

Items for Assessment of Learning Outcomes

History Class 8



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



CHAPTER 1

HOW, WHEN AND WHERE

Learning Objectives:-

- Understand the notions of the time, associate history with a string of dates, give some coherence to each era of history.
- Learn about divisions of history into Hindu, Muslim and British based on administrative records.
- Acquires knowledge about the practice of surveying under colonial rule .

Learning Outcome:-

- Explains the importance of dates in history and why do we divide history into different periods.

Q1. Medieval period was :

- (a) the old period of history
- (b) the period associated with the growth of all the forces of modernity
- (c) Both A and B
- (d) none of the above

Q2. Which one of the sources do historians use in writing about the last 250 years of Indian history?

- (a) Official records of the French administration
- (b) Official records of the British administration
- (c) Official records of the Church administration
- (d) None of the above

Q3. The British thought surveys were important for:

- (a) writing history
- (b) effective judgement
- (c) effective administration
- (d) none of these

Q4. An important source regarding dates is ____ of British administration.

- (a) rule
- (b) official records
- (c) judiciary
- (d) brutality

Q5. Who was the last Viceroy of India?

- (a) Lord Canning
- (b) Lord Mountbatten
- (c) dtipon
- (d) Lord Wellesley

Answers:

1-D

2 -B

3-C

4-B

5-B

CHAPTER 2

FROM TRADE TO TERRITORY

Learning Objectives:-

- Describes the emergence of the British on the political horizon of India, initially it came as a trading company .
- Analyze the process of annexation of Indian states by the East India Company using various strategies .
- Recognize coming up of three presidencies, setting up of new judicial system, massive increase in military strength .

Learning Outcome:-

- Explains the reasons how the English East India company became the most dominant power .

Q1. Portuguese were first to discover sea route to India in ____

- (a) 1490
- (b) 1496
- (c) 1498
- (d) 1500

Q2. Fine qualities of ____ had big market in Europe when European traders started marketing in India.

- (a) cotton
- (b) timber
- (c) wheat
- (d) pepper

Q3. Which was the first major victory of Englishmen in India.

- (a) Battle of Plassey
- (b) Battle of Madras
- (c) Battle of Mysore
- (d) Battle of Delhi

Q4. __ was defeated by Englishmen in the Battle of Buxar.

- (a) Mir Qasim
- (b) Mir Jafar
- (c) Siraj –ud-daulah
- (d) Alivardi Khan

Q5. Which of the following was NOT the Presidency ?

- (a) Bengal
- (b) Madras
- (c) Bombay
- (d) Kalikata.

Q6. The international demand of indigo was affected by the discovery of:

- (a) synthetic dyes
- (b) wood
- (c) bluecolour
- (d) none of these

Q7 .Nearly ___ people died in Bengal famine that occurred in 1770 .

- (a) 20 million
- (b) 1 million
- (c) 10 million
- (d) 25 million

Q8 .Over_ ___ of Bengal population was wiped out due to the famine of 1770.

- (a) one third
- (b) one fifth
- (c) one half
- (d) two third

Answers:

1-C

2-A

3-A

4-C

5-A

6-A

7-C

8-A

CHAPTER 3

RULING THE COUNTRYSIDE

Learning Objectives:-

- Analyses critically the company's strategy to become the chief financial administrator of the territory under its control
- Learns about the strategy to yield revenue from countryside British expanded the cultivation of opium and indigo
- Raises questions about Rebellion by riots in Bengal and repressive measures adopted by the British.

Learning Outcome :-

- Examines the differences in the colonial agrarian policies in different regions of the country, in order to explain the different impact of these policies on different regions

Q1. The Company was appointed as the Diwan of Bengal in

- (a) 1762
- (b) 1763
- (c) 1764
- (d) 1765

Q2. Mahatma Gandhi visited Champaran :

- (a) to see the plight of Indigo planters in Champaran
- (b) to see the progress of Indigo plantation
- (c) to see the managing system of company
- (d) none of the above

Q3. _____ became the symbol of nationalism in India during the freedom movement.

- (a) Muslin
- (b) Silk
- (c) Khadi
- (d) Cotton

Q4. Growers of woad in Europe saw as a crop competitor to their earnings.

- (a) tea
- (b) rubber
- (c) indigo
- (d) coffee

Q5. H.T. Colebrook describes the conditions of the under-tenant farmers in

- (a) 1800
- (b) 1805
- (c) 1806
- (d) 1810

Q6. European trading companies were attracted to India due to

- (a) cheap land
- (b) cheap labour
- (c) raw material like cotton silk and spices
- (d) none of these

Answers:

1-D

2-A

3-C

4-C

5-C

6-C

CHAPTER 4

TRIBALS , DIKUS AND THE VISION OF A GOLDEN AGE

Learning Objective :-

- Explain the disappearing tribal livelihoods, threat to life, danger to jhum cultivation.
- Understand the breaking of tribal social order and traditional functions due to forest laws .
- Evaluate the rebellion by the tribal groups in different parts of the country against the changes in laws .

Learning Outcome :-

- Describes the forms of different tribal societies in the 19th century, and their relationship.

Q1. Jhum cultivation is practised these days in:

- (a) North- eastern states of India
- (b) North-western states of India
- (c) Northern state of India
- (d) Southern states of India

2 . Which revolt was popular in Maharashtra in 1940?

- (a) The Kols
- (b) The Bastar
- (c) The Warli
- (d) Birsa movement

Q3. Santhals tribe rose in revolt in the year :

- (a) 1900
- (b) 1855
- (c) 1920
- (d) 1930

Q4. _____ tribe practiced settled agriculture.

- (a) Khonds
- (b) Santhals
- (c) Labadis of Andhra Pradesh
- (d) Mundas of Chottanagpur Plateau

Q5. The forest Satyagraha rose in the central provinces in

- (a) 1910
- (b) 1920
- (c) 1930
- (d) 1940

Answers:

1-A

2-C

3-B

4-D

5-C

CHAPTER 5

WHEN PEOPLE REBEL

Learning Objectives:-

- Examine the reasons for the loss of the powers of Nawabs, unrest of sepoys and peasants, introduction of religious and cultural reforms Learn about the biggest collective uprising against the British rule in the nineteenth century – mutiny 1857.
- Describe the repressive measure used by the British against the Indians Observer transfer of the powers of the East India Company to the British Crown.

Learning Outcome :-

- Explain the origin, nature and spread of the revolt of 1857 in order to infer the lessons learned from it each of these tribal societies with the environment.
- Explains the policies of the colonial administration towards the tribal communities.

Q1. In many regions Forest Department set up forest villages to ensure

- (a) a regular supply of cheap labour
- (b) a regular supply of forest produce
- (c) a regular supply of agricultural produce
- (d) none of the above

Q2 .Who was given the title of viceroy?

- (a) Chief Commissioner
- (b) Governor General
- (c) Forest Manager
- (d) None of these

Q3. _____ continued to fight a guerrilla war against British.

- (a) Rani Lakshmi bai
- (b) Tantia Tope
- (c) Nana Saheb
- (d) Peshwa Baji Rao II

Q4 . The Mutiny started from

- (a) Bareilly
- (b) Delhi
- (c) Agra
- (d) Meerut

Q5. The sepoys were angry with the British because

- (a) of their policy of divide and rule
- (b) of the cartridge episode
- (c) of their into legating behaviour
- (d) none of these

Q6. Which emperor blessed the Mutiny?

- (a) Mir Zafar
- (b) Bhakt Khan
- (c) Bahadur Shah Zafar
- (d) None of these

Q7 .The British passed a new act in _____ transferring the powers of East India Company to British crown

- (a)1859
- (b)1829
- (c) 1860
- (d)1858

Q8 _____ weavers were worst hit as European textiles started overthrowing

Indian textiles at many places.

- (a) Bengal
- (b) Surat
- (c) Benaras
- (d) Lahore

Q9. Wootz steel was manufactured in ____

- (a) Java
- (b) Mysore
- (c) Poona
- (d) Malabar

Q10. TISCO came up in the city of ____

- (a) Bhilai
- (b) Surat
- (c) Jamshedpur
- (d) Mumbai

Q11. Which of the following was manufacturing town?

- (a) Madurai
- (b) Dacca
- (c) Surat
- (d) Agra

Answers:

1-A	2-B	3-B	4-D	5-D	6-C
7-D	8-A	9-B	10-C	11-B	

CHAPTER 6

WEAVERS, IRON SMELTERS AND FACTORY OWNERS

Learning Objectives:-

- Study about the exquisite Indian craftsmanship famous all over the world.
- Learn about the Indian Wootz, steel and reasons of setting up of Indian steel industry.

Learning Outcome:-

- Analyses the reasons and context of decline of pre-existing urban centres and handicraft industries, and the development of new urban centres and industries in India during the colonial period.

Q1)..... cloth had a large market in Europe.

- A) Chintz
- B) Patola
- C) Jamdani
- D) None of these

Q2) Tipu Sultan's sword was made of

- A) stainless steel
- B) wootz
- C) silver
- D) none of these

Q3) Women and men who carried basket loads of iron ore on their heads were called

- A) wootz
- B) agaria
- C) bandanna
- D) cossaes

Q4) In which century did the India's textile industry decline?

- A) 17th century
- B) 18th century
- C) 19th century
- D) 20th century

Q5) Portuguese first came to India in search of

- A) cotton
- B) spices
- C) steel
- D) muslin

Q6) What things did Portuguese take back to Europe?

- A) Steel
- B) Sugar
- C) Cotton textile
- D) Coffee

Q7) Which place in India had one of the finest ores in the world?

- A) Raniganj
- B) Jharia
- C) Rajhara Hills
- D) None of these

ANSWERS

1. A

2. B

3. B

4. C

5. B

6. C

7. C

CHAPTER 7

CIVILIZING THE “NATIVE”, EDUCATING THE NATION

Learning Objectives:-

- Comprehend the strategic moves of the British to “civilize the natives” they changed the education policy to create “good subjects”
- Flexible pathshalas run by Indian gurus were discouraged by regulations set by the British government
- Learn about the need for a wider spread of education propounded by Indian thinker and the government

Learning Outcome:-

- Traces the historical developments in the education system in order to explain the institutionalization of the new education system in India.

Q1) According to whom, “English education had enslaved Indians”?

- A) Rabindranath Tagore
- B) Mahatma Gandhi
- C) Subhash Chandra Bose
- D) Acharya Vinoba Bhave

Q2) The Education Act was introduced in the year

- A) 1850
- B) 1835
- C) 1910
- D) 1900

Q3) The English Education Act was passed

- A) to materialize Macaulay’s thinking
- B) to make the English the medium of instruction for higher education
- C) to stop the promotion of oriental institutions
- D) all of the above

Q4) Who said these “Education means all round drawing out of the best in child and man- body, mind and spirit”?

- A) Rabindranath Tagore
- B) Mahatma Gandhi
- C) Swami Dayanand Saraswati
- D) None of these

Q5) Wood’s Dispatch for ‘Education for Commerce’ in India was introduced by

- A) Charles Wood
- B) William Wood
- C) Henry Wood
- D) Archie Wood

ANSWERS

1. B 2. D 3. D 4. B 5. A

CHAPTER 8

WOMEN, CASTE AND REFORM

Learning Objectives:-

- Apprehend the gender and caste differences prevailing in the society.
- Appreciate the contribution of Indian thinkers in bringing the social reforms to uplift the society.

Learning Outcome:-

- Analyses the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms.

Q1) The idea of widow remarriage was advocated by

- A) Dayanand Saraswati
- B) Jyotirao Phule
- C) Periyar
- D) Pandita Ramaba

Q2) Name the class that belonged to the lower most strata in the social ladder of ancient India :

- A) Brahmans
- B) Kshatriyas
- C) Vaishyas
- D) Shudras

Q3) E.V. Ramaswamy was known by the name

- A) Phule
- B) Periyar
- C) Vidyasagar
- D) Dayanand Saraswati

Q4) Who started schools for Muslim girls in Patna and Calcutta?

- A) Mumtaz Ali
- B) Begum Rokeya Sakhawat Hossain
- C) Sayyid Ahmed Khan
- D) None of these

Q5) Name the uppermost class in the social ladder that existed in ancient India

- A) Kshatriyas
- B) Shudras
- C) Vaishyas
- D) Brahmans

Q6) Name the social reformer who worked for the upliftment of women in Maharashtra

- A) Jyotirao Phule
- B) Rama Bai Ranade
- C) Syed Ahmed Khan
- D) Annie Besant

Q7) Among the following , which class belonged to the traders and money lenders

- A) Brahmans
- B) Shudras
- C) Vaishyas
- D) None of these

ANSWERS

1. A

2. D

3. B

4. B

5. D

6. A

7. C

CHAPTER 9
THE MAKING OF THE NATIONAL MOVEMENT: 1870's—1947

Learning Objectives:-

- Feel part of the modern consciousness or nationalism.
- Describe the emergence of freedom fighters and struggle against the Foreign rule.
- Learn the method of peaceful defiance against the government's monopoly on manufacturing of the salt.
- Emergence of Gandhi on the Indian political scenario. His contribution to the attaining the Independence.
- Appreciate the nationwide demand of the freedom fighters to leave India and Muslim league's demand for partition.

Learning Outcome:-

- Outlines major developments that occurred during the modern period in the field of arts.
- Outlines the course of the Indian national movement from the 1870's till independence.

Q1) Lala Lajpat Rai was a nationalist from

- A) Bengal
- B) Bihar
- C) Punjab
- D) Haryana

Q2) The founder of Khudai Khidmatgars was

- A) Mohammad Ali
- B) Badshah Khan
- C) Shaukat Ali
- D) None of these

Q3) Bengal was divided by the British in the year

- A) 1920
- B) 1910
- C) 1900
- D) 1905

Q4) Hindustan Socialist Republic Association was related with the nationalist

- A) Lala Lajpat Rai
- B) Balgangadhar Tilak
- C) Bhagat Singh
- D) None of these

Q5) The fight for Purna Swaraj was fought under the presidency of

- A) Mahatma Gandhi
- B) Jawaharlal Nehru
- C) C. Rajagopalachari
- D) Sardar Vallabhbhai Patel

Q6) Under which scheme did Muslim league surrender the demand of separate electorate for the Muslims?

- A) Delhi Proposal 1927
- A) Patna Scheme 1938
- B) Poona Pact
- C) Never Surrender

ANSWERS

1. C 2. B 3. D

4. C 5. B 6. A

CHAPTER 10

INDIA AFTER INDEPENDENCE

Learning Objectives:-

- Understand the challenges in making India a nation-state.
- Learn significance of the lengthiest constitution of new India.
- Attach significance to the linguistic basis of the formation of states.
- Understand the setting up of a Planning Commission to help design and execute suitable policies for economic development.
- Feel proud of the continual achievements of India like still united and still democratic.

Learning Outcome:-

- Analyses the significant developments in the process of nation building

Q1) The leader who went on hunger strike for the Andhra Pradesh to protect the interest of Telugu speakers is

- A) Chitta Ranjan Das
- B) Potti Sriramulu
- C) Krishna Menon
- D) None of these

Q2) How many Indians formed the Constituent Assembly?

- A) One hundred
- B) Two hundred
- C) Three hundred
- D) Four hundred

Q3) New state of Andhra Pradesh came into being

- A) on 1 October, 1953
- B) on 15 October, 1953
- C) on 1 May, 1953
- D) on 15 May, 1953

Q4) Which is not the features of our constitution?

- A) Adoption of Universal Adult Franchise
- B) Preference to Hindu Religion
- C) Equal rights to all citizens
- D) Special privileges for the poorest and most disadvantageous Indians

Q5) Up to which date were many of the princely states retained as administrative units?

- A) Up to October 15, 1947
- B) Up to October 31, 1947
- C) Up to October 15, 1955
- D) Up to October 31, 1956

Q6) The United Nations was formed in

- A) 1940
- B) 1945
- C) 1947
- D) 1950

Q7) When did the government set up a Planning Commission to help design and execute suitable policies for economic development.

- A) 1948
- B) 1952
- C) 1949
- D) 1950

Answers

1-B	2-C	3-A	4-B
5-D	6-B	7-D	

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*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

2021



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