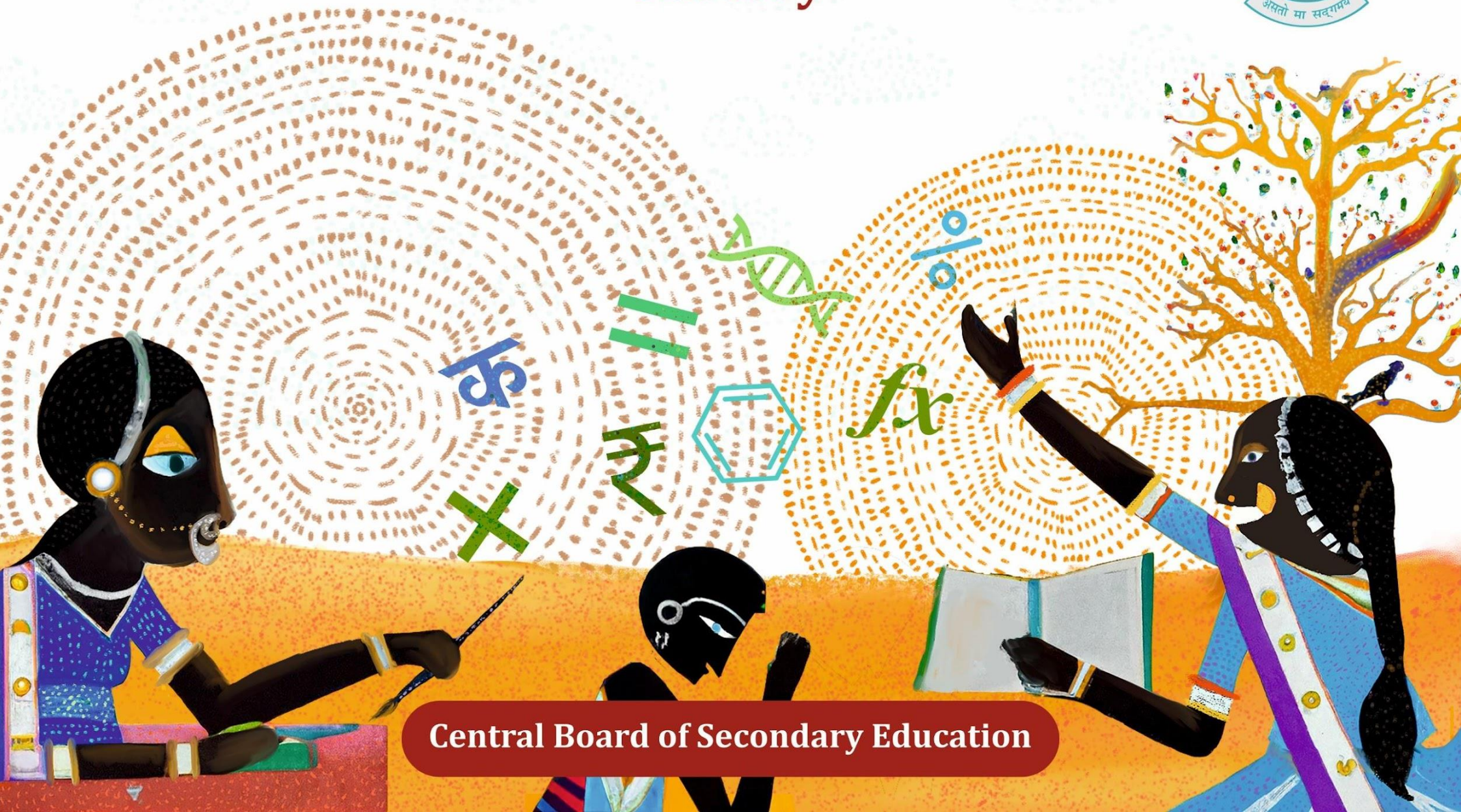


Ei



Learning Framework Classes 11-12 History



Central Board of Secondary Education

Ei





Learning Framework Classes 11-12

History



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**Co-created by
CBSE Centre for Excellence in Assessment
and
Educational Initiatives**

FOREWORD

The vision of the National Education Policy (NEP) 2020 released by the Government of India, directs that children not only learn but more importantly learn how to learn. Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The policy has a clear mandate for competency-based education (CBE) to enhance the acquisition of critical 21st-century skills by the learners. The first determinant for implementing CBE is a curriculum which is aligned with defined learning outcomes and that clearly states the indicators to be achieved.

The Central Board of Secondary Education (CBSE) has collaborated with Educational Initiatives (Ei), to develop the Learning Framework for twelve subjects of Grades 11 and 12, i.e., English, Hindi, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Accountancy, Business Studies and Computer Science. This Learning Framework comprises explicitly stated knowledge, skills and dispositions that an education system should try to achieve. These frameworks would help develop a common shared understanding among teachers, students and other stakeholders and would serve as a common benchmark for teaching, learning and assessment across the country.

These frameworks present indicators that are aligned with the CBSE curriculum and the NCERT learning outcomes. They further outline samples of pedagogical processes and assessment strategies to encourage curiosity, objectivity, and creativity with a view to nurturing scientific temper. This framework would be a key resource for teachers as they execute the curriculum. They have been developed to ensure that teachers align the learning to meet the set quality standards and also use it to track the learning levels of students. The effort has been to synchronize focus on quality education with uniformity in quality standards across CBSE schools.

We hope these frameworks will not only become a reference point for competency-based education across the country but also facilitate the planning and design of teaching-learning processes and assessment strategies by teachers and other stakeholders.

Please note that the learning frameworks have been drafted based on the 2022-23 curriculum. Certain chapters and topics that have been rationalized in the 2023-24 curriculum are retained in this document. In this learning framework, the content units and topics are based on the 2022-23 syllabus, even though there is no change in the rationalized syllabus of 2023-24.

Feedback regarding the framework is welcome. Any further feedback and suggestions will be incorporated in subsequent editions.

Team CBSE

PREFACE

The National Education Policy 2020 has outlined the importance of competency-based education in classrooms, leading to curricular and pedagogical reforms in the school systems. The policy emphasizes the development of higher-order skills such as analysis, critical thinking and problem-solving through classroom instructions and aligned assessments. These skills are important indicators which will further the dissemination of pedagogy and learning outcomes across schools and boards.

In order to propagate indicator-based learning through 'Learning Frameworks', the Central Board of Secondary Education (CBSE) has collaborated with Educational Initiatives (Ei). Learning frameworks are a comprehensive package which provides learning outcomes, indicators, assessment frameworks, samples of pedagogical processes, tools and techniques for formative assessment, blueprints, assessment items and rubrics. 12 such frameworks have been developed for English, Hindi, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Accountancy, Business Studies and Computer Science in Classes 11 and 12.

The frameworks are adopted from the learning outcomes outlined in the NCERT which are mapped to key concepts of the content. These content domain-specific learning outcomes are broken down into indicators which define the specific skills a learner needs to attain. A clear understanding of these LOs will be immensely helpful for teachers and students to learn better. This document will help teachers to focus on skills of the subject in addition to concepts.

As per the National Focus Group Position paper on Teaching of Social Sciences at the Senior Secondary stage (4.4), "the objectives of the social science courses at this stage may be to assist students to explore their interests and aptitudes in order to choose appropriate university courses and/or careers, to encourage them to explore higher levels of knowledge in different disciplines, to promote problem-solving abilities and creative thinking in the citizens of tomorrow, to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process."

As per NCERT Learning Outcomes for Higher Secondary Stage, "Through a graduating scheme that progresses from the elementary stage onwards, the basis of teaching and learning of history at this stage becomes one of historiography-based approach to develop an innate understanding of the subject both across domains as well as time and space. Thus, the themes have been organised in such a manner that the students instead of digesting only the grand narratives of history as it usually happens in the case of chronological histories, find in them ample opportunities to delve deeper into their many-sided realities to uncover for themselves the general process of historical development. This rationale envisages history as a critical discipline that relies on certain rigorous methods of source-based enquiry to learn about the past at this stage."

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1. NATURE OF THE SUBJECT

The first principle of studying history at this stage expects students to develop an understanding of how historians write history. Thus, the students are expected to appreciate the way historians follow the trails that lead to the past by selecting, assembling, and reading their sources critically. Following this historians analyse different types of sources, interpret each type of source, and draw a larger picture of the past by connecting different events and processes. Secondly, the study of history entails a capacity to relate and compare developments in different situations, understanding connections between similar processes located in different time periods or geographical regions. The final level in the study of history is when we can draw relations between the past and present. Central to the pedagogy is the development of a historiography-based approach which enables students to gain a deep and innate understanding of history that transcends chronological narratives.

Therefore, the syllabus not only re-affirms its emphasis on the fundamental idea of how historical knowledge is constituted through critical appraisals and re-appraisals of sources but also takes the students on a journey along various themes to demonstrate it, both, in relation to the World (Class XI) and Indian (Class XII) history. This rationale envisages history as a critical discipline that relies on certain rigorous methods of source-based enquiry to learn about the past. It should be emphasized to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. This approach equips students to be informed, thoughtful, and inquiry-driven citizens who can engage with history in a meaningful and transformative manner, both in academic pursuits and in the broader context of society.

2. STAGE SPECIFIC CURRICULAR EXPECTATIONS

Learning Outcomes at the Higher Secondary stage developed by the National Council for Educational Research and Training (NCERT) mention the following curricular expectations for History.

- CE1. As the first principle of studying history at this stage, the curriculum expects the students to develop an understanding of how historians write history. Thus, to start with, they are expected to appreciate the way historians follow the trails that lead to the past by way of selecting, assembling and then reading their sources critically. Secondly, as a part of this process, they are expected to figure out what different types of sources can reveal and what they cannot. Finally, they are expected to acquire an overall understanding of how the historians analyze different types of sources, the various problems and difficulties they encounter while interpreting each type of source, and at the end, the way they draw a larger picture of the past by connecting different events and processes.
- CE2. Secondly, having gone through the process of studying history through a thematic approach, the students are expected to have the capacity to relate and compare developments in different situations, understand connections between similar processes located in different time periods, and find out the contributions of various methods of social inquiry which feed into historical investigations. In addition, the students are also expected to have an idea of the specific debates that surround each theme even as they acquire a sense of the wider historical processes, which connect them.
- CE3. Finally, the students are also expected to understand the utility of different pedagogical tools and techniques such as maps, timelines, flow-charts, pictorial illustrations, numbering of figures, citations, colour coding different activities and use of proper terms and concepts that are innate to delineating history and use them appropriately.

3. CONTENT DOMAINS

The content for History for classes 11-12 in the CBSE curriculum has been organized around content units.

Content units for the two grades, along with the chapters from the NCERT textbooks are mentioned in the tables below.

Table I. Grade 11 Content units and textbook chapters

Content units	NCERT textbook chapters
I. Early Societies	1. Writing and City Life
II. Empires	2. An empire across three continents
	3. Nomadic Empires
III. Changing Traditions	4. The Three Orders
	5. Changing Cultural Traditions
IV. Paths to Modernization	6. Displacing Indigenous People
	7. Paths to modernization

Table II. Grade 12 Content units and textbook chapters

Content units	NCERT textbook chapters
Themes in Indian History Part-I	
	1. BRICKS, BEADS AND BONES: The Harappan civilization
	2. KINGS, FARMERS AND TOWNS: Early states and economies
	3. KINSHIP, CASTE AND CLASS: Early societies
	4. THINKERS, BELIEFS AND BUILDINGS: Cultural developments
Themes in Indian History Part-II	
	5. THROUGH THE EYES OF TRAVELLERS: Perceptions of Society
	6. BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts
	7. AN IMPERIAL CAPITAL: VIJAYANAGARA
	8. PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire
Themes in Indian History Part-III	
	9. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives
	10. REBELS AND THE RAJ: 1857 Revolt and its Representations
	11. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond
	12. FRAMING THE CONSTITUTION: The Beginning of a New Era

4. SUBJECT SPECIFIC COGNITIVE DOMAINS

“As the Board is progressively allowing more space to 'learning outcome based' assessment in place of textbook driven assessment, question papers of Board examinations will have more questions based on real-life situations requiring students to apply, analyze, evaluate and synthesize information as per the stipulated outcomes. The core-competencies to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.”

[CBSE Curriculum for classes 11-12]

CATEGORIES OF COGNITIVE DOMAINS

Revised Bloom's taxonomy (Anderson and Krathwohl, 2001) of cognitive process dimension has six categories, each associated with a set of specific cognitive processes. CBSE curriculum intends to have a balance of these categories of intellectual tasks in the teaching-learning and assessment of learning of a subject. These six categories as described in the revised Bloom's taxonomy, with their specific cognitive processes, are mentioned below.

COGNITIVE DOMAIN - REMEMBER

'Remember' involves retrieving relevant knowledge from long-term memory. **Recognising** and **recalling** are the specific cognitive skills associated with this cognitive domain. Asking students to provide the definition of a concept, e.g. State the uses of tools in early cities.

COGNITIVE DOMAIN - UNDERSTAND

'Understand' involves 'constructing meaning from instructional messages, including oral, written and graphic communication'. **Interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining** are the specific cognitive skills associated with this cognitive domain. Asking students to explain a phenomenon in terms of physical concepts/principles, e.g. Explain the impact of natural hazards on agriculture in Mesopotamia.

COGNITIVE DOMAIN - APPLY

'Apply' involves carrying out or using a procedure in a given situation. **Executing** and **implementing** are the specific cognitive skills associated with this cognitive domain. Assessment tasks wherein students have to use the knowledge and/or procedures to solve a problem or to arrive at a decision in a given real-life situation cover this cognitive domain. e.g. Explain the role Manusmriti played in the present-day socio-economic inequity in India.

COGNITIVE DOMAIN - ANALYZE

'Analyze' involves breaking material into constituent parts and determining how parts relate to one another and to an overall structure and purpose. **Differentiating, organising** and **attributing** are the specific cognitive skills associated with this cognitive domain. Ask students to compare and explain the relationship between two physical quantities from the same content domain, e.g. Analyze the current public opinion of Genghis Khan.

COGNITIVE DOMAIN - EVALUATE

'Evaluate' involves making judgments based on criteria and standards. **Checking** and **critiquing** are the specific cognitive skills associated with this cognitive domain. Assessment tasks that require a deeper level of understanding wherein students are required to provide justification for their choice, e.g. Critique the effect of the Spanish conquests on the indigenous tribes of South and Central America.

COGNITIVE DOMAIN - CREATE

'Create' involves putting elements together to form a coherent or functional whole; or reorganising elements into a new pattern or structure. **Generating, planning** and **producing** are the specific cognitive skills associated with this cognitive domain. Tasks that require students to produce new artefacts based on what they have learnt, e.g. Explain the major differences between the colonization of North America and Australia by Britain.

ASSESSMENT TASKS FOR DIFFERENT COGNITIVE DOMAINS

Some more examples of kinds of assessment tasks that can be associated with the different cognitive domains are given below. The following list should be taken as an indicative not an exhaustive one.

Table III. Cognitive Domains and Assessment Tasks

Cognitive domain	Assessment tasks
Remember <ul style="list-style-type: none">● recognising● recalling	<ul style="list-style-type: none">● recognising the main causes of major events in history.● recalling the dates of and people associated with major historical events.● listing the chronology of historical events.
Understand <ul style="list-style-type: none">● interpreting● exemplifying● classifying● summarizing● inferring● comparing● explaining	<ul style="list-style-type: none">● interpreting the impact of specific historical events.● give examples to demonstrate an understanding of social customs during different periods of history.● classify civilisations based on the types of societal structure, etc.● summarise the context which led to a major pivot in conditions in a geographical location.● make inferences from historical texts.● make comparisons between two civilisations, colonisation events, etc.● explain the different people's movements in France, England, India, China, etc.
Apply <ul style="list-style-type: none">● executing● implementing	<ul style="list-style-type: none">● identifying key links between historical events and present-day socio-political structures.

Analyze <ul style="list-style-type: none"> • differentiating • organising • attributing 	<ul style="list-style-type: none"> • differentiate between different time periods, parallel historical events, etc. • organise the lessons colonists learned from rebellion in their different colonies. • attribute the trigger (immediate) cause for various historical events.
Evaluate <ul style="list-style-type: none"> • checking • critiquing 	<ul style="list-style-type: none"> • checking for the authenticity and generality of historical accounts. • critiquing the way developmental activities, and different rulers changed the lives of women, locals, tribals, etc.
Create <ul style="list-style-type: none"> • generating • planning • producing 	<ul style="list-style-type: none"> • generating maps of the different conquests, colonisation events, etc. • planning a critical historical inquiry into specific events, people, etc. • producing critical analyzes of various historical decisions.

SAMPLE TASKS FROM DIFFERENT COGNITIVE DOMAINS SPECIFIC TO A CONTENT UNIT

Some specific examples of tasks from different cognitive domains are described below for two content chapters from classes 11 and 12 NCERT History textbooks. A chapter may not always cover all six cognitive domains. The following list of tasks should be taken as an indicative list not a comprehensive one.

CHAPTER 6 – CLASS 11

Table IV: Chapter 6. The Three Orders – Class:11

Cognitive domain	Sample tasks
Remember	<ul style="list-style-type: none">• Name the factors that led to the feudal system in Western Europe.• Name the three orders in the feudal system of Western Europe.
Understand	<ul style="list-style-type: none">• Explain the difference between the second and third order in terms of their social and economic standing.
Apply	<ul style="list-style-type: none">• Show how the clergy and the religious heads had absolute power in the feudal system.
Analyze	<ul style="list-style-type: none">• Analyze the life of serfs from the point of view of the clergy.
Evaluate	<ul style="list-style-type: none">• Evaluate the conditions that led to the creation of a fourth-order.
Create	<ul style="list-style-type: none">• What similarities and differences can you see between the feudal society of Western Europe and the Indian society?

Table V: Chapter 11. Rebels and the Raj - The Revolt of 1857 and Its Representations – Class:12

Cognitive domain	Sample tasks
Remember	<ul style="list-style-type: none">● Give examples of commoners leading the revolution of 1857.● Locate the various locations which were the flashpoints of the revolution of 1857.
Understand	<ul style="list-style-type: none">● Explain the effect of removing the taluqdars from Awadh in 1857.● What was the relationship between the British sepoys and the people of rural India?
Apply	<ul style="list-style-type: none">● How did the revolution in 1857 lay the foundation for the future movements for independence?
Analyze	<ul style="list-style-type: none">● Draw comparisons between the way the revolt of 1857 was depicted in Indian works of art as opposed to British works of art.● Analyze the immediate social, economic and administrative impact of annexing Awadh.
Evaluate	<ul style="list-style-type: none">● What were the measures that the British took to quell the revolt of 1857? Evaluate the success of each of these measures.
Create	<ul style="list-style-type: none">● Plan a way to study the discrepancies in retelling of the revolt of 1857 in popular media and the accounts from primary sources.

5. LEARNING OUTCOMES

“Competency based Learning focuses on the student’s demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of abilities that are expected students will gain as a result of learning the activity. Learning outcomes are, thus, statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes, rather than on measuring time.”

[Senior School Curriculum, CBSE]

Following learning outcomes for the senior secondary stage developed by the National Council for Educational Research and Training (NCERT) state important knowledge, skills and dispositions students need to attain at the end of an academic year in classes 11 and 12 in the context of learning History.

CLASS 11 LEARNING OUTCOMES FOR HISTORY

- (1) Demonstrate their understanding of the various theories of human evolution.
- (2) Identify the various anatomical structures that are associated with the development of the human species.
- (3) Explain the various stages of the evolution of human societies.
- (4) Elucidate the progress of human civilisation with the growth of city life.
- (5) Explain the connection between the growth of human civilisation and the tradition of writing.
- (6) Explain the phenomena of the rise, growth and fall of Empires in specific reference to the Roman and the Mongol Empires.
- (7) Explain the circumstances leading to the birth and growth of religions and the parts they played in shaping the course of history by giving rise to new ideas, institutions, cultural traditions and through wars and peace in reference to religions such as Christianity and Islam.
- (8) Make assessments of prominent historical figures like Julius Caesar and Genghis Khan, whose contributions to the shaping of the history of their times make important case studies.
- (9) Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.
- (10) Demonstrate an understanding of the 14th-century crisis and the rise of the nation-states in Europe.

- (11) Display an understanding of the innovations and the technological changes that came about in 18th and 19th century England and the debates surrounding the idea of the Industrial Revolution there.
- (12) Demonstrate an understanding of the concept of modernisation and its application in various forms in East Asia during the 19th and 20th centuries.

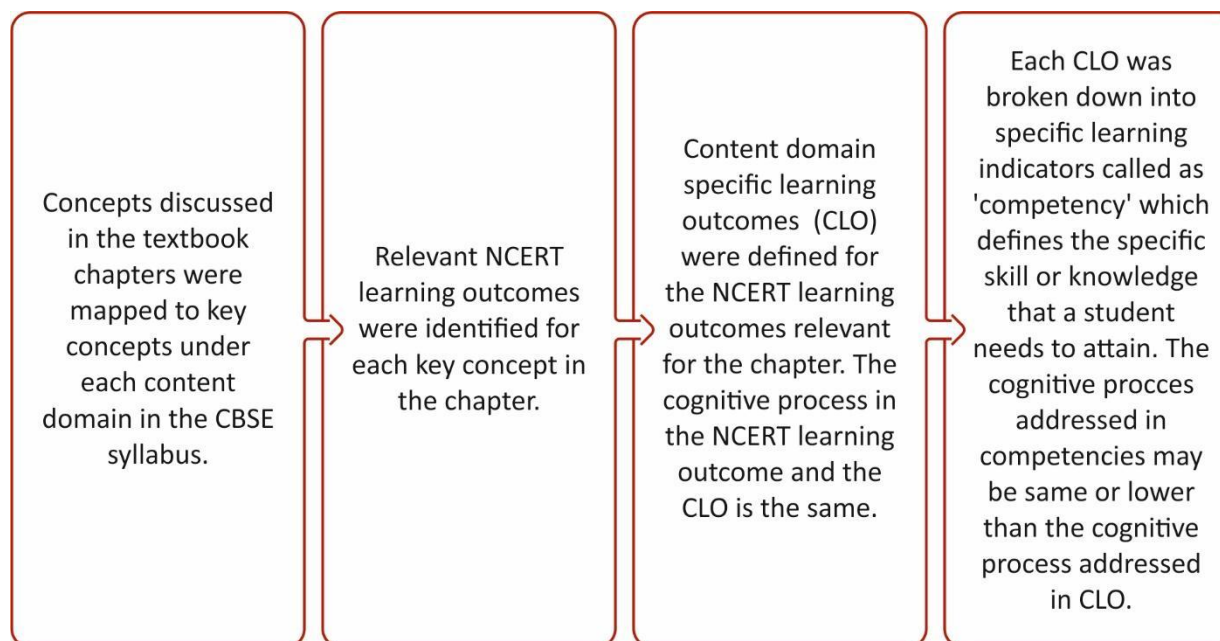
CLASS 12 LEARNING OUTCOMES FOR HISTORY

- (1) Illustrate how archaeological excavations are undertaken and their findings are interpreted by scholars to reconstruct the past.
- (2) Trace India's history to its earliest times based on the various archaeological findings from the banks of the Indus River and throw light on its characteristic features.
- (3) Illustrate how inscriptions are deciphered and interpreted by historians and explain the way in which the political and economic history of India from the 4th century BCE to the 5th century CE (commensurate with the Mauryan to the Gupta period) has been made based on the interpretations of the Asokan inscriptions and the Gupta period land grants.
- (4) Demonstrate an understanding of various issues involved in the reconstruction of social history and how analysis of textual sources helps in doing so especially in reference to the Mahabharata.
- (5) Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.
- (6) Discuss developments in agrarian relations in India during the 16th and the 17th centuries based on the official account as provided by the Ain-iAkbari and also explain the need to supplement the said official account with other sources.
- (7) Display their familiarity with the political history of medieval India particularly in reference to the Mughals and provide an understanding of how court chronicles and other sources are used to reconstruct such histories.
- (8) Discuss the ways in which architecture – such as that of temples, forts and irrigation facilities – is used as source material to reconstruct history and explain the relationship between architecture and the political system particularly in reference to the Vijayanagara Empire.
- (9) Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.
- (10) Provide an appraisal of their familiarity with travellers' accounts – such as that of Alberuni, Ibn Batuta and Bernier – and how such accounts have been interpreted and used by historians as sources of social history.

- (11) Discuss the changes which colonialism brought about in India during the late 18th and 19th centuries and how these changes affected the lives of zamindars, peasants and artisans living in India's countryside.
- (12) Explain the limits of using official sources for understanding the lives of people, especially in the colonial context.
- (13) Discuss the events associated with the Revolt of 1857-58, and how these events were recorded and subsequently reinterpreted.
- (14) Explain the connections between colonialism and the building of new urban centres in the 18th and 19th century India and demonstrate their familiarity with the making of such centres in Kolkata, Chennai, Mumbai and Delhi.
- (15) Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma Gandhi provided to these movements.
- (16) Discuss how historians read and interpret newspaper reports, diaries and letters to use these as historical sources to reconstruct the history of India's freedom movement and also understand the nature of Gandhian politics and leadership.
- (17) Discuss the events that are associated with the story of India's partition on account of the success of communal politics during the last decade of the nationalist movement using the oral testimonies of those who lived through those eventful years and point out both the possibilities and limits of using such sources.
- (18) Demonstrate their familiarity with the history of the early years after India's independence and how these were shaped as the founding ideals of the new nation-state were debated in the Constituent Assembly and a constitution came into being.

6. CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

The learning outcomes defined by NCERT are generic and broadly defined for the content defined in the curriculum. They articulate the discipline-specific skills that students need to attain through learning different concepts in the syllabus. A clear understanding of the scope of these learning outcomes for each concept dealt with in the NCERT textbook chapters will be very helpful for both teachers and students in planning teaching and learning better. The following process has been followed to list out the content domain-specific learning outcomes (CLOs) and indicators for all the content units and textbook chapters.



CLASS 11 CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

Table VI: Content domain specific learning outcomes and indicators – Class:11

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
I: Early Societies 1. Writing and City Life	Mesopotamia and its Geography	LO4. Elucidate the progress of human civilisation with the growth of city life.	CLO1. Describes the importance of geography in shaping history.	C1. Identifies the unique geography of Mesopotamia as a precursor for a civilization.
	Urban Life in Mesopotamia		CLO2. Elucidates the progress of human civilization in early societies.	C2. Explains the progress of human civilisation by understanding the tools and artefacts used in the early cities. C3. Examines the progress of human civilisation by understanding the economy and trade between the early cities. C4. Justifies the progress of human civilisation with the growth of city life by describing the social

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
I: Early Societies 1. Writing and City Life				traditions, architecture and civic life in the early cities.
	The Development, System and the Uses of Writing The Legacy of Writing	LO5. Explain the connection between the growth of human civilisation and the tradition of writing.	CLO3. Connects the tradition of writing, and written record keeping to the rise of civilisations.	C16. Infers the connection between the growth of human civilisation and the evidence for the tradition of writing from written tablets and common scripts. C17. Explains that high literacy and the system of writing accelerated the process of building a civilisation. C18. Infers the role of social texts like epics in creating a civilisation. C19. Evaluates the importance of written record keeping in various disciplines for the rise of a civilisation.
	The Early Empire	LO6. Explain the phenomena of the rise, growth and fall of Empires in	CLO4. Locates the major empires on a map and relates them	C20. Identifies the important empires that ruled Europe,

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
II: Empires 2. An empire across three continents		specific reference to the Roman and the Mongol Empires.	to present-day locations.	North Africa and the Middle East. C21. Identifies the present-day areas that fell under the Roman Empire
			CLO5. Explains the political structure in the Roman Empire.	C22. Describes the political structure in the early Roman Empire. C23. Analyzes the progression of power of the Roman Empire to the elite. C24. Understands the conflicts in the Roman Empire.
	Gender, Literacy, Culture and Social Hierarchies		CLO6. Explains the social conditions in the Roman Empire.	C25. Explains the familial structure and the status of women in the Roman Empire. C26. Describes the diversity in literacy and social standards across the Roman Empire. C27. Opines on the corruption and civil rights in the Roman Empire.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
II: Empires 2. An empire across three continents	Economic Expansion and Slavery		CL07. Describes the economy in the Roman Empire.	C29. Justifies that the cultural and economic life of the Roman Empire were sophisticated. C30. Examines the effect that war had on slavery in the Roman Empire. C31. Evaluates how labour was managed in the Roman Empire and the impact it had on the development of the Roman Empire. C32. Compares fertile regions of the Roman Empire with less advanced regions of the Roman Empire.
	Late Antiquity		CL08. Describes the Late Antiquity period of the Roman Empire.	C33. Describes the late Antiquity period in the Roman Empire. C34. Summarises the factors that led to the decline of the Roman Empire.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
II: Empires 3. Nomadic Empires	Resources and Geographical Orientation	LO6. Explain the phenomena of the rise, growth and fall of Empires in specific reference to the Roman and the Mongol Empires.	CLO9. Explains the historical context and sources of accounts of the Mongol Empire.	C35. States the sources to learn about nomadic communities. C36. Reasons why accounts about the Mongols were written in varied languages. C37. Describes the political vision and power of Genghis Khan using the words of Mongke as evidence.
	Social, Political and Military Organisation	LO6. Explain the phenomena of the rise, growth and fall of Empires in specific reference to the Roman and the Mongol Empires.	CLO10. Describe the social structure of the Mongols in the context of their nomadic existence.	C38. Describes the occupational structure, social structure and geographical location of the Mongols. C39. Examines the relationship between the agrarian and nomadic Mongol economies. C40. Analyzes the contradictions between the Mongolian nomadic and sedentary elements.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
3. Nomadic Empires				C41. Describes the functions of Mongolian civil administrators.
			CLO11. Describes the military aspirations, organisation and communication of Genghis Khan's Mongol Empire.	C42. Evaluates Genghis Khan's methods to erase the traditions of the different people who joined his army. C43. Describes the courier and communication system implemented by Genghis Khan. C44. Locates the Mongol conquests on the map.
	The Career of Genghis Khan and the Mongols after him.	LO8. Make assessments of prominent historical figures like Julius Caesar and Genghis Khan, whose contributions to the shaping of history of their times make important case studies.	CLO12. Describes the role of Genghis Khan and his army in the expansion of the Mongol Empire.	C45. Explains the role of Genghis Khan as a key historical figure in shaping history in Central Asia. C46. Justifies with evidence that the military and administration of Genghis Khan were responsible for his achievements.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
				C47. Understand the impact of the death of Genghis Khan on the Mongol Empire.
III: Changing Traditions 4. The Three Orders	The Three Orders of Feudal Society	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO13. Explains the three orders of feudal society.	C48. Explain the context for the rise of feudalism in France. C49. Explain the status, role and impact of the first, second and third order in the feudal structure.
	Implications of Agricultural advances in England	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO14. Describes the implications of agricultural advances in Europe.	C50. Explains the social and geographical context in which agricultural advances were made in England. C51. Justifies with evidence that technological improvements in agriculture were in effect from the eleventh century.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
4. The Three Orders				<p>C52. Reasons why agricultural prices went up from the eleventh century.</p> <p>C53. Explains the impact of agricultural advancement on urbanisation in England.</p>
	The Crisis of the Fourteenth Century	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO15. Describes the decline of the economic expansion in Europe.	<p>C54. Explain the factors that led to the decline of the economic expansion in Europe.</p> <p>C55. Explain the impact of the decline of the economic expansion in Europe.</p>
III: Changing Traditions 5. Changing Cultural Traditions	The Revival of Italian Cities and the Humanist View.	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such	CLO16. Explain the humanist views in the context of the fall of the Roman Empire.	<p>C56. Analyzes the context for the revival of Italy and the development of Italian cities.</p> <p>C57. Examines the growth of Florence as a centre of learning.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. Changing Cultural Traditions		discoveries and subsequent colonisation and the debates surrounding these phenomena.		C58. Examines the effect the humanist movement had on the religious beliefs of Italians.
			CL017. Describes the social conditions in Europe during the Renaissance period.	<p>C59. Justifies that the humanist movement had no effect on women participating in public life.</p> <p>C60. Explains the role that women played in shopkeeping.</p> <p>C61. Explains the scholarly efforts of the Europeans, Arabs and Persians with translated literature.</p> <p>C62. Explains the evolution of art, and architecture during the Renaissance period.</p>
	The First Printed Books	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such	CL018. Explains the role of printed books in creating reform and renaissance in Europe.	C63. Predicts the effect that printed Italian texts had on Italian people and neighbouring countries.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. Changing Cultural Traditions		discoveries and subsequent colonisation and the debates surrounding these phenomena.		
	Debates within Christianity and the Copernican Revolution	L09. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO19. Summarises the opposition to Christianity in Europe.	<p>C64. Explain the ideas of the Protestant reformation which led to reducing the influence of the church in Europe.</p> <p>C65. Compares the proponents of the humanist movement in Italy and those in northern Europe.</p> <p>C66. Summarises the issues that the Protestants criticized the Church for.</p> <p>C67. Explains the role of the scientific revolution in reducing the influence of the church in Europe.</p>
	Rise of the Renaissance	L09. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures	CLO20. Summarises the reasons why this period signalled the reformation in Europe.	C68. Justifies why this period was crucial in bringing about the age of reformation in Europe.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.		
IV: Paths to Modernization 6. Displacing indigenous People	North American native life.	L09. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO21. Explains the situation in North America before Europeans colonised the region.	C69. Explains how the natives inhabited North America, and their farming and hunting patterns. C70. Reasons why land ownership and agriculture were not significant to the natives.
	Early Encounters between native Americans and Europeans and mutual perceptions.	L09. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO22. Explains the perception and early relations between Europeans and native Americans.	C71. Critiques the Europeans' definition of 'civilised', 'uncivilised' and 'savage'. C72. Reasons why the natives saw goods as 'gifts' and why the Europeans saw goods as 'commodities'. C73. Analyzes the Europeans' gradual encroachment of the natives' land.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
6. Displacing indigenous People				C74. Evaluates the strategies used by the Europeans to usurp control of the natives' land.
	The Gold Rush, and the Growth of Industries	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO23. Explains the effect of the gold rush in North America.	C75. Reasons why industries developed in North America. C76. Explains the events in North America that led up to abolishing slavery.
	Constitutional Rights for the Native Americans	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO24. Describes how the American government made efforts to integrate Native Americans.	C77. Explains the Indian Reorganisation Act of 1934. C78. Critiques governmental efforts to have the natives 'join the mainstream'.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
6. Displacing indigenous People	European colonisation of Australia	LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO25. Explains how the Europeans encroached and colonised Australia.	<p>C79. Critiques the strategies through which Europeans encroached on Australian lands and people.</p> <p>C80. Describes the working conditions of the natives and immigrants under European rule.</p> <p>C81. Differentiate between the lives of the colonised in North America and Australia.</p>
IV: Paths to Modernization 7. Paths to modernization	Japan: The political Meiji government and its emergence as an economic superpower.	LO12. Demonstrate an understanding of the concept of modernisation and its application in various forms in East Asia during the 19th and 20th centuries.	CLO26. Summarises the Meiji government and the emergence of Japan as an economic power.	<p>C82. Describes the social structure and economic conditions of Japan in the 16th and 17th centuries.</p> <p>C83. Explains how the emperor system in Japan affected the social and political life.</p> <p>C84. Evaluates the economic modernisation and its impact on Japan during the Meiji government.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
7. Paths to modernization				<p>C85. Demonstrates with evidence how Japan transformed into a modern society and its effects.</p> <p>C86. Explains the changes that led to Japan becoming a global economic power.</p>
	China: Journey of the Republic.	LO12. Demonstrate an understanding of the concept of modernisation and its application in various forms in East Asia during the 19th and 20th centuries.	CLO27. Summarises the journey of China from a communist government to a democracy.	<p>C87. Describes the society in China before the founding of modern China.</p> <p>C88. Explains how the Chinese Republic was established.</p> <p>C89. Explains the rise of the Communist Party in China.</p> <p>C90. Describes the rise of democracy in China.</p> <p>C91. Evaluates the cultural revolution in China leading to its modernisation.</p>
	The Story of Taiwan	LO12. Demonstrate an understanding of the concept of	CLO28. Explains the rise of Taiwan.	C92. Describes the transformation of Taiwan.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
7. Paths to modernization		modernisation and its application in various forms in East Asia during the 19th and 20th centuries.		
	The Story of Korea	LO12. Demonstrate an understanding of the concept of modernisation and its application in various forms in East Asia during the 19th and 20th centuries.	CLO29. Describes the modernisation of Korea.	C93. Explains the factors that led to the Korean War and its impact. C94. Describes industrialisation and economic growth in Korea. C95. Describes the factors in Korea that led to the IMF crisis.
	Roads to Modernisation	LO12. Demonstrate an understanding of the concept of modernisation and its application in various forms in East Asia during the 19th and 20th centuries.	CLO30. Compares the histories of East Asia	C96. Compares the approaches to modernisation of various East Asian countries.

CLASS 12 CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

Table VII: Content domain-specific learning outcomes and indicators – Class:12

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
1. BRICKS, BEADS AND BONES: The Harappan Civilisation	Early and Mature Harappan Cultures	L02. Traces India's history to its earliest times based on the various archaeological findings from the banks of the Indus-river and throws light on its characteristic features.	CL01. Traces India's history to its earliest times based on the various archaeological findings from Harappan sites.	C1. Differentiates between Early Harappan sites and the mature Harappan civilisation using <i>Sind</i> and <i>Cholistan</i> as evidence. C2. Locates important Mature Harappan sites and Early Harappan sites on the map.
	Subsistence Strategies	L01. Illustrates how archaeological excavations are undertaken and their findings are interpreted by scholars to reconstruct the past.	CL02. Traces the sources of livelihood of people at the Harappan sites.	C3. Uses various archaeological evidence to describe the source of livelihood in Harappan sites.
	<i>Mohenjodaro</i> - A Planned Urban Centre	L02. Traces India's history to its earliest times based on the various archaeological findings from the banks of the Indus river and throw light on its characteristic features.	CL03. Explains the archaeological excavations and findings that provide information about settlement in <i>Mohenjodaro</i> .	C4. Identifies evidence to support the claim of <i>Mohenjodaro</i> being a planned settlement. C5. Evaluate the distinctive features of <i>Mohenjodaro</i> .

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
1. BRICKS, BEADS AND BONES: The Harappan civilisation	Tracking Social Differences	LO2. Traces India's history to its earliest times based on the various archaeological findings from the banks of the Indus-river and throw light on its characteristic features.	CLO4. Describes the social structure at Harappan sites.	<p>C6. Evaluates the social structure of the Harappan civilization based on various archaeological findings.</p> <p>C7. Explains the presence of valuable artefacts in large settlements and not small settlements.</p> <p>C8. Explains the methods used to facilitate long distance communication in Harappa.</p> <p>C9. Evaluates the archaeological findings that show literacy levels of the Harappan civilisation.</p> <p>C10. Evaluates the artefacts of religious significance used by Early Harappans.</p>
	Strategies for Procuring Materials	LO2. Traces India's history to its earliest times based on the various archaeological findings from the banks of the	CLO5. Explains and evaluates how archaeological excavations suggest craft production was	C11. Analyzes how environments determine the kind of materials produced in a region.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
1. BRICKS, BEADS AND BONES: The Harappan civilisation		Indus river and throw light on its characteristic features.	also undertaken in small and large cities.	C12. Describes how material procurement was undertaken in the earliest times in Harappan sites.
	The End of the Civilisation	LO2. Traces India's history to its earliest times based on the various archaeological findings from the banks of the Indus river and throws light on its characteristic features.	CLO6. Describes the fall of the Harappan civilisation.	C13. Justifies that the Mature Harappan sites had been abandoned after 1800 BCE
	Discovering the Harappan Civilisation	LO1. Illustrates how archaeological excavations are undertaken and their findings are interpreted by scholars to reconstruct the past.	CLO7. Summarises how scholars interpret life habits from archaeological evidence.	C14. Describes approaches different archaeologists used to interpret history based on evidence from material remains. C15. Describes the problems of archaeological interpretation.
	The Earliest States	LO3. Illustrate how inscriptions are deciphered and interpreted by historians and explain the way in which the political and economic history of India from the 4th	CLO8. Summarises the rise of the Mauryan Empire.	C16. Illustrates how the growth of Magadha led to the emergence of the Mauryan Empire.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
2. KINGS, FARMERS AND TOWNS: Early states and economies		century BCE to the 5th century CE (commensurate with the Mauryan to the Gupta period) has been made based on the interpretations of the Asokan inscriptions and the Gupta period land grants.		C17. Evaluates how inscriptions are used by historians to study the political processes of the Mauryan empire. C18. Describes how the Mauryan empire was different from other empires of the time.
	New Notions of Kingship	LO3. Illustrate how inscriptions are deciphered and interpreted by historians and explain the way in which the political and economic history of India from the 4th century BCE to the 5th century CE (commensurate with the Mauryan to the Gupta period) has been made based on the interpretations of the Asokan inscriptions and the Gupta period land grants.	CL09. Describes the rulers in South India in the 6 th century.	C19. Illustrates the dynamics of power in South India in the 6th century.
			CL010. Describes the economic life during the Gupta period.	C20. Evaluates inscriptions used by historians to study the Gupta period. C21. Evaluates how inscriptions and artefacts are used to study economic processes. C22. Describes agricultural strategies of the 6th century.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
2. KINGS, FARMERS AND TOWNS: Early states and economies			CLO11. Describes the social life during the Gupta period.	C23. Analyzes the impact on social structure due to uneven access to new production technologies.
	Back to Basics - How Are Inscriptions Deciphered?	LO3. Illustrate how inscriptions are deciphered and interpreted by historians and explain the way in which the political and economic history of India from the 4th century BCE to the 5th century CE (commensurate with the Mauryan to the Gupta period) has been made based on the interpretations of the Asokan inscriptions and the Gupta period land grants.	CLO12. Evaluates different historical evidence.	<p>C24. Describes the study of the Brahmi and Kharoshti scripts.</p> <p>C25. Explains how epigraphists and historians work.</p> <p>C26. Describes the uses and limitations of inscriptional evidence.</p> <p>C27. Describes the basic living conditions as described in the Mahabharata.</p> <p>C28. Explains the endogamy that was prevalent due to the Brahmanas during the time described in the Mahabharata.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
3. KINSHIP, CASTE AND CLASS: Early Societies	Context for the time described in the Mahabharata.	LO4. Demonstrate an understanding of various issues involved in the reconstruction of social history and how analysis of textual sources helps in doing so especially in reference to the Mahabharata.	CLO13. Describes the basic living conditions as described in the Mahabharata.	C29. Locates the Kuru Panchala region and neighbouring areas on a map. C30. Describes the <i>Manusmriti</i> , the <i>Dharmasutras</i> and the <i>Dharmashastras</i> .
			CLO14. Explain the endogamy that was prevalent due to the Brahmanas during the time described in the Mahabharata.	C31. Explains the eight forms of marriage recognised in the <i>Dharmasutras</i> and <i>Dharmashastras</i> . C32. Evaluates the prevalence and popularity of the gotra system with examples from ruling kingdoms. C33. Proves that endogamy was practised in certain communities using the <i>Satavahanas</i> as an example. C34. Correlates metonymics and the prevalence of the matrilineal system. C35. Evaluates the power that Brahmanas had over social

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
3. KINSHIP, CASTE AND CLASS: Early Societies	Social differences within and beyond caste.	LO4. Demonstrate an understanding of various issues involved in the reconstruction of social history and how analysis of textual sources helps in doing so especially in reference to the Mahabharata.		and cultural norms during this period.
			CLO15. Explains the caste system as described in the Manusmriti.	<p>C36. Explains occupational order as dictated by the varna system and how the Brahmanas enforced the same.</p> <p>C37. Analyzes how establishing social order through varnas was fraught with complexities.</p> <p>C38. Describes Brahminical views on the “untouchables” and the <i>Manusmriti</i>’s ‘rules’ for them.</p> <p>C39. Appraises the <i>Chandalas</i>’s reaction towards discriminatory treatment towards them.</p>
			CLO16. Evaluate the impact of the class system on women and different social groups.	C40. Compares and contrasts the methods in which women and men could acquire wealth, according to the Manusmriti.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
3. KINSHIP, CASTE AND CLASS: Early Societies				C41. Analyzes the impact that varnas had on the wealth accumulation of different social groups.
	Handling Texts: Historians and the <i>Mahabharata</i>	LO4. Demonstrate an understanding of various issues involved in the reconstruction of social history and how analysis of textual sources helps in doing so especially in reference to the Mahabharata.	CLO17. Explain the sources and evaluation of Mahabharata as a historical resource.	C42. Describes historians' classification of literary sources. C43. Reasons why polyandry was prevalent by using the Mahabharata as evidence.
4. THINKERS, BELIEFS AND BUILDINGS: Cultural developments	Buddhist schools of thought.	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.	CLO18. Explains the context for the rise of Buddhism.	C44. Describes the key ideas discussed in various Buddhist schools of thought as recorded in the <i>Tipitaka</i> .
	The Message of Mahavira	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art,	CLO19. Explains the rise and spread of Jainism.	C45. Summarizes the key ideas of Jainism and how its ideas were recorded.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
4. THINKERS, BELIEFS AND BUILDINGS: Cultural developments		architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.		
	The Buddha: Enlightenment and Teachings	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.	CLO20. Explains the teachings of Buddha.	C46. Defines hagiographies and analyze their shortcomings. C47. Describes the main teachings of Buddhism. C48. Justifies the proliferation of Buddhism.
	The Stupas and sculptures of Amravati and Sanchi.	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.	CLO21. Describes the location, structure and learnings from the Buddhist stupas in Sanchi and Amravati.	C49. Reasons why stupas might have been built. C50. Illustrates the physical structures of stupas. C51. Compares the quality of monument preservation in Sanchi and Amaravati.
			CLO22. Describes the sculptures and their role in Buddhist art.	C52. Proves that the sculptures at Sanchi carried deeper meaning by using the

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
4. THINKERS, BELIEFS AND BUILDINGS: Cultural developments				<i>Vessantara Jataka</i> as an example. C53. Explains how historians try to understand the meaning of sculptures using literary sources.
	New Religious Traditions in Buddhism.	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.	CLO23. Explains the new religious traditions in Buddhism in 1 st century CE.	C54. Examines the evolution of Buddhism by the 1 st century, CE. C55. Compare Buddhism with Vaishnavism and Shaivism.
	Limits of visual historical evidence.	LO5. Discuss major religious developments in ancient India and explain how different types of sources including that of art, architecture and sculptures are used to trace these developments, particularly in reference to Buddhism.	CLO24. Explains the limitations of visual evidence while examining historical data by using the art of Buddhism as examples.	C56. Evaluates the approach taken by 19th-century European scholars on coming across Indian sculptures. C57. Determines the limitations of relying on visible forms of sources.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. THROUGH THE EYES OF TRAVELLERS: Perceptions of Society	Al-Biruni and the Kitab-ul-Hind	LO10. Provide an appraisal of their familiarity with travellers' accounts – such as that of Alberuni, Ibn Batuta and Bernier – and how such accounts have been interpreted and used by historians as sources of social history.	CLO25. Describes the life and works of Al-Biruni in the context of Indian history.	<p>C58. Describes the major events in Al-Biruni's life that led him to <i>Ghazni</i> and his literary works.</p> <p>C59. Traces the origins of the word Hindu.</p> <p>C60. Analyzes the common challenges external travellers might have faced in India.</p> <p>C61. Evaluates Al-Biruni's opinion of the Indian caste system.</p> <p>C62. Examines the importance of familiarity with local languages on contextual understanding of a region.</p>
	Ibn Battuta and the Excitement of the Unfamiliar	LO10. Provide an appraisal of their familiarity with travellers' accounts – such as that of Alberuni, Ibn Batuta and Bernier – and how such accounts have been interpreted and used by historians as sources of social history.	CLO26. Describes the life and works of Ibn Battuta in the context of Indian history.	<p>C63. Describes the contents of the Ibn Battuta's <i>Rihla</i>.</p> <p>C64. Locates the regions Ibn Battuta travelled to in Afghanistan, Sind and Punjab.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. THROUGH THE EYES OF TRAVELLERS: Perceptions of Society				C65. Summarizes the different factors that made India a fascinating land to Ibn Battuta.
	François Bernier - A Doctor with a Difference	LO10. Provide an appraisal of their familiarity with travellers' accounts – such as that of Alberuni, Ibn Batuta and Bernier – and how such accounts have been interpreted and used by historians as sources of social history.	CLO27. Describes the account of Francois Bernier on India.	<p>C66. Describes François Bernier and the main idea of his writings.</p> <p>C67. Compares and contrasts the opinions that Ibn Battuta and François Bernier had about India.</p> <p>C68. Evaluates François Bernier's opinion on Indian society, social divisions in India and the Mughal empire's functioning.</p> <p>C69. Analyzes the impact that François Bernier's ideas had on other Western theorists' ideas about India.</p>
	Women - Slaves, Sati and Labourers.	LO10. Provide an appraisal of their familiarity with travellers' accounts – such as that of Alberuni, Ibn Batuta and Bernier – and how such	CLO28. Explains the life and status of	C70. Opines on the prevalence of the slave trade during Ibn

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. THROUGH THE EYES OF TRAVELLERS: Perceptions of Society		accounts have been interpreted and used by historians as sources of social history.	women and slaves in India.	Battuta's visit to India with evidence. C71. Analyzes societal treatment of women through the lens of sati. C72. Examines reasons why contemporary travellers chose not to learn about the lives of common women.
6. BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts	Early Traditions of Bhakti	LO9. Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.	CL029. Describes the Bhakti movement and its popularity among certain sections of society.	C73. Examines instances where "great" and "little" traditions were integrated. C74. Analyzes how poet-saints became very popular with common people. C75. Supports the assertion that the Alvars and Nayanars challenged the caste system and Brahminical superiority with evidence. C76. Analyzes how Tamil Bhakti traditions opposed Buddhism and Jainism.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
6. BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts	The Virashaiva Tradition in Karnataka	LO9. Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.	CLO30. Describes the Virashaiva tradition in Karnataka.	C77. Describes the key features of the Virashaiva tradition. C78. Examines ways in which the Virashaivas opposed prevalent social norms and the impact of this.
	Religious Ferment in North India	LO9. Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.	CLO31. Explains the rise and prevalence of Muslim rulers from 711 to the 16 th Century.	C79. Analyzes the impact of the arrival of the Turks on culture and religion. C80. Describes the <i>shari'a</i> law and <i>zimmi</i> . C81. Analyzes the social and religious differences in sub-groups of Islamic people in India. C82. Correlates contextual Islamic traditions with predominant Islamic architecture in these regions.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
6. BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts	The Chishtis in the Subcontinent and the growth of Sufism.	LO9. Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.	CLO32. Describes the traditions and growth of Sufism in India.	C83. Explains the origin of Sufism and the workings of Sufi communities. C84. Describes Sufi traditions regarding death saints. C85. Reasons why the Chishtis were the most influential group of Sufis in India. C86. Describes the major themes of Sufi music.
	New Devotional Paths Dialogue and Dissent in Northern India	LO9. Discuss the ideas and practices of the Bhakti-Sufi saints and along with that demonstrate their familiarity with the religious developments in India during the medieval period.	CLO33. Describes the new dissent and devotional paths in north India.	C87. Infers Kabir's social and religious background through hagiography sources. C88. Examines the main ideas of Baba Guru Nanak's teachings and how his followers created a religion from these teachings. C89. Analyzes the ways in which Mirabai challenged existing social norms.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
				C90. Infers the reasons for the popularity of Kabir, Baba Guru Nanak and Mirabai.
7. AN IMPERIAL CAPITAL: VIJAYANAGARA	The rise, growth and fall of the Vijayanagara Empire.	LO8. Discuss the ways in which architecture – such as that of temples, forts and irrigation facilities – is used as source material to reconstruct history and explain the relationship between architecture and the political system particularly in reference to the Vijayanagara Empire.	CLO34. Describes the rise and growth of the Vijayanagara Empire.	C91. Describes the trade relations the Vijayanagara empire had. C92. Examines the growth of the Vijayanagara empire through the lens of the approach taken by Krishnadeva Raya.
			CLO35. Explains the fall of the Vijayanagara Empire.	C93. Analyzes the factors that led to the decline of the Vijayanagara empire. C94. Examines the relationship that the Sultans and Rayas had prior to the Vijayanagara invasion. C95. Evaluates the different factors that can influence the prosperity of a kingdom.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
7. AN IMPERIAL CAPITAL: VIJAYANAGARA	Vijayanagara The Capital and its Environs	LO8. Discuss the ways in which architecture – such as that of temples, forts and irrigation facilities – is used as source material to reconstruct history and explain the relationship between architecture and the political system particularly in reference to the Vijayanagara Empire.	CLO36. Examines the town layout of the capital – Vijayanagara.	<p>C96. Explains the strategies through which water supply was ensured to Vijayanagara.</p> <p>C97. Evaluates the features of Vijayanagara's fortification efforts in strengthening its security.</p> <p>C98. Compares the houses of the rich and the poor in Vijayanagara.</p>
			CLO37. Describes the buildings in the royal centre of the town of Vijayanagara.	<p>C99. C217. Distinguishes between the architecture of palaces and temples.</p> <p>C100. Elaborates on the features of the king's palace, audience hall, the Lotus Mahal, the <i>Hazara Rama</i> temple and the <i>mahanavami dibba</i> in Vijayanagara.</p>
			CLO38. Relates the role of religion and religious activities in	C101. Reasons why the kings of Vijayanagara celebrated

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
7. AN IMPERIAL CAPITAL: VIJAYANAGARA			the Vijayanagara Empire.	<p>Navratri rituals in a grand manner.</p> <p>C102. Infers why rulers engaged in temple-building activities using evidence of the importance of the god <i>Virupaksha</i> in Vijayanagara.</p> <p>C103. Evaluates why the nayakas continued the efforts of the rulers of Vijayanagara.</p>
			CLO39. Evaluates the causes for extensive evidence of the Vijayanagara Empire.	<p>C104. Examines how historians must have mapped out the Vijayanagara region.</p> <p>C105. Summarizes the information historians can collect from ruins and the shortcomings of relying on these sources.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
8. PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire	Details of the Ain-i-Akbari	LO6. Discuss developments in agrarian relations in India during the 16th and the 17th centuries based on the official account as provided by the Ain-i-Akbari and also explain the need to supplement the said official account with other sources.	CLO40. Evaluates the <i>Ain-i-Akbari</i> as a historical resource.	C106.Supports the assertion that the <i>Ain-i Akbari</i> was written with meticulous attention to detail. C107.Summarizes the contents of the <i>Ain-i Akbari</i> and its shortcomings in explaining rural society.
	Peasants, Zamindars and the land revenue system, and their effects on agricultural production.	LO6. Discuss developments in agrarian relations in India during the 16th and the 17th century based on the official account as provided by the Ain-i-Akbari and also explain the need to supplement the said official account with other sources.	CLO41. Describes the details of the agricultural system in India.	C108.Examines the factors that caused the expansion of agriculture. C109.Infers what the <i>do-fasla</i> system of agriculture meant for food stock availability.
			CLO42. Explains the village system in rural India with details of the panchayat system.	C110.Describes the members of a panchayat, its functioning and how panchayats get funding. C111.Analyzes the impact that panchayats had on the larger rural society.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
8. PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire			CLO43. Describes the role of women in rural agrarian societies.	C112. Examines why women in agrarian societies were considered indispensable. C113. Analyzes the ways in which women were controlled by societal norms.
			CLO44. Describes and evaluates the Zamindar system of rural India.	C114. Examines why zamindars held social power. C115. Analyzes the factors that led to the consolidation of clan-based zamindars. C116. Assesses the relationship that zamindars and peasants shared with evidence.
			CLO45. Describes and evaluates the land revenue system of the Mughal Empire.	C117. Evaluates the revenue collection measures used by the Mughal Empire. C118. Infers the impact of overseas trade on the Mughal Empire's silver reserves.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
8. PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire	Forests and Tribes	LO6. Discuss developments in agrarian relations in India during the 16th and the 17th century based on the official account as provided by the Ain-i-Akbari and also explain the need to supplement the said official account with other sources.	CLO46. Evaluates the activities of forest dwellers and their relationship with the spread of agriculture.	C119. Describes the occupational activities of forest dwellers. C120. Infers the impact that commercial agriculture and cultural influences had on forest dwellers.
9. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives	Bengal and the Zamindars	LO11. Discuss the changes which colonialism brought about in India during the late 18th and 19th centuries and how these changes affected the lives of zamindars, peasants and artisans living in India's countryside.	CLO47. Evaluates the reasons for the Zamindari system failing in colonial India.	C121. Explains the Permanent Settlement. C122. Explains how the zamindari system under the British was expected to function. C123. Analyzes the reasons why the Zamindari system failed. C124. Describes the contents and limitations of the Fifth Report. C125. Analyzes the factors that led to the creation of the Fifth Report.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
9. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives	Relationship between hill folk and the zamindars, traders and the British.	LO11. Discuss the changes which colonialism brought about in India during the late 18th and 19th centuries and how these changes affected the lives of zamindars, peasants and artisans living in India's countryside.	CLO48. Describes the effect of the British's idea of development on the hill folk.	<p>C126. Describes the occupational lives of hill dwellers and their relationship with forests.</p> <p>C127. Correlates how the British order for forest clearance affected the relationship between the hill folk and the settled agriculturalists.</p> <p>C128. Asserts that marginalised communities were targeted by the British.</p> <p>C129. Evaluates the British's idea of development.</p>
	The revolt in the Deccan countryside.	LO11. Discuss the changes which colonialism brought about in India during the late 18th and 19th centuries and how these changes affected the lives of zamindars, peasants and artisans living in India's countryside.	CLO49. Evaluates the reasons and impact for the revolt in the Deccan countryside.	<p>C130. Infers the deeper knowledge that historians gather by examining revolts.</p> <p>C131. Explains why the Permanent Settlement was not extended to other regions of India beyond Bengal.</p>

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
9. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives				<p>C132.Analyzes cotton cultivation and trade efforts by the British.</p> <p>C133.Examines the sources that led to the peasants’ revolts in India.</p> <p>C134.Analyzes the contents of the Deccan Riots Report.</p>
10. REBELS AND THE RAJ: 1857 Revolt and its Representation	Trigger for the revolt of 1857.	LO13. Discuss the events associated with the Revolt of 1857-58, and how these events were recorded and subsequently re-interpreted.	CLO50. Describes the context for the beginning of the revolt of 1987.	<p>C135.Orders the series of events that happened from 10th May, 1857 to 12th May, 1857 in Delhi with regard to the sepoy mutiny.</p> <p>C136.Supports the assertion that the sepoy mutinies in different places were planned.</p>
	Role of Awadh in the Revolt of 1857.	LO13. Discuss the events associated with the Revolt of 1857-58, and how these events were recorded and subsequently re-interpreted.	CLO51. Evaluates the role of annexation of Awadh by the British in fuelling the revolt of 1857.	C137.Locates the regions of India that were under British control in 1857.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
10. REBELS AND THE RAJ: 1857 Revolt and its Representation				<p>C138. Analyzes the economic, social and administrative impact of annexing Awadh.</p> <p>C139. Examines the relationship that rural India and the sepoys shared.</p> <p>C140. Summarizes the factors that led to the sepoy uprising of 1857.</p>
	Demands of the rebels.	LO13. Discuss the events associated with the Revolt of 1857-58, how these events were recorded and subsequently re-interpreted.	CL052. Describes the demands of the rebels.	<p>C141. Explains the limitations of relying on records to understand the 1857 rebellion.</p> <p>C142. Reasons why the sepoys wanted Hindu-Muslim unity.</p> <p>C143. Examines the sepoys' aversion to British rule.</p> <p>C144. Summarizes the demands of the sepoys.</p>
	Quelling of the rebellion.	LO13. Discuss the events associated with the Revolt of 1857-58, and how these events were	CL053. Evaluates how the British quelled the	C145. Lists the ways in which the British tried to quell the rebellion.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
10. REBELS AND THE RAJ: 1857 Revolt and its Representation		recorded and subsequently re-interpreted.	rebellion and its success.	C146. Evaluates the success of the British's measures.
	Images of the Revolt	LO13. Discuss the events associated with the Revolt of 1857-58, how these events were recorded and subsequently re-interpreted.	CLO54. Compares the depictions of the revolt in Indian and British art works.	C147. Lists the sources from which pictorial depictions of the rebellion can be gathered. C148. Describes why the sepoy mutiny was celebrated as the First War of Independence. C149. Compare and contrasts British and Indian artistic interpretations of the revolt.
11. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond	Gandhi and the non-cooperation movement.	LO15. Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma Gandhi provided to these movements.	CLO55. Describes the role and early impact of Gandhi as a leader.	C150. Justifies the assertion that Gandhi was a 'people's leader' with evidence of common people's response to his actions. C151. Explains the organisational reasons that led to inclusive nationalism in the country.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
11. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond			CLO56. Evaluates the role of Gandhi in the non-cooperation movement.	C152. Summarizes the non-cooperation movement and Indians' response to it. C153. Judges the incident in <i>Chauri Chaura</i> in 1922 considering the non-cooperation movement. C154. Compares Gandhi with other nationalist leaders.
	The Salt Satyagraha	LO15. Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma Gandhi provided to these movements.	CLO57. Describes the causes and efforts of the salt satyagraha.	C155. Describes the "Independence Day" that was held on 26th November 1930. C156. Describes the salt monopoly in India and Gandhi's focus on it.
			CLO58. Evaluates the successes of the salt satyagraha.	C157. Evaluates the series of measures taken by the British in response to the Salt March. C158. Analyzes various measures by Indians to negotiate freedom with the

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
11. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond				British and the outcomes of these measures.
	Quit India	LO15. Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma Gandhi provided to these movements.	CLO59. Describes the role of the Quit India movement in shifting the momentum of India's freedom movement.	C159. Justifies that the Quit India movement was genuinely a mass movement. C160. Analyzes the results of the 1946 provincial elections.
	Understanding and getting to know Gandhi.	LO16. Discuss how historians read and interpret newspaper reports, diaries and letters to use these as historical sources to reconstruct the history of India's freedom movement and also understand the nature of Gandhian politics and leadership.	CLO60. Summarises the mood of Gandhi around the Independence Day.	C161. Justifies the assertion that the months after Independence were Gandhi's "finest hour", with evidence.
			CLO61. Evaluates the different historical resources that help in understanding Gandhi.	C162. Assesses the private and public writings of Mahatma Gandhi in helping to understand him. C163. Summarizes the quality of each source used to reconstruct the life of Mahatma Gandhi.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
12. FRAMING THE CONSTITUTION: The Beginning of a New Era	Context for the creation of the Constitution of India.	LO18. Demonstrate their familiarity with the history of the early years after India's independence and how these were shaped as the founding ideals of the new nation-state were debated in the Constituent Assembly and a constitution came into being.	CLO62. Explains the factors that led to the creation of the Constitution along with its main architects.	C164. Examines the problems associated with the Constituent Assembly that was elected in 1945-46. C165. Lists the demands of common people to the Constituent Assembly. C166. Defines the scope of Ambedkar's, K.M. Munshi's and Alladi Krishnaswamy Aiyar's work in the Constituent Assembly.
	The Vision of the Constitution and defining rights.	LO18. Demonstrate their familiarity with the history of the early years after India's independence and how these were shaped as the founding ideals of the new nation-state were debated in the Constituent Assembly and a constitution came into being.	CLO63. Explains the vision and inspiration for the constitution.	C167. Traces the inspirations for the Indian Constitution. C168. Examines Somnath Lahiri's criticism of the Constituent Assembly. C169. Evaluates British attempts to cater to constitutional representation of Indians from 1903 – 1935, and then in 1946.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
12. FRAMING THE CONSTITUTION: The Beginning of a New Era			CLO64. Explains the process of defining the rights of citizens.	C170. Explains constitutional ideas for minorities' inclusion. C171. Evaluate the argument for separate electorates considering the Depressed Castes.
	The Powers of the State	LO18. Demonstrate their familiarity with the history of the early years after India's independence and how these were shaped as the founding ideals of the new nation-state were debated in the Constituent Assembly and a constitution came into being.	CLO65. Explains how the federal structure became a part of the constitution.	C172. Differentiates between the Union, State and Concurrent subjects' division of the Draft Constitution. C173. Explains the fiscal federalism structure of the Constitution. C174. Compares the arguments for centralisation and decentralisation during the Constitution-building exercise with evidence for each.
	The Language of the Nation	LO18. Demonstrate their familiarity with the history of the early years after India's independence and how these were	CLO66. Evaluates the merit of including Hindi as the language of the nation.	C175. Describes the compromise that the Language Committee of the Constituent Assembly arrived at about

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
12. FRAMING THE CONSTITUTION: The Beginning of a New Era		shaped as the founding ideals of the new nation state were debated in the Constituent Assembly and a constitution came into being.		Hindi as the country's national language. C176. Critiques Dhulekar's attempts to make Hindi an Official Language with evidence. C177. Evaluates the democratic nature of the Constitution considering the many debates and discussions that went into creating it.

7. SAMPLE PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES

“The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.”

[CBSE Curriculum for classes 11-12]

NCERT higher secondary stage learning outcomes document provides a common set of pedagogical processes for each subject. Keeping these as guidelines, specific pedagogical processes and assessment strategies for a topic from one chapter each from classes 11 and 12 have been developed as suggestions and are shared in this section. These instances of pedagogical process and assessment strategies should enable teachers to derive principles for making the alignment between learning outcomes, pedagogical practices and assessment in their classrooms and to use these for creating their lesson plans. The key principles considered while designing the pedagogical processes and assessment strategies are the following:

1. Keeping learner at the centre

- Since new knowledge is built over existing knowledge, both pedagogy and assessment should focus on students’ pre-requisite knowledge, skills, attitudes, and beliefs that they bring in a classroom setting.
- Constructivist approaches to learning with the student being at the centre of the learning process as an active constructor of knowledge must be emphasized.
- Since students effectively learn by doing, classroom processes should involve activities, analysis and discussions. Systematic experimentation as a tool to discover/verify theoretical principles must be included.

2. Focusing on learning outcomes

- Learning outcomes indicate what a student will be able to do at the end of an instruction unit by precisely breaking down broad goals of History education (apply reasoning to develop conceptual understanding, develop process skills and experimental, observational, manipulative, decision-making and investigatory skills, etc.) to more measurable and observable behaviour for each class.
- Students learn better when the method of teaching, learning activities and assessment strategies are all aligned well to the learning outcomes. Pedagogical processes and assessment strategies should be aligned to both content domains and cognitive skills as mentioned in this document earlier.

3. Making effective use of assessments

- Assessment should be viewed as an integral part of pedagogy and it should focus on giving timely individualized feedback to students. Quality formative assessment should be designed as it helps to modulate students' understanding of their own learning and helps teachers adapt their pedagogy based on students' actual learning.
- Multiple modes of assessment including portfolios, project work, presentations, and written and oral assignments should be used to reflect the individual capacities of a student.

4. Creating a social and inclusive learning environment

- Cooperative and peer-supported teaching-learning activities should be used to empower students to take charge of their own learning.
- Peer assessment involving students assessing the work of their peers against set assessment criteria should be used.

Specific pedagogical processes should be used in the classroom that would help those students who may face learning difficulties including language, visual-spatial, or mixed processing problems

SUGGESTED PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES FOR CLASS 11

Content Domain: Changing Traditions

Chapter 6: The Three Orders

Table VIII: Suggested Pedagogical Processes and Assessment Strategies – Class:11

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
LO9. Explain important historical phenomena like feudalism, renaissance and reformation, geographical discoveries and confrontation of cultures happening on account of such discoveries and subsequent colonisation and the debates surrounding these phenomena.	CLO13. Explains the three orders of feudal society.	<ul style="list-style-type: none"> ● Create a fictional biography of a clergy in the feudal system. ● Create a fictional biography of a serf in the feudal system. ● Create a flowchart of the way goods would be transferred from one set of people to another in the feudal system. ● With the help of a map, point out the areas where the feudal system was present in Europe. ● Create a flowchart to show the events that led to the rise of the feudal system. 	<ul style="list-style-type: none"> ● Assess students' understanding of the main cause of feudalism. Ask questions like: Explain the role of Christianity in ensuring the entrenchment of feudalism in medieval Europe. ● Assess students' understanding of the long-term effects of feudalism. Ask questions like: What led to the emergence of a fourth order in feudal society – the townspeople? ● Check on students' ability to reflect and make comparisons. Ask questions like: What links can you draw between the feudal society and the Indian caste system?

SUGGESTED PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES FOR CLASS 12

Content Domain: Mahatma Gandhi and the Nationalist Movement

Chapter 13: Civil Disobedience and Beyond

Table IX: Suggested Pedagogical Processes and Assessment Strategies – Class: 12

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
L015. Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma Gandhi provided to these movements.	<p>C181. Justifies the assertion that Gandhi was a 'people's leader' with evidence of common people's response to his actions.</p> <p>C182. Explains the organisational reasons that led to inclusive nationalism in the country.</p>	<ul style="list-style-type: none"> • Create a biography of Gandhi by accessing information on him from beyond the prescribed text. • Debate about how Gandhi was one of the factors that led to the nationwide freedom movement by reading more about the events leading up to the rise of Gandhi as a leader. 	<ul style="list-style-type: none"> • Assess student's understanding of the impact of Gandhi on the freedom movement. Ask questions such as: What are the differences and similarities between the isolated events in the country before Gandhi and the united and synchronous movements that he led?
L015. Demonstrate their familiarity with the important movements that are associated with India's struggle for freedom from 1918 to 1948 and an understanding of the nature of leadership which Mahatma	<p>C183. Justifies the assertion that Gandhi was a 'people's leader' with evidence of common people's response to his actions.</p> <p>C184. Explains the organisational reasons</p>	<ul style="list-style-type: none"> • Create a flowchart/poster of the main principles of Gandhi's freedom movement and how Gandhi reacted to violence during any national movements by taking examples of the Chauri Chaura incident during the non-cooperation movement or his ideas 	<ul style="list-style-type: none"> • Assess the student's understanding of how much influence Gandhi held over the national freedom movement using the non-cooperation movement as an example.

Gandhi provided to these movements.	<p>that led to inclusive nationalism in the country.</p> <p>C185. Compares Gandhi with other nationalist leaders.</p>	<p>against the more violent Hindustan Socialist Republican Association.</p>	
	<p>C186. Describes the “Independence Day” that was held on 26th November 1930.</p> <p>C187. Describes the salt monopoly in India and Gandhi’s focus on it.</p> <p>C188. Evaluates the series of measures taken by the British in response to the Salt March.</p> <p>C189. Analyzes various measures by Indians to negotiate freedom with the British and the outcomes of these measures.</p>	<ul style="list-style-type: none"> ● Map out the route of salt satyagraha to appreciate the distance that the movement covered. ● Conduct a debate about why the salt satyagraha was an important movement for the freedom movement in India ● Discussion around the pros and cons of the formation of the Muslim League as a separate entity from Congress. 	<ul style="list-style-type: none"> ● Assess students’ ability to analyze. Ask questions such as: How critical the salt satyagraha was based on the different reports on the movement by Indians and the British media? ● Assess students’ critique on the formation of the Muslim League.

8. TEST PAPER DESIGN

CLASS 12

Table X: Test paper design and chapter-wise mark distribution – Class: 12

Content domain	Marks distribution
Unit 1. BRICKS, BEADS AND BONES: The Harappan civilization	22-25
Unit 2. KINGS, FARMERS AND TOWNS: Early states and economies	
Unit 3. KINSHIP, CASTE AND CLASS: Early societies	
Unit 4. THINKERS, BELIEFS AND BUILDINGS: Cultural developments	
Unit 5. THROUGH THE EYES OF TRAVELLERS: Perceptions of Society	23-26
Unit 6. BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts	
Unit 7. AN IMPERIAL CAPITAL: VIJAYANAGARA	
Unit 8. PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire	
Unit 9. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives	24-27
Unit 10. REBELS AND THE RAJ: 1857 Revolt and its Representations	

Unit 11. COLONIAL CITIES: Urbanisation, Planning and Architecture	
Unit 12. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond	
Unit 13. UNDERSTANDING PARTITION: Politics, Memories, Experiences	
Unit 14. FRAMING THE CONSTITUTION: The Beginning of a New Era	
Map work	4-7
Total	80

Table XI: Test paper design and question-type mark distribution – Class:12

Item types	Item category	Number of questions	Marks distribution
Select response questions	Case-based questions Multiple-choice questions	9	8-10
Free response questions	One-word or one sentence answers	15	14-16
	Short answer type question	4	9-15
	Long answer type question	3	16-24
	Source-based question	3	10-15

	Map-based question	1	5-10
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Table XII: Test paper design and cognitive domain-wise mark distribution – Class:12

Cognitive domain	Marks distribution
Remember and Understand	35-40
Apply	13-18
Analyze, Evaluate and Create	20-25
Map skill-based question	5-10
Total	80

Other details of the test paper:

- Maximum marks: 80
- Duration of the test: 3 Hours

9. ASSESSMENT OF PRACTICAL/PROJECT WORK

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in the classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond textbooks and provides them a platform to refer to materials, gather information, analyze it further to obtain relevant information and decide what matters to keep and hence understand how history is constructed.

DESIGN OF THE PROJECT/PRACTICAL BASED ACTIVITIES

Students are expected to conduct experiments, do project-based activities, etc. throughout the course of 2 years.

Table XIII. Distribution of marks for the projects/ppt/practical

Activity	Distribution of marks
Project Synopsis	2 Marks
Data/Statistical analysis/Map work	3 Marks
Visual/overall presentation	5 Marks
Analysis/explanation and interpretation	5 Marks
Bibliography	1 Mark
Viva	4 Marks
Total	20 Marks

The following steps are suggested for the project work:

- a. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- b. The project must be done individually / in groups.
- c. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- d. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
- e. The project work (one per year) can culminate in the form of a PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation, written (typed) report and so on. Any of these activities which are suitable for visually impaired candidates can be performed as per the choice of the student.
- f. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- g. Evaluation will be done by an external examiner appointed by the Board in class XII and internal in class XI.

SUGGESTED PROJECTS/ACTIVITIES/PRACTICAL - CLASS 11

FEW SUGGESTIVE TOPICS FOR PROJECTS

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greeco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory Study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into the "now and then" paradigm of Christianity

11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. Learning about global Sufism
16. History of Aborigines – America /Australia

SUGGESTED PROJECTS/ACTIVITIES/PRACTICAL – CLASS 12

FEW SUGGESTIVE TOPICS FOR PROJECTS

1. The mysteries behind the mound of dead –Mohenjo-Daro
2. An In-depth study to understand Spiritual Archaeology in the Sub-Continent
3. Buddha's Path to Enlightenment
4. Insight and Reflection of Bernier's Notions of The Mughal Empire
5. An exploratory study to know the women who created history
6. "Mahatma Gandhi" – A legendary soul
7. To reconstruct the History of Vijayanagar through the Archaeology of Hampi
8. The Emerald City of Colonial Era –BOMBAY
9. Vision of unity behind the First War of Independence
10. Divine Apostle of Guru Nanak Dev
11. Help, Humanity and Sacrifices during Partition
12. Glimpses inside Mughals Imperials Household
13. The process behind the framing of the Indian Constitution
14. The 'Brahm Nirupam' of Kabir – A Journey to Ultimate Reality

10. SAMPLE ASSESSMENT ITEMS WITH MARKING SCHEMES

1. Multiple Choice Question (MCQ)

Content Domain (Chapter name)	Writing and City Life	
Content Domain Learning outcome	CL03. Connects the tradition of writing, and written record keeping to the rise of civilisations.	
Indicator	C16. Infers the connection between the growth of human civilisation and the evidence for the tradition of writing from written tablets and common scripts.	
Cognitive level	Understand	
Thinking Process	Relate	
Difficulty level	Medium	
Marks	1 mark	
Time	1 minute	
Item Stem	Early cities emerged as the meeting ground for trade and mixing of cultures and traditions. At the same time, the art of writing developed. What was the reason writing developed with the development of cities?	
Correct answer	Writing was developed to maintain records of multiple complex trade transactions.	Student understands that the trade led to multiple complex exchanges, and the development of writing helped in maintaining records of the movement of goods.

Distractor 1	Writing was developed to increase the literacy rates of people who were in the cities.	Student misunderstands the cause and effect of the development of writing. The development of writing increased literacy rates in the cities.
Distractor 2	Writing was developed to create epics based on social interactions in the cities.	Student misunderstands the basic need for writing. Once the writing was developed, epics were written.
Distractor 3	Writing was developed to record the movement of stars and other objects in the sky.	Student misunderstands the need for writing.

2. Multiple Choice Question (MCQ)

Content Domain (Chapter name)	Writing and City Life
Content Domain Learning outcome	CL07. Elucidates the progress of human civilization with the growth of city life based on evidence of tools, trade, economy, social norms, and architecture of early cities.
Indicator	C13. Elucidates the progress of human civilisation with the growth of city life by describing the social traditions in the early cities.
Cognitive level	Analyze
Thinking Process	Analyze
Difficulty level	Medium

Marks	1 mark	
Time	1-minute	
Item Stem	<p>“It has been estimated that one of the temples took 1500 men working 10 hours a day, five years to build.” This is a statement about a temple in the Mesopotamian city of Uruk.</p> <p>What evidence did historians use to estimate the effort to build the temple?</p>	
Correct answer	Mesopotamians gave rations to all workers and kept a record of these for each worker.	Reason: Mesopotamians kept diligent records of the ration given to each worker per day.
Distractor 1	Mesopotamians recorded the total production of grain.	Explanation: There is no evidence to suggest that Mesopotamians had an estimate of the total amount of rations in their granaries.
Distractor 2	Mesopotamians paid their workers for the work they did, and these records helped to make the estimate.	Explanation: Mesopotamians gave rations in exchange for work done, not any other payment.
Distractor 3	There are paintings showing the workers getting rations from the lords near the city of Uruk.	Explanation: There are no records of paintings for any specific temple in Uruk.

3. Multiple Choice Question (MCQ)

Content Domain (Chapter name)	An Empire Across Three Continents	
Content Domain Learning outcome	CL013. Describes the Late Antiquity period of the Roman Empire.	
Indicator	C34. Summarises the factors that led to the decline of the Roman Empire.	
Cognitive level	Remember	
Thinking Process	Recall	
Difficulty level	Easy	
Marks	1 mark	
Time	1 minute	
Item Stem	The Roman monetary system went from silver to gold. What is the primary reason for this?	
Correct answer	The silver mines in Spain ran out of silver and there was a dearth of silver in the Roman Empire.	Reason: This is correct. Spanish silver mines were wiped clean.
Distractor 1	The Romans discovered gold mines in Spain, and they were flush with gold.	Explanation: No new mines were discovered, but the silver mines of Spain had been depleted.

Distractor 2	During the late antiquity everyone was very rich in the Roman Empire so that they could move to gold currency from silver.	Explanation: Only some sections of society were wealthy.
Distractor 3	Emperor Constantine liked the colour of gold more than silver and ordered the currency to be changed from gold to silver.	Explanation: Emperor Constantine ordered the change but only because the silver reserves ran out.

4. Free Response Question/Subjective Questions

Content domain (Chapter name)	The Three Orders
Content Domain Learning outcome	CL013. Explains the three orders of feudal society.
Indicator	C48. Explain the context for to the rise of feudalism in France. C49. Explain the status, role and impact of the first, second and third order in the feudal structure.
Cognitive level	Understand
Thinking Process	Explain
Difficulty level	Medium
Marks	3 marks
Time	5 minutes

Item stem	After the fall of the Roman Empire, Western European society was divided into three orders. As time passed, a fourth-order emerged. Who were the fourth order and how did this group of people emerge in western Europe?
Marking Scheme	
Mark	Answer
0.5	Describes the way Western European society existed after the fall of the Roman Empire.
1	Describes the situation leading to the development of towns or urban centres.
1.5	Explains the role of people moving into towns in creating a new order.

5. Free Response Question/Subjective Questions

Content domain (Chapter name)	Nomadic Empires
Content Domain Learning outcome	CLO24. Describes the role of Genghis Khan and his army in the expansion of the Mongol Empire.
Indicator	C60. Explains the role of Genghis Khan as a key historical figure in shaping history in Central Asia.
Cognitive level	Analyze
Thinking Process	Analyze
Difficulty level	Medium

Marks	5 mark
Time	5-7 minutes
Item stem	Analyze current public opinion about Genghis Khan.
Marking Scheme	
Mark	Answer
1	Opinion of sedentary civilisations that he conquered.
1	Opinion of Mongol people
2	Opinions of recent historians on the diversity and size of the Mongol Empire.
1	Conclude why Genghis Khan has a unique place in history.

6. Multiple Choice Question (MCQ)

Content Domain (Chapter name)	Thinkers, Beliefs and Buildings - Cultural Developments (c. 600 BCE - 600 CE)	
Content Domain Learning outcome	CLO18. Explains the context for the rise of Buddhism.	
Indicator	C44. Describes the key ideas discussed in various Buddhist schools of thought as recorded in the <i>Tipitaka</i> .	
Cognitive level	Evaluate	
Thinking Process	Reasoning	
Difficulty level	Medium	
Marks	1 mark	
Time	1 minute	
Item Stem	Biographies about religious figures may not be the most reliable sources to learn about religious leaders. Reason: These accounts were written by the followers of that particular religion.	
Correct answer	Both assertion and reason are true, and the reason is the correct explanation for assertion.	Reason:
Distractor 1	Both assertion and reason are true, but the reason is not the correct explanation for assertion.	Explanation
Distractor 2	Assertion is true, but the reason is false.	Explanation

Distractor 3	Assertion is false, but the reason is true.	Explanation
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7. Free Response Question/Subjective Questions

Content domain (Chapter name)	Peasants, Zamindars and the State - Agrarian Society and the Mughal Empire (c. sixteenth- seventeenth centuries)
Content Domain Learning outcome	CL044. Describes and evaluates the Zamindar system of rural India.
Indicator	C115. Analyzes the factors that led to the consolidation of clan-based zamindars.
Cognitive level	Apply
Thinking Process	Explain, relate
Difficulty level	Difficult
Marks	5
Time	7-8 minutes
Item stem	Prove that there was a direct correlation between caste, income levels and social status in Mughal society with evidence. Do you think this correlation holds true in present-day India too? Why do you say so?
Marking Scheme	

Mark	Answer
2	Explains that there were a number of social groups that were denied access to land and forced to engage in menial labour, despite an abundance of cultivable land in the Mughal society.
1.5	Uses the examples of the halalkhoran and the mallahzadas to prove that caste-based distinctions were rampant in the empire.
1.5	Draws common elements of these correlations and compares them to present-day conditions of “lower castes” in India.

8. Free Response Question/Subjective Questions

Content domain (Chapter name)	Bhakti- Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth century)
Content Domain Learning outcome	CLO31. Describes the rise and prevalence of Muslim rulers from 711 to the 16 th Century.
Indicator	C81. Analyzes the social and religious differences in sub-groups of Islamic people in India.
Cognitive level	Understand
Thinking Process	State, examine
Difficulty level	Difficult
Marks	5

Time	5-7 minutes
Item stem	Explain, with examples, how Islam was practiced when the religion began to proliferate in India. What elements of it remained universal and what features became diversified to suit the needs of different social groups?
Marking Scheme	
Mark	Answer
2	Explains, with examples, the universal elements of Islam that were followed by ruling kings as well as commoners.
2	Explains, with examples, the diversities in the practice of Islam that were adopted on a case-by-case basis.
1	Explains this blend of universal features interspersed with local traditions in the architecture of Islamic structures in India.

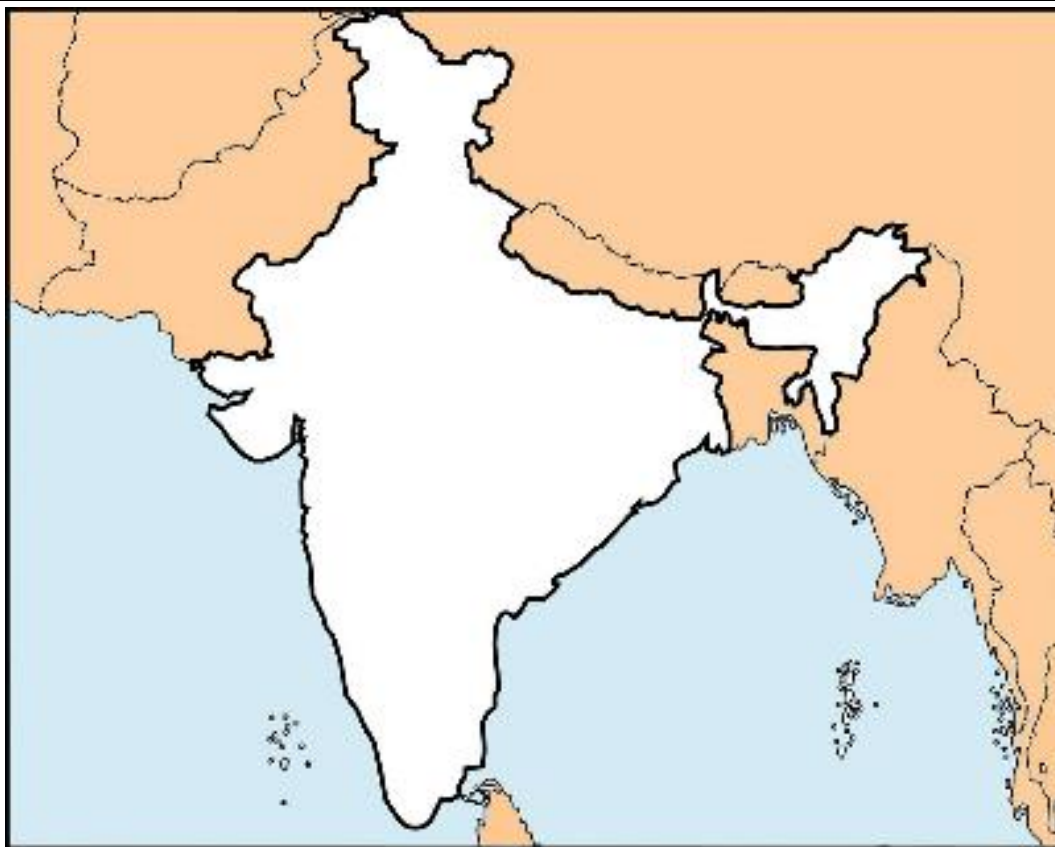
9. Free Response Question/Subjective Questions

Content domain (Chapter name)	Through the Eyes of Travellers Perceptions of Society (c. tenth to seventeenth century)
Content Domain Learning outcome	CL026. Describes the life and works of Ibn Battuta in the context of Indian history. CL027. Describes the account of Francois Bernier on India.
Indicator	C67. Compares and contrasts the opinions that Ibn Battuta and François Bernier had about India.
Cognitive level	Understand

Thinking Process	Compare and contrast, infer
Difficulty level	Medium
Marks	5 marks
Time	5-7 minutes
Item stem	Compare the perspectives that François Bernier and Ibn Battuta had of India with evidence. Do you think either perspective was the only 'correct' opinion to have? Why do you think so?
Marking Scheme	
Mark	Answer
1	Details the perspectives that Ibn Battuta had on India and the features of India that were remarkable to him.
1	Details the perspectives that François Bernier had on India and the features of India that stood out to him.
2	Compare these perspectives and infers deeper ideas that these travellers possessed from it.
1	Either asserts that multiple perspectives are integral to analysis or asserts that one social perspective was only 'correct', with due rationale for both.

10. Free Response Question/Subjective Questions

Content domain (Chapter name)	Thinkers, Beliefs and Buildings - Cultural Developments (c. 600 BCE - 600 CE)
Content Domain Learning outcome	CL021. Describes the location, structure and learnings from the Buddhist stupas in Sanchi and Amravati.
Indicator	C51. Compares the quality of monument preservation in Sanchi and Amaravati.
Cognitive level	Remember
Thinking Process	Identify, Locate
Difficulty level	Easy
Marks	1 mark
Time	1 minute
Item stem	On the Indian map, locate the ancient site that Shahjehan Begum took measures to protect and develop. This site is now a revered religious site.



Source: (<https://pixabay.com/vectors/india-map-india-map-indian-map-5346555/>)

Marking Scheme

Mark	Answer
0.5 mark	Identifies this site as Sanchi.
0.5 mark	Locates Sanchi on the Indian map.

11. ESSENTIAL IDEAS AND ASSESSMENTS

CLASS 11 – ASSESSMENTS BASED ON ESSENTIAL IDEAS

Multiple-Choice Question

Chapter	Ch 2. Writing and City Life	
Essential Idea	The earliest written records of human settlements are of Mesopotamian cities and these records help with an accurate picture of the city life during this period.	
Item stem + question	Imagine you are a trader coming into the city of Uruk in Mesopotamia with various agricultural supplies. Possessing what skill would be most advantageous for you?	
	Option	Reason/Explanation for this option
Correct answer	Writing and reading the cuneiform script.	This is correct because all the notes of how much goods were coming in and out of the city would be recorded on clay tablets.
Distractor 1	Counting numbers up to 1000.	May confuse that the knowledge of high numbers was important for trading.
Distractor 2	Advanced knowledge of the star positions.	May confuse traders to be maritime experts.
Distractor 3	Coins for trade with the local warehouse.	May confuse some exchange of currency for selling agricultural products to the warehouse.

Free Response Question/Subjective Questions

Chapter	Ch 2. Writing and City Life	
Essential Idea	Urbanisation led to cities becoming less self-reliant which led to trading which in turn led to the evolution of division of labour.	
Item stem + question	<p>The kingdom of Mari was established in the 1800 BCE and the civilisation of Mesopotamia was a mature one by then with modern-day cities developing and people playing different roles. List out the contemporary counterparts to the roles that existed in Mesopotamia with one sentence about why these roles are like modern jobs.</p> <ol style="list-style-type: none">1. King2. Farmers3. Officers inspecting goods on boats passing the cities4. Scholars and intellectuals	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<ol style="list-style-type: none">1. King – Would be like the leader of a nation or president or the prime minister of a country. The king’s role was to protect the people of the city from outside attacks, settle disputes and look after the welfare of the people. The king also built structures for protection like walls around the city and temples for the benefit of the public.2. Farmers – Farmers of the day were like the modern-day farmers in their role of growing crops for the needs of the city and for trade.3. Officers inspecting goods on boats passing the cities – Customs officials in the modern day are closest to this profession. The officers of Mesopotamia would calculate the worth of the goods on boats passing through the city and levy a percentage tax on it.	4 marks

	4. Scholars and intellectuals – these would be like scientists and professors in universities. The scholars and intellectuals of the time would build an understanding of mathematics and astronomy and pass knowledge from one generation to another.	
Marking Rubric: Part 1	For each correctly identified profession	0.5 mark
Part 2	For each correct explanation	0.5 mark

Multiple-Choice Question

Chapter	Ch 3. An Empire Across Three Continents	
Essential Idea	The success and growth of the Roman Empire was built not only on a robust political system and a society in which women held strong legal positions but also on slave labourers, who had limited or no rights.	
Item stem + question	Slaves were not found engaged in agricultural activities in the Roman Empire of the later period. What was the most pertinent reason for this?	
	Option	Reason/Explanation for this option
Correct answer	Unlike hired workers, slaves were to be fed and housed full-time. Owing to this increased cost of labour, slaves were not used.	This is the correct answer, economic cost was the rationale for this decision.
Distractor 1	Public outcry after the murder of Lucius Pedanius Secundus was why slavery was reduced in the later period.	While the outcry over slave execution did occur, there is no evidence that this reduced slavery.

Distractor 2	There were significant riots and revolts by slaves, owing to which they gained rights and were made freedmen.	This is an untrue statement, there is no evidence of widespread revolts such as these.
Distractor 3	Female slaves were more in demand than male slaves, and women were found unsuitable for agricultural work.	This is an untrue statement.

Free Response Question/Subjective Questions

Chapter	Ch 3. An Empire Across Three Continents	
Essential Idea	From the 4 th Century onward, the Roman Empire shrunk in the West, but thrived in the East with a variety of influences from different religions and regions.	
Item stem + question	In the 4 th century, the Roman Empire in the East witnessed monetary stability and economic growth. Imagine you were a ruling elite of the Empire in this kingdom; how would this have caused everyday changes in your life?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>If I were a ruling elite of the East of the Roman Empire, I would be aware that considerable investments were made in rural development, industrialization, newer technologies and long-distance trade by members of the governing class such as me.</p> <p>In everyday matters, this would mean grandiose styles and structures of architecture. My residence would have been extremely luxurious, and I would have had the resources to live a grand life. All my friends would live lives similar to this as well – other members of the governing gentry. Affluent lifestyles would have been commonplace.</p>	2 marks

Marking Rubric: Part 1	Explains the larger investments made by the governing class.	1 mark
Part 2	Elaborates on the everyday lives of a member of this social class.	1 mark

Multiple-Choice Question

Chapter	Chapter 5: Nomadic Tribes	
Essential Idea	The Mongol leaders innovated and compromised as the needs, economies and people over their vast Empire were not homogenous.	
Item stem + question	The Mongol rulers belonged to different religious groups, ethnic groups and linguistic groups; and yet administered their kingdom in a harmonious manner. As a student of history, which of these would you consider the most valuable takeaway from this knowledge to present-day life in India?	
	Option	Reason/Explanation for this option
Correct answer	The addressal of differences and diversities by the Mongol dynasty, and how these can work in present-day diverse societies.	This is the correct answer since the Mongol dynasty successfully engaged in this.
Distractor 1	The knowledge of how kings ought to behave from research on the Mongol rulers.	The behaviour of these kings was not noteworthy enough to set an example, so this answer is incorrect.
Distractor 2	The idea of nomadic lifestyles, and its application in present-day countries with existing lifestyles.	Nomadic lifestyles are not applicable to a large section of society owing to current lifestyles, so this answer is incorrect.
Distractor 3	The ways of totalitarianism that these rulers practiced, and their applicability in democracies.	Authoritarianism, as displayed by these rulers, has no place in an ideal democracy and hence this answer is incorrect.

Free Response Question/Subjective Questions

Chapter	Chapter 5: Nomadic Tribes	
Essential Idea	A transcontinental Empire was established by the Mongols under the leadership of Genghis Khan.	
Item stem + question	1. How did Genghis Khan engage in the erasure of individuals’ tribal identities in his army? 2. What do you think might have been the objective behind deliberate action like this?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>Genghis Khan worked to systematically erase the old tribal identities of the different groups who joined his confederacy. His army was organised according to the old steppe system of decimal units: in divisions of 10s, 100s, 1,000s and 10,000 soldiers. In the old system, the clan and the tribe would have coexisted within the decimal units, but Genghis Khan stopped this practice. He divided the old tribal groupings and distributed their members into new military units. Any individual who tried to move from his allotted group without permission received harsh punishment. The largest unit of soldiers, approximating 10,000 soldiers now included fragmented groups of people from a variety of different tribes and clans.</p> <p>From my knowledge of his conquests and military ideas, I believe that Genghis Khan engaged in this strategy to change the existing sociocultural system of the army and wanted all entities’ identities to be tied to the Empire and himself. This systematic erasure would have been driven by the need for all identities to be merged into one – that of belonging to his dynasty.</p>	3 marks
Marking Rubric: Part 1	Explains Genghis Khan’s actions for identity erasure.	2 marks
Part 2	Opines on possible reasons for this.	1 mark

Multiple-Choice Question

Chapter	Chapter 6: The Three Orders	
Essential Idea	The changing relationships between the three orders – Christian priests, land-owning nobles, and peasants – between the 9 th and 16 th centuries was key in shaping Western European history.	
Item stem + question	If you belonged to 9th-century Europe as a member of the third order, which of these statements would be most true to your social and economic situation?	
	Option	Reason/Explanation for this option
Correct answer	Depending on the class of peasantry I belonged to, I would have more rights than other classes of the third order.	This is the correct answer, since within the third order landless labourers (serfs) were treated less than free peasants, and women and children had harsher and more demanding working conditions.
Distractor 1	I would have freedom on aspects such as marriage that are unrelated to my occupation.	This statement is untrue, lords decided all courses of action in a serf's life.
Distractor 2	I could trust the nobility under whom I worked to keep my best interests in mind, irrespective of the Lord I worked under.	This is an incorrect statement.
Distractor 3	I could command a fair market price for my wages from the Lord under whom I worked.	Labour rent would go directly to the lord, and was not paid to workers. So, this is incorrect.

Free Response Question/Subjective Questions

Chapter	Chapter 6: The Three Orders	
Essential Idea	Post the fall of the Roman Empire, there was no unifying force, and hence social organisation was based on control of land.	
Item stem + question	After the Post the fall of the Roman Empire, land was the basis on which social organization was determined. Who benefited from this, and what were these benefits? What do you think is the primary basis on which social organization in India is currently done? Can you draw any similarities between these ways of organization in Rome of this time period and present-day India?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>After the fall of the Roman Empire, social organization was determined on the basis of land ownership and control. This development most benefited the second order; the nobility. Under this system, the noble enjoyed a privileged status. He had absolute control over his property, in perpetuity. He could raise troops called ‘feudal levies’. The lord held his own courts of justice and could even coin his own money. He was the lord of all the people settled on his land. He owned vast tracts of land which contained his own dwellings, his private fields and pastures and the homes and fields of his tenant-peasants. His house was called a manor. His private lands were cultivated by peasants, who were also expected to act as foot soldiers in battle when required, in addition to working on their own farms.</p> <p>In a present-day context, I believe social organization in India today primarily occurs on the basis of the wealth one possesses. While land could be one form of this, it is not restricted to land alone but the assets, the income and the investments one possesses.</p> <p>I am able to make several similarities to these two situations. On the face of it, it is evident that in both situations, the basis for commanding resources and services is economic in nature. Secondly, this wealth also allows these individuals to employ the services of workers for their houses and other spaces. Both sections of</p>	5 marks

	people also own vast lands and grand houses. Another element that is common to them is how wealth creation in both these time periods was largely an unequal phenomenon.	
Marking Rubric: Part 1	Identifies the beneficiaries of this social organization correctly and explains the benefits that accrued to them.	2 marks
Part 2	Opines on what the student believes is the basis for social organization in India currently.	1 mark
Part 3	Draws similarities between the mode of organization in Rome and what the student believes is the mode of organization in India.	2 marks

Multiple-Choice Question

Chapter	Chapter 7: Changing Cultural Traditions	
Essential Idea	Conflicts between the Church and science arose.	
Item stem + question	Copernicus, on discovering that the Earth and other planets revolve around the sun, did not make this information public until his death. Which of these is the larger rationale behind this?	
	Option	Reason/Explanation for this option
Correct answer	Science, when in defiance to ideas that are accepted by Christianity, is rewarded with an uprising by the Church.	This is the correct answer.
Distractor 1	Science was not advanced enough for the scientist to definitively determine this fact.	This is an incorrect statement since the scientist had found this with considerable evidence.
Distractor 2	Science was not palatable to the common masses.	This is not a statement that has been proven to be true.

Distractor 3	The scientist was intent on passing on his research to his students.	This is an untrue statement.
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Free Response Question/Subjective Questions

Chapter	Chapter 7: Changing Cultural Traditions	
Essential Idea	Between the 14 th and 17 th century urban culture developed and towns became centres of trade, art, and culture in Western Europe.	
Item stem + question	<p>In the 15th century, women’s writings revealed their conviction that they should have “economic power, property and education to achieve an identity in a world dominated by men”. With this statement in mind, analyze the following excerpt.</p> <div><p><i>Balthasar Castiglione, author and diplomat, wrote in his book <u>The Courtier</u> (1528):</i></p><p><i>‘I hold that a woman should in no way resemble a man as regards her ways, manners, words, gestures and bearing. Thus just as it is very fitting that a man should display a certain robust and sturdy manliness, so it is well for a woman to have a certain soft and delicate tenderness, with an air of feminine sweetness in her every movement, which, in her going and staying and whatsoever she does, always makes her appear a woman, without any resemblance to a man. If this precept be added to the rules that these gentlemen have taught the courtier, then I think that she ought to be able to make use of many of them, and adorn herself with the finest accomplishments... For I consider that a man’s virtues of the mind are necessary to a man, as it is to a woman to have a certain softness and delicacy to her body and to her mind.’</i></p></div> <p>Compare the ideas of women on their empowerment with the words of Castiglione and make connections of the same to a present-day situation.</p>	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	This time period witnessed women such as Isabella d’Este and Cassandra Fedele demand equal participation of women in education, and equal availability of opportunities for women and men in the realm of learning.	3 marks

	<p>The first excerpt provides a direct understanding of what women required and their demands for equality. The second excerpt, to me, is an exemplification of age-old ideas around a 'proper' woman and an enlisting of these qualities that make a woman proper. It shows the regressive nature of male ideas of women, femininity and the responsibilities of a woman.</p> <p>Most of these ideas are present today as well, with men forming ideas and suggestions on how women ought to conduct themselves, what their responsibilities ought to be and what is 'suitable' for them. The nature of condescension that any such discourse contains has been carried through centuries, as is clearly visible from this excerpt.</p>	
Marking Rubric:		
Part 1	Compare the ideas of women and men of this period with evidence.	1.5 marks
Part 2	Makes connections to a present-day setting of this issue.	1.5 marks

Multiple-Choice Question

Chapter	Chapter 10: Displacing Indigenous People	
Essential Idea	The migration of Europeans to the Americas and Australia led to the migrants settling in the foreign lands and eventually making up the majority in these regions.	
Item stem + question	<p>Read this account of a letter written by the leader of an indigenous tribe –</p> <p><i>In 1854, the President of the USA received a letter from a native leader, Chief Seattle. The president had asked the chief to sign a treaty giving a large part of the land they lived on to the American government. The Chief replied:</i></p> <p><i>'How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If you do not own the freshness of the air and the sparkle of the water, how can one buy them? Every part of the earth is sacred to my people. Every shining pine-needle, every sandy shore, every mist in the dark woods, every clearing and every humming insect is holy in the memory and experience of my people. The sap which courses through the trees carries the memories of the red man...</i></p> <p>What seemed to be the central concern of this leader?</p>	
	Option	Reason/Explanation for this option
Correct answer	That resources were priceless and that the idea of 'buying' nature was not one he understood.	This is the correct answer.
Distractor 1	That the American government would not care for the tribe's resources.	The leader makes no such claims, so this is an incorrect deduction.
Distractor 2	That the leader was worried for the safety of his people.	The leader does not mention this at all, so this is also incorrect.
Distractor 3	That the government would use the land to build industries.	This has not been mentioned in the excerpt in any manner.

Free Response Question/Subjective Questions

Chapter	Chapter 10: Displacing Indigenous People	
Essential Idea	The migration of Europeans to the Americas and Australia led to the migrants settling in the foreign lands and eventually making up the majority in these regions.	
Item stem + question	<div>Read these words by Thomas Jefferson, third President of the USA.</div> <div><i>‘This unfortunate race which we have been taking so much pains to civilise... have justified extermination.’</i></div> <div>In colonization attempts by the Europeans in the cases of the Americas, Australia and even India, what seems to be the guiding principle behind attempts to ‘civilise’ the native people of these lands? What is your stance on this rationale?</div>	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	In any such colonization attempt, the Europeans’ guiding principle has been that the culture, lifestyle and philosophy of any native groups are ‘backward’, and that these ways of being ought to be changed for effective development. The way to do this is through the ‘civilisation’ of these groups by inculcating European ideas into them. Any attempt by native groups such as these to defy European ideas were seen as ‘unfortunate’ and ‘incapable of civilisation’.	3 marks

	I believe that a stance like this is not only obviously problematic but also deeply lasting in its impact – since it creates the immediate erasure of these groups and their collective ways of living, as well as erases the history of such groups from any future discourse.	
Marking Rubric: Part 1	Explains the guiding principle behind these civilisation attempts.	2 marks
Part 2	Opines on the student's stance based on this.	1 mark

Multiple-Choice Question

Chapter	Chapter 11: Paths to Modernisation	
Essential Idea	Japan's push for modernisation was based on industries. Their expansion goals were justified by calls to liberate Japan from Western influences.	
Item stem + question	Which of these was a negative implication of Japan's increase in manufacturing capacity? Japan's increase in manufacturing capacity led to increased deforestation in the country. Currently, economic expansion is having a similar effect in countries such as India and China. What lessons can countries like these draw from the example of Japan?	
	Option	Reason/Explanation for this option
Correct answer	That sustainable development ought to be strongly considered by these countries.	This is the correct answer.

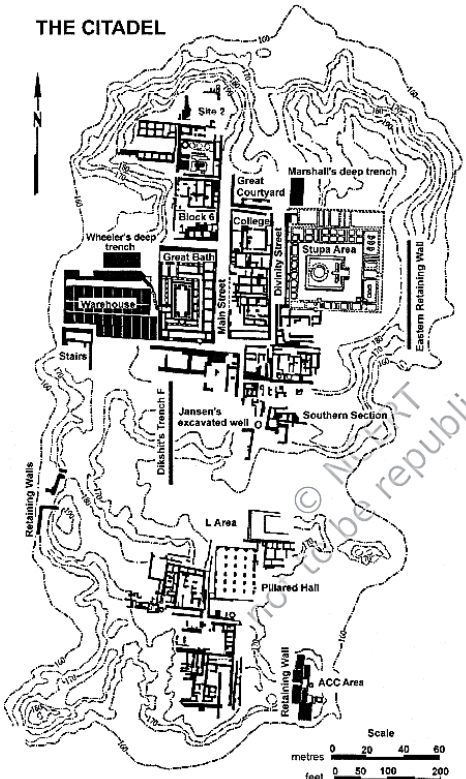
Distractor 1	That there needs to be a cut-back in economic production to meet environmental goals.	This is an untrue statement, because environmental degradation can be reduced without compromising on economic production through green technology.
Distractor 2	That all individuals need to be encouraged to make small changes in their consumption to benefit the environment.	This is a misleading statement. While individual changes can help on a micro-level, changes to the environmental situation need collective and systemic changes and impositions.
Distractor 3	Society needs to adopt older ways of being since there was less pollution in the past.	This is also a misleading statement, since changing back to 'older ways' can cost the country its economic position.

Free Response Question/Subjective Questions

Chapter	Chapter 11: Paths to Modernisation	
Essential Idea	Modern China emerged post the liberalisation of the economy. This was at the end of China’s attempts to free themselves from outside influence.	
Item stem + question	How would you describe the development plan of modern-day China? What do you think of this development?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	China, in a bid to modernize the country and quell the outside influence on the country, engaged in the liberalisation of the country. While this has created powerful economic growth for the country, it is key to consider whether this is development in its truest form. While calling for power to the people, the Chinese Communist Party has built a highly centralised state. The country’s political system continues to be	3 marks

	<p>controlled and highly authoritarian in nature. Inequality and inequity are also constantly on the rise in the country, so it is integral to consider whether this is indeed a country that is developing.</p> <p>If economic power is the only criterion, then this country is on its way to being a developed economy. However, if one were to assess this in a holistic manner and focus on factors such as political freedom, social equality and equity in opportunity, then the development of this country needs to be rethought.</p>	
Marking Rubric:		
Part 1	Explains the current development of China.	2 marks
Part 2	Opines on the definition of development.	1 mark

Multiple-Choice Question

Chapter 1	Bricks, Beads and Bones
Essential Idea	The towns of the Harappan civilisation were well-planned and comprised of big buildings which were not seen in the region prior to this time.
Item stem + question	<p>Analyze this plan of the Citadel in Mohenjodaro. As a student of history, what inferences can you make about the Harappan civilisation’s approach to architecture?</p> 

	Option	Reason/Explanation for this option
Correct answer	The Harappan civilisation's approach to architecture was well-planned and developed, in comparison to other civilisations of the period.	This is the apt inference to draw from the above image.
Distractor 1	The Harappan civilisation's architecture was guided by ideas of grandeur, and a bid to outshine other civilisations of the world of the same time.	While the structures in the Harappan civilisation were grand and impressive, no evidence specifies that the objective of these structures was to impress this grandeur on people.
Distractor 2	The architects of Mohenjodaro wanted the city to be attractive for people to come to settle in.	This is an inaccurate inference to derive from this image, and neither is it true.
Distractor 3	The placement of different elements of the city's architecture was indicative of the social and cultural significance these places possessed.	There are no obvious social undertones to the city's architecture, and neither is this specified in any evidence.

Free Response Question/Subjective Questions

Chapter 1	Bricks, Beads and Bones
Essential Idea	The artefacts, seals, weights, etc. are evidence that towns of the Harappan civilisation shared communication and trade with parts of the subcontinent and with faraway lands.
Item stem + question	It is an established fact that the Harappan civilisation engaged in trade within and beyond the subcontinent, and that there was communication with these lands. Using textual evidence, justify this assertion.

Sample Answer and Marking Rubric

Part	Description	Marks
Sample answer	<p>To determine that the Harappan civilisation was rich in inter-region trade and communication, it is essential to focus on the overwhelming evidence that supports this assertion.</p> <ol style="list-style-type: none"> 1. The discovery of seals and sealings from the archaeological sites such as Ropar presents evidence that long-distance communication was carried out in the Harappan civilisation. These seals were designed in ways that determined the security of packages as well as the determining of the sender's identity. 2. The evidence of scripts found in the Harappan civilisation also indicates that communication within and beyond the region was a well-established practice. Considering the variety of everyday objects these inscriptions were found on, it can be determined that literacy, and hence communication, was a widespread phenomenon. 3. Archaeological research that finds Harappan artefacts in distant lands – such as a large Harappan jar coated with a thick layer of black clay that been found at Omani sites, traces of common copper particles found in Omani and Harappan finds, archaeological evidence of Harappan seals, weights, dice and beads in far-off lands, Mesopotamian texts that mention contact with regions named Dilmun, Magan and Meluhha, (possible sites in the Harappan region), and inscriptions of boats and seals are also strong indicators that trade, communication and exchange happened between the Harappan civilisation and other regions. 	5 marks
Marking Rubric: Part 1	Mentions that seals and sealings were indicative of communication, and of the usage of these seals with evidence.	1 mark
Part 2	Mentions how evidence about script and inscriptions are indicative of literacy and communication using justification.	1 mark
Part 3	Mentions evidence of Harappan artefacts found in far-off lands with concrete examples.	3 marks

Multiple-Choice Question

Chapter 2	Kings, Farmers and Towns: Early States and Economies	
Essential Idea	This was the period of the rise of kingdoms or chiefdoms. Chiefs were not bound to be linked by heredity, while kings were linked by heredity and some also deemed to have divine powers.	
Item stem + question	What was the primary difference between a kingdom like that of the Pandyas and of the Mauryan Empire?	
	Option	Reason/Explanation for this option
Correct answer	Ruling in the Pandya kingdom was determined by a system of chiefdom and hence not determined by heredity, like the Mauryan Empire.	This is the correct response.
Distractor 1	Ruling in the Mauryan Empire was determined by a system of chiefdom and hence not determined by heredity, like the Pandya kingdom.	This is the complete opposite of the correct response, and is intended to confuse students.
Distractor 2	Rulers in the Pandya kingdom claimed divine status to appeal to their subjects, while Mauryan rulers did not resort to this support.	This is an untrue statement – it was Mauryan leaders who claimed divine status so as to secure their subjects' dedication.
Distractor 3	The chiefs of the Pandya kingdom were decided by heredity and pedigree, while the Mauryan empire decided rulers on the basis of capabilities.	This is also an untrue statement, Mauryan leadership was solely decided by pedigree.

Free Response Question/Subjective Questions

Chapter 2	Kings, Farmers and Towns: Early States and Economies	
Essential Idea	From the 6 th century BCE, technological advancements in agriculture and irrigation led to an increase in crop yields, though the increase benefitted only certain sections of the rural society. Urban societies were centres of trade and coins were used for exchange of goods.	
Item stem + question	In the 6 th century BCE, there were technological advancements in agriculture that enabled an increase in crop yields. Some of these were the shift to plough agriculture, the use of irrigation and the usage of the iron ploughshare. Were the benefits of these advancements equal to all social classes? Support your answer with evidence.	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>While these technologies often led to an increase in production, the benefits were very uneven. It is evident that there was a growing differentiation among people engaged in agriculture. Stories in the Buddhist tradition, refer to landless agricultural labourers, small peasants, as well as large landholders. The term <i>gahapati</i> was often used in Pali texts to refer to small peasants and landholders. The large landholders, as well as the village headman, emerged as powerful figures and often exercised control over other cultivators.</p> <p>Early Tamil literature (the Sangam texts) also mentions different categories of people living in the villages – large landowners or <i>vellalar</i>, ploughmen or <i>uzhavar</i> and slaves or <i>adimai</i>. It is likely that these differences were based on differential access to land, labour and some of the new technologies. In such a situation, questions of control over land must have become crucial, as these were often discussed in legal texts.</p> <p>From these examples, it can be concluded that while technological advancements were occurring in this period, these disproportionately benefited the well-off.</p>	5 marks
Marking Rubric:	Mentions all the technological improvements in agriculture around the 6 th century BCE.	2 marks

Part 1		
Part 2	Specifies, with evidence, differential access to land, labour and agricultural advancements.	3 marks

Multiple-Choice Question

Chapter 3	Kinship, Caste and Class: Early Societies	
Essential Idea	The Mahabharata may not be accurate, but it gives a realistic glimpse into the social systems between 600 BCE and 600 CE.	
Item stem + question	<p>Read the following excerpt from the <i>Mahabharata</i> of the Kauravas' mother, Gandhari, engaged in conversation with her son Duryodhana.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>A mother's advice</p> <p>The Mahabharata describes how, when war between the Kauravas and the Pandavas became almost inevitable, Gandhari made one last appeal to her eldest son Duryodhana:</p> <p>By making peace you honour your father and me, as well as your well-wishers ... it is the wise man in control of his senses who guards his kingdom. Greed and anger drag a man away from his profits; by defeating these two enemies a king conquers the earth... You will happily enjoy the earth, my son, along with the wise and heroic Pandavas ... There is no good in a war, no law (dharma) and profit</p> </div> <p>Considering these words and Duryodhana's subsequent actions, what can you possibly determine about the social position of mothers in this period?</p>	
	Option	Reason/Explanation for this option
Correct answer	It can be determined that while mothers held familial positions, their opinions did not influence significant matters very much.	This is the correct answer.

Distractor 1	It can be determined that sons did not respect their mothers, irrespective of position.	This could be incorrectly assumed from the example, but it is untrue.
Distractor 2	It can be determined that sons had autonomous decision-making power, irrespective of the social class they belonged to.	This also may be possibly assumed as true from the example, but it is an incorrect deduction.
Distractor 3	It can be determined that women were not capable of providing resounding wisdom in this period.	This is untrue, and the excerpt also does not allude to this.

Free Response Question/Subjective Questions

Chapter 3	Kinship, Caste and Class: Early Societies	
Essential Idea	Society had many divisions along kinships, caste, class, and gender, most of which are even prevalent today.	
Item stem + question	Centring your analysis around women’s status and agency, compare the rules of marriage in ~500 BCE with present-day customs of marriage.	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	Around ~500 BCE, patriliney was excessively practised, meaning that sons inherited the position and resources of their fathers on their demise. In this situation, it is integral to look at the status of daughters. They had no claims to the resources of the household. At the same time, marrying them into families outside the kin was considered desirable. This system referred to as exogamy, meant that the lives of young girls and women belonging to families that claimed high status were often carefully regulated to ensure that they were married at the “right” time and to the “right” person. This gave rise to the belief that <i>kanyadana</i>	5 marks

	<p>or the gift of a daughter in marriage was an important religious duty of the father. In offering a daughter in marriage, it was also common practice to offer jewellery and other valuables to her and the family she was to wed into. The <i>gotra</i> system was also important in this discussion on marriage. Two rules about gotra were particularly important: women were expected to give up their father's gotra and adopt that of their husband on marriage and members of the same gotra could not marry.</p> <p>To compare this to present-day customs of marriage, it is integral to arrive at a general understanding of marriages currently. It can be observed that most of these customs are practised in some way in marriages even now, so it raises the important question of women's autonomy, agency and worth. Women are still seen as having a 'responsibility', to be married off in the 'right' social situation to the 'right' person – with favourable 'gifts' to her and the family she marries into.</p> <p>While there are many examples that also counter this scenario in the present-day context, and factoring these in is essential, it is crucial to examine why marriage customs have largely remained unchanged over these centuries</p>	
Marking Rubric:		
Part 1	Explains, with evidence, the customs and rules around marriage in 500 BCE.	2 marks
Part 2	Opines on present-day customs about marriage by quoting from direct or observed experience.	2 marks
Part 3	Makes a connection between rules in the past and the present.	1 mark

Multiple-Choice Question

Chapter 4	Thinkers, Beliefs and Buildings: Cultural Developments	
Essential Idea	Philosophers and thinkers tried to understand the world around them and recorded their thoughts as texts, sculptures and architecture.	
Item stem + question	At the time of their inception, how were Buddhist <i>sanghas</i> different from typical social life?	
	Option	Reason/Explanation for this option
Correct answer	Bhikkhus' and Bhikkhunis' positions in the <i>sangha</i> were not decided on the basis of social class or economic resources.	This is the correct answer.
Distractor 1	Bhikkhunis were welcomed into <i>sanghas</i> from the inception of the religion.	There is not enough evidence to prove or disprove this statement.
Distractor 2	All administrative decisions were made by Bhikkhunis, thereby a direct contrast to women in mainstream society.	This is an untrue statement, Bhikkhunis were not given this responsibility in <i>sanghas</i> .
Distractor 3	Bhikkhus' and Bhikkhunis' admission into the <i>sangha</i> was decided by their proficiency and clarity with Buddhist ideas.	This is also an untrue statement.

Free Response Question/Subjective Questions

Chapter 4	Thinkers, Beliefs and Buildings: Cultural Developments	
Essential Idea	Philosophers and thinkers tried to understand the world around them and recorded their thoughts as texts, sculptures and architecture.	
Item stem + question	How did Jainism spread to many parts of India? In a present-day situation, if one wanted to propagate a new religion among the masses, what would be the methods they could employ to achieve this successfully?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>Jaina scholars produced a wealth of literature in a variety of languages – Prakrit, Sanskrit and Tamil. These manuscripts were carefully preserved in libraries attached to temples. Stone sculptures associated with religious traditions have also been produced by devotees of the Jaina Tirthankaras, and have been recovered from several sites throughout the subcontinent. Through these symbols, Jainism, its central ideas and messages had spread to many parts of India.</p> <p>In the present day, with the technology and the resources available, I would propagate religion by first investigating what it is that ails people in general through direct engagement. I would understand these concerns and incorporate them into the messaging of my religion. I would then make the religion, its central ideas and messages clear to the general populace through digital and print resources, and I would also ensure direct communication with me about this religion would be possible.</p>	3 marks
Marking Rubric: Part 1	Specifies how Jainism spread to many parts of the country with examples.	2 marks
Part 2	Opines on the student’s method to propagate a religion to people.	1 mark

Multiple-Choice Question

Chapter 5	Through the Eyes of Travellers: Perceptions of Society	
Essential Idea	Travellers from other lands had a distinct perspective on prevailing conditions in society, and this perspective helps historians get a well-rounded account of life from 600 BCE to 600 CE.	
Item stem + question	<p>This is what Ibn Juzayy, who was deputed to write what Ibn Battuta dictated, said in his introduction:</p> <p>A gracious direction was transmitted (by the ruler) that he (Ibn Battuta) should dictate an account of the cities which he had seen in his travel, and of the interesting events which had clung to his memory, and that he should speak of those whom he had met of the rulers of countries, of their distinguished men of learning, and their pious saints. Accordingly, he dictated upon these subjects a narrative which gave entertainment to the mind and delight to the ears and eyes, with a variety of curious particulars by the exposition of which he gave edification and of marvellous things, by referring to which he aroused interest.</p> <p>On reading this third-person account of Ibn Battuta's travels, which of the following do you think makes the writing of travellers like Ibn Battuta distinctive?</p>	
	Option	Reason/Explanation for this option
Correct answer	Having come from an external land, travel writers have an unbiased perspective on the lands they visit and can capture all relevant details.	This is the correct answer.
Distractor 1	Travel writers had the opportunity to talk to many local people, and locals were always truthful when conversing with travel writers.	While this may seem true, there is no textual evidence to completely prove this.
Distractor 2	Travel writers were extremely interested in gaining an understanding of local practices and traditions.	This statement is true, but it does not answer the question prompt.
Distractor 3	Travel writers were instructed by their rulers to write in a manner that would appeal to their people.	This statement also cannot be proved as true or false.

Free Response Question/Subjective Questions

Chapter 5	Through the Eyes of Travellers: Perceptions of Society	
Essential Idea	Travellers’ accounts will include the experiences of their times, comparisons to their home countries and certain inherent biases.	
Item stem + question	In detail, explain François Bernier’s understanding of the Mughal Empire as ‘degenerate’. What do you think caused him to have this perception?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>According to François Bernier, a fundamental issue in Mughal India was the lack of private property in land in the former. He was a firm believer in the virtues of private property and saw crown ownership of land as being harmful to both the state and its people. He thought that in the Mughal Empire, the emperor owned all the land and distributed it among his nobles and that this had disastrous consequences for the economy and society. Owing to crown ownership of land, argued Bernier, landholders could not pass on their land to their children. So, they were averse to any long-term investment in the sustenance and expansion of production. The absence of private property in land was, according to Bernier, a deterrent to wealth creation among the common folk. It is to be noted that no official Mughal documents suggest that the state was the sole owner of the land.</p> <p>As an extension of this, Bernier described Indian society as consisting of undifferentiated masses of impoverished people, subjugated by a small minority of a very rich and powerful ruling class. Between the poorest of the poor and the richest of the rich, there was no social group or class worth the name.</p> <p>Owing to these factors, Bernier believed the land to be degenerate. He was concerned with comparing and contrasting what he saw in India with the situation in Europe in general and France in particular, focusing on</p>	5 marks

	situations which he considered depressing. He constantly compared Mughal India with contemporary Europe, generally emphasising the superiority of the latter. His representation of India works on the model of binary opposition, where India is presented as the inverse of Europe. These opinions, I believe, came from his experiences and the biases he possessed. If another traveller like Ibn Battuta can travel the country and quote it as 'exciting', it is important to analyze the inherent prejudices these travellers' accounts contain.	
Marking Rubric: Part 1	With examples and evidence, provides justification to Bernier's opinion of the Mughal Empire.	3 marks
Part 2	Provides an explanation for this opinion by providing evidence from the chapter on his comparison of the Empire to Europe on multiple levels.	2 marks

Multiple-Choice Question

Chapter 6	Bhakti-Sufi Traditions: Changes in Religious Beliefs and Devotional Texts	
Essential Idea	Inclusive, diverse and dynamic groups arose between the 8 th and 18 th century because of religious or social exclusion.	
Item stem + question	Why did newer bhakti movements of appeal to varied sections of society?	
	Option	Reason/Explanation for this option
Correct answer	The rules of these movements were not as rigid and exclusionary as well-established religious movements.	This is the correct answer, as this is the distinctive difference between bhakti movements and established religions.
Distractor 1	In comparison to well-established religious movements, these offered higher autonomy to women.	There is no evidence to suggest this statement.

Distractor 2	The ideas of these bhakti movements did not appeal to Brahmins.	Whether this is true or not cannot be ascertained.
Distractor 3	These bhakti movements rewrote the Vedas to be inclusive in nature.	This is factually incorrect.

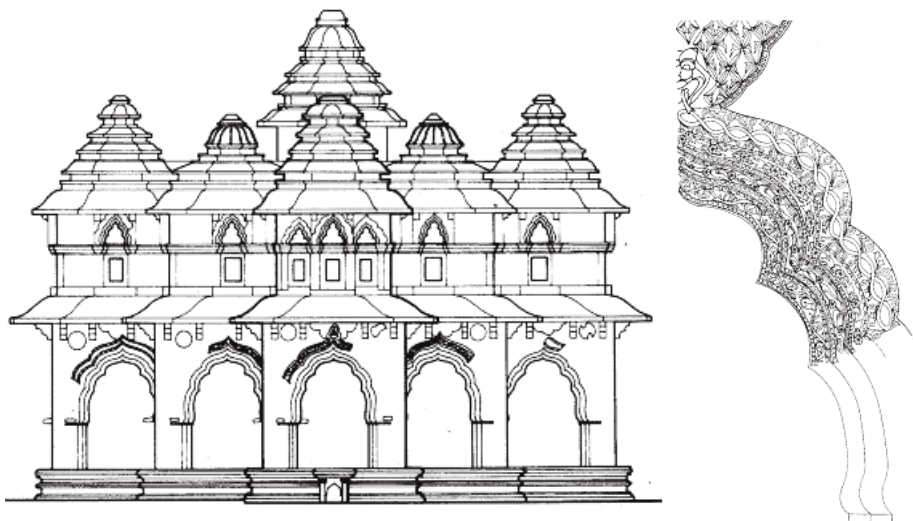
Free Response Question/Subjective Questions

Chapter 6	Bhakti-Sufi Traditions: Changes in Religious Beliefs and Devotional Texts	
Essential Idea	The traditions of such groups were fluid and even core messages were changed or abandoned if they were irrelevant or outdated.	
Item stem + question	<p>The following is an excerpt written by Basavanna, the founder of the Virashaiva tradition.</p> <div><p>Here is a <i>vachana</i> composed by Basavanna:</p><p>When they see a serpent carved in stone they pour milk on it.</p><p>If a real serpent comes they say: "Kill. Kill."</p><p>To the servant of the god who could eat if served they say: "Go away! Go away!"</p><p>But to the image of the god which cannot eat they offer dishes of food.</p></div>	
	<p>From this, what can you understand about the newer bhakti movements’ approach to established Brahminical traditions?</p> <p>Would you consider newer bhakti movements and sufi movements as an evolution from Brahminical traditions? Why/why not?</p>	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	It is a well-established fact that newer Bhakti traditions, it can be gathered that the proponents of these movements generally did not approve of religious practices established by Brahmins. From this excerpt, one can understand that these movements did not approve of idol worship, of the offerings Brahmins made to religious deities, and of the general manner in which Brahminical traditions around service, caste distinctions and societal treatment prevailed.	4 marks

	Yes, I believe that these newer religious movements were an evolution from established religious beliefs. They were evolved in the sense of understanding devotion from a spiritual and philosophical lens, with religious rules that seldom imposed archaic beliefs on its followers. I also believe these forms of religion had an impact on the social situation by being inclusive of groups that had, until then, been excluded from any such participation.	
Marking Rubric: Part 1	Establishes that the newer Bhakti movements were different from the existing Brahminical traditions with evidence from the excerpt.	2 marks
Part 2	Explains the reason why/why not these forms of religions were more evolved than Brahminical traditions.	2 marks

Multiple-Choice Question

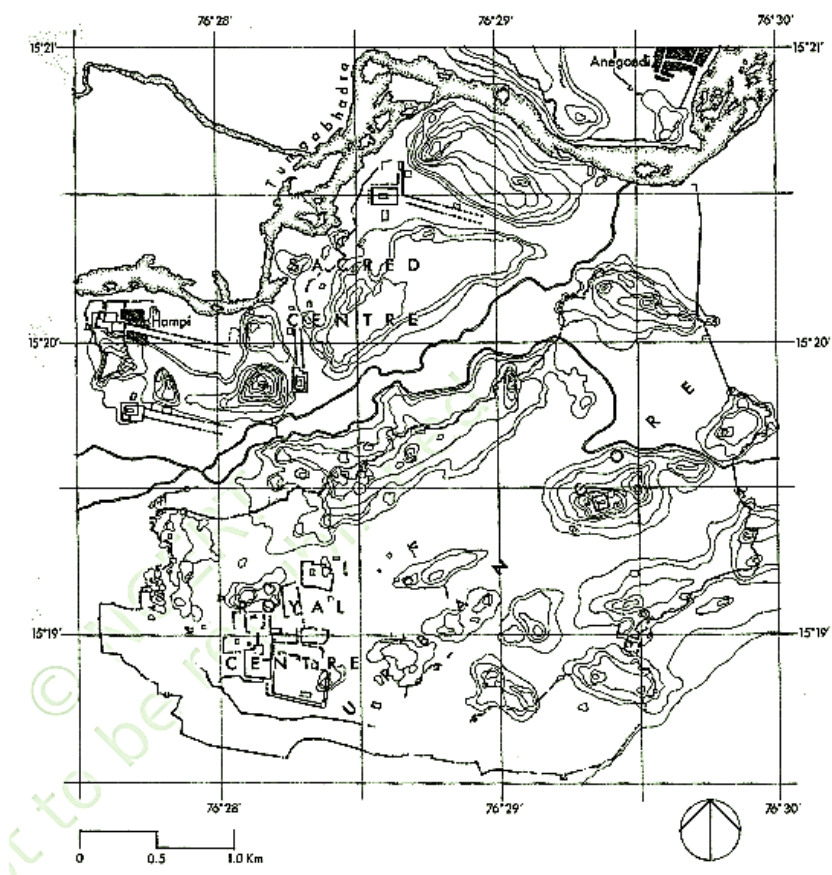
Chapter 7	The Imperial Capital Vijayanagara	
Essential Idea	The evidence for the South Indian Empire of Vijayanagara comes primarily from remains of buildings, temples, and other structures. Epigraphs, artefacts, and inscriptions also support the assertion that Vijayanagara was a grand kingdom.	
Item stem + question	Observe this elevation drawing of the Lotus Mahal of Vijayanagara, and of the detailing on one arch.	



What inference are you able to make about the architecture of this kingdom?

	Option	Reason/Explanation for this option
Correct answer	The architecture of Vijayanagara was very grand and paid a lot of attention to detail.	This is the correct answer.
Distractor 1	The architecture of Vijayanagara was designed to project godly images of the king.	This is an inaccurate statement, as no evidence points to this.
Distractor 2	The architecture of Vijayanagara was undertaken by giving importance to the people's mandate.	This statement cannot be proven.
Distractor 3	The architecture of Vijayanagara was guided by Indo-Saracenic techniques.	This statement is untrue, the architecture was guided by Indo-Islamic techniques.

Free Response Question/Subjective Questions

Chapter 7	The Imperial Capital Vijayanagara
Essential Idea	<p>The evidence for the South Indian empire of Vijayanagara comes primarily from the remains of buildings, temples, and other structures. Epigraphs, artefacts, and inscriptions also support the assertion that Vijayanagara was a grand kingdom.</p>
Item stem + question	<p>Observe this diagram, which outlines the architectural plan of Vijayanagara. Pay attention to the river channels, the main river, the fortification and the structure of the kingdom, and connect this to the knowledge you have about the Vijayanagara Empire.</p> 

	<ol style="list-style-type: none"> Based on this, what inferences can you draw about the following? <ol style="list-style-type: none"> The security of the kingdom The places of worship in the kingdom Urban life of the kingdom In the diagram, certain areas of the kingdom are more fortified than others. Why do you think this is the case?
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Sample Answer and Marking Rubric

Part	Description	Marks
Sample answer	<ol style="list-style-type: none"> From the diagram, the intense fortification attempts of the town are visible – especially in the royal centre. This also corresponds with the fortification attempts that one has learnt about the Vijayanagara Empire. These encircled not only the city but also its agricultural hinterland and forests. The outermost wall linked the hills surrounding the city. The massive masonry construction was slightly tapered. No mortar or cementing agent was employed anywhere in the construction. The stone blocks were wedge-shaped, which held them in place, and the inner portion of the walls was of earth packed with rubble. Square or rectangular bastions projected outwards. From this description, it can be gathered that the security efforts of the kingdom were strongly in place. As can be observed from the image, the Sacred Centre of the kingdom housed multiple temples and places of worship. In addition, Field surveys indicate that the entire area was dotted with numerous shrines and small temples, pointing to the prevalence of a variety of cults, perhaps supported by different communities. The surveys also indicate that wells, rainwater tanks as well as temple tanks may have served as sources of water for ordinary town dwellers. It can be observed from the image that the urban core of the kingdom was spread out among a significant portion of the land, pointing to evidence that it was significant in the kingdom. The houses of the kingdom's people have been found to live in the urban core. A sixteenth-century traveller described the houses of ordinary people, which have not survived for archaeological research as thatched, but well-built 	8 marks

	<p>and arranged along long streets. The evidence of Chinese porcelain in the urban core also suggests that rich tradesmen lived here.</p> <p>Certain areas, such as the royal core and sacred centre are much more fortified than other sections of the kingdom; I believe this is an indication of the priorities of the kingdom and what it valued as important.</p>	
Marking Rubric: Part 1	Infers and draws conclusions about the condition of the fortification attempts of the kingdom and other security measures.	2 marks
Part 2	Infers and draws conclusions about the religious spaces in the kingdom from the diagram and adds to existing knowledge from the textbook.	2 marks
Part 3	Infers and draws conclusions about the urban life in the kingdom from the diagram and adding to existing knowledge from the textbook.	2 marks
Part 4	Opines on possible reasons for the higher fortification of certain spaces of the kingdom that are in line with students' knowledge of the kingdom and logic. The sample answer is one possible answer in this direction.	2 marks

Multiple-Choice Question

Chapter 8	Peasants, Zamindars and the State	
Essential Idea	Landowners and farm workers claimed rights to agricultural produce, which led to competition, conflict, and cooperation between them.	
Item stem + question	Which of the following is the strongest evidence that the peasantry and the zamindars had a relationship that was cooperative, despite significant exploitation of the farm workers by the landowners?	
	Option	Reason/Explanation for this option
Correct answer	Zamindars were supported by farm workers in agrarian revolts against the State.	This is the correct answer.
Distractor 1	There is evidence that the zamindars gave farm labourers a fixed percentage of the produce.	This is an inaccurate statement; the text does not offer any such statement.
Distractor 2	Despite their elevated social standing, the zamindars did not practice overt caste-based discrimination against the farm workers.	There is no evidence to suggest this in the textbook.
Distractor 3	Working in the <i>milkiyat</i> of Zamindars usually offered farm owners higher wages.	This is also a statement that cannot be backed by textual evidence.

Free Response Question/Subjective Questions

Chapter 8	Peasants, Zamindars and the State	
Essential Idea	In the 16 th and 17 th centuries, crops were grown not just for consumption but also for trade. Owing to this, rural agrarian production was marked by interference in the form of revenue collectors, record keepers, etc.	
Item stem + question	Why did the Mughal Empire, under Akbar’s rule, construct an elaborate state apparatus to monitor agricultural production? How did the Empire go about this task on a day-to-day level?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>The Mughals were particular about monitoring agricultural production because revenue from the land was the economic mainstay of the Mughal Empire. This apparatus included the office of the <i>diwan</i> who was responsible for supervising the fiscal system of the empire. So, revenue officials and record keepers became significant in the agricultural landscape of the Empire.</p> <p>The State engaged in this process in a multi-pronged manner. It first tried to acquire specific information about the extent of the agricultural lands in the empire and what these lands produced before fixing the burden of taxes on people. The land revenue arrangements consisted of two stages – first, assessment and then actual collection. The <i>jama</i> was the amount assessed, as opposed to <i>hasil</i>, the amount collected. In his list of duties of the revenue collector, Akbar decreed that while he should strive to make cultivators pay in cash, the option of payment in kind was also to be kept open. While fixing revenue, the attempt of the state was to maximise its claims. The scope of actually realising these claims was, however, sometimes thwarted by local conditions. Both cultivated and cultivable lands were measured in each province.</p>	5 marks
Marking Rubric: Part 1	Specifies the reason for the administrative focus on agriculture as the reliance of the State on farming for revenue accurately with support.	2 marks

Part 2	Details the process by which the State engaged in this revenue collection – through assessment firstly and then collection, and the details of this collection.	3 marks
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Multiple-Choice Question

Chapter 10	Colonialism and the Countryside: Exploring Official Archives	
Essential Idea	The dynamics between the peasants, zamindars, moneylenders and the British East India Company were influenced by the tax collection system, leaving the peasants in intense debt-cycles.	
Item stem + question	Which of these is the most pertinent reason for the failure of the Permanent Settlement?	
	Option	Reason/Explanation for this option
Correct answer	The revenue demanded by the Company as part of the Permanent Settlement was very high.	This is the correct answer.
Distractor 1	As part of the Permanent Settlement, the zamindars were free to decide the revenue to be charged.	This is untrue, revenue decisions were not taken by the zamindars.
Distractor 2	The <i>jotedars</i> and zamindars worked in coalition to charge high revenues from farm labourers.	This is untrue, the <i>jotedars</i> were not working in partnership with the zamindars.
Distractor 3	Despite good harvests, the <i>ryots</i> were not interested in payment to the Company.	This is also an untrue statement.

Free Response Question/Subjective Questions

Chapter 10	Colonialism and the Countryside: Exploring Official Archives	
Essential Idea	The dynamics between the peasants, zamindars, moneylenders and the British East India Company were influenced by the tax collection system, leaving the peasants in intense debt cycles.	
Item stem + question	Briefly explain the cotton boom of the 1860s in India and its aftermath in the context of a debt cycle.	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>When the American Civil War broke out in 1861, cotton imports from America fell to less than three per cent of the normal: from over 2,000,000 bales (of 400 lbs each) in 1861 to 55,000 bales in 1862 – resulting in emergency messages being sent to India and elsewhere to increase cotton exports to Britain. In Bombay, cotton merchants visited the cotton districts to assess supplies and encourage cultivation. As cotton prices soared, export merchants in Bombay were keen to secure as much cotton as possible to meet the British demand. So, they gave advances to urban <i>sahukars</i> who in turn extended credit to those rural moneylenders who promised to secure the produce. Owing to the boom in the market, credit flowed easily, and this resulted in lending optimism. These developments had a profound impact on the Deccan countryside. The <i>ryots</i> in the Deccan villages suddenly found access to seemingly limitless credit. <i>Sahukars</i> were more than willing to extend long-term loans. While the American crisis continued, cotton production in the Bombay Deccan expanded. Between 1860 and 1864 cotton acreage doubled. By 1862 over 90 per cent of cotton imports into Britain were coming from India. However, these boom years did not bring prosperity to all cotton producers in an equitable manner – some rich peasants did gain, but for the large majority, cotton expansion meant heavier debt.</p> <p>As the Civil War ended, cotton production in America revived and Indian cotton exports to Britain steadily declined. Owing to the lessened demand, lenders were not keen on extending credit to the <i>ryots</i>. Amidst this and the falling production, the revenue demanded by the Company also increased by significant amounts. The</p>	5 marks

	<i>ryots</i> came to see the moneylender as devious and deceitful. They complained of moneylenders manipulating laws and forging accounts. To remedy this, the British passed a Limitation Law that stated that the loan bonds signed between moneylenders and <i>ryots</i> would have validity for only three years. This law was meant to check the accumulation of interest over time. The moneylenders, however, turned the law around, forcing the <i>ryots</i> to sign a new bond every three years. When a new bond was signed, the unpaid balance – that is, the original loan and the accumulated interest, was entered as the principal on which a new set of interest charges was calculated. In this manner, debt was further perpetuated, thereby signalling a debt cycle that the <i>ryots</i> could not come out of.	
Marking Rubric: Part 1	Explains the cotton boom in India, its reasons and the effect this had on credit availability and production.	3 marks
Part 2	Explains the aftermath of the cotton boom with reasons in terms of lessened demand and lesser credit availability.	1 mark
Part 3	Using the Limitation Law and its manipulation, explains the aftermath of the cotton boom in the context of a debt cycle.	1 mark

Multiple-Choice Question

Chapter 11	Rebels and the Raj: The Revolt of 1857 and its Representations	
Essential Idea	The soldiers, kings, zamindars, etc. had crucial roles to play during the revolt of 1857.	
Item stem + question	Which of these was the most important factor that contributed to the uprising against the British in the 1940s?	
	Option	Reason/Explanation for this option
Correct answer	The two-way communication between sepoys and their brethren in rural India, who arrived to fight White officers with the sepoys.	This is the most significant reason for the revolts in this time period.
Distractor 1	The two-way communication between sepoys and zamindars in rural India, over the common concern of rising demands from the Company.	This is an incorrect statement.
Distractor 2	The White superiors passed racial remarks against the sepoys.	While this is a cause for sepoy dissatisfaction, this was not the only or most significant reason for the collective uprising.
Distractor 3	The families of sepoys began worrying for their safety while working under White officers.	This cannot be proved as true.

Free Response Question/Subjective Questions

Chapter 11	Rebels and the Raj: The Revolt of 1857 and its Representations	
Essential Idea	The policies and actions of the British East India Company made locals believe that the Britishers were intent on ‘reforming’ them. This mindset was susceptible to rumours which in turn led to the revolt of 1857.	
Item stem + question	Briefly describe one of the rumours that were circulating in 1857 in India. What were some of the reasons for collective belief in these rumours?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>One such rumour was that the British government had hatched a conspiracy to destroy the caste and religion of Hindus and Muslims. According to the rumours, the British had mixed the bone dust of cows and pigs into the flour that was sold in the market to achieve this. In towns and cantonments, sepoys and the common people refused to touch the atta. There was fear and suspicion that the British wanted to convert Indians to Christianity. Panic spread fast, which the British officers tried to allay, with unsuccessful results.</p> <p>From a logical standpoint, rumours such as these do sound illogical, but these need to be analyzed in context of the larger sociocultural reality to ascertain why people believed in these rumours. Around this time, the British adopted policies aimed at “reforming” Indian society by introducing Western education, Western ideas and Western institutions.</p>	3 marks
Marking Rubric: Part 1	Explains, in detail, any particular rumour that was prevalent among the masses around this time.	2 marks
Part 2	Explains the reason for the belief in such rumours.	1 mark

Multiple-Choice Question

Chapter 13	Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond	
Essential Idea	The activities, decisions and interactions of Gandhi had immense impact on locals and the British rulers between 1915 and 1948.	
Item stem + question	What was the deeper messaging and call-to-action behind Gandhi's speech at Banaras Hindu University in 1916?	
	Option	Reason/Explanation for this option
Correct answer	That Indian nationalism was an elite phenomenon, and ought to be made more representative of all of India's populace.	This is the correct answer.
Distractor 1	That all Indians ought to be involved in the struggle in Champaran.	This is not a statement that can be proved.
Distractor 2	That representation for independence causes was completely required from underserved sections of society.	Indian independence was to be equitably represented by all sections of society; this statement is untrue.
Distractor 3	That Indian nationalism was to be made simple so as to ensure the collective participation of the masses.	This is a reductive statement and is untrue.

Free Response Question/Subjective Questions

Chapter 13	Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond	
Essential Idea	Reconstructing an individual’s historical biography entails an examination of various sources like contemporary literature, news items, live accounts, personal correspondence and the like.	
Item stem + question	An account of Gandhi can be gathered from multiple sources – public speeches, private correspondence, autobiographies, official records and press items. While reconstructing an influential individual’s history, each of these sources is valuable. Elaborate the unique uses and limitations of any two of these specified sources.	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	1. Autobiographies – a. An autobiography provides us with the best possible insight into a person’s life, considering it is written from their vantage point. b. However, it also is directed by the individual itself and is hence prone to a lot of bias and writing that stems from a lack of or improper reflection. 2. Official records – a. Official records are important in gaining a clear understanding of significant events in an individual’s life. b. However, these records often do not show the incentive/rationale/motivator to these acts, and hence can be incomplete.	2 marks
Marking Rubric: Part 1	Details the uses and limitations of autobiographies.	1 mark (0.5 mark each)

Part 2	Details the uses and limitations of official records.	1 mark (0.5 mark each)
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Multiple-Choice Question

Chapter 15	Framing the Constitution – The Beginning of a New Era	
Essential Idea	The process of arriving at the Constitution in a country as large, diverse and varied as India involved much deliberation, debate and discourse.	
Item stem + question	Gandhi opposed B.R. Ambedkar's demand for separate electorates for the Depressed Castes. What was his rationale for this opposition?	
	Option	Reason/Explanation for this option
Correct answer	Gandhi thought that this would further segregate these marginalized communities from mainstream society.	This is the correct answer.
Distractor 1	Gandhi thought that this would dilute the spirit of democracy in the country.	This is not a statement that can be proved.
Distractor 2	Gandhi thought that Ambedkar's line of thinking was a remnant of colonialism, and hence had to be abolished.	This is a false statement.
Distractor 3	Gandhi did not believe that separate electorates would contribute to strong elections.	This is a false statement.

Free Response Question/Subjective Questions

Chapter 15	Framing the Constitution – The Beginning of a New Era	
Essential Idea	The process of arriving at the Constitution in a country as large, diverse and varied as India involved much deliberation, debate and discourse.	
Item stem + question	In the context of deciding the language of the nation, what was R.V. Dhulekar’s argument? What could have been one possible ramification of this?	
Sample Answer and Marking Rubric		
Part	Description	Marks
Sample answer	<p>Dhulekar wanted Hindi to be declared as the National Language of the country, not as one of its Official Languages. He attacked those who protested that Hindi was being forced on the nation, and mocked at those who said, in the name of Mahatma Gandhi, that Hindustani rather than Hindi ought to be the national language.</p> <p>There are obvious concerns with this approach – one of which I will highlight. India is a diverse country, with different languages spoken in different parts of the country. Even within these parts, there are different dialects and indigenous languages in the country. To profess that Hindi ought to be the only National Language of the country amidst this diversity is reductive and deeply exclusionary of the rest of the country’s citizens.</p>	3 marks
Marking Rubric: Part 1	Recalls Dhulekar’s arguments for Hindi being the National Language of the country with evidence.	1 mark
Part 2	Elaborates on one ramification of this stance.	2 marks

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