

**HISTORY**  
**CLASS VIII – X**  
**MARKS – 40**  
**OUR PAST – III – (NCERT)**

Sl. No.	THEMES	OBJECTIVE	PERIODS (per week)
1.	<b><u>UNIT – I: Political Developments in India 1740 – 1856</u></b> <b><u>The Establishment of Company Power (1740 – 1765)</u></b> <u>Broad Overviews</u> (a) Mercantilism and Trade Wars (b) British Ascendancy in Bengal – 1757 – 1765 <u>Focus: -</u> (a) The Carnatic Wars (b) The Diwani of Bengal and the Dual Government	(a) To explain what was Mercantilism and how it was connected to Trade Wars like the Carnatic Wars (b) To unravel the story of a Trading Company becoming a political power (c) To explain how the Company captured power in Bengal through the Battle of Plassey (d) To explain the Battle of Buxar and how it was related to the Diwani and the Dual Government	3
2.	<b><u>British Paramountcy in India</u></b> <u>Broad Overviews</u> (a) Expansion under i. Wellesley and ii. Dalhousie (b) The Growth of Colonial Administration <u>Focus: -</u> (a) Subsidiary Alliance (b) Doctrine of Lapse (c) Reforms of Cornwallis and Dalhousie	(a) To explain how Wellesley and Dalhousie expanded the British Empire in India (b) To show how the consolidation of British power was linked to evolution of administrative system with special reference to the reforms of Cornwallis and Dalhousie	3
1.	<b><u>UNIT – II Society and Economy</u></b> <b><u>---Rural life and Society</u></b> <u>Broad Overviews</u> (a) Colonial Agrarian Policies – their effect on peasants and landlords (b) Growth of commercial crops (c) Peasant uprisings <u>Focus: -</u> (a) Indigo Rebellions (b) Regional Focus: - Bengal, Bihar	(a) Provide a broad view of changes within rural society. (b) Show the continuities with earlier societies and their changes (c) Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts – for example – Indigo Cultivation	3
2.	<b><u>Colonial and Tribal Societies</u></b> <u>Broad Overviews</u> (a) Changes within tribal economies and societies in the 19 <sup>th</sup> century (b) Tribal Revolt <u>Focus: -</u> (a) Pagla-Riot of Garo Hills Mymensing Foot Hills (led by Tipu Pagla in the 1820s). (b) Birsa Munda	(a) Know the different forms of tribal societies (b) Understand how government records can be read against other sources to reconstruct histories of tribal revolts	2
	<b><u>UNIT III – Introduction of Modern Education (Up to 1854)</u></b> <u>Broad Overviews</u> (a) The new educational with special reference to the Charter Act (1813), views of Ram Mohan Roy, Macaulay and Ishwar Chandra Vidyasagar. <u>Focus: -</u> (a) Specific provision on education in Charter Act (1813). (b) Ram Mohan Roy's letter to Lord Amherst (1823). (c) Macaulay's Minutes 1834 – 35 and the Bentinck	(a) Understand how the Educational system of today has a history (b) Illustrate how Modern Education evolved in stages with reference to school, college, university and technical education	2



Themes	General Objectives	Periods
production in Bengal).		
<b>Unit III: Freedom Fighters of Meghalaya.</b>  (a) Treaty of Yandaboo (1826) and coming of the British to the North East India with special reference to Khasi, Jaintia and Garo Hills. (b) U Tirot Singh. (c) U Kiang Nongbah. (d) Pa Togan Sangma.	<ul style="list-style-type: none"> <li>Only an <u>overview</u> is required on <u>theme (a)</u></li> <li>Familiarize the students with local history and show how the local people resisted British expansion in Khasi, Jaintia and Garo Hills</li> <li>Acquaint students with the contributions of three major freedom fighters mentioned in the theme.</li> </ul>	3

**Class X**  
**INDIA AND THE CONTEMPORARY WORLD – II**

Themes	General Objectives	Periods
<b>UNIT-I: Events and Processes</b> <b>1. Nationalism in India: Non-Cooperation and Civil Disobedience Movement (with reference to North East India)</b> <u>Broad Overview:-</u> Growth of nationalism in Europe with <u>brief</u> reference to emergence of national-states like Germany and Italy. <u>Focus:-</u> (a) Indian nationalism & Emergence of Gandhi. (b) First World War, Khilafat and Non-Cooperation. (c) Salt Satyagraha. (d) Movements of peasants, workers and tribals. (e) Activities of different political groups.	<ul style="list-style-type: none"> <li>Give a broad view of how nationalism grew in modern Europe and India. It has to be done in very <u>concise</u> manner.</li> <li>Know and understand the characteristics of Indian nationalism through <u>case studies</u> of Non-Cooperation, Civil Disobedience and Quit India Movements only.</li> <li>Analyze the nature of the diverse social movements of the time.</li> <li>Familiarize the students with the writings and ideals of different political groups like the Leftists, Revolutionary Extremists, Swarajya and Congress Socialist groups; and individuals like Subhash Chandra Bose, Jawaharlal Nehru &amp; Gandhi. References may be made to the INA.</li> <li>All the above have to be done in very brief and concise manner.</li> <li><b>No question</b> be asked from the Broad Overview in examination.</li> </ul>	3
<b>Unit II: Economies and Livelihoods:</b>  <b>1. Industrialization 1850s – 1950s:</b> (a) Contrast between the forms of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies: Britain and India. <b>2. Urbanization and urban lives:</b> (a) Patterns of urbanization. (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. Case studies: London, Bombay and Shillong in the nineteenth and twentieth century.	<ul style="list-style-type: none"> <li>Know the two different patterns of industrialization, one in the imperial country and another within colony.</li> <li>Understand the relationship between different sectors of production.</li> <li>Show the difference between urbanization in two different contexts. A focus on Bombay and London will enable the students to analyze how urbanization and industrialization complement each other.</li> </ul>	3
<b>Unit III: Culture, Identity and Society</b> <b>3. Print culture and nationalism</b> (a) The history of print in Europe. (b) The growth of press in nineteenth century	<ul style="list-style-type: none"> <li>Understand the link between print culture and the circulation of ideas through discussion.</li> </ul>	3

Themes	General Objectives	Periods
India. (c) Relationship between print culture, public debate and politics.	<ul style="list-style-type: none"><li>Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li></ul>	

Suggested additional Readings:

1. R.S. Sharma : Ancient India  
  
Oxford University Press  
New Delhi.
2. Satish Chandra : History of Medieval India, Part I & II,  
Harnam Publication,  
New Delhi.
3. Bipan Chandra : Modern India  
(NCERT)

System of Marking (Secondary Level)

40 marks must be allotted for History Section in Social Science for Classes VIII, IX & X

1. Objective type Questions – Will consist of Multiple Choice, Matching the following, Filling in the blanks, True or false types. There will be 20 questions each carrying ½ marks.
2. Very Short answer type Questions – will be written in just one word/phrase/sentence. There will be six (06) Questions carrying one (01) mark each.
3. Short answer type Questions – will be written in three (03) or four (04) sentences. There will be five (05) Question carrying two (02) marks each.
4. Essay type Questions – will be three (03) in number with four (04) marks each.
5. Map Drawing – will carry two (02) marks.

The Scheme will be as follows diagrammatically

Questions	Marks for each	No. of questions	Total Marks
I- Objective type	½	20	10
II- Very short Answer type	01	06	06
III- Short Answer types	02	05	10
IV- Essay type	03	04	12
V. Map Drawing	02	01	2
Total			40.

**Instruction**

The paper setter while preparing the Question Paper should cover all the Units/Themes.