

PROJECT WORK IN HISTORY FOR CLASSES XI AND XII

(Effective from the Academic Session 2013-14 and Board Examination of Class XII, 2014)

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable to 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.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian 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 classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES:-

Project work will help students:-

- ✓ To develop skills to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- ✓ To develop skills to comprehend, analyze, interpret, evaluate historical evidence and also understand the limitations of historical evidence.
- ✓ To develop 21st century managerial skills of co-ordination, self-direction and time management.
- ✓ To give a multidisciplinary approach to topics.
- ✓ To learn to work on diverse cultures, races, religions and lifestyles.
- ✓ To learn through constructivism a theory based on observation and scientific study.
- ✓ To inculcate a spirit of inquiry and research.
- ✓ To communicate data in the most appropriate form using a variety of techniques.
- ✓ To provide greater opportunity for interaction and exploration.
- ✓ To understand contemporary issues in context to our past.
- ✓ To develop a global perspective and an international outlook.

- ✓ To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- ✓ To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

The teachers must ensure that the project work assigned to the students in-groups and discussed at different stages right from assigning topic, draft review to finalization. Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc. The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term -II . one Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September. The teachers must ensure that the students submit original work. Project report may be a hand written or in printed form. (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose their project as per the interest of the student.
2. The project must be done in groups only. **Since the project work to be done in groups, Teacher should assign a role suitable to blind candidates.**
3. 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.
4. 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.
5. The project work(one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion ,paper presentation and so on. **Any of these activities which are suitable to blind candidates can be performed as per the choice of the student**
6. 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.
7. **Evaluation will be done by external examiner appointed by the Board in class XII, and internal in XI.**

ASSESSMENT

ALLOCATION OF MARKS (20)

The marks will be allocated under the following heads:

1.	Project synopsis	2 Marks
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2.	Data/Statistical analysis/Map work	3 Marks
3.	Visual/overall presentation	5 Marks
4.	Analysis/explanation and interpretation	5 Marks
5.	Bibliography	1 Marks
6.	Viva	4 Marks
Total		20 Marks

Note:-The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE or by parents at anytime.

CLASS XII
PROJECT WORK

Book 1

THEMES IN INDIAN HISTORY-PART I

TOPIC: Town planning and Artifacts of the Harappan civilization.

Objectives: The purpose of this study is as follows:

- It will help students to understand the importance of artifacts as a source for studying ancient civilizations.
- Students will appreciate the town planning of Harappan Civilization and can compare it with the modern towns and cities.
- It will create awareness on the kind of life people led then.

Methodology:

(1) This project could be introduced to the students, by the teacher in the following ways-

- Visiting the Harappan section of the National Museum in Delhi (If one lives in Delhi or close to it)
- Reading a story called 'Foot loose in the City' from the collection of stories called 'The Forbidden Temple' (Refer to sources) and list out the features and characteristics of the protagonist's lifestyle and city
- Having a general discussion about the Harappan civilization (This should be done only after the first chapter has already been taught in class).
- They can surf the net and can get the details about the Harappan civilization.

(2) After introducing the topic an activity to be organized, in order to help the students to know how artifacts are used to gauge information about a civilization. Each person should bring an object to class. This could be an object of daily use or even something like a vase, sculpture, artificial jewelry, accessory etc. The objects should be put together and the class may be divided into groups of four or five. Each group to discuss about at least five objects on the basis of questions- [sample questions given below.

- What is the material out of which the object is made?
- What are the different ways in which these objects could be used?

- How did one find out about the uses of the object? (Was it by comparing it with other objects, or by asking people etc?)
- What does the object tell about the lifestyle of the person who uses it?

One member from each group may tell the class about the inferences drawn and a general class discussion could follow. This activity would help the students to realize how archeologists and historians look at objects in different ways to extract information from them.

(3) After this, the study becomes more focused as information about different artifacts is collected.

One way to do this would be to divide students into groups of four or five and asking each group to choose one of the following artifacts given in the text book,

- Beads and jewelry
- Sculptures and figurines
- Tools and equipments
- Seals and weights
- Pottery and utensils

The information could be collected from the section on ‘Sources’ of the text book, visit to a museum or visit the site if living close by. It can be analyzed keeping the following points in mind-

- The description of the artifact
- Where the materials have come from?
- What might have they been used for ?
- How could experts have found out information about its utility?
- What specific details does it give about the Harappan culture?

Presentation

(1) In the form of an exhibition, the students could create ‘An ancient Harappan market’. Stalls could be set up in the site of the exhibition and the artifacts that the students have collected\studied could be displayed as things that are sold in the market. The market could include a workshop for the production of seals too. The students could also dress up like the Harappans and pretend to be shopkeepers, merchants, traders, artisans, musicians, peasants (who have come to sell their grains) and town dwellers. A barter system could be shown. This exhibition could also be put up around the model of the miniature city made by the students using cardboards, wooden planks, sand etc.

(2) The students can make presentation in the form of a report, based on the research work done.

Assessment

The total marks allotted for the project will be 20 marks. The following are the methods and criteria for evaluation:

- **Research contribution:**

These marks are to be entered by the teacher when the activities and the research are being conducted. Each student will get marks individually according to his/her involvement.

Involvement in activity	2 marks
Understanding of concepts discussed	3 marks
Research contribution (Total)	5 marks

- **Report Writing:**

Content and Presentation	2 marks
Analysis, interpretation and inferences drawn	4 marks
Written Report Assessment (total))	6 marks

- **Thus evaluation would include :**

Research contribution (Total)	5 marks
Written Report Assessment (Total)	6 marks
Individual presentation / explanation (Total)	5 marks
Viva	4 marks
Total	20 marks

Sources:

Books:

1. Raymond and Bridget Allchin. 1997. *Origins of Civilization*. Viking, New Delhi
2. G.L.Possehl. 2003. *The Indus Civilization*. Vistaar, New Delhi.
3. ShereenRatnagar. 2001. *Understanding Harappa*. Tulika, New Delhi.
4. T.V Padma. 2004. *The Forbidden Temple*. Tulika, New Delhi.
5. A.L Basham. 2004. *The Wonder that was India, Third Revised Edition*. Picador India, London.
6. Upinder Singh. 2002. *Mysteries of the Past-Archaeological Sites in India*. National Book Trust, India, New Delhi

Internet:

1. www.harappa.com/har/harreso.html
2. www.ancientcivilizations.co.uk/home_set.html
3. http://en.wikipedia.org/wiki/Indus_Valley_Civilization
4. www.thenagain.info/webchron/india/harappa.html



II. Mahabharata through a Readers eye

How have local beliefs interacted, shaped and been influenced by other 'greater traditions' to form different versions and stories of the Mahabharata and how this epic has been projected through various forms.

Objectives:

- It will help the students to understand how the great epic Mahabharata, as an oral tradition, was transmitted from generation to generation.
- It will help them to become aware of the fact that when societies meet with each other, they combine and interact in order to form new traditions in societies.
- It will help them to explore how this epic has been portrayed in different ways across the country in different forms.
- It will help them appreciate the fact that the Mahabharata was not written by one person, but was an oral tradition, reflected in cultures across the subcontinent in various forms like dance, music, stories, paintings etc.
- Students will learn to critically analyze the position, and status of women during that period.
- Students will also be able to understand and evaluate the growth and development of the varna system prevalent at that time.

Methodology:

- 1) This project should be taken up after the second and third theme from the first book is completed, so as to ensure that the students have a basic understanding of the economy, society and politics during the period 600 BCE-600CE. The opening discussion should be a general class discussion on similar lines.
- 2) Students can interview their parents, grandparents, relatives and other people in their locality to know about their stories/sources/perceptions of Mahabharat & social and political life of the people Mahabharat.
- 3) Next, in groups of four or five, the students should share and discuss their ideas & findings. If the class consists of children from different regions, then those with similar findings and region can be grouped together. The teacher should spend some time with each group to guide the discussion. During the discussion, the students could focus on questions like:
 - Which story did the respondent choose to narrate and why?
 - Had you heard this story before?
 - Was this a common story that is prevalent all over India? Or was it different?
 - Did the story include things/places/temples/structures/people/ practices that are closely related to your locality or situated very close to it?
 - How did the respondent feel about the characters of the Mahabharat? Do they feel their actions were justified?

- 4) The next step would be to find out about an art-form that reflects stories from the Mahabharata. For instance, the Indian classical dances have items portraying scenes from the epic. Pandavani from Jharkhand and Yakshagana from Karnataka are two examples of traditional theatre forms that depict tales from the epic. Besides this, each nook and corner of the country has a temple or site with paintings and sculptures related to the Mahabharata. In quite a few cases, the local deity is identified with a principal deity. Students could find the information from books and the internet; or, if there is an art form that is prevalent in the locality itself, it would be highly advisable that the students talk to the locals about their experience, interact with the artists and visit a workshop/site/performance. The students should be divided into groups according to the form of art they investigated. Thus, each group should focus on any one art form: paintings, sculptures, dances, songs or theatre etc. In these groups, the students have to compile their findings, do some research if necessary, and discuss and interpret the findings (keeping in mind the objective of writing a report).
- 5) Preparation for the reader's theatre can only be started when all the students have submitted the project report. For the reader's theatre, the teacher along with the students has to prepare their own script. After going through all the reports, the teacher along with a group of students could prepare the blueprint of the script.
- It should include a part for each student.
 - It could include sound effects, (preferably drums and other instruments played by the students themselves) and songs.

They could look up the internet for further guidelines. Basically, the script should include various local stories to show the interspersing of traditions and songs and props reflecting the discussed art forms.

- 6) After the manuscript has been made, each student should be instructed to prepare his or her own speech, which should not exceed 5 minutes.

Presentation:

- (1) In the form of theatrical play or in any other dance art form.
- (2) Spontaneous speeches can also be a part of presentation.
- (3) Panel discussion by students can also be presented.

Evaluation

Students should be assessed based on their participation in the discussions held in class.

Participation	2 marks
Understanding	3 marks
Group discussion (total)	5 marks

- **Report**

The report written by the students will be assessed according to the following criteria:

Organization and presentation	2 marks
Content	2 marks
Interpretation, understanding and conclusion	2 marks
Report (total)	6 marks

- **Participation in Reader's Theatre**

Involvement during preparation	2 marks
Fluency and impact of speech	2 marks
Understanding and creativity	2 marks
Participation in Reader's theatre (total)	6 marks

- **Overall impact and presentation**

3 marks

The overall impact of the reader's theatre should be assessed. These marks have to be given to the group as a whole i.e. each student would get the same marks.

Thus, evaluation would be based on:

Group discussion	5 marks
Report	6 marks
Participation in Reader's theatre	6 marks
Overall impact and presentation	3 marks
Total	20 marks

Sources:

Books:

- 1) Uma Chakravarti. 2006. *Everyday Lives, Everyday Histories*. Tulika, New Delhi.
- 2) Irawati Karve. 1968. *Kinship Organisation in India*. Asia Publishing House, Bombay.
- 3) Irawati Karve. 1991. *Yuganta*. Orient Longman Private Limited, New Delhi.
- 4) R.S Sharma. 1983. *Perspectives in Social and Economic History of early India*. Munishram Manoharlal, New Delhi.
- 5) V.S Sukhtankar. 1957. *On the Meaning of the Mahabharata*. Asiatic Society of Bombay, Bombay
- 6) Romila Thapar. 2000. *Cultural Pasts: Essays in Early Indian History*. Oxford University Press, New Delhi.
- 7) Romila Thapar. 2002. *Early India*. Penguin Books India, New Delhi
- 8) A.L Basham. 2004. *The Wonder that was India, Third Revised Edition*. Picador India, London.
- 9) Samhita Arni. 2001. *The Mahabharatha: A Child's View*. Tara Books, Chennai.

Internet:

- 1) <http://bombay.indology.info/mahabharata/statement.html>
- 2) <http://www.indiaheritage.org/index.htm>

Movies:

- *The Mahabharata. 1989. Directed by Peter Brook.*
- *TV Serial of Ramanand Sagar.*

THEMES IN INDIAN HISTORY

PART II

Topic: Through the Travelers Eyes:

The experiences of Travelers who visited the subcontinent and how their accounts help us to understand the history of that region in the medieval period.

Objectives:

- This project will familiarize the students with the various travelers who travelled to this part of the world.
- It will help the students to understand the trials and travails of the travelers during the medieval period It will give them a holistic picture of the medieval era (*the lifestyle of the people, the towns, the terrain, the climate, languages spoken etc.*) as they comprehend the impressions left by travelers.
- It will lead to the development of the following skills in the students:
 - ✓ Ability to gather information from various sources
 - ✓ Ability to understand and critically analyze a source by taking into account, its context, purpose and other factors
 - ✓ Ability to synthesize all the information and present it in an 'easy-to-understand' manner
 - ✓ Cooperation, teamwork and leadership qualities.

Methodology:

- 1) The class may be divided into groups of three to four. Each group can choose any one of the following travelers:
 - Ibn Batuta
 - Al Biruni
 - Marco Polo
 - Nicolo Conti
 - Abdur Razaq
 - Francois Bernier
 - Athanasius Nikitin
 - Duarte Barbosa
 - Jean-Baptiste Tavernier
 - Jesuit Roberto Nobili

- Manucci
 - Thomas Roe
 - Ralph Fitch
- 2) The students may be asked to research on their chosen traveler. They should list down the different sources they need to look for information, the sub-topics that need to be researched and preparation of presentation. Information can be collected in the form of pictures, notes, recordings, sketches etc.
 - 3) After all the information has been collected the group members could sit together and discuss the findings.
 - 4) After the discussion, the conclusion and inferences should be systematically written down and a travelogue can be prepared.

Presentation:

Since each student would not be studying about all the travelers, They can form groups and make a presentation as project file or Role play or PPP.

I. Project file: This should consist of an introduction, and all the information under various sub-headings. The inferences drawn in the discussion should be included in the conclusion.

Questions such as :

- 1) Why people traveled at that time?
- 2) How feasible was it to travel ?
- 3) How is traveling today different? should be addressed.
- 4) What were the findings of their travels?

It would be advisable that the students incorporate pictures, anecdotes, stories, maps, etc. in the file. However all these components should have some significance. The project report should also include acknowledgements and a bibliography.

II. Role play: The presentation for the class can be in the form of a 10 minute skit. It could consist of the following characters:

- The traveler: This student would talk about herself/himself as the traveler and mention information about the traveler's birth, education etc. She/he should also use a map to show the regions that the traveler visited. Lastly the student should speak about the traveler's experience in first person.
- The ruler: This student could represent the ruler/king of the region that the traveler visited. This student could give a brief introduction about the kingdom and then talk about the travelers visit to the court.

- The archaeologist: This student would talk about the accounts of the traveler, how it was written and how it was found and understood.
- The historian: This student will give the conclusion and talk about how the imperious left by this traveler have helped in the study of history.

III. **Power point Presentation:** on the above content

Assessment

The total marks allotted for the project will be 20 marks. The following are the criteria for evaluation:

Project file/Power point Presentation:

20 marks

Originality and maturity of inferences drawn and conclusion	4 marks
Diversity of sources used, taking into consideration the sources that were accessible	4 marks
Content(other than conclusion)	4 marks
Organization and creativity reflected in the final file	2 marks
Project file/PPT (total)	6 marks
Total	20 marks

Assessment for Role play:-

Content and its oral presentation	2 marks
Organization and overall presentation	2 marks
Creativity, props used	2 marks
Role play (total)	6 marks
Worksheet	8 marks
Total	20 marks

(Worksheet to supplement the assessment of role-play, The teacher should prepare a worksheet based on the topic and administer it in the classrooms)

If all 3 activities are conducted then evaluation would be based on:

Project file/Power point Presentation	9 marks
Role play	6 marks
Worksheet	5 marks
Total	20 marks

Sources:

Books:

- 1) Muzaffar Alam and Sanjay Subrahmanyam. 2006. Indo-Persian Travels in the Age of Discoveries, 1400-1800. Cambridge University Press, Cambridge.
- 2) Catherine Asher and Cynthia Talbot. 2006. India Before Europe. Cambridge University Press, Cambridge.
- 3) Francois Bernier.nd. Travels in the Mogul Empire A.D 1656-1668.Low Price Publications. New Delhi.
- 4) H.A.R Gibb(ed.). 1993. The Travels of Ibn Batuta .Munshiram Manoharlal, Delhi.
- 5) MushirulHasan (ed.). 2005. Westward Bound: Travels of Mirza Abu Talib.Oxford University Press, New Delhi.
- 6) H.K Ka ul (e d .) . 1 9 9 7 . Tra v e l l e r s ' I n d i a -an Anthology.Oxford University Press, New Delhi.
- 7) Jean- BaptisteTavernier.1993. Travels in India.Munshi Manoharlal, Delhi.

Internet:

- 1) www.edumaritime.org
 - 2) www.kamat.com/kalranga/itihasa/foreign-accounts.htm
- Also, gather information from libraries ,archival records in museums (National Museum and National Archives in Delhi),paintings(museums, books, textbooks), by talking to professors of universities, historians and archeologists) and maps.

Topic: Understanding the Bhakti-Sufi Movement in India.

Objectives:

- (a) This project will help the students to comprehend, analyze and be aware of the ways and means by which the poets and saints of the Bhakti and Sufi movement tried to disseminate their ideas and how these ideas changed the society.
- (b) Students can appreciate how art, literature and stories played an important role in communication and shaped their ideas.
- (c) It will help them to critically study the sources in detail and draw inferences from it.

Methodology:

- Students can pick up stories, poems, bhajans or any composition that they have heard in school, temple, dargah or media.
 - Visit to a Dargah in your local area (for information on Sufi music)
 - The students can write a short description of the chosen/visited dargah and then reflect on the activities observed there and relate it with information in textbooks.
- 1) After familiarizing oneself with the area of the study, the student could draw the inferences with the help of an expert in the field of historical studies.
 - 2) After the discussion the student should brainstorm to prepare as many questions as possible. She/he should then incorporate these into a proper sequence of events.
 - 3) As per guidance from the class XII history textbook and other sources the student could find out more information and research about the composition and discourses that is the focus of his/her study and other similar compositions from the same tradition.
- 1) A report must be prepared by each student individually. It must include the following components:
- The **introduction** about the bhakti and sufi tradition
 - A **description** about the composition and where it was procured from and its meaning should be written.
 - A detailed section describing the discussion with the expert.
 - The **opinions and reflections** made by different people in the locality of the dargah, local stories related to the dargah could also be included.
 - Lastly, a section about how such compositions helped in propagating **ideas related to a tradition**.

Presentation:

The presentation could be divided into three parts:

- **Project report:** This should consist of a formal report with all the information under various sub-headings as per project guidelines. The inferences drawn should be included in the conclusion. It would be advisable that the students incorporate sketches, photographs maps, etc. in the report. It could be typed out or hand written.
- **Group Discussion:** Five to six students could be put together in a group and asked to discuss their findings. Each student would be given 2 to 3 minutes. A general discussion would follow, after which each student has to give a conclusion.
- **Viva-voce:** A short viva could be conducted by the teacher in order to understand the student specific questions related to his/her report.

Assessment

The total marks allotted for the project will be 20 marks. The following are the methods and criteria for evaluation:

- **Project report:**

Report on the discussion and the survey	3 marks
Sources used	2 marks
Content and organization	2 marks
Originality and maturity of inferences drawn and the conclusion	3 marks
Project Report (total)	10 marks

- **Group discussion**

Understanding of subject and relevance of the points made	3 marks
Participation and cooperation	1 mark
Conclusion	1 mark
Group discussion (total)	5 marks

- **Viva-voce**

Understanding of the project	3 marks
Efficiency in answering questions with examples	2 marks
Viva Voce (total)	5 marks

Thus, the evaluation would be based on:

Project report	10 marks
Group discussion	5 marks
Viva-voce	5 marks
Total	20 marks

Sources:

Books:

- 1) Richard M. Eaton (ed.). 2003. India's Islamic Traditions. Oxford University Press, New Delhi.
- 2) John Stratton Hawley. 2005. *Three Bhakti Voices- Mirabai, Surdas and Kabir in their times and ours.* Oxford University Press, New Delhi.
- 3) David N. Lorenzen (ed.). 2004. *Religious Movements in South Asia 600-1800.* Oxford University Press, New Delhi.
- 4) A.K Ramanujam. 1981. *Hymns for the Drowning.* Penguin, New Delhi
- 5) Annemarie Schimmel. 1975. *Mystical Dimensions of Islam.* University of North Carolina Press, Chapel Hill.
- 6) David Smith. 1998. *The Dance of Siva: Religion, Art and Poetry in South India.* Cambridge University Press, New Delhi.
- 7) Charlotte Vaudeville. 1997. *A Weaver Named Kabir.* Oxford University Press, New Delhi.

Web resources:

- 1) www.alif-india.com

Topic: Depiction of Life during Mughal period through Paintings.

Objectives:

This project will help to:

- 1) familiarize the students with the various aspects of the Mughal Empire such as administration, court proceedings, domestic life, life of commoners, war and trade etc.
- 2) understand the ways and means by which the emperors tried to shape and disseminate ideas that they wanted the people to believe in.
- 3) comprehend the relations between various players in the empire- the state, the merchants, the peasants, the Sufi saints, the neighboring empires, poets and artists etc.

Methodology:

- 1) This project could be done as a whole class project and presented in the form of an exhibition at the end. Each student or a group of students could be assigned a particular sub-topic eg. political life or social-norms, or cultural scene, through miniature paintings.
- 2) Each group should first try and identify all the miniature paintings related to their sub-topic from the text book and then move on to scrutinizing them. Their descriptions should be written down with emphasis on the colors, patterns and activity portrayed.
- 3) These observations should be combined with information from other types of sources like the internet etc and with inferences drawn from discussions with experts (if possible). At the end, the group could produce a concise write-up about their subtopic, constantly giving examples from paintings. Emphasis should be given on how these paintings must have impacted people.
- 4) After this, an exhibition could be put up. Groups could be assigned different duties like:
 - Preparing the final write-ups
 - Select and preparing the paintings for display
 - Preparing the time line and the maps
 - Making more paintings/drawings and decoration
 - Photography
 - Final layout, organization and supervision
 - Logistical arrangements: Boards, art material, decorative materials, furniture etc.

Presentation:

Students would be evaluated based on three things:

- 1) Group topic: The work of each group would be evaluated separately. The choice of paintings, inferences drawn and interpretation and presentation would be judged.

- 2) Contribution to the exhibition: Each group would also be evaluated on the basis their contribution and efficiency and involvement while putting up the final exhibition
- 3) Individual presentation: Every student should present and explain a part of the section that his/her group is in charge of.

Assessment

The total marks allotted for the project will be 20 marks. The following are the methods and criteria for evaluation:

- **Group work**

Originality and maturity of inferences drawn and conclusion	2 marks
How well have the paintings been related to the information about the subtopic	2 marks
Content(other than conclusion)	2 marks
Organization and creativity reflected in the presentation	2 marks
Group work (total)	8 marks

- **Individual presentation/explanation-** Marks to be given individually

Content and its oral presentation	2 marks
Understanding of the topic	2 marks
Individual presentation/explanation (total)	4 marks

- **Individual contribution** 4 marks

These marks have to be entered by the teacher based on his/her observation of each student while the exhibition was being put up.

- **Overall impact and presentation**

These marks are to be given to the class as a whole i.e. each student will get the same marks based on their coordinated effort.

Overall impact, presentation and relevance	2 marks
Creativity, originality and visual appeal	2 marks

Thus, the evaluation would be based on:

Group work	8 marks
Individual presentation/explanation	4 marks
Individual contribution	4 marks

Overall impact and presentation	4 marks
Total	20 marks

Sources:

Books:

- 1) *Bamber Gascoigne. 1971. The Great Moghuls. Jonathan Cape Ltd, London.*
- 2) *Shireen Moosvi. 2006 (rpt). Episodes in the Life of Akbar National Book Trust, New Delhi.*
- 3) *Harbans Mukhia. 2004. The Mughals of India. Blackwell, Oxford.*
- 4) *John F. Richards. 1996. The Mughal Empire (The New Cambridge History of India, Vol.1).Cambridge University Press, Cambridge.*
- 5) *Annemarie Schimmel. 2005. The Empire of the Great Mughals: History, Art and Culture.Oxford University Press, New Delhi.*

Internet

www.mughalgardens.org

THEMES IN INDIAN HISTORY-PART III

TOPIC :

How the Partition in 1947 was not just a division of territory but also a division of hearts and how it affected the common people.

Objectives: This project will make students of this generation aware of the reasons, processes, decisions involved in the partition of our country and the consequences of this tragic phenomenon. The purpose of this project would be to supplement and deepen this understanding of the partition.

- It will help the students empathize and look at this event from the eyes of those who experienced it and were affected by it.
- It will enable them to understand and comprehend the hardships borne by the people during partition
- It will help students critically analyze the importance of the experiences of people as a source for rebuilding the past
- It will familiarize them with the perceptions to people about the partition today

Methodology:

As a part of their holiday assignment, the students could be asked to read/watch one or more of the books mentioned in the Sources section of the textbook. They could also go through the anecdotes in the textbook (even the Political Science textbook- Indian Politics since Independence has anecdotes in the first chapter itself)

1.Data Collection

Each student can ask their grandparents or other elders about their experiences of Partition. Questions such as the following could be asked:

- Where were you living and what were you doing (school/college student, employed, married etc.) when the Partition took place?
- Were you required to migrate? Or were you in a locality from where others migrated and then new people came?
- Share some experiences related to Partition was it a period full of violence and riots?
- What were the different changes that partition brought about?
- What do you feel about it today?

The students should note that these are just some examples of questions that could be asked. They are free to innovate and come up with their own questions. Also, open ended questions should be asked so

that the respondents can freely express themselves and emotionally connect to their narration if possible. The experiences should be meticulously recorded.

2. After this each student could prepare a set of three to five questions about how individuals relate to the Partition and what they think of it today. This survey like study could be carried out in the locality or it could also be done in schools. The reasons behind a person's opinion should also be noted. Again, people from different communities could be consulted so as to get a complete picture(talk to at least 10 people).
3. After this primary researching, the students could be divided into groups of four to five to discuss the findings. A group leader would speak about the gist of a discussion and the inferences drawn from it.
4. Based on these findings, the students could either write a report or a story individually.
5. Simultaneously, the group could decide on one or two anecdotes and make a script for a play.

Presentation:

The report that the students submit should be concise & well organized. Interviews can be recorded and played by the students for a better impact in both types of presentations.

As for the play/skit, students can experiment with props and costumes as well. The skit could include songs and poems.

Assessment:

- Participation in discussions 3 marks
- Originality and understanding reflected while researching- 3 marks
- Skit

Understanding and script	2 marks
Presentation, individual part and acting	2 marks
Overall impact	2 marks
Skit (total)	6 marks

Report/Script

Content	2 marks
Inferences drawn	2 marks
Organization and innovation	2 marks
Report/script (total)	6 marks

Thus, evaluation would be based on:

Participation in discussions-	3 marks
Originality and understanding reflected while researching	3 marks
Skit	6 marks
Report/Script	6 marks
Viva-voce	2 marks
Total	20 marks

Sources:

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- 5.GyanendraPandey. 2001. Remembering Partition: Violence, Nationalism and History in India. Cambridge University Press, Cambridge.
- 6.Anita Inder Singh. 2006. The Partition of India. National Book Trust, New Delhi.

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- 2.BhishamSahni. 2008. Tamas. Penguin Books India, New Delhi.

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- 2)http://www.bbc.co.uk/history/british/modern/partition1947_01.shtm
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