of the Workers and Peasants’ Party.
- 6.3: Nature, Characteristics and Observations of the politics and participation of the Left in the Anti-Colonial Movements of 20th Century India

Did you know? M. N. Roy and Left Movement of India

Chapter: 7— Movements organized by Women, Students and Marginal People in 20th Century India: Characteristics and Analyses

7.1: Nature, Characteristics and Assessment of Women's Movements in 20th Century India; Discussion of Women's Movements in relation to the Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement. Discuss briefly the nature of women's role in Armed Revolutionary struggles. In that context briefly discuss these topics: Dipali Sangha, Pritilata Waddedar and Kalpana Dutta.

Did you know? Women's wing of Indian National Army

7.2: Nature, Characteristics and Assessment of Students' Movements in 20th Century India; Discussion of Students' Movements in relation to the Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement. Discuss briefly the nature of students' role in Armed Revolutionary struggles. In that context briefly discuss these topics: Anti-Circular Society, Bengal Volunteers, Surya Sen, Bina Das, Rashid Ali Day.

7.3: Development of Dalit Politics and Movements in 20th Century India— Nature, Characteristics and Analysis; Debate between Gandhi and Ambedkar regarding Dalit rights; Also discuss briefly the Namasudra Movement in Bengal.

Chapter: 8— Post-Colonial India: Second half of the 20th Century (1947-1964)

8.1: Initiatives undertaken and Controversies related to the accession of Princely States with India (Discuss and demarcate the changing internal and external boundaries of India as a State in context of the above mentioned topic with two maps of India one of 1947 and another of 1964)

Did you know? Kashmir Issue, Annexation of Hyderabad

8.2: Initiatives undertaken and Controversies related to the Refugee Problem in post-1947; in that context briefly discuss the topic: Partition in Autobiography and Memoirs.

8.3: Initiatives undertaken and Controversies related to Linguistic Reorganisation of States (Discuss and demarcate the changing internal boundaries of the Indian nation in the context of the above mentioned topic with two maps of India one of 1948 and another of 1964)

Did you know? State Reorganisation Commission and Act (1953-1956), Schedule of Languages in Indian Constitution (up to 1964)

Learning Outcomes of History & Environment : Class X

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
Ideas of History	Varieties of History	<ul style="list-style-type: none"> ● New Social history, History of Sports, History of Food habits and Cuisine, History of Performing Arts (Music, Dance, Drama, Cinema), History of Clothing, History of Transportation, History of Visual Arts (Painting & Photography), History of Architecture, Local History, Urban History, Military History, History of Environment, History of Science-Technology & Medicine, Women's History 	<ul style="list-style-type: none"> ● Can describe briefly about various field of History Writing and their basic features ● Can explain the evolution of traditional History Writing ● Can analyse the importance of different practices of History Writing as mentioned in the syllabus ● Can describe the relation and/or implications of above mentioned history writings with the syllabus of Class-X with appropriate examples
	Methods of using sources in relation to Modern Indian History	<ul style="list-style-type: none"> ● Use of Government documents (Reports/ Narratives/ Letters of Police/ Intelligence/ Government Officials) as a source of Modern Indian History Writing ● Use of Autobiography and Memoirs (Sattar Bathsar, Jibansmrity, Jiboner Jharapata) as a source of Modern Indian Writing ● Use of Correspondence (Letters from a Father to his Daughter) as a source of Modern Indian History Writing ● Use of Periodicals and Newspapers (<i>Bangadarshan</i>, <i>Somprakash</i>) as a source of History Writing ● Importance of Photography as a source of Modern Indian History Writing ● Use and abuse of Internet in collecting Historical information 	<ul style="list-style-type: none"> ● Can describe particular nature and differences in usage of all these documents ● Can describe the logic behind using any particular document in a particular way and importance of Judicial and analytical use of those documents ● Can analyse how the above mentioned types of documents could be used in Modern Indian History Writing related to syllabus of Class-X ● Can explain differences of usage of Government documents, Autobiography and Memoirs, Correspondence, Periodicals and Newspapers as a source of Modern Indian History Writing ● Can narrate the importance of judicial and analytical use of Photographs and information collected from Internet as a source of Modern Indian History Writing and copyright related issue

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
Reform: Characteristics and Observations	19 th Century Bengal- Reflections of Society in Periodicals, Newspapers and Literature	Reflections of contemporary Society in Periodicals, Newspapers and Literature: a case study of 19 th Century Bengal	<ul style="list-style-type: none"> ● Can analyse the importance of Periodicals, Newspapers and Literature as source of History Writing ● Can analyse comparative importance of Periodicals, Newspapers and Literature as a source of contemporary History Writing ● Can explain the importance of <i>Bamabodhini</i>, Hindu Patriot, <i>Hutom Pyanchar Naksha</i>, <i>Nildarpan</i>, <i>Grambartta Prakashika</i> as source of Social History of the 19th Century Bengal ● Can cite relevant alike examples of Periodicals, Newspapers and Literature which could be used as source of History of the 19th Century Bengal
	19 th Century Bengal- Educational Reforms: Characteristics and Observations	<ul style="list-style-type: none"> ● Idea of reform and Educational reforms in particular and its characteristics ● Conflict between ideas of Oriental and Western Educational systems ● Process of the growth of English Education in Colonial India ● Growth of Women Education and role of Ishwar Chandra Vidyasagar ● Dissemination of Western Education : initiatives of Raja Rammohan Roy & Raja Radhakanta Deb ● Dissemination of Western Education : initiatives of David Hare & J E D Bethune ● Dissemination of Medical Science: role of the Calcutta Medical College ● Dissemination of Higher Education : role of the Calcutta University 	<ul style="list-style-type: none"> ● Can discuss features of educational reforms in context of Colonial Bengal ● Can describe major features and issues of conflict between the Oriental and the Western Educational systems ● Can narrate the history of growth of English Education in Colonial India ● Can explain the role of Ishwar Chandra Vidyasagar in context of the growth of Women Education ● Can make comparative analyses of initiatives taken by Raja Rammohan Roy, Raja Radhakanta Deb, David Hare & J E D Bethune in context of the growth of Western Education ● Can explain the role of the Calcutta Medical College & the Calcutta University in context of the growth of Medical Education and Higher Education ● Can discuss the historical importance of anatomical study by Madhusudan Gupta

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
	19 th Century Bengal- Social Reforms: Characteristics and Observations	<ul style="list-style-type: none"> ● Idea of reform and social reforms in particular and its characteristics ● Social reform initiatives by <i>Brahma Samaj</i> and its different factions ● Development of anti-Sati movement and its impact ● Spread of Young Bengal movement and its impact ● Development of Widow Remarriage movement and its impact ● Initiatives of reform in Islamic society: role of Haji Mohammad Mohsin 	<ul style="list-style-type: none"> ● Can discuss features of social reforms in context of Colonial Bengal ● Can describe the role of the <i>Brahma Samaj</i> and its different factions in the social reform movement ● Can narrate the importance of anti-Sati movement and its impact in the contemporary society ● Can explain the role played by the Young Bengal's and its impact in the 19th Century Bengal ● Can discuss the importance of Widow Remarriage movement and its impact in contemporary society ● Can assess the role of Haji Mohammad Mohsin in reforming the Islamic society
	19 th Century Bengal- Religious Reforms: Characteristics and Observations	<ul style="list-style-type: none"> ● Idea of reform and religious reforms in particular and its characteristics ● Religious reform initiatives by <i>Brahma Samaj</i> and its different factions ● Evolution of <i>Brahma</i> movement as a part of religious reforms ● Development of Ramkrishna's ideas of religious harmony ● Development of Swami Vivekanda's ideas of religious reforms ● Vivekananda's idea of <i>Neo-Vedanata</i> ● Role of Lalan Fakir and Bijay Krishna Goswami in context of religious reform movements and ideas of religious harmony 	<ul style="list-style-type: none"> ● Can discuss features of religious reforms in context of Colonial Bengal ● Can describe the role of the <i>Brahma Samaj</i> and its different factions in the religious reform movement ● Can narrate impact of the <i>Brahma</i> movement as a part of religious reforms ● Can assess the role of Ramkrishna's ideas of religious harmony ● Can analyse the role of Swami Vivekanda's ideas of religious reforms ● Can describe the features of Vivekananda's idea of <i>Neo-Vedanata</i> ● Can assess the role of Lalan Fakir and Bijay Krishna Goswami in context of religious reform movements and ideas of religious harmony

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
	Nature and Assessment of the 'Bengal Renaissance'	<ul style="list-style-type: none"> Idea of 'Bengal Renaissance' Debates regarding the usage of the concept of 'Renaissance' in relation to 19th Century Bengal 	<ul style="list-style-type: none"> Can discuss characteristics of the 'Bengal Renaissance' in context of Colonial Bengal Can analyse the debates regarding the usage of the concept of 'Renaissance' in relation to 19th Century Bengal Can explain the justification and its opposition of using the term 'Renaissance' in context of 19th Century Bengal
Resistance and Rebellion: Characteristics and Analyses	Colonial Forest Law and reactions of the <i>Adivasi</i> people	<ul style="list-style-type: none"> Idea of the Colonial Forest Law and its characteristics Concepts of Revolt, Rebellion, Uprising and Revolution Reaction of the <i>Adivasi</i> people Characteristics of a few <i>Adivasi</i> and peoples' movements against the Colonial rule: <i>Chuar</i> Rebellion, <i>Kol</i> Rebellion, <i>Santal Hool</i>, <i>Munda</i> Rebellion, Rangpur Revolt, <i>Bhil</i> Rebellion 	<ul style="list-style-type: none"> Can discuss features of Colonial Forest Law Can describe major issues of conflict between the Colonial Government and <i>Adivasi</i> people Can explain and compare between the concepts of Revolt, Rebellion, Uprising and Revolution with appropriate examples Can analyse basic Characteristics of a few <i>Adivasi</i> and peoples' movements against the Colonial rule Can discuss the evolution of <i>Adivasi</i> and peoples' movements like <i>Chuar</i> Rebellion, <i>Kol</i> Rebellion, <i>Santal Hool</i>, <i>Munda</i> Rebellion, Rangpur Revolt, <i>Bhil</i> Rebellion Can evaluate the historical importance of these movements in anti-Colonial struggle Can point and label locations related to these movements in a map
	Sanyasi-Fakir Rebellion (1763-1800), Wahabi-Farazi Movement in Bengal	<ul style="list-style-type: none"> Concepts of <i>Sanyasi-Fakir</i>, <i>Wahabi</i>, <i>Farazi</i>, <i>Pagal Panthi</i> and <i>Tariqah-i-Muhammadiya</i> Characteristics of these rebellions/revolts 	<ul style="list-style-type: none"> Can explain the concepts of <i>Sanyasi-Fakir</i>, <i>Wahabi</i>, <i>Farazi</i>, <i>Pagal Panthi</i> and <i>Tariqah-i-Muhammadiya</i> with appropriate examples Can analyse basic Characteristics of these rebellions/revolts against the Colonial rule Can discuss the evolution of these rebellions/revolts Can evaluate the historical importance of these rebellions/revolts in anti-Colonial struggle Can point and label locations related to these movements in a map

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
	Indigo Revolt	<ul style="list-style-type: none"> Idea behind the nomenclature of ‘Indigo’ revolt Characteristics of the Indigo revolt Brief history of the Peasants’ revolt in Pabna 	<ul style="list-style-type: none"> Can explain the nomenclature of ‘Indigo’ revolt Can describe major issues of conflict between Peasants and the Colonial Government regarding Indigo plantation Can analyse basic Characteristics of the Indigo revolt Can discuss briefly the history of the Peasants’ revolt in Pabna Can evaluate the historical importance of these movements in anti-Colonial struggle Can point and label locations related to these movements in a map
Early stages of Collective Action: Characteristics and Analysis	Revolt of 1857	<ul style="list-style-type: none"> Characteristics and nature of the Revolt of 1857 Idea of Nationalism Debates regarding the relationship between the Revolt of 1857 and the idea of Nationalism Reaction of educated Bengali society towards the Revolt of 1857 Concepts of Queen’s Proclamation and its basic provisions 	<ul style="list-style-type: none"> Can describe basic Characteristics and nature of the Revolt of 1857 Can analyse debates regarding the relationship between the Revolt of 1857 and the idea of Nationalism Can explain the reaction of educated Bengali society towards the Revolt of 1857 Can evaluate the historical importance of the Revolt of 1857 in anti-Colonial struggle Can point and label locations related to the Revolt of 1857 in a map Can narrate the basic provisions of the Queen’s Proclamation Can analyse the historical importance of Queen’s Proclamation in strengthening the Colonial rule
	‘Age of Associations’	<ul style="list-style-type: none"> Idea behind the nomenclature of ‘Age of Associations’ Characteristics of the ‘Age of Associations’ Evolution of different organisations (<i>Bangabaha Prakashika Sabha</i>, Landholders’ Association, Indian Association, <i>Hindu Mela</i>) and their role in anti-Colonial struggle 	<ul style="list-style-type: none"> Can explain the nomenclature of ‘Age of Associations’ Can describe major characteristics of the ‘Age of Associations’ Can discuss briefly the evolution of these Associations Can chart basic demands of these Associations Can explain the historical importance of these Associations in anti-Colonial struggle Can analyse debates regarding the relationship between these Associations and the idea of Nationalism

Unit	Sub-Unit	Historical Concepts/ Incidents/Notions	Learning Outcomes
		<ul style="list-style-type: none"> Debates related to the relationship between these Associations and the idea of Nationalism 	
	Expression of Nationalism in Literary works and Paintings	<ul style="list-style-type: none"> Expression of Nationalism through cultural mediums Expression of Nationalism in Literary works (<i>Aanandamath, Bartaman Bharat, Gora</i>) Expression of Nationalism in Paintings (<i>Bharatmata</i>) Characteristics of these manifestation of Nationalism Critique of Colonial government and Colonial society through these writings and paintings Critique of Colonial society in Gaganendranath Tagore's caricatures 	<ul style="list-style-type: none"> Can describe the idea of representations of cultural nationalism through writings and paintings with relevant examples Can explain the role of <i>Aanandamath, Bartaman Bharat</i> and <i>Gora</i> in expressing the idea of Nationalism Can compare between these texts regarding the changing pattern of Nationalism Can analyse basic Characteristics of Cultural Nationalism Can discuss the role of Painting in visually representing the idea of Nationalism Can evaluate the historical importance of these literary and artistic creations in anti-Colonial struggle Can explain how caricature was used as a medium of critic of and protest against the colonial rule and society
Alternative Ideas and Initiatives (From mid-19 th Century to the Early 20 th Century): Characteristics and observation	Development of Printing Press in Bengal	<ul style="list-style-type: none"> History of the development of printing press in Bengal from mid-19th to early-20th century Relation between the printed text and dissemination of knowledge Emergence of printing press as a commercial venture Role of Upendrakishore Roychoudhury and the U. Roy & Sons. in championing the printing press as a commercial venture 	<ul style="list-style-type: none"> Can describe the history of the development of printing press in Bengal from mid-19th to early-20th century Can analyse the relation between the printed text and dissemination of knowledge Can explain the reaction of educated Bengali society towards the printing press Can discuss the historical importance of the printing press as a commercial venture Can analyse the role of Upendrakishore Roychoudhury and the U. Roy & Sons. in championing the printing press as a commercial venture

Unit	Sub-Unit	Historical Concepts/ Incidents/Notions	Learning Outcomes
	Development of Science and Technical Education in Bengal	<ul style="list-style-type: none"> History of the development of Science and Technical Education in Bengal from mid- 19th to early-20th century Role of the Indian Association for the Cultivation of Science, the Calcutta Science College and the Basu Bijnan Mandir in the dissemination of science education Role of the National Council of Education and the Bengal Technical Institute in the dissemination of technical education 	<ul style="list-style-type: none"> Can describe the history of the development of Science and Technical Education in Bengal from mid- 19th to early-20th century Can analyse the role of the Indian Association for the Cultivation of Science, the Calcutta Science College and the Basu Bijnan Mandir in the dissemination of science education Can analyse the role of the National Council of Education and the Bengal Technical Institute in the dissemination of technical education Can assess the importance of Science and Technical Education as a part of anti-colonial self and nation development
	Critique of Colonial ideas regarding Education	<ul style="list-style-type: none"> Critiques of Colonial ideas of Education Role of Rabindranath Tagore in that context Development of Shantiniketan and the <i>Visva Bharati</i> as an alternative initiative of education Tagore's ideas of synthesis among Nature, Human and Education 	<ul style="list-style-type: none"> Can analyse major features of the critiques of Colonial ideas of Education Can assess the role of Rabindranath Tagore in that context Can describe the development of Shantiniketan and the <i>Visva Bharati</i> as an alternative initiative of education Can evaluate the importance of Tagore's ideas of synthesis among Nature, Human and Education as a part of anti-colonial self and nation development
Peasant, Working Class and Left Movements in 20 th Century India: Characteristics and Observation	Relations of the Indian National Congress and Left Politics with Peasants Movements in India	<ul style="list-style-type: none"> Relation of the Indian National Congress with Peasant Movements in India Relation of the Left politics with Peasant Movements in India Evolution of Peasant Movements in relation to Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement 	<ul style="list-style-type: none"> Can analyse the relation of the Indian National Congress with Peasant Movements in India Can analyse the relation of the Left politics with Peasant Movements in India Can explain the nature of participation and changing reaction of Peasants to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement Can analyse characteristics of Peasant Movements and its relation with the Nationalist and anti-Colonial struggles

Unit	Sub-Unit	Historical Concepts/ Incidents/Notions	Learning Outcomes
		<ul style="list-style-type: none"> ● Characteristics of Peasant Movements and its relation with the Nationalist and anti-Colonial struggles ● Brief history of the <i>Eka</i> Movement and the <i>Bardauli Satyagraha</i> 	<ul style="list-style-type: none"> ● Can evaluate the historical importance of Peasant Movements as anti-Colonial struggle ● Can point and label locations related to various Peasant Movements in a map ● Can discuss the <i>Eka</i> Movement and the <i>Bardauli Satyagraha</i>
	Relations of the Indian National Congress and Left Politics with Working Class Movements in India	<ul style="list-style-type: none"> ● Relation of the Indian National Congress with Working Class Movements in India ● Relation of the Left politics with Working Class Movements in India ● Evolution of Working Class Movements in relation to Anti-Partition Movement in Bengal, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement ● Characteristics of Working Class Movements and its relation with the Nationalist and anti-Colonial struggles ● Formation and activities of the Workers and Peasants' Party 	<ul style="list-style-type: none"> ● Can analyse the relation of the Indian National Congress with Working Class Movements in India ● Can analyse the relation of the Left politics with Working Class Movements in India ● Can explain the nature of participation and changing reaction of Working Class to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement ● Can analyse characteristics of Working Class Movements and its relation with the Nationalist and anti-Colonial struggles ● Can evaluate the historical importance of Working Class Movements as anti-Colonial struggle ● Can point and label locations related to various Working Class Movements in a map ● Can discuss the formation and evaluate activities of the Workers and Peasants' Party
	Left Politics and anti-Colonial struggle in the 20 th Century India	<ul style="list-style-type: none"> ● Idea of Left Politics in India ● Nature and characteristics of Left Politics in India ● Relation and evolution of the Left politics with the anti-Colonial struggle in India 	<ul style="list-style-type: none"> ● Can analyse the idea of Left Politics in India ● Can describe nature and characteristics of Left Politics in India ● Can explain the relation and evaluation of the Left politics with the anti-Colonial struggle in India ● Can analyse the nature of participation in the Left Politics in India

Unit	Sub-Unit	Historical Concepts/ Incidents/ Notions	Learning Outcomes
		<ul style="list-style-type: none"> ● Nature of participation in the Left Politics in India ● Role of M.N. Roy in the Left movement 	<ul style="list-style-type: none"> ● Can evaluate the historical importance of the Left Politics in relation to the anti-Colonial struggle in India ● Can point and label locations related to the Left Politics in India in a map ● Can evaluate the role of M.N. Roy in the Left movement
Movements organised by Women, Students and Marginal People in the 20 th Century India: Characteristics and Analyses	Nature, Characteristics and Assessments of Women's Movements in 20 th Century India	<ul style="list-style-type: none"> ● Comparative study of the evolution of Women's movement in 20th century India ● Comparative study of the nature of Women's movement in 20th century India in the context of to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement ● Role of women and organisations in armed revolutionary struggles ● Nature and Characteristics of Women's movement in 20th century India ● Brief assessment of Women's Movements in 20th Century India ● Role of women in the Indian National Army 	<ul style="list-style-type: none"> ● Can compare the evolution of Women's movement in 20th century India ● Can analyse the nature of Women's movement in 20th century India in the context of to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement ● Can describe the role of women and organisations in armed revolutionary struggles ● Can analyse the nature and characteristics of Women's movement in 20th century India ● Can assess the historical importance of Women's movement in 20th century India as anti-Colonial struggle ● Can discuss the role of women in the Indian National Army
	Nature, Characteristics and Assessments of Students' Movements in 20 th Century India	<ul style="list-style-type: none"> ● Comparative study of the evolution of students' movement in 20th century India ● Comparative study of the nature of students' movement in 20th century India in the context of to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement 	<ul style="list-style-type: none"> ● Can describe the evolution of students' movement in 20th century India ● Can analyse the nature of students' movement in 20th century India in the context of to the Anti-Partition Movement in Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement ● Can describe the role of students' and organisations in armed revolutionary struggles ● Can analyse the nature and characteristics of students' movement in 20th century India

Unit	Sub-Unit	Historical Concepts/ Incidents/Notions	Learning Outcomes
		<ul style="list-style-type: none"> ● Role of students' and organisations in armed revolutionary struggles ● Nature and Characteristics of students' movement in 20th century India ● Brief assessment of students' movements in 20th Century India 	<ul style="list-style-type: none"> ● Can assess the historical importance of students' movement in 20th century India as anti-Colonial struggle
	Development of <i>Dalit</i> Politics and Movements in 20 th Century India	<ul style="list-style-type: none"> ● Development of <i>Dalit</i> politics in 20th century India ● Course of <i>Dalit</i> movements in 20th century India ● Debate between Gandhi and Ambdekar regarding <i>Dalit</i> rights ● Nature and characteristics of <i>Dalit</i> politics and movements and its relation with the Nationalist and anti-Colonial struggles ● Brief history of the <i>Namasudra</i> movement in Bengal 	<ul style="list-style-type: none"> ● Can describe the development of <i>Dalit</i> politics in 20th century India ● Can analyse the course of <i>Dalit</i> movements in 20th century India ● Can explain the debate between Gandhi and Ambdekar regarding <i>Dalit</i> rights ● Can analyse the nature and characteristics of <i>Dalit</i> politics and movements ● Can evaluate the historical importance of <i>Dalit</i> movements as anti-Colonial struggle ● Can discuss briefly the history of the <i>Namasudra</i> movement in Bengal
Post-Colonial India: Second Half of the 20 th Century (1947-'64)	Initiatives undertaken and controversies related to the accession of Princely States with India	<ul style="list-style-type: none"> ● Initiatives related to the accession of Princely States with India and associated debates ● Mass movements in various Princely States ● Debates related to the accession of Kashmir and Hyderabad ● Evolution of the maps of the Indian State in 1947 and in 1964 	<ul style="list-style-type: none"> ● Can discuss debates and pro and against logics associated with accession of Princely States with India ● Can narrate the nature of mass movements in various Princely states ● Can compare between the maps of the Indian State in 1947 and in 1964 ● Can explain reasons of evolution of the maps of the Indian State in 1947 and in 1964 ● Can analyse debates related to the accession of Kashmir and Hyderabad ● Can point and label locations related to these issues/incidents in a map

Unit	Sub-Unit	Historical Concepts/ Incidents/Notions	Learning Outcomes
	Initiatives undertaken and controversies related to the Refugee problem in post-1947	<ul style="list-style-type: none"> ● Partition as the background of the Refugee problem ● Characteristics of the Refugee problem in East and North-West India ● Initiatives taken by the Indian State to resolve the Refugee problem and related debates ● Reflection of the Partition and Refugee problem in Autobiography and Memoirs 	<ul style="list-style-type: none"> ● Can explain the cause and effect relationship between the Partition and the Refugee problem ● Can compare between the Refugee problem in Bengal and Punjab ● Can discuss different initiatives taken by the Indian State and associated debates related to solve the Refugee problem ● Can compare between the maps of Indian State of 1947 and 1964 ● Can explain the importance of Autobiography and Memoirs as source of History writing related to the Partition and the Refugee problem ● Can point and label locations related to these issues/incidents in a map
	Initiatives undertaken and controversies related to linguistic reorganizations of States	<ul style="list-style-type: none"> ● Role of Nationalism in shaping the Linguistic identity ● Demands of State reorganisation based on Linguistic identity ● Initiatives and associated debates related to the reorganisation of states based on language ● State reorganisation Commission and Laws ● Schedule of Languages in Indian Constitution ● Evolution of inter-state boundary of the Indian State in 1948 and 1964 	<ul style="list-style-type: none"> ● Can analyse the relationship between Nationalism and Linguistic identity formation ● Can chart demands of State reorganisation based on Linguistic identity ● Can narrate the initiatives and associated debates related to the reorganisation of states based on language ● Can describe initiatives taken by the State reorganisation Commission and its Laws ● Can chart the schedule of Languages in Indian Constitution ● Can compare between the maps of Indian State of 1947 and 1964 and explain the changes of inter-state boundaries ● Can point and label locations related to these issues/incidents in a map

Application of Constructivism in Teaching Learning

Model Structure 1

Unit : Early stages of Collective Action : Characteristics and Analysis

Sub Unit : Revolt of 1857 – Characteristics and Nature

Sl. No.	Stages	Presentation
1.	Observation	The teacher initiates the discussion based on the banners, experienced through observation. For example – i) Have you came across any kind of movement or protest? ii) Have you seen any news or pictures of any movement or protest in any newspaper or electronic media? iii) How did the mass participate in those protests or movements. (agitations)
2.	Contextualisation	<p>In this stage, the teacher will try to corelate their previous knowledge or personal experiences with the topic for discussion by asking question. For example – i) Why do you think people choose the way of protest and resistance? ii) In what context revolt took shape? iii) Do all the resistances are evolved in same manner? iv) What are aims of the participants? v) What role did the participants play? vi) According to the characteristics and nature the resistance were different or similar?</p> <p>Learners have already knew about the characteristics and natures of Tribal and peasants movements and causes and consequences of 1857 in class VIII. A group learner can ask these questions to another group of students and can discuss among themselves.</p>
3.	Cognitive Apprenticeship	In this stage, the teacher will help them to overcome their lacuna that remain while developing their basic concepts. The teacher may ask questions. For example – i) Do you think the movement was related to the idea of nationalism? ii) What kind of role was played by the sepoys in the revolt of 1857? iii) How far is it logical to refer the revolt of 1857 as a national movement?

Sl. No.	Stages	Presentation
4.	Collaboration	While discussing about the characteristics and nature of 1857, the learners could examine different aspects of the revolt and will be able to know that subscribing any particular nature and characteristic of the revolt of 1857 is not historically valid. Different explanations can be evolved during the discussion. For example – A group of learners can define the revolt of 1857 as feudal revolt or other group can refer it as a national movement or sepoy mutiny. Hence, through mutual discussions and interactions among groups, concept will be developed simultaneously among all the learners through active participation.
5.	Interpretation Construction	Through discussions the learners will now develop their own idea about a certain topic. The teacher will modify that idea if required. For example – i) whether the revolt of 1857 was a national movement in nature in real sense? ii) was there any relation between the revolt of 1857 and the idea of nationalism? iii) what was the nature of the revolt of 1857?
6.	Multiple Interpretation	In this stage the learners will be able to discuss the some incidents of the revolt of 1857. Learners can be able to compare the characteristics and nature of the revolt of 1857 with other rebellions. i) How far the nature of the revolt of 1857 differs from the the Indigo revolt? ii) How did the British colonial policy create the background of the revolt of 1857? iii) Do you think sepoys were the essential part of the revolt of 1857?
7.	Multiple Manifestation	In the context of 1857 learners can contextualise the role of sepoys and the idea of nationalism. They will be able to understand the concept of inter relationship between different historical events. Simultaneously, learners can develop their logical and imaginal attributes in such historical context. For example – If you were in Kolkata during the time period of the revolt of 1857, how would you observe the senerio? etc.

Application of Constructivism in Teaching Learning Model Structure 2

**Unit : Movements organised by women, students and Marginal people in
20th century India : Characteristics and Analysis**

**Sub Unit : Nature, Characteristics and Assessment of women's movement in
20th Century India**

Sl. No.	Stages	Presentation
1.	Engagement Phase	In this stage the learners are engaged into variety of discussions, activities etc. to arouse their curiosity for the topic. Besides, naive concepts of the learners can also be explored now. Background knowledge of the learners, corelating their previous experience with the new and preparing them for activities also occur here. The questions for discursions may be as follows – (i) Name some womeeen participants in the Indian national movement. (ii) Prepare a list with the names of women participants in Anti-partition movement in Bengal, Non-top Cooperation movement, Civil Disobedience Movement and Quit India Movement.
2.	Exploration Phase	In this phase the learners will work in groups through mutual cooperation. They gather similar experience they share among themselves by virtuacting with each other. In this phase the teacher facilitates them providing necessary information or by other means to carry forward the exploration process. Their urge to explore helps them to construct knowledge. For example – (i) Why did the women of 20th century participate in the anti Colonial / British movement? (ii) Do you think the women participation in national movement did create any new angle? (iii) Why did many male revolutionaries not support women involvement in the revolutionary movements?
3.	Explanation Phase	Here, the learners will explain to the class what they have learnt through exploration. In this phase the discussion can be within the learners or between the learners and the teacher. Through the discussion the learners will be able to identify their own misconceptions and develop knowledge. For example – (i) Did the women movement of 20th century strengthen the Indian National movement? or was it an independent trend? The role of the teacher will be of a facilitator.

Sl. No.	Stages	Presentation
4.	Elaboration Phase	In this phase the learners will extent their concept developed through various activities, mentioned earlier. They will try to correlate with the other concepts and try to interpret contemporary historical events with the knowledge developed. For example – (i) 'Women played a vital role in the anti-colonial movement'— Analyse the statement. (ii) Were there any differences between the movements led by men and women? (iii) Do you think that the male revolutionaries did right in prohibiting woman from joining the revolutionary movement?
5.	Evaluation Phase	This is an ongoing process. In this stage the teacher tries to find out whether the learners are able to construct knowledge. However, it is to be noted that evaluation can be done at any stage of knowledge construction. Besides, various kinds of evaluation tools can be applied for assessing the learners.

Learning Indicators

- (i) The learners are able to speak about any concept in his/ her own language.
- (ii) The learners are able to explain a concept in his/ her own language.
- (iii) The learners are able to mention relevant examples about a particular concept.
- (iv) The learners are able to ask relevant questions during a discussion on a concept.
- (v) The learners are able to cite relevant examples from the environment.
- (vi) The learners are able to give appropriate explanation.
- (vii) The learners are able to apply their knowledge appropriately.

Internal Formative Evaluation : General Introduction & Application

Guidelines for Implementation

The WBBSE in consultation with the Expert Committee has issued a circular mentioning the framework for evaluation procedure in respect of the revised curricula and syllabi being followed in all affiliated schools of WBBSE from January 2015. On recommendation of the Expert Committee, the WBBSE has now issued the following guidelines for smooth implementation of the Internal Formative Evaluation for Class-IX in the academic session in 2015:

Six modes of Internal Formative Evaluation are to be followed. They are –

1. Survey Report. 2. Nature Study. 3. Case Study. 4. Creative Writing. 5. Model Making. 6. Open Text Book Evaluation.

The six options noted above, any three are to be chosen in an academic year for Internal Formative Evaluation for the seven academic subjects. Therefore, each term will have one option for a particular subject. Subject teacher(s) are expected to correlate the modalities of Internal Formative Evaluation with the learning competencies of the concerned subjects. It may be noted that for a particular class, one modality is to be applied for one term. There should not be any repetition of a particular modality for a particular class in an academic year.

1. Internal Formative Evaluation (IFE) should be considered as an integral part of teaching-learning process for enhancement of learning.
2. The IFE programme should be carried out within the classroom in a stress-free manner before the respective summative evaluation for each term.
3. The evaluation techniques should be integrated with the classroom processes and should focus on enhancement of understanding and application of knowledge.
4. During implementation of the IFE, innovative teaching-learning processes are expected to emerge. While planning for such processes, the diverse needs and capacities of students should be taken care of and the school should ensure that students are able to participate and derive benefit.
5. The teachers of respective subjects in each school will decide the nature and difficulty level of the activities to be carried out under the banner of Survey, Nature Study, Case Study, Creative Writing, Model Making and Open Text Book Evaluation in a student-friendly manner according to the needs of the students of the school

and accordingly design such IFE programme. However, some exemplar activities for different subjects for IFE are provided herewith.

6. It will be expected that the assessment will be done on the basis of innovative approaches adopted by the students and not necessarily on the accuracy of the end-results.
7. The written records of activities carried out in the classroom for IFE, duly endorsed and assessed by the subject-teacher and signed by the guardian will be preserved by each student until completion of Class-IX and will have to be produced at the school for any future requirement.
8. A learner will be expected to demonstrate her/his abilities in the following manner during the innovative teaching-learning processes adopted for IFA:
 - Describing a case/event/phenomenon/situation/picture in her/his own language.
 - Exploring further- a case/event/phenomenon/situation/picture and produce new examples, alternative explanations, new vocabulary in conformity with the respective discipline.
 - Providing innovative opinions and suggestions in conformity with the discipline.
 - Elaborating the clues, ideas, dialogues, conversations etc.
 - Suggesting innovative approach for presentation of a concept and in problem-solving in conformity with the discipline.
 - Drawing conclusions, making inferences, and taking decisions in respect of a case/event/phenomenon/situation in conformity with the discipline.
 - Creating something new on her/ his own.

Tools for Internal Formative Evaluation : A Brief Note

1. Survey:

The term 'survey' is often used for collecting and interpreting information to demonstrate the achievement or otherwise of well-defined goal(s) or specified objective(s) (Devin Kowalczyk,2013). As a part of the Internal Formative Evaluation, the goals or objectives are those expected learning outcomes specified in each subject domain. A survey focuses on factual information and helps surveyors, who are students in the present context, to reinforce their learning under the able monitoring provided by teachers.

2. Case study:

Case studies are stories or contexts. They present realistic, complex, and contextually

rich situations and often involve a dilemma, conflict, or problem that students are expected to analyze/solve by applying their acquired learning skills. It provides an in-depth look into a subject/context of study (the case), as well as its related contextual conditions. A case study involves an intensive study of a learning unit and inspires students to examine as condition, situation, or value of the given context.

3. Nature study:

“Nature Study, as a process, is seeing the things that one looks at, and the drawing of proper conclusions from what one sees” (Hyde Bailey, 1904). Nature study involves observation of plants, animals, natural phenomena, and human activities as a mode of learning. Nature study attempts to reconcile scientific investigation with spiritual, personal experiences gained from interaction/study with the world/context that students live in or are aware of.

4. Model making:

A model connotes a pattern, ideal, reproduction or draft of things (increased, reduced or in actual size). “Apart from real things models can also be mental constructions” (Mueller Science, 1971). Model making is a logical next step in the thinking process for many ideas. It helps students to concretize abstract and complex concepts/ideas through hands-on experience. A model may be a two-dimensional or three-dimensional representation of concepts/ideas. Model making provides scope for reinforcement of critical and creative thinking skills as well as the problem-solving and decision making skills.

5. Creative writing:

Creative Writing involves written expression that draws on creative and critical thinking to convey meaning. Creative writing focuses on learning competencies in the subject domains, while developing the creative skills. It provides scope for students to apply multiple learning strategies vis-a-vis demonstrating clarity of concepts and their application underlined by aesthetic appreciation and value judgements.

6. Open Text Book Evaluation:

OTBE implies an application of theory to real life situations. It is based upon the principle that the whole objective of learning is not about constant delivery. There must be effective transaction of learning, not just content in the classroom. Therefore, OTBE not only reinforces learning competencies, but also provides scope for transference of learning skills. It inspires students to use a range of strategies including accurate decoding to read for meaning, to describe, select or retrieve information, events or ideas from texts and to deduce, infer or interpret information, events or ideas from texts.

Methods and Tools for Internal Formative Evaluation

Curriculum Centred and Classroom Learning Based

Name of the Method	About the Method		Process-Methodology	Example
	Learning Objective	Expected Learning Outcome		
1. Survey	<ul style="list-style-type: none"> ● Collection of information of known and unknown component with specific context. ● Determination of sequence of work and necessary follow-up activities. ● Unification of collected information. ● Analysis of collected information and follow-up explanation. ● Documentation of decision and evaluation. 	<ul style="list-style-type: none"> ● Collection of information. Gaining ability to analyse collected information and take proper decision. 	<ul style="list-style-type: none"> ● Learners would be provided with specific contexts. Learners will collect information (individually/in groups). They will deposit the document, prepared after analysis and evaluation of collected information, to their respective teachers. 	<ul style="list-style-type: none"> ● Examples given in respective subject section.
2. Nature Study	<ul style="list-style-type: none"> ● Observation of surrounding environment / incidences related to plants, animals, birds and human activities. ● Data recording ● Understanding of recorded data. 	<ul style="list-style-type: none"> ● Construction of observatory and critical attitude. 	<ul style="list-style-type: none"> ● Learners would be provided with specific contexts. ● They will observe minute details of that particular context and prepare a report (individually/in groups). Finally, they will hand over the report to their respective teacher. 	<ul style="list-style-type: none"> ● Examples given in respective subject section.

Name of the Method	About the Method		Process-Methodology	Example
	Learning Objective	Expected Learning Outcome		
3. Case Study	<ul style="list-style-type: none"> Understanding of problem or related matter with respect to a particular incidence. Determination of probable solutions. Selection of the most effective solution by judging the demand of the situation. 	<ul style="list-style-type: none"> Analysis of problem (individually/in groups) of related matter. Finding solution Gaining of ability to exchange problem-solving clues. 	<ul style="list-style-type: none"> Learners would solve a problem with respect to given situation / phenomenon / context / circumstances(individually/ in groups) 	<ul style="list-style-type: none"> Examples given in respective subject section.
4. Creative Writing	<ul style="list-style-type: none"> Written expression of creative thoughts after editing and extending. 	<ul style="list-style-type: none"> Learners will gain the ability to express creatively of concept and ideas about any particular incidence/subject. 	<ul style="list-style-type: none"> Learners will be able to construct imaginary conversation, paragraph or narrative etc. 	<ul style="list-style-type: none"> Examples given in respective subject section.
5 Model Making	<ul style="list-style-type: none"> Concretise any abstract thought or concept in detail. Explain a definite subject area through creative and experimental work. 	<ul style="list-style-type: none"> Ability to express vividly a particular concept with the help of particular example or instance. 	<ul style="list-style-type: none"> Learners will perform different activities like model-making, chart, timetable (two-dimensional / three dimensional structures) 	<ul style="list-style-type: none"> Examples given in respective subject section.
6 Open Textbook Evaluation	<ul style="list-style-type: none"> Identification of relevant information in context with particular incidence and its effective use. Perceiving meaning of an incidence and working accordingly. 	<ul style="list-style-type: none"> Gaining ability to understand and analyse any particular incidence from a specific point of view. Gaining ability to take effective role in a given context. 	<ul style="list-style-type: none"> Learners will explore answers for given problems (application based and value based) on a given text. 	<ul style="list-style-type: none"> Examples given in respective subject section.

Internal Formative Evaluation : Sample & Evaluation Pattern

Survey

You have learnt that History is not simply about names, dates and events. And there are different fields of History. Choose any two fields among them : eg. the history of sports and that of clothing. Now write briefly on the history of sports and clothing based on the locality where you reside.

- Comparative study of different ways / fields of learning history (allotted time : 30 minutes).
- At the very outset, the teacher should try to encourage the students (individually and groupwise) to discuss the significance of studying different facets of history. He/ She should here act as a facilitator and the students should be made aware of the different fields and ways of studying history.

Desired Competence and Evaluation

The objective of this activity is to assess whether the students can understand the varied and multifarious fields of studying history. It is also important to note that the students should be made aware of the evolution of history and the ways of studying history. These activities will facilitate the learner to develop a concept of place and time. Simultaneously the learners will be able to comprehend the different areas of historical change that have developed in their locality.

- The teacher will assess the learners on the basis of the above parameters of understanding.

Nature Study

Prepare a chart reflecting the impact of colonial forest laws on the lives of people who depend on nature for their sustenance. Suggest a few proposals that can improve the quality of living of the masses without destroying nature.

- Comparative study about the evolution of history and the integration of nature and man.(allotted time : 30 minutes)
- At the outset, the teacher will motivate the learner to understand the importance of the activity by discussing with them individually and in groups. The teacher will act as a mentor in such group discussions. It is necessary to make the learners realise the importance of studying environment, geography and environmental history.

Desired competence and Evaluation

It is expected that in group discussions various examples of the interdependence of environment and man or society with respect to history would be cited. It is necessary to give emphasis on the impact of man on environment in the various periods of history and the analysis of how critical events in history were caused by a crisis in environment. This activity will facilitate the learner in developing their ideas regarding environment with reference to time and place in history. Such activity will enable the learner to understand the changes that they have noticed in the relationship between the environment and colonial rule in India.

- The teacher will assess the learners on the basis of the above parameters of understanding.

Case Study

Make a case study on the development of educational structure in your locality from the Basic to Madhyamik levels based on the feedback collected from the students and teachers of your school. Also try to develop a questionnaire on the above topic as a part of your case study.

- Comparative study of the functions of educational institutions and its impact on environment and man. (allotted time : 30 minutes)
- At the outset, the teacher will motivate the learners to understand the importance of the activity by discussing with them individually and in groups. The teachers will act as mentors in such group discussion. It is necessary to make the learners realise the importance of case studies as sources of history and methods of history writing.

Desired Competence and Evaluation

It is expected that through group discussions examples of advancement of teaching-learning process and infrastructure, and its relation with social environment and individual initiative will be raised. The importance of individual and collective responsibility for the upliftment of living conditions of common people and initiatives taken should be analysed and emphasised. In this context it is necessary to lay stress upon understanding the importance of individual and group initiative in colonial educational reforms. This will enable learners to be aware of the development and evaluation of their own society and life. Simultaneously emphasis should be laid on the skill of drawing up relevant questions for survey.

- The teacher will assess the learners on the basis of the above parameters of understanding.

Creative Writing

Imagine that, Iswar Chandra Vidyasagar has been roaming different regions of Bengal with the intention of initiating educational reforms. He notes down such experiences in a diary. Reproduce one page of this diary entry covering one week.

- Original and creative comparative study of the works of historical personalities and the influence of the contemporary times on them. (allotted time : 30 minutes)
- At the outset, the teacher will motivate the learners to understand the importance of the activity by discussing with them both individually and in groups. The teacher will act as mentor in such group discussions. It is necessary to make the learners realise the importance of objective evaluation of different literary creations of various authors and other creative writing (diary, letter, autobiography, genealogies) which form sources of history. The learners should be made aware of the importance of objective evaluation and multidimensional study of history.

Desired Competence and Evaluation

It is expected that in the group discussion there will be objective evaluation of the contributions of different persons coming from diverse socio-economic-political backgrounds. It is necessary to emphasise the objective analysis of how history, geography, economics, culture, life experience etc. have an impact on the contributions of an individual. In this context emphasis should be laid on the understanding of how such a diary should be written. Stress should be laid on judging the narrative and intellectual skill of personalities (eg. Rammohan Roy's experience in opposing 'sati', Madhusudan Gupta's experience in dissecting cadavers for the study of medical science). The prescribed Professor Shanku text in class IX could be a specimen of diary writing in developing such concepts in the learner.

Model Making

Try to prepare a chart on the contribution of at least 5 individuals who were involved in the anticolonial women's and student's movements.

- Comparative study of the textual matter. (allotted time : 30 minutes)
- At the outset, the teacher will motivate the learners to understand the importance of the activity by discussing with them both individually and in groups. The teacher will act as a mentor in such group discussions. Instead of a mere biographical discussion, it is absolutely necessary to contextualise the ideas and significant contributions of an individual, that have been instrumental in guiding the entire movement. In other

words, historical interest could be generated among the students by encouraging them to engage such analytical discourse.

Desired Competence and Evaluation

- It is expected that in the group discussion the students will be able to locate the individual in the context of his / her economic and social milieu. The manner in which these objective conditions affect individual ideology and mode of operation will be understood in this project.
- The teacher will assess the learners on the basis of the above parameters of understanding.

Assessment with the aid of Reading Material

"Everyone knows that when English education was introduced in our country its objective was to create a category of English-knowing officials for administrative and commercial purposes. This process has been continuing for a long time. As long as the number of students was few, there was a balance between the requirement and the necessary arrangement; hence there was no cause for discontent on either side. From the time that the student strength became too large, one of the main objectives of the education system was lost for the majority of the students. There would have been no room for complaint if the education imparted in our country had equipped the students with the skills necessary for earning a livelihood other than securing office jobs. But looking at ourselves we can see that instead of teaching them such skills, they have been rendered incapable in all other respects.

So much for extraneous complaints. The basic complaint is that despite years of learning in the schools of the English, we have not been able to shed our student-tags. We seem to have accumulated knowledge from the outside, but contributed nothing from the inside. It is such a crisis; we shall continue filling the pitchers with water, but alas, that water will never be fit for drinking or for any other useful purpose. The student of medicine in the English system faithfully follows his textbook when treating patients, but never makes any new contributions to either physiology or medicine. Likewise, students of engineering diligently practise their craft by the book and draw pensions, but contribute little to the theory of mechanical engineering or make any innovations worthy of note. The importance of this education is clear to us. That we never used our education as our vehicle to propel us forward, rather we allowed it to become a burden. This great sadness has been filling our minds, whether we know it or not". – *Asontosher Karon*, Shantiniketan Magazine, Jestha 1326, Rabindranath Tagore.

Read the above passage and answer the following questions :

1. Why do you think “one of the main objectives of the (colonial) education system was lost for the majority of the students”? What steps would you suggest to avert this futility?
2. What does the writer mean by “we seem to have accumulated knowledge from the outside, but contributed nothing from the inside”? What do you think caused this failure to contribute nothing from the inside?
3. What observations do you make on the problems of carrying the ‘burden’ of education? What measures do you think should be taken for making “education as our vehicle to propel us forward”?

- The various concepts and ideas included in the syllabus should be reflected in the selected text (allotted time : 30 minutes)

- At the outset, the teachers will motivate the learners to understand the importance of the activity by discussing with them both individually and in groups the teacher will act a mentor in such group discussion. It is necessary to make the learners realise the importance of analysing such a text with reference to the ideas included in the textbook.

Desired Competence and Evaluation

- The objective of this activity is to observe whether the learners can relate the concept developed in the text book with that of the given text. The activity will facilitate them in the reinforcement of concepts and ideas that they have studied. Besides, it will also help in critical thinking and critical analysis of the text.

- The teacher will assess the learners on the basis of the above parameters of understanding.

N.B. In selecting such texts it should be kept in mind that the text makes no discrimination regarding race, religion, class, region, economy and culture. Care should be taken that the text should not give rise to construction of biased ideas and opinions. It is recommended that the text selection is made from historical research, contemporary text, historical dataset, contemporary newspaper articles, documentaries, films, paintings, poems, stories and essays.

DIRECTIVE REGARDING EVALUATION

(Full marks for each item is 10. Distribution of marks is given below.)

1) Survey			
Collection of primary data and sequential compilation	Analysis and interpretation	Decision making and demonstration of evaluation	Application of acquired competencies in a subject-specific domain
2	2	2	4
2) Nature Study			
Observation	Documentation	Understanding and demonstration with critical perception	Application of acquired competencies in a subject-specific domain
2	2	2	4
3) Case Study			
Understanding of problem	Determining probable solutions	Selection of best possible solution in a particular situation	Application of acquired competencies in a subject-specific domain
2	2	2	4
4) Creative Writing			
Expression of ideas	Editing and extending relevant points	Originality in writing	Application of acquired competencies in a subject-specific domain
2	2	2	4
5) Model Making			
Quality to convert abstract into concrete	Interest in creative and experimental work	Interpretation and demonstration	Application of acquired competencies in a subject-specific domain
2	2	2	4
6) Open Text Book Evaluation			
Identification and analysis of relevant data	Comprehension of given data	Proper utilization of data and demonstration of critical perception	Application of acquired competencies in a subject-specific domain
2	2	2	4

Question pattern and allotment of marks for Summative Evaluation – Class X

1st Summative Evaluation

Total Marks - 40

No.	CHAPTER	GROUP-A	GROUP-B	GROUP-C	GROUP-D	GROUP-E	
		M.C.Q each question– 1 mark	Very short answer type (V.S.A) each question – 1 mark	Short answer type each question– 2 marks	Analytical answer type each question – 4 marks	Explanatory answer type each question– 8 marks	
1.	Ideas of History	1 × 2	1 × 2	2 × 1	1 question from each chapter. Answer any 2 questions	1 question from each chapter. Answer any 1 question.	
2.	Reform: Characteristics and Observations	1 × 4	1 × 2	2 × 2			
3.	Resistance and Rebellion	1 × 4	1 × 2	2 × 2			
Questions to be given		10	6	5	3	3	27
Questions to be answered		10	6	4	2	1	23
Total Marks		1 × 10 = 10	1 × 6 = 6	2 × 4 = 8	4 × 2 = 8	8 × 1 = 8	40

Note :

Group A : Consists of MCQ. Every question of this group should have four options of answer.

Group B : Should consists of very short answer type questions (answer should be in a single sentence), True-False, Statement-Assertion. 2 questions from each item will be given (3×2=6)

Group C : Consists of short answer type conceptual questions. Answer should be in two or three sentences.

Group D : Consists of analytical answer type conceptual questions. Answer should be in seven or eight sentences.

Group E : Consists of explanatory answer type conceptual questions. Answer should be in fifteen to sixteen sentences. In this group marks division will be 3+5, 5+3, 8.

Question pattern and allotment of marks for Summative Evaluation – Class X

2nd Summative Evaluation

Total Marks - 40

No.	CHAPTER	GROUP-A	GROUP-B	GROUP-C	GROUP-D	GROUP-E	
		M.C.Q each question– 1 mark	Very short answer type (V.S.A) each question – 1 mark	Short answer type each question– 2 marks	Analytical answer type each question – 4 marks	Explanatory answer type each question– 8 marks	
4.	Early stages of Collective Action	1 × 3	1 × 2	2 × 1	1 question from each chapter. Answer any 2 questions	1 question from each chapter. Answer any 1 question.	
5.	Alternative Ideas and Initiatives	1 × 4	1 × 2	2 × 2			
6.	Peasant, Working Class and Left Movements in 20th Century India	1 × 3	1 × 2	2 × 2			
Questions to be given		10	6	5	3	3	27
Questions to be answered		10	6	4	2	1	23
Total Marks		1 × 10 = 10	1 × 6 = 6	2 × 4 = 8	4 × 2 = 8	8 × 1 = 8	40

Note :

Group A : Consists of MCQ. Every question of this group should have four options of answer.

Group B : Should consists of only two items : Match the Column & Map pointing^{**}, 3 questions from each item will be given (2×3=6)

Group C : Consists of short answer type conceptual questions. Answer should be in two or three sentences.

Group D : Consists of analytical answer type conceptual questions. Answer should be in seven or eight sentences.

Group E : Consists of explanatory answer type conceptual questions. Answer should be in fifteen to sixteen sentences. In this group marks division will be 3+5, 5+3, 8.

^{**}For the visually challenged students Fill in the blanks will be given as alternative.

CHAPTER	GROUP-A	GROUP-B	GROUP-C	GROUP-D	GROUP-E
	M.C.Q each question– 1 mark	Very short answer type (V.S.A) each question-1 mark	Short answer type each question – 2 marks	Analytical answer type each question – 4 marks	Explanatory answer type each question – 8 marks
1	1 × 3	1 × 3	2 × 2	4 × 2	One question from chapter 1 or 2
2	1 × 3	1 × 3	2 × 2	4 × 2	
3	1 × 3	1 × 3	2 × 2	4 × 2	One question from chapter 3 or 4
4	1 × 3	1 × 3	2 × 2	4 × 2	
5	1 × 3	1 × 3	2 × 2	4 × 2	One question from chapter 5 or 6
6	1 × 3	1 × 3	2 × 2	4 × 2	
7	1 × 2	1 × 2	2 × 2	–	–
Questions to be given (69)	20	20	14	12	3
Questions to be answered (54)	20	16	11	6	1
Total Marks (90)	1 × 20 = 20	1 × 16 = 16 Answer any 16 questions from 20. Have to answer from each item.	2 × 11 = 22 Answer any 11 questions from 14.	4 × 6 = 24 Answer total 6 questions. At least 1 question from each chapter.	8 × 1 = 8 Answer any 1 question from 3 segments.

Note :

Group A : Consists of MCQ. Every question of this group should have four options of answer.

Group B : Should consist of True-False, Match the Coloumn, VSA (in one sentence), Map pointing** & Statement-Assertion. 4 questions from each item will be given.

Group C : Consists of short answer type conceptual questions. Answer should be in two or three sentences.

Group D : Consists of analytical answer type conceptual questions. Answer should be in seven or eight sentences.

Group E : Consists of explanatory answer type conceptual questions. Answer should be in fifteen to sixteen sentences. In this group marks division will be 3+5, 5+3, 8.

* This structure is indicative of the Madhyamik Examination.

** For the visually challenged students Fill in the Blanks will be given as an alternative.

TYPES OF QUESTIONS OF SUMMATIVE EVALUATION: A DISCUSSION

Things to be noted:

- **Multiple Choice Question (MCQ)**

Multiple Choice Questions have two parts: the stem and the options. One of the options should be absolutely correct while the rest should be incorrect. There should be at least four options. The main characteristics for framing the stem-part of the question are:

- (i) Major part of the information is to be included in the stem so that the options are stated with minimum words. It is necessary to state the main theme of the question in the stem.
- (ii) The language of the stem should be simple and unambiguous so that the learners have no difficulty in understanding the instruction.
- (iii) Care should be taken about the diction of the stem. The words should be from the known vocabulary of the learners.
- (iv) It is better not to use negative words in the stem.

- ◆ **Things to be noted:**

- (i) In every MCQ there should be four options. Apart from the correct option, the other three options are called 'Distracters'.
- (ii) There should be only one correct option.
- (iii) Each of the options should be different. There should be no overlapping.
- (iv) All the four options should be similar in length, complexity and syntax.
- (v) 'All above are correct' or 'None of the above is correct'— such statements should not be used as option.
- (vi) The correct options of various questions should be arranged at random. That is, if in a question (a) is the correct option, then in the subsequent questions the correct option is desirable to be (b), (c) or (d).

- ◆ **Things to be noted for using distracters:**

- (i) The distracters should be apparently logical.

- (ii) The common errors and misconceptions of the learners may be regarded as distracters.
- (iii) Sentences that are absolutely wrong should not be given as options.
- (iv) Correct sentence but not the correct answer should be given as option.

- **Very Short Answer type Questions (VSAQ)**

- ◆ **One word answer or answer in a sentence**

Things to be noted for framing such type of questions are as follows:

- (i) The use of language in a sentence ought to be as simple and unambiguous as possible so that the learners face no difficulty in understanding the question.
- (ii) The questions should be such that the answers would be brief and precise.

- ◆ **Fill in the blanks**

Things to be noted for framing such type of questions are as follows:

- (i) The use of language in a sentence ought to be as simple and unambiguous as possible so that the learners do not have any difficulty in understanding the question.
- (ii) Only one word should fill up each blank.

- ◆ **True-False:**

Things to be noted for framing such type of questions are as follows:

- (i) The use of language in a sentence ought to be as simple and unambiguous as possible so that the learners do not have any difficulty in understanding the question.
- (ii) Extremely complicated and long sentences should be avoided.
- (iii) It is better not to provide more than one ideas in a sentence.

- ◆ **Statement and interpretation**

Things to be noted for framing such type of questions are as follows:

- (i) The language of the Statement should be simple and lucid so that the learners have no difficulty in comprehending the matter.
- (ii) It is better to avoid long and complex sentences.
- (iii) Each interpretation should not express more than one concept.

- (iv) All the three interpretations should be somewhat logically connected with the Statement.

◆ **Map pointing**

Things to be noted for framing such type of questions are as follows:

- (i) Map pointing should be given to the students based on the maps included in the syllabus.
- (ii) The place to be located in the map should be as per to the timeline stated in the syllabus because maps change with time. So time has to be mentioned, if required.
- (iii) Map pointing implies only location of the place in the given map.

◆ **Match the columns**

Things to be noted for framing such type of questions are as follows:

- (i) An award of 1 mark should be provided for every correct relationship.
- (ii) The number of items included in column B should be at least one in excess of the items in column A.
- (iii) The items included in column A and B should be as brief as possible.
- (iv) Two columns should be in one page.

● **Short Answer type Questions (SAQ)**

Certain things are to be kept in mind for framing these type of questions:

- (i) The use of language in a sentence ought to be as simple and unambiguous as possible so that the learners do not have any difficulty in understanding the question.
- (ii) Questions should be such that the answers should be in two or three sentences.

● **Long Answer type Questions (LAQ)**

Certain things are to be kept in mind for framing such type of questions:

- (i) The use of language in a sentence ought to be as simple and unambiguous as possible so that the learners do not have any difficulty in understanding the question.
- (ii) In this type of question the marks can be in 5, 3+2, 2+3. The answer of 2 marks question should be in two/three sentences. The answer of 3 marks question should be in three/five sentences. The answer of 5 marks question should be in seven/ten sentences.

MODEL QUESTIONS

First Summative Evaluation

Full Marks 40

Group : A

1. Chose the correct alternative: [1×10=10]

1.1 Indian Colonial Forest Act was mainly a part of the historiography of —

- (a) Urban history
- (b) Women history
- (c) Environmental history
- (d) History of food and cuisine

1.2 To know the attitude of colonial rule, main historical source is —

- (a) Periodicals
- (b) Government documents
- (c) Newspapers
- (d) Memoirs

1.3 Young Bengal was the followers of —

- (a) Derozio
- (b) Rammohan
- (c) Ramkrishna
- (d) Vivekananda

1.4 An Orientalist was —

- (a) David Hare
- (b) T.B. Mackle
- (c) H.H. Wilson
- (d) Metcalf

1.5 Dinabandhu Mitra's Nildarpan was a —

- (a) Satire
- (b) Biographical play
- (c) Religious play
- (d) Nationalist play

1.6 The institution was directly dealt with woman education in 19th century Bengal —

- (a) Biton (Bethune) School
- (b) Scottish Church School
- (c) Hare School
- (d) Hindu School

1.7 The mass, attached with Faraji rebellion was —

- (a) Labours
- (b) Adivasis
- (c) Dalits
- (d) Peasants

1.8 The word Hul denotes —

- (a) Munda rebellion
- (b) Santal rebellion
- (c) Kol rebellion
- (d) Chuar rebellion

1.9 The word 'Dadan' stands for —

- (a) Receiving advance payment (b) Granting Patta
(c) Paying debts (d) Unpaid labour

1.10 By nature Indigo revolt was a —

- (a) Feudal movement (b) Religious movement
(c) Peasants movement (d) Labour movement

Group-B

2. Answer the following questions:

[1×6=6]

2.1 Write the answer in a single sentence :

- 2.1.1 In 1829 The Bengal Sati Regulation was passed under the reign of which governor general?
2.1.2 Where did bamboo fort was built by Titumir?

2.2 Write True or False :

- 2.2.1 Music is the part of history of architecture.
2.2.2 Society of 19th century Calcutta is reflected in *Hutom Panchar Naksha*.

2.3 Select the correct assertion of the following statements :

- 2.3.1 Statement : Jawaharlal Nehru wrote many letters to his daughter, Indira.
Assertion 1 : Through these letters Jawaharlal Nehru tried to enlighten Indira about the evolutionary nature of history.
Assertion 2 : Through these letters Jawaharlal Nehru tried to enlighten Indira about the necessity of women participation in Indian National Movement.
Assertion 3 : Through these letters Jawaharlal Nehru tried to enlighten Indira about the lifestyle of common people in India.
2.3.2 Statement : Sanyasi-Fakirs rebellion tried to resist the British Rule in Bengal.
Assertion 1 : Sanyasi-Fakirs of Bengal were not ready to accept the Christian British Rule.

Assertion 2 : Sanyasi-Fakirs of Bengal were deprived of their traditional occupation owing to the Company rule.

Assertion 3 : The Company legally prohibited all religious practices of the Sanyasi-Fakir community of Bengal.

Group : C

- 3. Answer the following questions in two or three sentences: (any four) [2×4=8]**
- 3.1 How memoirs can be used as a source of history writing?
 - 3.2 Why Grambharta Prakashika was an exceptional magazine?
 - 3.3 Write any two reasons for the Kol rebellion?
 - 3.4 State two social reform initiatives of the Bramha Samaj.
 - 3.5 Why Chuar rebellion cannot be described as Chuar rebellion?

Group : D

- 4. Answer the following questions in seven or eight sentences: (any two) [4×2=8]**
- 4.1 Analyse with two references the role of autobiographical writing as a source of modern Indian History?
 - 4.2 Write a short note on Wood's Despatch.
 - 4.3 Colonial Forest Law gave rise to the revolts among the adivasis of India— Explain the statement.

Group : E

- 5. Answer any one of the following questions in fifteen or sixteen sentences: [8×1=8]**
- 5.1 Discuss briefly the characteristics of history of transportation and communication. Analyse the importance of woman history in context of Modern Indian History writing. (3+5)
 - 5.2 Make a comparative study between the characteristics of Wahabi and Faraji movement. Discuss the major reasons behind the Chuar revolt of the 19th century. (5+3)
 - 5.3 The Bengal Renaissance was revolved around the city, Kolkata — analyse the statement. 8

Group : A

1. Chose the correct alternative:

[1×10=10]

- 1.1 The revolt of 1857 was called 'the first war of independence' by—
- a) Lala Hardayal
 - b) Vinayak Damodar Savarkar
 - c) Bal Gangadhar Tilak
 - d) Bipin Chandra Pal
- 1.2 The Landholders' Associations was formed—
- a) For securing the interests of the landholders
 - b) To raise issues on behalf of the Indians in the British Parliamentary motions
 - c) To fulfill the political demands of the educated class
 - d) To restore India's past glory
- 1.3 The background of the novel Ananda Math was—
- a) The revolt of 1857
 - b) Indigo rebellion
 - c) Fakir-Sannyasi rebellion
 - d) Pabna rebellion
- 1.4 U. Ray and Sons. published—
- a) Sandesh
 - b) Grambarta Prakashika
 - c) Somprakash
 - d) Bangadarshan
- 1.5 The ultimate aim of colonial education system was—
- a) To synchronies Oriental and Occidental learning
 - b) To expand the Empire
 - c) To develop the traditional learning
 - d) To produce clerks for the convenience of the colonial administration
- 1.6 The National Educational Council was established—
- a) To disseminate science and technical education
 - b) To disseminate the English education
 - c) To publish school textbooks
 - d) To disseminate elementary education
- 1.7 The principle of Rabindranath Tagore's educational philosophy was based on—
- a) The colonial education system
 - b) The synchronisation of nature and human
 - c) The idea of Neo-Vedantism
 - d) The idea of religious syncretism

- 1.8 Eka Movement was started—
- In demand to occupy lands from the Colonial Government
 - In demand to cease the Sunset Law
 - In demand to cease extra rents and its forceful extraction
 - In demand to cease the Tinkathia system
- 1.9 The first Satyagraha movement led by Mahatma Gandhi in India was—
- Kheda Satyagraha
 - Champaran Satyagraha
 - Ahmedabad Satyagraha
 - Rowlatt Satyagraha
- 1.10 The Communist Party of India was established in Kanpur in the year—
- 1905
 - 1920
 - 1925
 - 1942

Group-B

2. Answer the following questions:

[1×6=6]

2.1 Match the column 'A' with Column 'B':

A

B

- | | |
|----------------------------------|-------------------------------|
| 2.1.1 Surendranath Bandyopadhyay | 1. Serampore Mission Press |
| 2.1.2 William Carey | 2. Workers and Peasants Party |
| 2.1.3 Muzaffar Ahmed | 3. Indian Association |

2.2 Point out and label the following places in the given map of India:

- 2.2.1 A centre of the revolt of 1857
- 2.2.2 Serampore as a centre of printing press
- 2.2.3 Tamruk as a centre of the Quit India movement

OR

(For the Visually impaired candidate)

Fill in the blanks:

- 2.2.1 The first Viceroy of colonial India was _____.
- 2.2.2 _____ was the founder of the Indian Association for the Cultivation of Science.
- 2.2.3 The incident of Chauri Chaura took place in _____.

Group-C

- 3. Answer the following questions in two or three sentences: (any four) [2×4=8]**
- 3.1 How did Gaganendranath Tagore use caricatures to criticise the colonial society?
 - 3.2 Why the printing press grew in Bengal as a profit making business?
 - 3.3 What role did the Bose Institute (Basu Bigyan Mandir) play to disseminate scientific education in Bengal?
 - 3.4 What shape the Quit India movement took in Tamluk?
 - 3.5 Why the majority of the working class did not support the Civil Disobedience movement?

Group-D

- 4. Answer the following questions in seven or eight sentences: (any two) [4×2=8]**
- 4.1 What was the historical importance of the Proclamation (1858) of Queen Victoria?
 - 4.2 The spread of printing press and dissemination of mass education was proportionate—explain the statement in context of the late 19th century Bengal.
 - 4.3 Write a note on the All India Kisan Sabha (1936).

Group-E

- 5. Answer any one of the following questions in fifteen or sixteen sentences: [8×1=8]**
- 5.1 How did the 'age of associations' pave the way for the formation of the Indian National Congress? (8)
 - 5.2 Explain the role of Calcutta School-Book Society in expanding the printing press and education. Which central idea of Rabindranath Tagore's educational philosophy was most highlighted in the establishment of Shantiniketan? (5+3)
 - 5.3 Why the peasantry did not actively participate in the latter phase of the anti-Partition movement in Bengal? The peasantry did not always follow the Gandhian way during the course of the Quit India movement- explain the statement. (3+5)

Group : A

1. Chose the correct alternative:

[1×20=20]

- 1.1 History of Namasudra Movement of Bengal is part of —
- a) Environmental Historiography b) Urban Historiography
c) Social History d) Military History
- 1.2 Government archives deal with —
- a) Reports of government officials
b) Rabindranath Tagore's 'Jibonsmriti'
c) Srala Devi Chowdhurani's 'Jiboner Jhorapata'
d) Collection of letters from Nehru to his daughter Indira
- 1.3 Women education of 19th century Bengal was focus of —
- a) Somprakash periodicals b) Bangadarshan periodicals
c) Grambartta Prakashika periodicals d) Bamabodhoni periodicals
- 1.4 Ramkrishna tried to imply with "jato mat, tato path" (as many thoughts as many ways)—
- a) Ideology of Neo-Vedanta b) Ideas of religious harmony
c) Ideology of idol worship d) Ideology of renaissance
- 1.5 The Asiatic Society (1784) was founded for —
- a) Oriental studies b) Western studies
c) Military studies d) Studies of Indo-Islamic laws
- 1.6 Colonial government coined as theif and dacoits to —
- a) Chaur Rebels b) Sanyasi_Fakir Rebels
c) Munda Rebels d) Barasat Rebels
- 1.7 Adivasi Chaur rebellion was occurred in —
- a) Chotonagpur Region b) Dumka Region
c) Jangalmahal Region d) Ranchi-Chakradharpur Region
- 1.8 According to Queens's Proclamation (1858), India —
- a) Became independent
b) Became under rule of British parliament
c) Became under rule of British East-India Company
d) Got dominion status

1.18 Rashid Ali Day was observed in support of —

- a) The Khilafat Movement
- b) The Civil Disobedience movement
- c) The demand to free the INA Soldiers
- d) The Naval Revolt

1.19 In accession of Princely States with India played an important role —

- a) Mahatma Gandhi
- b) Lyakat Ali
- c) Vallabhbhai Patel
- d) Md. Ali Jinnah

1.20 The State Reorganization Commission (1953) was made to —

- a) Reconsider the demand of language centric state formation
- b) Give importance to Hindi language
- c) Solve the post-Partition refuge problem
- d) Resolve the problem of annexation/merger of Princely state with India

Group-B

2. Answer the following questions: [1×16=16]

(Attempt *one* question from each Sub-group. Answer *sixteen* questions in all)

Sub-Group : 2.1

Write the answer in a single sentence :

- (2.1.1) Widow Remarriage Act was passed under the reign of which Governor General?
- (2.1.2) State the main issues of Boycott Movement.
- (2.1.3) Why Bina Das was remembered?
- (2.1.4) In which context the novel Gora was written?

Sub-Group : 2.2

Select the correct assertion of the following statements :

- (2.2.1) Statement : Swami Vivekananda wrote Bartaman Bharat.
Assertion 1 : To aware the Indians about the past of the country.

Assertion 2 : To focus on the negative side of British rule in India.

Assertion 3 : To establish the logic for anti colonial movement.

(2.2.2) Statement : Kol rebellion (1831-32) was mainly an anti colonial movement.

Assertion 1 : Kol rebels wanted to acquire the power by replacing the British Company.

Assertion 2 : Kol rebels were organised against the atrocities of the Company rule in the Chhotonagpur region.

Assertion 3 : Indigenous intellectuals led the Kol revolt.

(2.2.3) Statement : Jayprakash Narayan formally inaugurated the Congress Socialist Party in 1934 in Patna

Assertion 1 : He wanted to leave the Indian National Congress.

Assertion 2 : He wanted to establish a seperate left organisation.

Assertion 3 : He wanted to organise the left fraction within the Indian National Congress.

(2.2.4) Statement : In 1932 Mahatma Gandhi and B.R. Ambedkar signed the Puna Pact.

Assertion 1 : They agreed to the communal award designed by Ramsey Mcdonald.

Assertion 2 : They agreed to join third round table conference in London.

Assertion 3 : They accepted the common electorate of the Hindus and the Dalits.

Sub-Group : 2.3

Write True or False :

(2.3.1) Bipin Chandra Pal's Seventy years is a government report.

(2.3.2) School Book Society was founded to spread western education in Bengal.

(2.3.3) Haji Sariat Ullah was leader of Faraji movement.

(2.3.4) Basu Bigyan Mandir was founded by Mahendralal Sarkar.

Sub-Group : 2.4

Match the column 'A' with Column 'B':

A	B
(2.4.1) Bangadarshan	1. Harinath Majumder
(2.4.2) Grambarta Prakashika	2. Upendra Kishor Roychowdhury
(2.4.3) Gora	3. Bankim Chandra Chattopadhyay
(2.4.4) Halftone Printing	4. Rabindranath Tagore

Sub-Group : 2.5

Point out and label the following places in the given map of India:

- | | |
|------------------------------------|------------------------------|
| (2.5.1) A place of Chuar rebellion | (2.5.2) Kanpur |
| (2.5.3) Chattagram | (2.5.4) Princly State Mysore |

OR

(For the Visually impaired candidate)

Fill in the blanks:

- (2.5.1) Kol rebellion was ocured in region of Bihar.
- (2.5.2) The main leader of Bardouli Sattyagraha was
- (2.5.3) Dipali Sangha was founded by
- (2.5.4) To solve the migration problem Nehru and Lyakat Ali Khan signed treaty in the year 1950.

Group : C

3. Answer the following questions in two or three sentences: (any 11) [2×11=22]

- 3.1 State the importance of newspaper as a source of history.
- 3.2 What is the local history?
- 3.3 Why Swami Vivekananda's Vedantism is termed as Neo-Vedantism?
- 3.4 Did Radhakanta Deb play any positive role in spread of woman education in Bengal?
- 3.5 What was the main aim of Munda rebellion?
- 3.6 State two reasons of the failure of Wahabi movement.
- 3.7 What is the difference between Governor General and Viceroy?
- 3.8 How Hindu Mela generated the anti colonial attitude?

- 3.9 State the role of Bengal Technical Institute in development of technical education in Bengal.
- 3.10 Why Rabindranath Tagore established Bramhacharyasram?
- 3.11 Why Tebhaga movement was termed as 'Tebhaga'?
- 3.12 What was Tamralipta Jatiya Sarkar?
- 3.13 What was the role of Bengal Volunteers Association in the revolutionary movement of Bengal?
- 3.14 How did Pritilata Waddadar was associated with the revolutionary movement?
- 3.15 How memoirs can be used as a source of history writing of Partition of India?
- 3.16 What were two main problems in front of newly independent state like India?

Group : D

- 4. Answer the following questions in seven or eight sentences: [4×6=24]**

(Attempt *one* question from each Sub-group. Answer *six* questions in all)

Sub-Group : D.1

- 4.1 How Hutum Panchar Naksa described the social structure of contemporary Bengal?
- 4.2 State the important role of Calcutta Medical College in development of Medical Education in Bengal.

Sub-Group : D.2

- 4.3 Describe the main causes of Indigo revolt in Bengal.
- 4.4 Rebellion, Uprising and Revolution – state the differences among the three ideas with atleast one example.

Sub-Group : D.3

- 4.5 Write short note on Workers and Peasants Party.
- 4.6 Write short note on Mirat Conspiracy Case.

Sub-Group : D.4

- 4.7 Why linguistic reorganisation of state was initiated based on language?
- 4.8 Analyse the differences between refugee problems of Bengal and Punjab after partition of India.

Group : E

5 Answer any one of the flowing questions in fifteen or sixteen sentences: [8×1=8]

5.1 Many women led the Non-Cooperation movement — analyse the statement.

(3+5)

5.2 Expression of Nationalism developed in literary works and paintings — describe the statement in context of the novel *Anandamath* and the painting *Bharatmata*.

(8)

5.3 Analyse the importance of Anti-Sati Movement and widow remarriage movement in context of social reformation of 19th century Bengal. How did Young Bengal Society criticise the colonial social structure in 19th century Bengal?

(5+3)

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**West Bengal Board of
Secondary Education**



**School Education Department,
Govt. of West Bengal**

Samagra Shiksha Abhiyan

Printed at

West Bengal Text Book Corporation Limited
(Government of West Bengal Enterprise)
Kolkata- 700 056