

# **DIRECTORATE OF EDUCATION**

**GNCT of Delhi, Delhi Government**

## **SUPPORT MATERIAL (2021-2022)**

**Class : XII**

# **HISTORY**

Under the Guidance of

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**H. RAJESH PRASAD  
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### **MESSAGE**

I would like to congratulate the members of Core Academic Unit and the subject experts of the Directorate of Education, who inspite of dire situation due to Corona Pandemic, have provided their valuable contributions and support in preparing the Support Material for classes IX to XII.

The Support Material of different subjects, like previous years, have been reviewed/ updated in accordance with the latest changes made by CBSE so that the students of classes IX to XII can update and equip themselves with these changes. I feel that the consistent use of the Support Material will definitely help the students and teachers to enrich their potential and capabilities.

Department of Education has taken initiative to impart education to all its students through online mode, despite the emergency of Corona Pandemic which has led the world to an unprecedented health crises. This initiative has not only helped the students to overcome their stress and anxiety but also assisted them to continue their education in absence of formal education. The support material will ensure an uninterrupted learning while supplementing the Online Classes.

**(H. Rajesh Prasad)**

**UDIT PRAKASH RAI, IAS**  
Director, Education & Sports



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### **MESSAGE**

The main objective of the Directorate of Education is to provide quality education to all its students. Focusing on this objective, the Directorate is continuously in the endeavor to make available the best education material, for enriching and elevating the educational standard of its students. The expert faculty of various subjects undertook this responsibility and after deep discussions and persistent efforts, came up with Support Material to serve the purpose.

Every year the Support Material is revised/ updated to incorporate the latest changes made by CBSE in the syllabus of classes IX to XII. The contents of each lesson/chapter are explained in such a way that the students can easily comprehend the concept and get their doubts solved.

I am sure, that the continuous and conscientious use of this Support Material will lead to enhancement in the educational standard of the students, which would definitely be reflected in their performance.

I would also like to commend the entire team members for their contributions in the preparation of this incomparable material.

I wish all the students a bright future.

(UDIT PRAKASH RAI)

**Dr. RITA SHARMA**  
Additional Director of Education  
(School/Exam)



**Govt. of NCT of Delhi**  
Directorate of Education  
Old Secretariat, Delhi-110054  
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D.O. No. PA/Addl-DE/Sch/91

Dated: 29.06.2021

### **MESSAGE**

It gives me immense pleasure to present the revised edition of the Support Material. This material is the outcome of the tireless efforts of the subject experts, who have prepared it following profound study and extensive deliberations. It has been prepared keeping in mind the diverse educational level of the students and is in accordance with the most recent changes made by the Central Board of Secondary Education.

Each lesson/chapter, in the support material, has been explained in such a manner that students will not only be able to comprehend it on their own but also be able to find solution to their problems. At the end of each lesson / chapter, ample practice exercises have been given. The proper and consistent use of the support material will enable the students to attempt these exercises effectively and confidently. I am sure that students will take full advantage of this support material.

Before concluding my words, I would like to appreciate all the team members for their valuable contributions in preparing this unmatched material and also wish all the students a bright future.

  
(Rita Sharma)



# **DIRECTORATE OF EDUCATION**

**GNCT of Delhi, Delhi Government**

**SUPPORT MATERIAL**

**(2021-2022)**

# **HISTORY**

**Class : XII**

**NOT FOR SALE**

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**PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS**



**भारत का संविधान**  
भाग 4क  
**नागरिकों के मूल कर्तव्य**

**अनुच्छेद 51क**

**मूल कर्तव्य** – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

1. संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करें।
2. स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे।
3. भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे।
4. देश की रक्षा करे।
5. भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे।
6. हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका निर्माण करे।
7. प्राकृतिक पर्यावरण की रक्षा और उसका संवर्धन करे।
8. वैज्ञानिक दृष्टिकोण और ज्ञानार्जन की भावना का विकास करे।
9. सार्वजनिक संपत्ति को सुरक्षित रखे।
10. व्यक्तिगत एवं सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे।
11. माता-पिता या संरक्षक द्वारा 6 से 14 वर्ष के बच्चों हेतु प्राथमिक शिक्षा प्रदान करना (86वां संशोधन)।



# CONSTITUTION OF INDIA

Part IV A (Article 51 A)

## Fundamental Duties

**Fundamental Duties :** It shall be the duty of every citizen of India —

1. to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
3. to uphold and protect the sovereignty, unity and integrity of India;
4. to defend the country and render national service when called upon to do so;
5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
6. to value and preserve the rich heritage of our composite culture;
7. to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures.
8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
9. to safeguard public property and to adjure violence;
10. to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
11. who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

## भारत का संविधान

### उद्देशिका

हम, भारत के लोग, भारत को एक (सम्पूर्ण प्रभुत्व—सम्पन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य) बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त करने के लिए,

तथा उन सब में,

व्यक्ति की गरिमा और (राष्ट्र की एकता

और अखंडता) सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

हम दृढ़संकल्प होकर इस संविधान को आत्मार्पित करते हैं।

# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **(SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC)** and to secure to all its citizens :

**JUSTICE**, social, economic and political,

**LIBERTY** of thought, expression, belief, faith and worship,

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the **(unity an integrity of the Nation)**;

WE DO HEREBY GIVE TO OURSELVES THIS CONSTITUTION.

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**SUPPORT MATERIAL (2021-2022)**  
**HISTORY (027)**  
**CLASS-XII**

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**Review Committee**

**Team Members**

- |   |            |  |
|---|------------|--|
| <b>1. Ms. ANITA JAYANT (GROUP LEADER)</b> | <b>HOS</b> | <b>SKV NO.1 MANDAWALI<br/>ID-1002368, DELHI-110092</b> |
|---|------------|--|

**SUBJECT EXPERTS**

- |                                    |                           |  |
|------------------------------------|---------------------------|--|
| <b>2. Dr. Harita Arora</b>         | <b>LECTURER (HISTORY)</b> | <b>Core Academic Unit<br/>Directorate of Education<br/>Old Secretariat Delhi</b> |
| <b>3. Ms. Savita</b>               | <b>LECTURER (HISTORY)</b> | <b>RSKV NO-2 SHAKARPUR<br/>DELHI</b>   |
| <b>4. Ms. Pragya Sinha</b>         | <b>LECTURER (HISTORY)</b> | <b>SOE SEC-22 DWARKA,<br/>DELHI</b>  |
| <b>5. Mr. Santosh Kumar Mishra</b> | <b>LECTURER (HISTORY)</b> | <b>GBSSS BAPROLLA,<br/>DELHI</b>   |
| <b>6. Mr. Mumtaz Ali</b>           | <b>LECTURER (HISTORY)</b> | <b>ANGLO ARABIA SR. SEC.<br/>SCHOOL AJMERI GATE<br/>DELHI</b>                    |



**HISTORY**  
**Code No.-027**  
**Class XII(2021-22)**  
**THEMES IN INDIAN HISTORY (PART- I,II &III)**  
**TERM-I**

S.NO.	THEMES	WEIGHTAGE (IN MARKS)
1.	Theme 1 - Bricks, Beads and Bones	25
2.	Theme 2 - Kings, Farmers and Towns	
3.	Theme3-Kinship,Casteand Class	
4.	Theme 4 -Thinkers, Beliefs and Buildings	
5.	Theme 6 - Bhakti -Sufi Traditions	15
6.	Theme 7 - An Imperial Capital: Vijayanagar	
	<b>Total</b>	<b>40</b>

**TERM-II**

S.NO.	THEMES	WEIGHTAGE (IN MARKS)
7.	Theme 9 - Kings and Chronicles	10
8.	Theme 10 - Colonialism and The Countryside (HALF)pg-257-274	30
9.	Theme 11 - Rebels and the Raj	
10.	Theme 13 - Mahatma Gandhi and the Nationalist Movement	
11.	Theme 15 - Framing the Constitution	
	<b>Total</b>	<b>40</b>

\* Map work included in both the terms

**Project Work\* = 20 Marks (10+10)**

**\*See the guidelines given with the document.**

Grand Total=	Term I	=	40 Marks
	Term II	=	40 Marks
	Project Work	=	20 Marks
		=	<b>100 Marks</b>

**COURSE STRUCTURE**  
**CLASS XII (2021-22)**

<b>One Theory Paper Max Marks: 80</b>		
<b>Time: 3 Hours</b>		
<b>Units</b>	<b>Periods</b>	<b>Marks</b>
<b>Themes in Indian History Part-I(Units 1 – 4)</b>	<b>55</b>	<b>24</b>
Unit 1 The Story of the First Cities: Harappan Archaeology	13	
Unit 2: Political and Economic History: How Inscriptions tell a story	14	
Unit 3: Social Histories: using the Mahabharata	14	
Unit 4: A History of Buddhism: Sanchi Stupa	14	
<b>Themes in Indian History Part-II (Units 5 – 9)</b>	<b>65</b>	<b>25</b>
Unit 5: Medieval Society through Traveller's Accounts	13	
Unit 6: Religious Histories: The Bhakti-Sufi Tradition	13	
Unit 7: New Architecture: Hampi	13	
Unit 8: Agrarian Relations: The Ain-i-Akbari	13	
Unit 9: The Mughal Court: Reconstructing Histories through Chronicles	13	
<b>Themes in Indian History Part-III (Units 10 – 15)</b>	<b>80</b>	<b>26</b>
Unit 10: Colonialism and Rural Society: Evidence from Official Reports	13	
Unit 11: Representations of 1857	13	
Unit 12: Colonialism and Indian Towns: Town Plans and Municipal Reports	13	
Unit 13: Mahatma Gandhi through Contemporary Eyes	13	
Unit 14: Partition through Oral Sources	14	
Unit 15: The Making of the Constitution	14	
<b>Map Work</b>	<b>10</b>	<b>05</b>
<b>Total</b>	<b>210</b>	<b>80</b>
<b>Project work (Internal Assessment)</b>	<b>10</b>	<b>20</b>
<b>Total</b>	<b>220</b>	<b>100</b>

## COURSE CONTENT

Class XII: Themes in Indians History		
Themes	Objective	Outcomes
<b>Part-I</b> <b>1. The Story of the First Cities:</b> <b>Harappan Archaeology</b> <b>Broad overview:</b> Early urban centers Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site Discussion: How it has been utilized by archaeologists/historians	<ul style="list-style-type: none"> <li>Familiarize the learner with early urban centers as economic and social institution.</li> <li>Introduce the ways in which new data can lead to a revision of existing notions of history</li> <li>Illustrate steps of making archaeologists/historians</li> </ul>	At the completion of this unit students will be able to: <ul style="list-style-type: none"> <li>State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world.</li> <li>Develop an ability to use and analyze socio-economic, political aspects of Harappa Investigate and interpret multiple historical and contemporary sources and view points of ASI and historians on Harappa.</li> </ul>
<b>2. Political and Economic History: How Inscriptions tell a story.</b> <b>Broad overview:</b> Political and economic History from the Mauryan to the Gupta period <b>Story of discovery:</b> Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history. <b>Excerpt:</b> Ashokan inscription and Gupta period land grant Discussion: Interpretation of inscriptions by historians.	<ul style="list-style-type: none"> <li>Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>	At the completion of this unit students will be able to: <ul style="list-style-type: none"> <li>Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</li> <li>Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>



Themes	Objective	Outcomes
<p><b>Social Histories: Using the Mahabharata</b></p> <p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender</p> <p><b>Story of discovery:</b> Transmission and publications of the Mahabharata</p> <p><b>Excerpt:</b> from the Mahabharata, illustrating how it has been used by historians.</p> <p><b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>Familiarize the learners with issues in social history.</li> <li>Introduce the strategies of textual analysis and their use in reconstructing social history.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>Analyze social norms in order to understand the Perspectives of society given in the scriptures of ancient India.</li> </ul> <p>Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</p>
<p><b>4. A History of Buddhism: Sanchi Stupa</b></p> <p><b>Broad overview:</b> a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism) b) Focus on Buddhism.</p> <p>Story of discovery: Sanchi stupa. Excerpt: Reproduction of sculptures from Sanchi.</p> <p>Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>Discuss the major religious developments in early India.</li> <li>Introduce strategies of visual analysis and their use in reconstructing the theories of religion.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Compare the distinct religious facets in order to understand the religious developments in ancient India</li> <li>Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul>

Themes	Objective	Outcomes
<p><b>Part-II</b></p> <p><b>5. Medieval Society through Traveller's Accounts Broad</b></p> <p><b>Overview:</b> outlines of social and cultural life as they appear in traveller's account.</p> <p><b>Story of their writings:</b> A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p><b>Excerpts:</b> from Al Biruni, Ibn- Battuta, Francois Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with the salient features of social histories described by the travellers.</li> <li>Discuss how traveller's accounts can be used as sources of social history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period</li> <li>Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.</li> </ul>
<p><b>6. Religious Histories: The Bhakti-Sufi Tradition Broad overview:</b></p> <p>a. Outline of religious developments during this period saints.</p> <p>b. Ideas and practices of the Bhakti-Sufi</p> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with the religious developments.</li> <li>Discuss ways of analyzing devotional literature as sources of history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</li> </ul>

Themes	Objective	Outcomes
<p><b>7. New Architecture: Hampi broad over view:</b></p> <p>a. Outline of new buildings during Vijayanagar period- temples, forts, irrigation facilities.</p> <p>b. Relationship between architecture and the political system</p> <p><b>Story of Discovery:</b> Account of how Hampi was found.</p> <p><b>Excerpt:</b> Visuals of buildings at Hampi</p> <p><b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with the new buildings that were built during the time.</li> <li>Discuss the ways in which architecture can be analyzed to reconstruct history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> <li>Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> </ul>
<p><b>Agrarian Relations: The Ain-i- Akbari Broad overview:</b></p> <p>a. Structure of agrarian relations in the 16th and 17th centuries. Patterns of change over the period.</p> <p><b>Story of Discovery:</b> Account of the compilation and translation of Ain I Akbari</p> <p><b>Excerpt:</b> from the Ain-i- Akbari.</p> <p><b>Discussion:</b> Ways in which historians have used texts to reconstruct history.</p>	<ul style="list-style-type: none"> <li>Discuss the developments in agrarian relations.</li> <li>Discuss how to supplement official documents with other sources.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> <li>Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</li> </ul>

Themes	Objective	Outcomes
<p><b>9. The Mughal Court: Reconstructing Histories through Chronicles Broad overview:</b></p> <p>a. Outline of political history 15th-17th centuries Discussion of the Mughal court and politics.</p> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p><b>Excerpts:</b> from the Akbarnama and Badshahnama</p> <p><b>Discussion:</b> Ways in which historians have used the text store construct political histories.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with the major landmarks in the political history Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics.</li> <li>Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals</li> </ul>
<p><b>Part-III</b></p> <p><b>10. Colonialism and Rural Society: Evidence from Official Reports Broad overview:</b></p> <p>a. Life of zamindars, peasants and artisans in the late 18th century b. East India Company, revenue settlements in various regions of India and surveys Changes over the nineteenth century</p> <p><b>Story of official records:</b> An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p>	<ul style="list-style-type: none"> <li>Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</li> <li>Analyze the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>

Themes	Objective	Outcomes
<p><b>Excerpts:</b> From Fifth Report, Accounts of Frances Buchanan - Hamilton, and Deccan Riots Report.</p> <p><b>Discussion:</b> What the official records tell and don't tell, and how they have been used by historians.</p>		
<p><b>11. Representations of 1857 Broad overview:</b></p> <p>a. The events of 1857-58.</p> <p>b. Vision of Unity</p> <p>c. How these events were recorded and narrated.</p> <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being interpreted.</li> <li>• Discuss how visual material can be used by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>• Examine the momentum of the revolt in order to understand its spread.</li> <li>• Analyze how revolt created vision of unity amongst Indians.</li> <li>• Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</li> </ul>

Themes	Objective	Outcomes
<p><b>12. Colonialism and Indian Town s:Town Plans and Municipal Reports</b></p> <p>Broad overview :</p> <p>History of towns in India, colonization and cities, hill stations, town planning of Madras, Calcutta and Bombay.</p> <p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports.</p> <p>Focus on Calcutta town planning</p> <p>Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with the history of modern urban centres.</li> <li>Discuss how urban histories can be written drawing on different sources</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the different patterns of urban culture during different phases</li> <li>Analyze the rationale of British in the planning of the colonial prime cities : Calcutta, Bombay and Madras.</li> <li>Illustrate and examine different architectural styles adopted by British in India.</li> </ul>
<p><b>Part-III</b></p> <p><b>10. Colonialism and Rural Society: Evidence from Official Reports Broad overview:</b></p> <p>a. Life of zamindars, peasants and artisans in the late 18th century</p> <p>b. East India Company, revenue settlements in various regions of India and surveys Changes over the nineteenth century</p> <p><b>Story of official records:</b></p> <p>An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p>	<ul style="list-style-type: none"> <li>Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</li> <li>Analyze the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>

Themes	Objective	Outcomes
<p><b>13. Mahatma Gandhi through Contemporary Eyes Broad overview:</b></p> <p>a. The Nationalist Movement 1918 -48.</p> <p>b. The nature of Gandhi an politics and leadership.</p> <p><b>Focus:</b> Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> <li>Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical source</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</li> <li>Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</li> <li>Analyze the perceptions and contributions of different communities towards the Gandhian movement.</li> <li>Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.</li> </ul>
<p><b>14. Partition through Oral Sources Broad overview:</b></p> <p>a. The history of the 1940s.</p> <p>b. Nationalism, Communalism and Partition.</p> <p><b>Focus:</b> Punjab and Bengal</p> <p><b>Excerpts:</b> Oral testimonies of those who experienced partition</p> <p><b>Discussion:</b> Ways in which these have been analyzed to reconstruct the history of the event</p>	<ul style="list-style-type: none"> <li>Discuss the last decade of the national movement, the growth of communalism and the story of partition. Understand the events through the experience of those who lived through the years of communal violence.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Examine the developments that helped in the culmination of communal politics in the earlier decades of in twentieth century in order to understand the causes, events and consequences of partition of India.</li> </ul>

Themes	Objective	Outcomes
	<ul style="list-style-type: none"> <li>Show the possibilities and limits of oral sources.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize and Contextualize the events and opinions surrounding the Partition of India.</li> <li>Infer and interpret the experiences of people in order to understand the differential aspects of partition.</li> <li>Examine the nature, relevance and limitations of oral testimonies in reconstruction of history as a source.</li> </ul>
<p><b>15. The Making of the Constitution an overview:</b></p> <p>a. Independence and then new nation state.</p> <p>b. The making of the Constitution</p> <p><b>Focus:</b> The Constituent Assembly Debates</p> <p><b>Excerpts:</b> from the debates.</p> <p><b>Discussion:</b> What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>Familiarize students with the history independence.</li> <li>Discuss how the found ingi deals of the new nation state were debated and formulated.</li> <li>Understand how such debates and discussions can be read by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>Highlight the role of Constituent Assembly in order to understand functionaries in framing the constitution of India. Analyze how debates and discussions around important issues in the constituent assembly shaped our constitution.</li> </ul>



## **PROJECT WORK**

### **CLASS - XII (2021-22)**

#### **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 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 skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- 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 individually/ 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 should be hand written only.
- (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 a project as per his/her interest.
2. The project must be done individually/In-groups.

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 visually impaired 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 class XI.

**ASSESSMENT**  
**Allocation of Marks (20)**

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
<b>Total</b>		<b>20 Marks</b>

**Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.**

**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

**Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.**

<b>HISTORY-CLASS XII</b> <b>SUBJECT CODE 027 (Session 2021-22)</b>			
<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. <b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	40	50%
2	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	<b>High Order Thinking Skills-</b> (Analysis & Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) <b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	20	25%
4	<b>Map skill based</b> question- Identification, location, significance	5	6.25%
	<b>Total Questions</b>	<b>80</b>	<b>100%</b>

## LIST OF MAPS

<b>Book 1</b>		
<b>1</b>	<b>Page2</b>	Mature Harappan sites: • Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
<b>2</b>	<b>Page30</b>	Mahajanapada and cities : • Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
<b>3</b>	<b>Page33</b>	Distribution of Ashokan inscriptions: • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha • Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
<b>4</b>	<b>Page43</b>	Important kingdoms and towns: • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
<b>5</b>	<b>Page95</b>	Major Buddhist Sites: • Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodhgaya, Shravasti, Ajanta.

<b>Book 2</b>		
<b>1</b>	<b>Page174</b>	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
<b>2</b>	<b>Page214</b>	Territories under Babur, Akbar and Aurangzeb: • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.

### LIST OF MAPS

Book 3		
1	Page 297	Territories/cities under British Control in 1857: <ul style="list-style-type: none"> <li>• Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Deccan, Patna, Banaras, Allahabad and Lucknow.</li> </ul>
2	Page 305	Main centres of the Revolt of 1857: <ul style="list-style-type: none"> <li>• Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Banaras, Gwalior, Jabalpur, Agra, Avadh.</li> </ul>
		Important centres of the National Movement: <ul style="list-style-type: none"> <li>• Champaran, Kheda, Ahmedabad, Banaras, Amritsar, Chauri-Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.</li> </ul>

#### Prescribed Books:

1. Themes in World History, Class XI, Published by NCERT
2. Themes in Indian History, Part-I, Class XII, Published by NCERT
3. Themes in Indian History Part-II, Class XII, Published by NCERT
4. Themes in Indian History Part-III, Class XII, Published by NCERT

**Note:** The above textbooks are also available in Hindi medium

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3.	Kinship, Caste and Class (Early Societies (C. 600 BCE-600 CE)	31
4.	Thinkers, Beliefs and Buildings (Cultural Developments (C. 600 BCE-600 CE)	42
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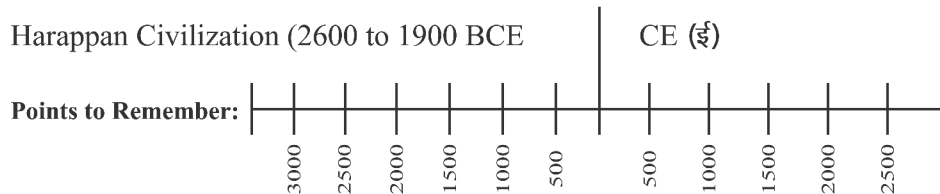
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# CHAPTER 1

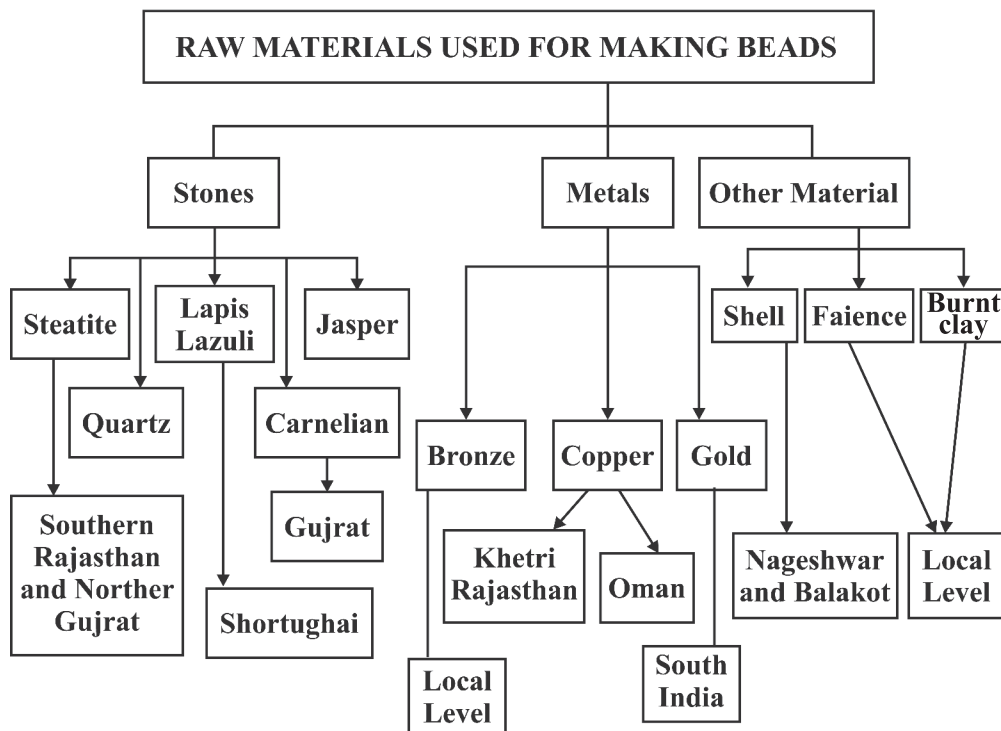
## BRICKS BEADS AND BONES

### THE HARAPPAN CIVILISATION



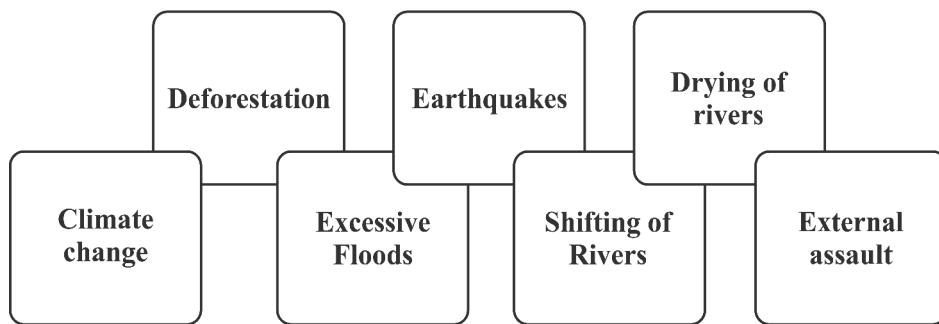
1. The Indus valley civilisation is also called the harappan culture. Archaeologists use the term “Culture” for a group of objects, distinctive in style, that are usually found together within a specific geographical area and period of time.
2. This civilisation was named after Harappa, the first site where this unique culture was discovered.
3. The main centres of this civilisation are Harappa and Mohenjodaro.
4. The Harappan civilisation was discovered in the year 1921-22 under the leadership of Sir John Marshall, Dayaram Sahni, and Rakhal Das Benerji.
5. The civilisation is dated between c. 2600 and 1900 BCE.
6. Sources to know about Harappan civilisation –Buildings, weights, Stones, Blades and Baked bricks, ornaments, sculptures, seals etc.
7. Expansion of the civilization – Afghanistan, Jammu, Baluchistan, Pakistan, Gujrat, Rajasthan and western U.P.
8. Main centers - Nageshwar, Balakot, Chanhudaro, Kotdiji, Dholavira, Lothal, Kalibangan, Banawali, Rakhigarhi etc.
9. This was an urban civilization . The main feature of this civilization was town planning.
10. The settlement is divided into two sections, one smaller but higher and the other much larger but lower. These were called Citadel and the lower Town respectively.
11. The Lower Town at Mohenjodaro provides examples of residential buildings, whereas the structures found in citadel, were probably used for special public purposes.
12. In, Harappan civilisation, roads and streets were laid out along an approximate “grid” pattern, intersecting at right angles.

13. One of the most distinctive features of Harappan cities was the carefully planned drainage system. Every house had its own bathroom paved with bricks.
14. Grains consumed in Harappan Civilization are estimated to be wheat, barley, lentil, chickpea and sesame. Millets are found from sites in Gujarat. Finds of rice are relatively rare.
15. Animals in existence at Harappan Civilization are estimated to be cattle, sheep, goat, buffalo and pig.
16. Harappan script is an enigmatic script as nobody is able to read it yet.
17. Harappan script was written from right to left. It has signs somewhere between 375 and 400.
18. Exchanges were regulated by a precise system of weights, usually made of a stone called chert. Smaller weights were probably used for weighing jewellery and beads. The lower denominations of weights were binary.
19. Chanhudaro almost exclusively devoted to craft production, including bead-making, shell-cutting, metal-working, seal-making and weight-making.



21. Seals and sealings were used to facilitate long distance communication.
22. At burials in Harappan sites the dead generally laid in pits. Some graves contain pottery and ornaments, perhaps indicating a belief that these could be used in the afterlife. Burial systems were used to find out the social and economic differences amongst Harappan people.
- 23.

**Probable reasons for the decline of the Harappan Civilisation**



24. Every house had its own bathroom paved with bricks, with drains connected through the wall of the street drains.
25. Specialised drills have been found at Chanhudaro, Lothal and more recently at Dholavira.
26. Rare objects made of valuable materials are generally concentrated in large settlements like Mohenjodaro and Harappan for example, miniature pots of faience and gold jewellery.
27. Nageshwar and Balakot were located near the coast and these were specialized centers for making shell objects like bangles, ladles and inlay.
28. Special expeditions were sent to remote areas for obtaining raw materials such as Khetri, Oman for copper and South India for Gold.
29. Cunningham, the first director general of the Archaeological Survey of India, had the illusion that the beginning of Indian History originated with the first cities that flourished in the Ganga valley.
30. Based on the town planning, architecture, trade and modern features found at the Harappan civilization, it is also called a new ancient civilization.

**OBJECTIVE TYPE QUESTION (1 Mark Each)**

1. When was the Harappan civilization discovered? Under whose leadership was it discovered?
2. Write any one feature of pre-Harappan settlements.
3. Who was Sir John Marshall?
4. Write any one characteristic of Harappan script.
5. Mention the main means of irrigation used by the Harappans.
6. What is Faience?
7. With which countries did the Harappan civilization have trade relations?
8. Which gods and goddesses were worshipped by the Harappan people?
9. Write the names of any two major regions of the Harappan civilization.
10. Harappan settlements were divided into ----- and -----.
11. The estimated wells in Mohanjodaro were:
  - A) Approx 500
  - B) Approx 600
  - C) Approx 700
  - D) Approx 800
12. The main feature of the Harappan script was:
  - A) It was written from left to right
  - B) It was written from right to left.
  - C) It was written from top to bottom
  - D) It was written from bottom to top
13. Harappan and Mohanjodaro are located in-
  - A) Present Maharashtra
  - B) Present-Pakistan
  - C) Present Haryana
  - D) None of the Above
14. The countries Harappan people had trade relations with are-
  - A) China, Japan, Korea
  - B) Russia, Mongolia, Italy
  - C) Iran, Iraq, Egypt
  - D) None of the above

15. The first Director General of the Archaeological Survey of India was:

- A) John Marshall
- B) Cunningham
- C) R.E.M. Wheeler
- D) None of the above

16. The number of signs in the Harappan script were:

- A) 500-700
- B) 375-400
- C) 200-300
- D) 300-350

17. A major centre of craft production was:

- A) Mohenjodaro
- B) Harappa
- C) Kalibangan
- D) Chanhudaro

18. The evidence of the ploughed field is found at:

- A) Harappan
- B) Kalibangan
- C) Mohenjodaro
- D) None of the above

19. The main centre of objects made of shell was-

- A) Nageshwar
- B) Chanhudaro
- C) Rakhigarhi
- D) Harappa

20. The main reason for the decline of Harappan civilization was:

- A) Climate change
- B) Frequent famine
- C) Natural disasters
- D) All of the above

21. Identify the given picture.



**CASE STUDY BASED QUESTIONS (3 MARKS EACH)**

22. Read the given source and answer any there question that follow.

**Citadels**

While most Harappan settlements have a small high western part and a lager lower eastern section, where are variations. At sites such as Dholavira and Lothal (Gujrat), the entire settlement was fortified, and sections within the town were also separated by walls. The Citadel within Lothal was not walled off, but was build at a height.

- A) In Indus Valley Civilization the second most famous site discovered after Harappan is :
- a) Chanhudaro
  - b) Balakot
  - c) Nageshwar
  - d) Mohanjodaro
- B) The structures found in the fort from among the following is:
- a) Warehouse
  - b) Great Bath
  - c) Both a and b
  - d) Neither of the above
- C) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).
- Assertion (A) – The fort was build on a high place.
- Reason (R) – The structures of the fort were build on the platform of raw bricks.
- a) Only statement (A) is correct.
  - b) Only Reason (R) is correct.
  - c) Both statement (A ) and reason (R) are true, but reason (R) is not an explanation of statement (A).
  - d) Both statement (A) and reason (R) are true and reason (R) is the explanation of statement (A).

D) Read the following statements carefully:

- (i) The fort was blackened.
  - (ii) The fortification has received structures that were probably used for specific public purposes.
- a) Both (i) and (ii) are true
  - b) Only (i) is true
  - c) Only (ii) is true
  - d) None is true

23. Study the given picture and answer the following questions.



A) This Picture is of:

- a) Proto Shiva
- b) Mother Goddess
- c) Terracotta toy
- d) Priest king

B) Problems of archaeological interpretation are perhaps evident in the field of:

- a) Rulers
- b) General public
- c) Religion
- d) Trade

C) One horned animal found on seals is often called:

- a) Bull
- b) Unicorn
- c) Proto Shiva
- d) Rhinoceros



D) Read the given statement and choose the appropriate option:

- (i) “Proto Shiva is also called Pashupati”
- (ii) “Mother Goddess is a terracotta figurine of, heavily jewelled women”
- a) Only (i) is correct
- b) Only (ii) is correct
- c) (i) and (ii) both are correct
- d) Neither (i) nor (ii) is correct

**SHORT ANSWER QUESTIONS (3 MARK EACH)**

1. Give a brief description of the great bath of Mohenjodaro
2. Highlight the economic activities of Harappan people.
3. What methods do archaeologists use to observe socio-economic differences in Harappan society
4. How the seals obtained from Harappan sites are helpful in getting information about their religious beliefs?
5. How do archaeologists identify craft production centers?
6. Who was General Cunningham? How did he fail to understand the importance of Harappa?
7. Write a brief comment on the drainage system of the Harappan civilization.
8. Describe Harappa’s trade relations with West Asia.
9. Give any three reasons responsible for the decline of Harappan civilization?
10. Explain the distinctive features of Mohanjodaro residential buildings.
11. Why is the Harappan script called enigmatic? Mention any three characteristics, of the Harappan script.
12. What do you know about the food items of the people of Indus Valley Civilization? Explain
13. Write any three achievements of the Harappan civilization in the field of technology?
14. Who was John Marshall? Clarify his contribution to Indian history.
15. How do historians reconstruct history?

**LONG ANSWER QUESTIONS (8 MARK EACH)**

1. Describe in detail the town planning of the Harappan civilization (Hint : Page Nos. 5-8, N.C.E.R.T.)

2. What are the main achievements of the Harappan civilization? (hint : page no 5,6, 7,13,15, NCERT)
3. What were the main aspects of Harappan agriculture and agricultural technology?(Hint: page no. 2-3, NCERT)
4. Mention the achievements of R. E.M. Wheeler as Director General of Archaeological Survey of India. (Hint : page no. 21, NCERT)
5. Highlight the economic and religious characteristics of the Indus Valley Civilization (Hint: page 9, 10,12,23 NCERT)

### **Source Based Questions (5 Marks Each)**

**(Read the following source carefully and answer the questions given below:)**

#### **The most ancient system yet discovered**

About the drains, Mackay noted: It is certainly the most complete ancient system at yet discovered. Every house was connected to the street drains. The main channels were made of bricks set in mortar and were covered with loose bricks that could be removed for cleaning. In some cases, limestone was used for the covers. House drains first emptied into a sump or cesspit into which solid matter settled while waste water flowed out into the street drains. Very long drainage channels were provided at intervals with sumps for cleaning. It is a wonder of archaeology that little heaps of material, mostly sand, have frequently been found lying alongside drainage channels, which shows that the debris was not always carted away when the drain was cleared.

Drainage systems were not unique to the larger cities, but were found in smaller settlements as well. At Lothal for example, while houses were built of mud bricks, drains were made of burnt bricks.

1. Describe one of the features of the drainage system of the Harappan civilization 1
2. Why was the drainage of Harappan civilization called a unique example of archaeology? 2
3. What did Mackay think about the drains.? 2

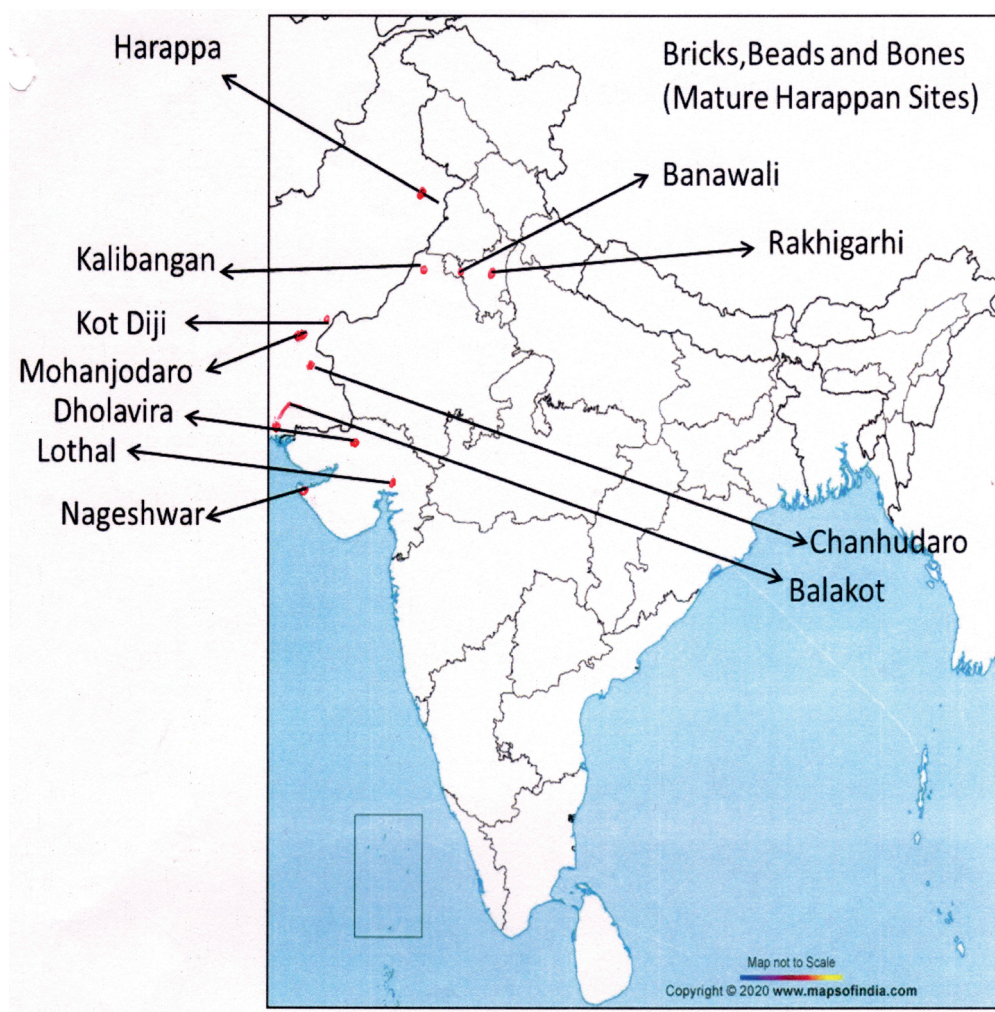
### How artefacts are identified

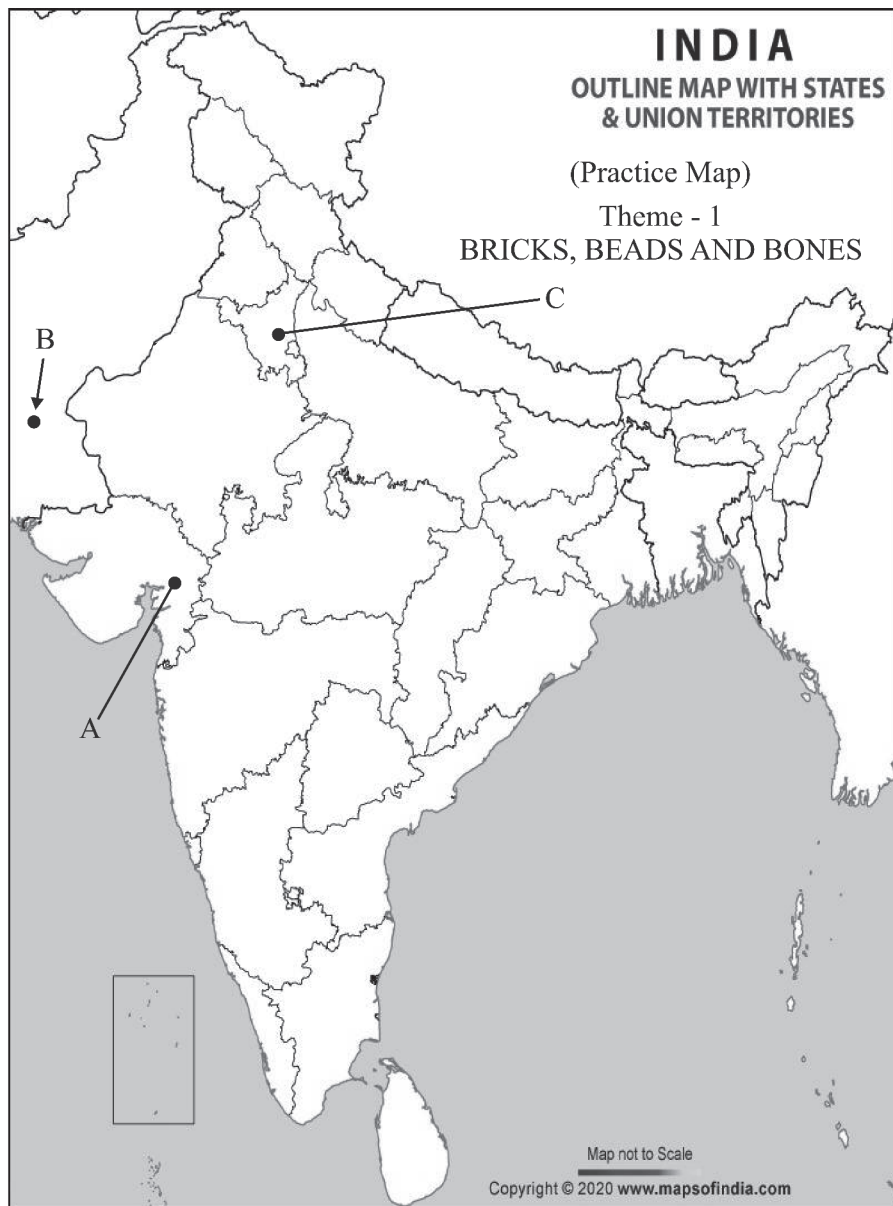
Processing of food required grinding equipment as well as vessels for mixing, blending and cooking. These were made of stone, metal and terracotta. This is an excerpt from one of the earliest reports on excavations at Mohenjodaro, the best-known Harappan site:

Saddle querns ... are found in considerable numbers ... and they seem to have been the only means in use for grinding cereals. As a rule, they were roughly made of hard, gritty, igneous rock or sandstone and mostly show signs of hard usage. As their bases are usually convex, they must have been set in the earth or in mud to prevent their rocking. Two main types have been found: those on which another smaller stone was pushed or rolled to and fro, and others with which a second stone was used as a pounder, eventually making a large cavity in the nether stone. Querns of the former type were probably used solely for grain; the second type possibly only for pounding herbs and spices for making curries. In fact stones of this latter type are dubbed "curry stones" by our workman and our cook asked for the loan of one from the museum for use in the kitchen.

FROM ERNEST MACKAY, FURTHER EXCAVATIONS at Mohenjodaro, 1937.

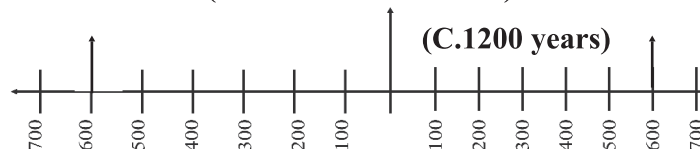
1. Write any one feature of concave wheels. (1)
2. What are the type of stones were used to make querns. (2)
3. Explain the importance of Harappan utensils for historians. (2)





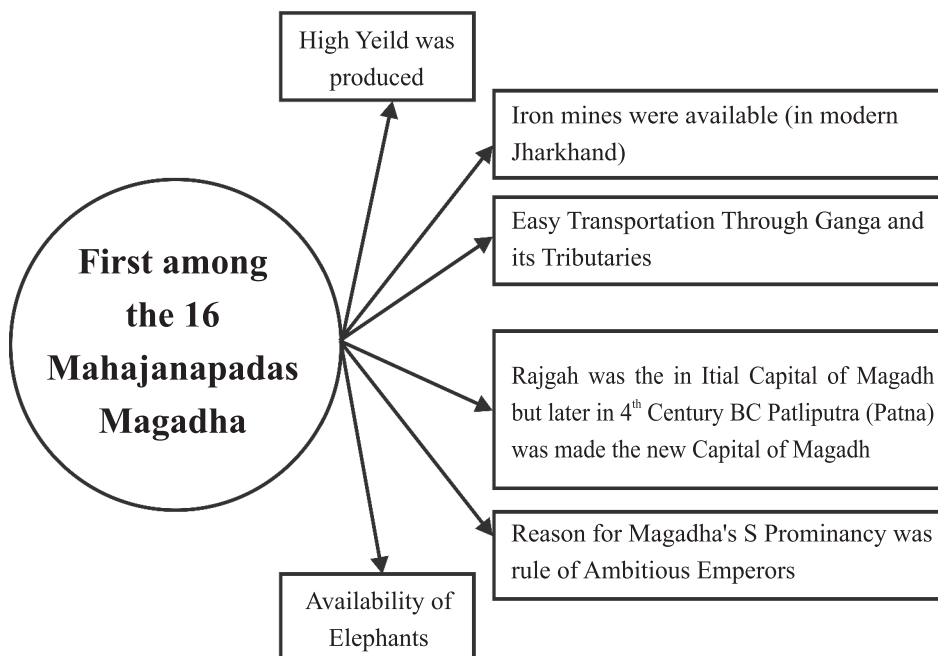
1. In the given outline map of India, show the mature Harappan sites Mohanjodaro and Kalibangan, with the help of appropriate symbols.
2. In the same given outline map of India three mature Harappan sites are marked as A, B & C. Identify the places and write their names.

**THEME 2**  
**Kings, Farmers and Towns**  
**Early States and Economics**  
**(C. 600 BCE to 600 CE)**



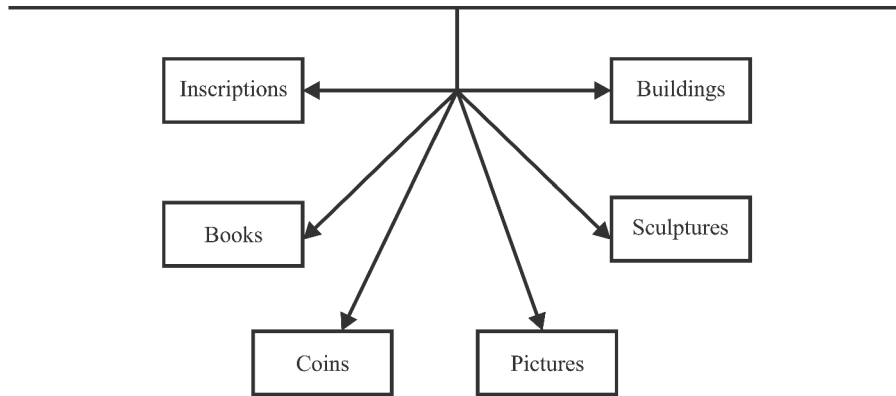
**Points to Remember:**

1. James Prinsep, an officer in the mint of the East India Company in the decade of 1830, deciphered Brahmi and Kharosthi scripts. These helped decipher Ashokan inscriptions and coins.
2. The sixth century BCE is often regarded as a major turning point in early Indian history. It is an era associated with early states, cities, the growing use of iron, the development of coinage, etc.
3. Sixteen states known as mahajanapadas emerged. Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara and Avanti were major among them.
4. Reasons of Magadha becoming the most powerful Mahajanapada.





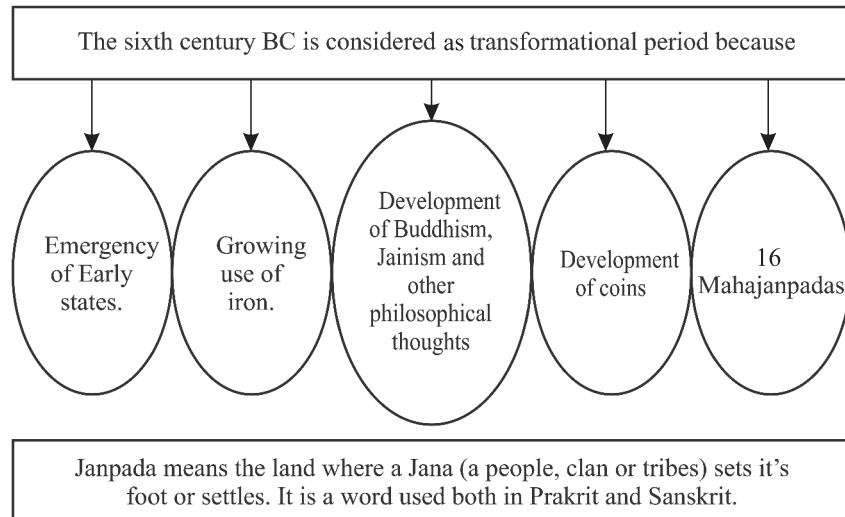
5. According to Buddhist text Asoka was one of the most famous rules of this time.
6. Chandragupta Maurya was the founder of Mauryan dynasty. Mauryan empire was the first empire of India.
7. Sources ti know about Indian history between 600 BCE to 600 CE



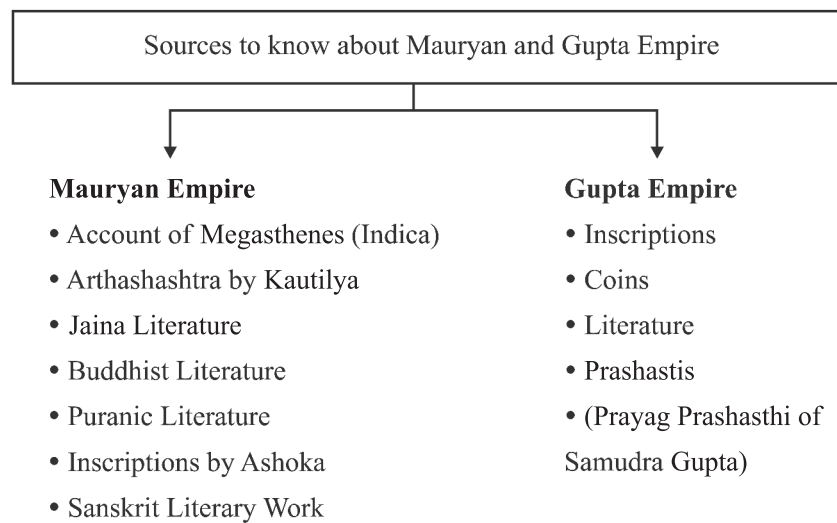
8. Prinsep and Piyadassi
  - ❖ In the 1830s James Prinsep an officer in the mint of East India Company, deciphered Brahmi and kharoshthi, two scripts used in earliest inscriptions and coins.
  - ❖ Most of these mentioned a king referred to as Piyadassi meaning “pleasant to behold”. Few inscriptions also referred to Asoka, one of the most famous rulers known from Buddhist texts.



## 9. Early States



## 10.

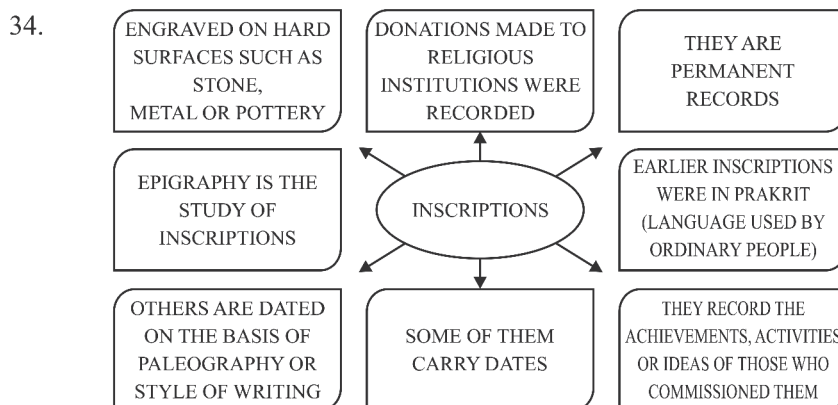


11. There were five major political centres in the Mauryan Empire- the capital Pataliputra and the provincial centres of Taxila, Ujjayini, Tosali and Suvarnagiri.
12. Megasthenes mentions a committee with six subcommittees for coordinating military activities. One looked after the navy, the second managed transport and provisions, the third was responsible for foot soldiers, the fourth for horses and fifth for chariots and the sixth for elephants.

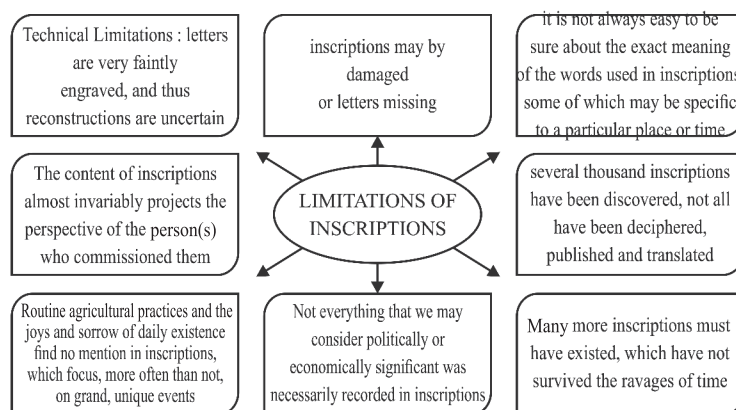


13. By the fourth century there is evidence of larger states, including the Gupta Empire. Many of these depended on Samantas, (men who maintained themselves through local resources including control over land).
14. The new kingdom that emerged in the Deccan and further south, including the chiefdoms of the Cholas, Cheras and Pandyas.
15. The iron ploughshare were used to increase the agricultural productivity in 6<sup>th</sup> century BC.
16. To some extent, exchanges were facilitated by the introduction of coinage.
17. One means of claiming high status was to identify with a variety of deities.
18. By the second century BCE, we find short votive inscriptions in a number of cities. These mention the name of the donor, and sometimes specify his/her occupation as well. They tell us about people who lived in towns: washing folk, weavers, scribes, carpenters, potters, goldsmiths, blacksmiths, officials, religious teachers, merchants and kings.
19. Somethings, guilds or shrenis, organisations of craft producers and merchants are mentioned as well. These guilds probably procured raw materials, regulated production and marketed the finished product.
20. From the sixth century BCE, land and river routes criss-crossed the subcontinent and extended in various directions across the Arabian Sea to East and North Africa and West Asia and through the Bay of Bengal to Southeast Asia and China.
21. From c. sixth century CE onwards, finds of gold coins taper off.
22. Inscriptional evidences are the main sources to know history. An Epigraphist can get important information about the language, name of the king, date and messages related to ancient times.
23. The Limitations of Inscriptional Evidence – letters are very faintly engraved, inscriptions may be damaged or letters missing, it is not always easy to be sure about the exact meaning of the words used in inscriptions, not all have been deciphered, routine agricultural practices and the joys and sorrows of daily existence find no mention in inscriptions.
24. All the archaeological finds were associated with the Mauryas, including stones, sculpture, were considered to be examples of the spectacular art typical of empires. .

25. Kushanas considered themselves godlike. Many Kushana rules also adapted the title devaputra, or “son of god”, possibly inspired by Chinese rules who called themselves sons of heaven.
26. The notions of kingship they wished to project are perhaps best evidenced in their coins and sculpture.
27. Janapada means the land where a jana (a people, clan or tribe ) sets its foot or settles. It is a word used in both Prakrit and Sanskrit.
28. From c. 6th century BCE onwards, Brahmanas began composing Sanskrit texts known as the Dharmasutras. These laid down norms for rulers as well as for other social categories.
29. A chief is a powerful man whose position may or may not be hereditary. The region under him was called a ‘Sardari’.
30. The Prayaga Prashasti (also known as the Allahabad Pillar Inscription) composed in Sanskrit by Harishena, the court poet of Samudragupta.
31. The Sudarshana lake was an artificial reservoir. We know about it from a rock inscription (c. second century EC). The inscription mentions that the lake, with embankments and water channels, was built by a local governor during the rule of the Mauryas.
32. A gahapati was the owner, master or head of a household, who exercised control over the women, children, slaves and workers who shared a common residence. The term gahapati was often used in Pali texts to designate the second and third categories.
33. Numismatics is the study of coins, including visual elements such as scripts and images, metallurgical analysis and the contexts in which they have been found.



35.



### OBJECTIVE TYPE QUESTION (1 MARK Each)

1. What is an inscription?
2. Who was James Prinsep?
3. What is the meaning of Sangam literature?
4. Which scripts are mainly used in Ashokan Inscriptions?
5. What do you understand by punch marked coins?
6. What is the language of the Ashokan Inscriptions?
7. What was Shreni?
8. Why is the Lion capital of Asoka considered important in present times?
9. What does 'agrahara' mean?
10. Kanishka was the most powerful ruler of the \_\_\_\_\_ dynasty.
11. The main achievement of James Prinsep was-
  - A) To interpret Sanskrit
  - B) To interpret Brahmi and Kharoshthi script
  - C) To interpret Devanagari script
  - D) None of the above
12. The author of the book Indica was-
  - A) Cunningham
  - B) John Marshall
  - C) Megasthenes
  - D) Kautilya

13. The military activities of the Mauryan Empire were conducted by

- A) A committee and six subcommittees
- B) Two committees and five subcommittees
- C) Three committees and five subcommittees
- D) Four committees and three subcommittees

14. The doctrine of Dharma was started by:

- A) Chandragupta Maurya
- B) Samudragupta
- C) Chanakya
- D) Ashoka

15. The legend related to the Jataka stories is :

- A) Mahatma Buddha
- B) Mahavira
- C) Guru Nanak
- D) Kabir Das

16. Harshacharita was composed by:

- A) Kautilya
- B) Megasthenes
- C) Banabhatta
- D) None of the above

17. Usually Sethis were:

- A) Rich businessmen
- B) Craftsmen
- C) Farmers
- D) Soldiers

18. The first gold coins in India were issued by:

- A) Shakas
- B) Satavahanas
- C) Gupta rulers
- D) Kushanas

19. The initial capital of Magadha was:
- A) Taxila
  - B) Patna
  - C) Pataliputra
  - D) Rajgir
20. Famous book Ashtadhyayi was composed by:
- A) Panini
  - B) Patanjali
  - C) Charaka
  - D) Aryabhatta
21. Identify the given picture and write it's name.



#### **CASE STUDY BASED QUESTIONS (3 MARK EACH)**

1. Read the following excerpt carefully and answer any three questions:

##### **In praise of Samudragupta**

This is an excerpt from the Prayaga Prashasti: He was without an antagonist on earth; he, by the overflowing of the multitude of (his) many good qualities adorned by hundreds of good actions, has wiped off the fame of other kings with the soles of (his) feet; (he is) Purusha (the Supreme Being), being the cause of the prosperity of the good and the destruction of the bad (he is) incomprehensible; (he is) one whose

tender heart can be captured only by devotion and humility; (he is) possessed of compassion; (he is) the giver of many hundred- thousands of cows; (his) mind has received ceremonial initiation for the uplift of the miserable, the poor, the forlorn and the suffering: (he is) resplendent and embodied kindness to mankind; (he is) equal to (the gods) Kubera (the god of wealth), Varuna (The god of the ocean), Indra (the god of rains) and Yama (the god of death...)

A) Prayaga Prashasti was composed by-

- a) Banabhatta
- b) Harishena
- c) Samudragupta
- d) Krishnadeva Rai

B) This prashsti was written in the praise of

- a) Chndragupta Maurya
- b) Kanishka
- c) Samudragupta
- d) Ashoka

C) The correct statement from among the following statements is :

- a) He had many antagonists on earth.
- b) He resplendent and embodied kindness to mankind
- c) He was full of violence
- d) All of the above

D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A) Histories of the Gupta rulers have been reconstructed from literature, coins and inscriptions, including prashastis, composed in praise of kings in particular, and patrons in general, by poets.

Reason (R) — While historians often attempt to draw factual information from such

compositions, those who composed and read them often treasured them as works of poetry rather than as accounts that were literally true,

- a) Only statement (A) is correct.
  - b) Only Reason (R) is correct.
  - c) Both statement (A) and reason (R) are correct (R) is not an explanation of statement (A).
  - d) Both statement (A) and reason (R) are correct and reason (R) is the explanation of statement (A).
2. See the given pictures carefully and answer any three of the following questions.



- A) These coins are associated with
  - a) Mauryan empire
  - b) Gupta empire
  - c) Kushana empire
  - d) Satvahana empire
- B) These coins are made up of
  - a) Silver
  - b) Gold
  - c) Copper
  - d) Iron
- C) Read the given statements carefully.....
  - I) Kushanas (c. first century BCE- first century CE), ruled over a vast kingdom extending from Central Asia to northwest India.
  - II) Kushanas history has been reconstructed from inscriptions and textual traditions.
  - III) Colossal statues of Kushana rulers have been found installed in a shrine at Mat near Mathura (Uttar Pradesh).

Choose the correct option

- a) Only (I) is correct
  - b) Only (II) is correct
  - c) (I) and (II) are correct
  - d) All the statements are correct
- D) Study of coins is called —
- a) Numismatics
  - b) Anthropology
  - c) Epigraphy
  - d) None of the above

**SHORT ANSWER QUESTIONS (3 marks each)**

1. Who was James Prinsep? What is his contribution in writing Indian history?
2. "Magadha became the most powerful Mahajanapada from the sixth century to the fourth century AD." Examine
3. What were the main features of Asoka's Dhamma?
4. According to Megasthenes descriptions , what were the military arrangement in the Mauryan Empire?
5. Explain in detail the major sources of information of Mauryan Empire
6. Examine the limitations of Inscriptional evidences in understanding the economic and political history of India.
7. Highlight three major features of ancient Indian Mahajanapadas.
8. What information do we get from the Inscriptions? Explain through any three points
9. What was the "divine king" practice prevalent in the period described?
10. Write three characteristics related to agriculture during Mauryan Empire.
11. Discuss the contribution of James Prinsep in the development of Indian epigraphy
12. Highlight the importance of coins in Indian history
13. What do you know about the cities and trade of Mauryan period? Explain
14. Write any three facts about the chieftains that emerged in South India
15. In your opinion , what is the importance of the Mauryan Empire in ancient Indian history?



**Long Answer Questions (8 marks each)**

1. Discuss the contribution of King Ashoka in Indian history. (Hint: page no. 32-34, 47-48 NCERT)
2. Describe the salient features of the Mauryan administration (Hint: page no. 32-34, NCERT)
3. Express your views on the economic and political achievements of the Mauryan Empire. (Hint : page no. 32,34, 43 NCERT)
4. What are Inscriptions ? Explain it's importance and limitations as historical source (Hint : page no. 29,47,48 NCERT)
5. Explain the major changes that took place in the countryside during the said period (Hint: page no. 38-40, NCERT)

**SOURCE BASED QUESTIONS (5 MARKS each)**

1. **Read carefully the given source and answer the questions that follows:**

**Life in a small village**

The Harshacharita is a biography of Harshavardhana, the ruler of Kanauj, composed in Sanskrit by his court poet, Banabhatta (c. seventh century CE). This is an excerpt from the text, an extremely rare representation of life in a settlement on the outskirts of a forest in the Vindhyas: The outskirts being for the most part forest, many parcels of rice-land, threshing ground and arable land were being apportioned by small farmers ... it was mainly spade culture ... owing to the difficulty of ploughing the sparsely scattered fields covered with grass, with their few clear spaces, their black soil stiff as black iron... There were people moving along with bundles of bark ... countless sacks of plucked flowers... loads of flax and hemp bundles, quantities of honey, peacocks' tail feathers, wreaths of wax, logs, and grass. Village wives hastened en route for neighbouring villages, all intent on thoughts of sale and bearing on their heads baskets filled with various gathered forest fruits.

1. Who was the author of 'Harshacharita'? 1
2. Describe the activities of the people of that area. Mention any two activities of farmers of that period and present farmers. 2
3. Mention two activities that rural women did. 2

2. **Read carefully the given source and answer the questions that follows:**

**3. Prabhavati Gupta and the village of Danguna**

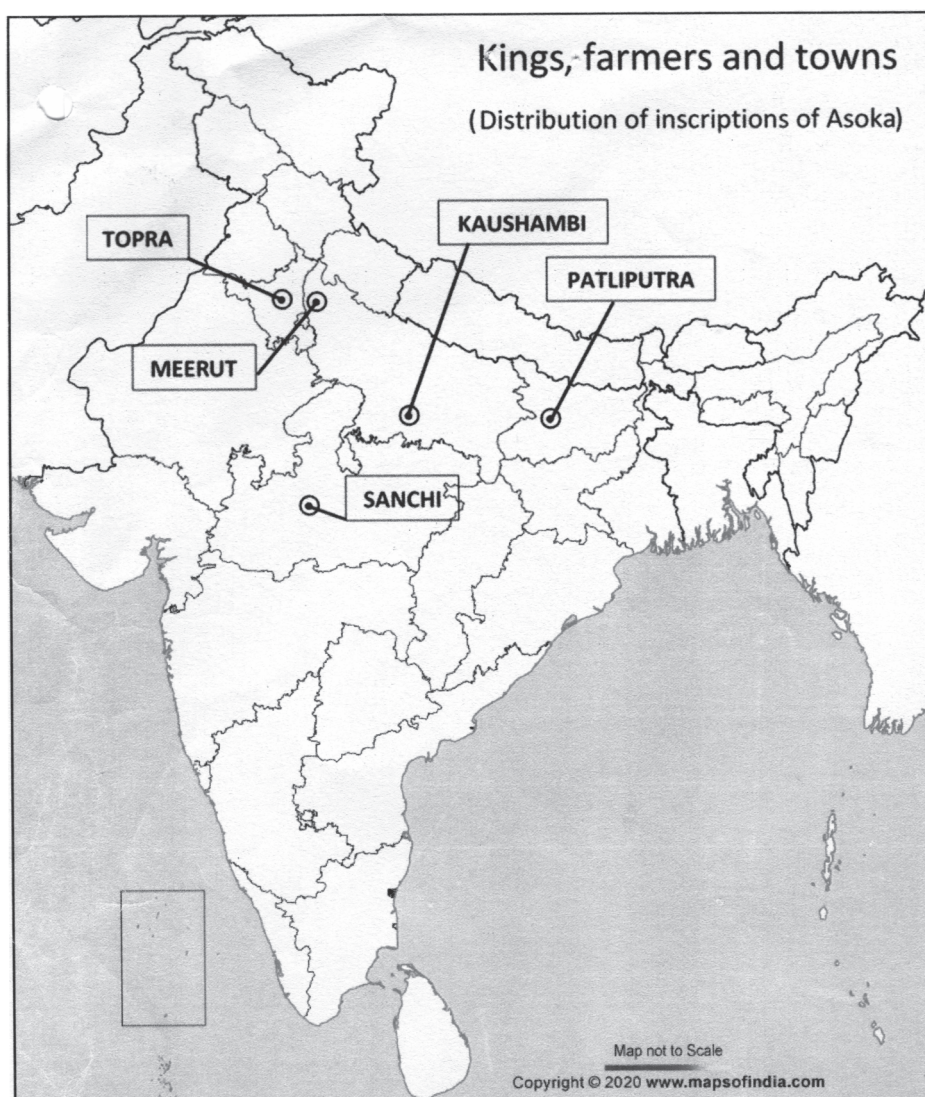
This is what Prabhavati Gupta states in her inscription: Prabhavati Gupta... commands the gramakutumbinas (householders/peasants living in the village), Brahmanas and others living in the village of Danguna ... "Be it known to you that on the twelfth (lunar day) of the bright (fortnight) of Kamika, we have, in order to increase our religious merit donated this village with the pouring out of water, to the Acharya (teacher) Chanalasvamin... you should obey all (his) commands ... We confer on (him) the following exemptions typical of an agrahara ...(this village is) not to be entered by soldiers and policemen; (it is) exempt from (the obligation to provide) grass, (animal) hides as seats, and charcoal (to touring royal officers); exempt from (the royal prerogative of) purchasing fermenting liquors and digging (salt); exempt from (the right to) mines and khadira trees; exempt from (the obligation to supply) flowers and milk; (it is donated) together with (the right to) hidden treasures and deposits (and) together with major and minor taxes ... This charter has been written in the thirteenth (regnal) year. (It has been) engraved by Chakradasa.

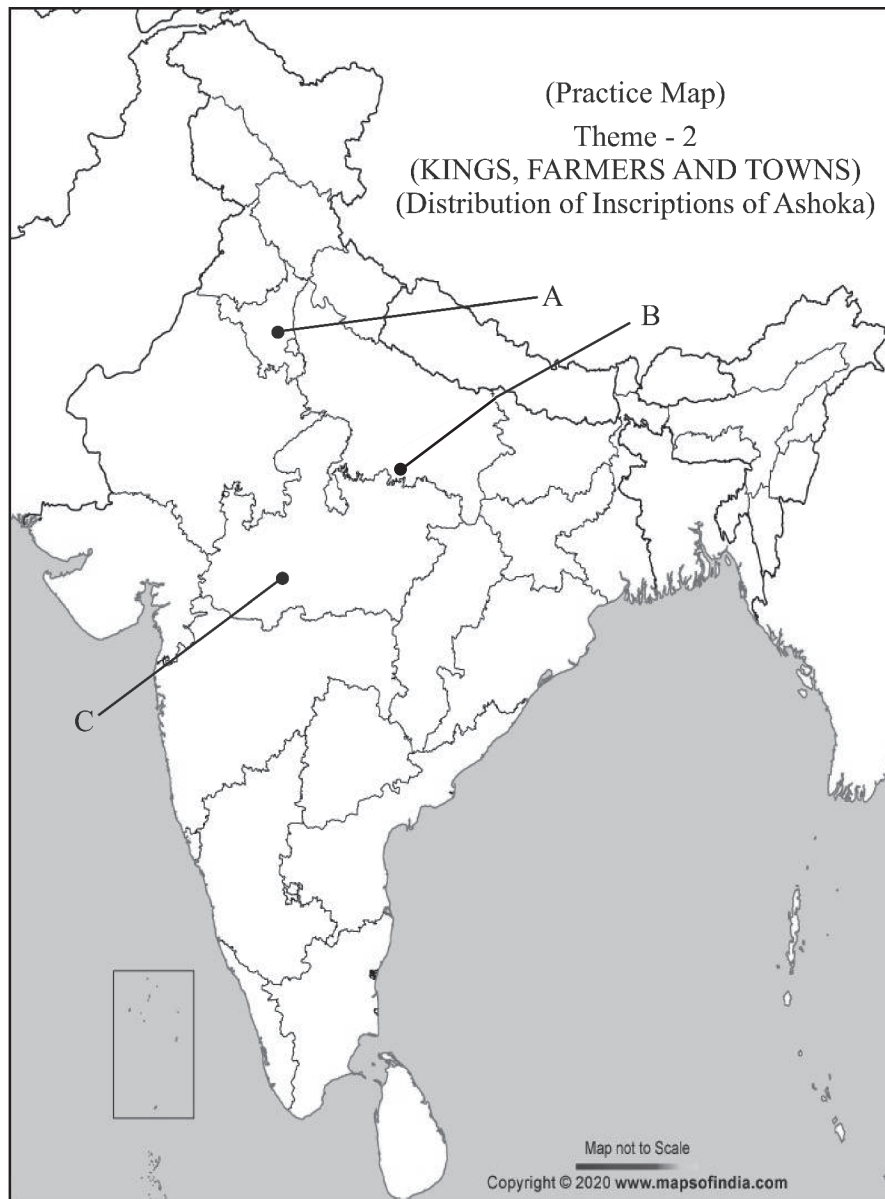
- |   |   |
|---|---|
| 1. Who released this Inscription?                                     | 1 |
| 2. What were the exemptions and concessions given to agrahara lands?  | 2 |
| 3. To which village is this order related to and when was it written? | 2 |

**4. The anguish of the king**

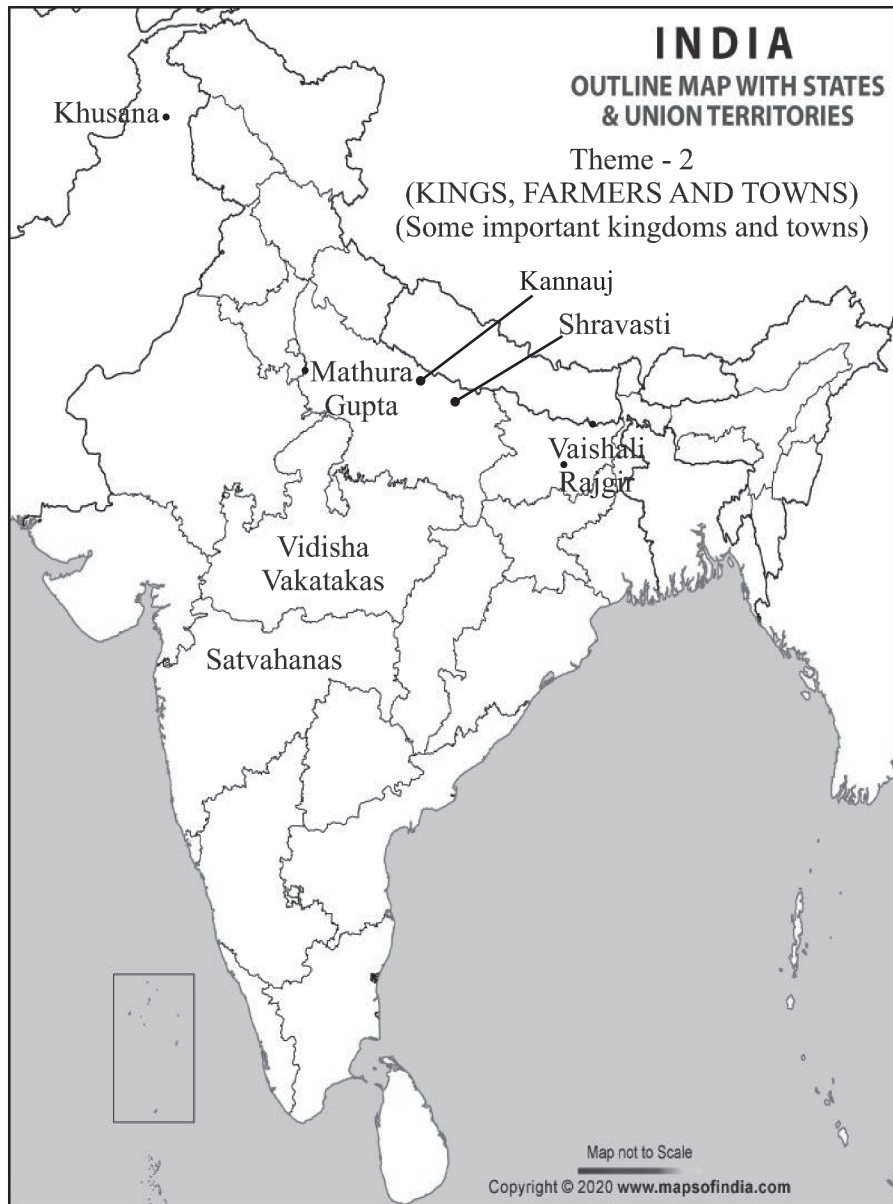
When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (present day coastal Orissa) was conquered by (him) One hundred and fifty thousand men were deported, a hundred thousand were killed, and many more died. After that, now that (the country of) the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma. This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas. For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there .....

- |  |   |
|--|---|
| 1. Who was called 'Devanampiya Piyadassi'?                     | 1 |
| 2. Mention the importance and limitations of the Inscriptions. | 2 |
| 3. Explain the impact of the Kalinga war on Ashoka.            | 2 |

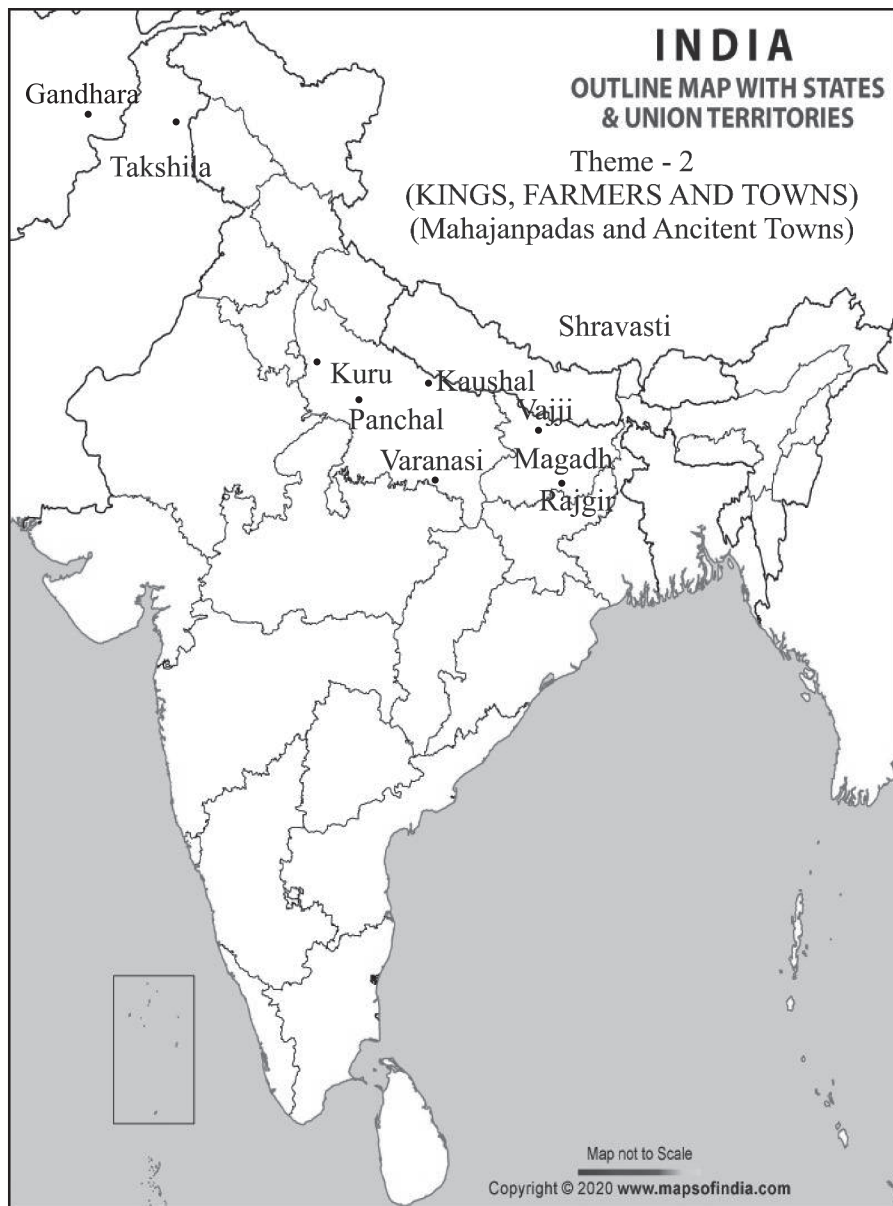


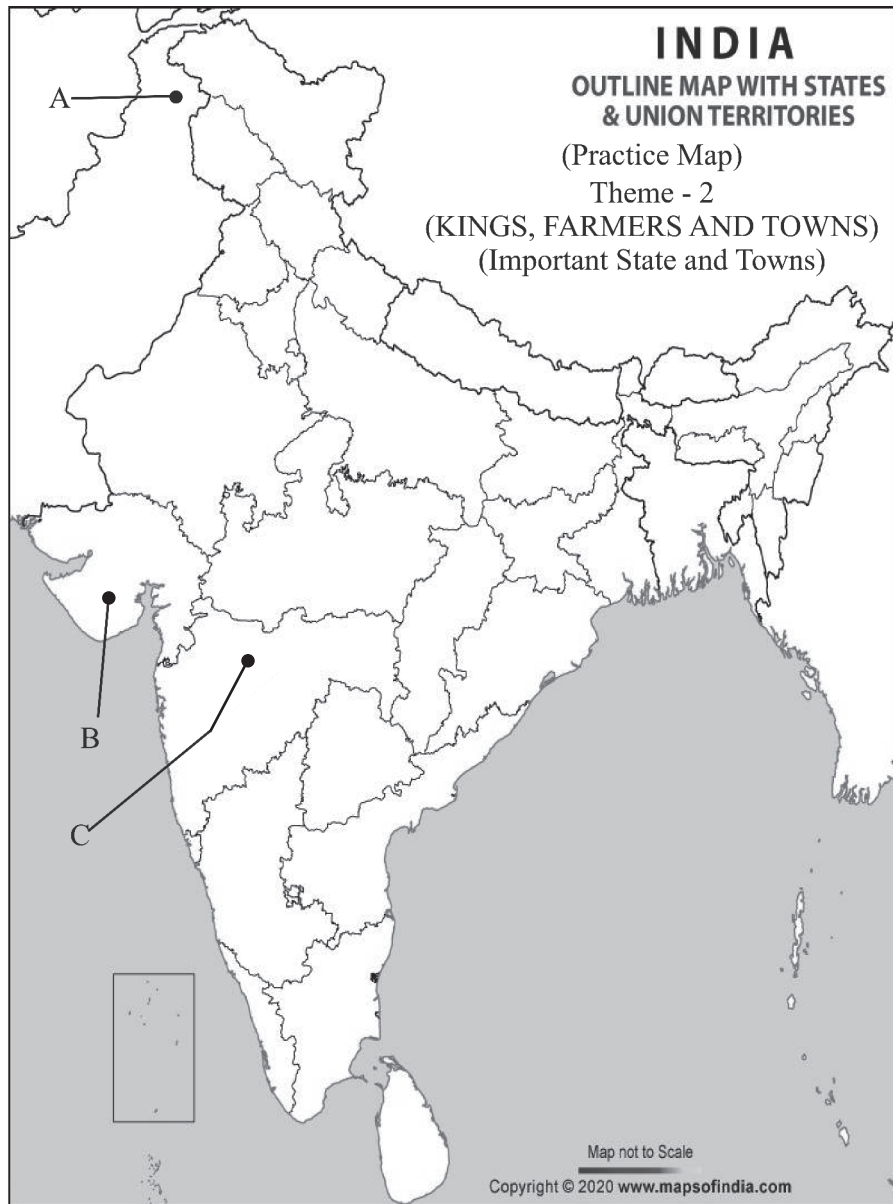


1. In the given outline map of India locate Mathura, Kannauj and Braghukachchha.
2. In the same given outline map of India three places related to pillar inscriptions of Ashoka are marked, Identify and write their names.









1. In the given outline map of India locate Mathura, Kannauj and Patliputra.
2. In the same map three states are marked as A, B & C identify and write their name.

**THEME 3**  
**Kinship, Caste and Class**  
**Early Societies**  
**(C.600 BCE-600 CE)**

**Points to Remember:**

1. Historians often use textual traditions and inscriptions to understand the contemporary society.
2. Careful use of these texts allows to piece together attitudes and practices that shaped social histories.
3. Efforts were made to find out the social categories and norms of behaviour for various social groups through the analysis of a great epic like 'Mahabharata', one of the richest texts of the subcontinent.
4. One of the most ambitious projects of preparing critical edition of Mahabharata began in 1919, under the leadership of an Indian Sanskritist, V.S. Sukthankar. The project took 47 years to complete.
5. The original story was probably composed by charioteer-bards known as sutas who generally accompanied Kshatriya warriors to the battlefield and according to literary traditions, this epic was composed by a sage named Vyas who dictated the text to Shri Ganesha.

6. 

The ideal "occupations" of the four categories or varnas, according to Dharmashastra and Dharmasutra.

<b>BRAHAMANAS</b>	<b>KSHATRIYAS</b>	<b>VAISHYAS</b>	<b>SHUDRAS</b>
<ul style="list-style-type: none"> <li>• To Study and teach the Vedas,</li> <li>• Perform Sacrifices</li> <li>• Get sacrifices performed</li> <li>• Gives and receive gifts</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in warfare</li> <li>• Protect people and administer justice</li> <li>• Study the Vedas</li> <li>• Get sacrifices performed,</li> <li>• Make gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Study the Vedas</li> <li>• Get sacrificers performed,</li> <li>• Make gifts</li> <li>• Engaged in agriculture, pastoralism and trade</li> </ul>	<ul style="list-style-type: none"> <li>• Serving the three “higher varnas.</li> </ul>



7. Patriliney means tracing descent from father to son, grandson and so on. The main story line of Mahabharata strengthen the idea of patriliney. Most ruling dynasties (c. sixth century BCE onwards) followed this system.
8. With the emergence of new towns, social life became more complex. Faced with this challenge, the Brahmanas responded by laying down codes of social behaviour in great detail known as Dharmashashtra and Dharmasutras like Manusmriti etc.
9. In Brahmanical practice people were classified into gotras. Each gotra was named after a Vedic seer, and all those who belonged to the same gotra were regarded as his descendants.
10. 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.
11. Social complexities are reflected in the term jati. In Brahmanical theory, jati, like varna, was based on birth.
12. Due to diversities within the subcontinent there was no influence of the Brahmanical ideas on some groups such as Nishada and Mlechchhas.
13. Brahmanas considered some people as being outside the system, they also developed a sharper social divide by classifying certain social categories as "untouchable".
14. The Manusmriti laid down the "duties" of the chandalas. It was written by sage Manu.
15. According to the Manusmriti, the paternal property was to be divided equally amongst sons after the death of the parents, with a special share for the eldest son.
16. Dharmasutras and Dharmashastras recognised as many as eight forms of marriage. Of these, the first four were considered as "good" while the remaining were condemned.
17. In Brahmanical theory, jati, like varna, was based on birth. However, while the number of varnas was fixed at four, there was no restriction on the number of jatis. In fact, whenever Brahmanical authorities encountered new groups — for instance, Nishadas — or goldsmith which did not easily fit into the fourfold varna system, they classified them as a jati.

18. Critiques of the varna order were developed within early Buddhism. The Buddhists recognised that there were differences in society, but did not regard these as natural or inflexible. They also rejected the idea of claims to status on the basis of birth.
19. With the emergence of new cities, social life became more complex. Ideas were exchanged in the urban environment. This may have led to a questioning on earlier beliefs and practices,
20. Women could not claim a share of paternal resources. They were allowed to retain the gifts they received on the occasion of their marriage as stridhana .
21. Historians consider several elements when they analyse text Elements like Language, period, type, writer, content and the intended audience .
22. Over the centuries, versions of the epic were written in a variety of languages. Several stories that originated in specific regions or circulated amongst certain people found their way into the epic. The central story of the epic was often retold in different ways and episodes were depicted in sculpture, painting, dance, drama and other kinds of narrations.
23. Sanskrit texts use the term kula to designate families andjati for the larger network of kinfolk.
24. Matriliney is the term used when descent is traced through the mother.
25. Endogamy refers to marriage within a unit. This could be a kin group, caste, or a group living in the same locality.
26. The Brihadaranyaka Upanishad, one of the earliest Upanishads contains a list of successive generations of teachers and students, many of whom were designated by metonymics.
27. According to the Shastras, only Kshatriyas could be kings. However, several important ruling lineages probably had different origin.
28. In Sanskrit text and inscriptions, word'vanik' was used for trades.
29. Nomadic pastoralists were viewed with suspicion. Others who could not be easily accommodated within the framework of settled agriculturists and sometimes those who spoke non-Sanskritic languages were labelled as mlechchhas and looked down upon.
30. Historians usually classify the contents of the present text under two broad heads sections that contain stories, designated as the narrative, and sections that contain prescriptions about social norms, designated as didactic.

**OBJECTIVE TYPE QUESTIONS (1 MARK EACH)**

1. With whom is the story of Mahabharata related?
2. What were the Dharmashastras?
3. When was the Manusmriti compiled?
4. Differentiate between the terms patriliney and matriliney.
5. What does 'Exogamy system' mean?
6. Write any one rule related to gotra system according to Brahmanical system.
7. What has been called Stridhan according to the Dharmashastra?
8. The original author of Mahabharata was.....
9. Examples of Matronymics are found in the.....Upanishads.
10. The main texts of Buddhism are .....
11. Total no. of Varnas in the varna system were:
  - A) Three
  - B) Four
  - C) Five
  - D) Six
12. The compilation of Manusmriti was of around:
  - A) 500 BCE-500 CE
  - B) 400 BCE-400 CE
  - C) 300 BCE-300 CE
  - D) 200 BCE-200 CE
- 13) The term Vanik is used for the:
  - A) Artisans
  - B) Businessman
  - C) Farmers
  - D) Soldiers
- 14) Match the following:

**List I**

- I. Ramayana.
- ii. Mahabharata.
- iii. Ashtadhyayi
- iv. Tipitaka
- v. Manusmriti

**List II**

- A. Buddhist Text
- B. Valmiki
- C. Ved Vyas
- D. Dharmashastra
- E. Panini

**List II**

- 1) Buddhist text
- 2) Valmiki
- 3) Ved Vyas
- 4) Dharmashastra
- 5) Panini
- (a) i-B, ii-C, iii-E, iv-A, v-D
- (b) i-B, ii-E, iii-C, iv-A, v-D
- (c) i-B, ii-A, iii-C, iv-D, v-E
- (d) i-C, ii-B, iii-A, iv-D, v-E

15. form the correct sequence:

- I. 500-200 BCE - Main Dharmasutras
- II. 300 CE- The Natyashastra of Bharatmuni
- III. 500 BCE - Sanskriti grammar Ashtadhyayi
- IV. 300 to 600 CE - Other Dharmasutras

Choose the appropriate sequence from the following:

- (A) III, II, I, IV
- (B) II, IV, III, I
- (C) I, II, III, IV
- (D) III, I, II, IV

16. Choose the correct option

- I. Aryabhata's work on astronomy and mathematics
- II. Critical edition of Mahabharata
- III. Charak texts
- IV. Tipitaka texts

Choose the correct option

- (A) IV, II, III, I
- (B) II, III, I, II
- (C) IV, III, II, I
- (D) I, II, III, IV

17. Excavation started at Hastinapur, Meerut in:
- A) 1941-42
  - B) 1951-52
  - C) 1961-62
  - D) 1971-72
- 18) Meaning of narrations is/are:
- A) Collection of stories
  - B) Collection of poems
  - C) Collection of ghazals
  - D) Collection of folk songs
- 19) The holy Texts of Buddhism are-
- A) Upanishads
  - B) Dharmashastra
  - C) Tipitaka
  - D) Puranas
20. Charaka and Sushruta Samhita are related with-
- A) Science
  - B) Mathematics
  - C) Ayurveda
  - D) Cookery
21. Identify the given picture, and name the event that is depicted in it.



### CASE STUDY BASED QUESTIONS (3 MARK EACH)

Q1. Read the given excerpt related to the divine system carefully and answer any three of the following questions.

#### A divine order?

To justify their claims, Brahmanas often cited a verse from a hymn in the Rigveda known as the Purusha sukta, describing the sacrifice of Purusha, the primeval man. All the elements of the universe, including the four social categories, were supposed to have emanated from his body:

The Brahmana was his mouth, of his arms was made the Kshatriya.

His thighs became the Vaishya, of his feet the Shudra was born.

- A) Varna system was described in
- a) Rigveda
  - b) Samveda
  - c) Atharvaveda
  - d) Yajurveda
- B) In varna system, \_\_\_\_\_ duty was given to Brahmins.
- a) Perform and get performed the sacrifices
  - b) Engage in wars
  - c) Engage in agriculture
  - d) To serve other three Varnas.
- C) \_\_\_\_\_ was born from the feet of the primeval man:
- a) Kshatriya
  - b) Brahmana
  - c) Shudra
  - d) Vaishya
- D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).
- Assertion (A) : Brahmanas attempted to persuade people that their status was determined by birth.
- Reason (R) : Brahmanas claimed that this order, in which they were ranked first, was divinely ordained.

- a) Only statement (A) is correct.
  - b) Only Reason (R) is correct.
  - c) Both statement (A) and reason (R) are correct, but reason (R) is not an explanation of statement (A).
  - d) Both statement (A) And reason (R) are correct, and reason (R) is the explanation of statement (A).
2. Observe the given picture carefully and answer any three of the following questions.



- A) The critical edition of the Mahabharata was prepared in the year \_\_\_\_\_.
- a) 1917 CE
  - b) 1918 CE
  - c) 1919 CE
  - d) 1920 CE
- B) The original story of Mahabharata was composed by.
- a) V.S. Sukthankar
  - b) Charioteer-bards/ sutas
  - c) Shri Ganesha
  - d) Sage Ved vyas

- C) Carefully read the following statements,
- I) Epic Mahabharata was composed over a period of about 1,000 years
  - II) The central story is about two sets of warring cousins.
  - III) The principal characters always seem to follow social norms.
- a) Only (I) is correct
  - b) Only (I) and (II) are correct
  - c) Only (II) and (III) are correct
  - d) Only (I) and (III) are correct
- D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A)- While preparing critical edition of the Mahabharata, it became evident that there were enormous regional variations in the ways in the text had been transmitted over the centuries.

Reason (R) – These variations are reflective of the complex processes that shaped early (and later) social histories – through dialogues between dominant traditions and resilient local ideas and practices. These dialogues are characterised by moments of conflict as well as consensus.

- a) Only statement (A) is correct.
- b) Only Reason (R) is correct.
- c) Both statement (A) and reason (R) are correct, but reason (R) is not an explanation of statement. (A).
- d) Both statement (A) and reason (R) are correct, and reason (R) is the explanation of statement. (A).

#### **SHORT ANSWER QUESTIONS (3 MARK EACH)**

1. Social life became more complex in the period from 600 BC to 600 CE. What did the Brahmins do in response to this challenge?
2. Explain “how the critical version of Mahabharata was considered a very ambitious project”.
3. How was the gotra of women determined in the Brahminical system?
4. How did the rise of new cities in early society complicate social- life?



5. Explain the role of ideal-oriented Sanskrit texts in the reconstruction of social history.
6. How the Mandasor inscription gives a glimpse of complex social processes.
7. Describe the duties of Chandalas mentioned in Manusmriti.
8. The society during Mahabharata was male dominated. "Explain with the help of three arguments.
9. What was the opinion of the noted historian Maurice Winternitz about the Mahabharata?
10. Who was the original and famous writer of Mahabharata? Explain
11. Write any three rules related to marriage in the Mahabharata period 600 BCE to 600 CE.
12. Write any three features of the caste system of the period 600 BCE to 600 CE.
13. Did men and women have equal rights over property at the time of Mahabharata? Explain logically.
14. How can you say that Mahabharata is a dynamic text. Give any three arguments in favour of your answer.
15. Write any three features of the Varna system of the period, 600 BCE to 600 CE.

#### **LONG ANSWER QUESTIONS (8 MARK EACH)**

1. What was the meaning of the right to property in the context of women and men in the Mahabharata period? (Hint pg. 68-69, NCERT)
2. Is it possible that Mahabharata had only one author? Why is Mahabharata called a dynamic text? (Hint p. 74-77, NCERT)
3. Discuss the evidences which show that Brahmanical rules regarding fraternity and marriage were not universally followed. (Hint pp. 55-56, 58, 60 NCERT)
4. Write an essay on the salient features of Indian social life in the Mahabharata. (Hint pp. 61-64 NCERT)
5. Highlight the basic features of the famous epic of India – Mahabharata. (Hint pp. 53-54, 73-74, 77 NCERT)

### SOURCE BASES QUESTIONS (5 MARK EACH)

1. **How could men and women acquire wealth?**

For men, the Manusmriti declares, there are seven means of acquiring wealth: inheritance, finding, purchase, conquest, investment, work, and acceptance of gifts from good people. For women, there are six means of acquiring wealth: what was given in front of the fire (marriage) or the bridal procession, or as a token of affection, and what she got from her brother, mother or father. She could also acquire wealth through any subsequent gift and whatever her “affectionate” husband might give her.

1. By whom was Manusmriti composed? 1
2. How could women earn money? 2
3. Do you agree with the division in ways of acquiring wealth of men and women? Give any two reasons. 2

#### **A mother's advice**

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:

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 (artha), let alone happiness; nor is there (necessarily) victory in the end —don't set your mind on war . . .

Duryodhana did not listen to this advice and fought and lost the war.

1. What was Gandhari's appeal to Duryodhana? 1
2. Do you agree with the advice given by Gandhari to Duryodhana? Give two arguments in favour of your answer. 2
3. Why did Duryodhana not listen to his mother's advice? From this, what can you infer about the status of women in the Mahabharata period? 2

**THEME 4**  
**Thinkers, Beliefs and Buildings**  
**Cultural Developments**  
**(C.600 BCE-600 CE)**

**Points to Remember:**

1. Thoughts of great philosophers were compiled as oral and written traditions and expressed through architecture and sculpture.
2. Sanchi stupa is an important source to know about the Buddhist beliefs and traditions.
3. In 19th century, Britishers and French people showed special interest in Sanchi.
4. Earlier, Stupas used to be mounds. These were considered sacred Buddhist places, where the relics of Buddha were buried on a platform situated in the center of the courtyard.
5. There was a great contribution of the rulers of Bhopal (Shahjehan Begum and Sultan Jehan Begum) in the preservation of Sanchi stupa.
6. Shahjehan begum permitted the Europeans to take away only plaster cast copies of the gateway of Sanchi stupa, and Sultan Jehan Begum funded for the preservation of the ancient site and building of museum and a guesthouse.
7. In the 1st millennium BCE, there was an emergence of a thinkers such as Zarathustra, Kong Zi, Socrates, Plato and Aristotle, Mahavira and Gautam Buddha to understand the mysteries of existence.
8. In early Vedic traditions, the Rigveda consists of hymns in praise of variety of deities specially Agni, Indra and Soma. It gives a great importance to sacrifices.
9. Thinkers like Mahavira and Buddha raised questions on Vedas, and tried to know the meaning of life and rebirth etc.
10. Teachings of Buddha were compiled in Tipitakas (Suttapitaka, Vinayapitaka, Abhidhammapitaka)
11. 24th Tirthankara of Jainism, Mahavira, presented an idea that the entire world is animated.
12. There are 5 main vows (Vratas) of Jainism (Abstain from Lying, killing and stealing, to observe celibacy and abstain from possessing property)
13. Jain scholars produced a wealth of literature in Prakrit, Sanskrit and Tamil language.

14. Over the centuries, Buddha's message spread across the subcontinent and beyond through Central Asia to China, Korea and Japan, and through Sri Lanka across the seas to Myanmar, Thailand and Indonesia.
15. Disciple of Buddha founded a Sangha. His followers came from many social groups, but once within the Sangha, all were regarded as equal.
16. The Buddha's foster mother, Mahapajapati Gotami was the first woman to be ordained as a bhikkhuni. Many women who entered the sangha became teachers of dhamma and went on to become theris, or respected women who had attained liberation.
17. Once within the sangha, all were regarded as equal, having shed their earlier social identities on becoming bhikkhus and bhikkhunis.
18. In Buddhism, the meaning of Nibbana is the extinguishing of the ego and desire.
19. Many early sculptors did not show the Buddha in human form — instead, they showed his presence through symbols.
20. The shalabhanjika motif suggests that many people who turned to Buddhism enriched it with their own pre-Buddhist and even non-Buddhist beliefs, practices and ideas.
21. Vaishnavism was that tradition of Hinduism within which, Vishnu was worshipped as the principal deity. In Vaishnavism, cults developed around the various avatars or incarnations of the deity. Ten avatars were recognised within the tradition.
22. Shaivism was a tradition within which Shiva was regarded chief god.
23. Women and shudras did not have access to Vedic learning, but they could hear the Puranas.
24. The Rigveda consists of hymns in praise of a variety of deities, especially Agni, Indra and Soma. Many of these hymns were chanted when sacrifices were performed, where people prayed for cattle, sons, good health, long life, etc.
25. Buddhist text mentions as many as 64 sects or schools of thought. We get a glimpse of lively discussions and debates from them.

26. The Vinaya Pitaka included rules and regulations for those who joined the sangha or monastic order.
27. The Buddha's teachings were included in the Sutta Pitaka.
28. The Abhidhamma Pitaka dealt with philosophical matters.
29. Hagiography is a biography of a saint or religious leader. Hagiographies often praise the saint's achievements, and may not always be literally accurate.
30. The new way of thinking in Buddhism was called Mahayana. Those adopted new beliefs described the older traditions as Hinayana. However, followers of the older tradition described themselves as Theravādins.

**OBJECTIVE TYPE QUESTIONS (1 Mark Each)**

1. State any one feature of Stupa.
2. Which two religions originated in ancient India?
3. Write two main causes of the origin of Buddhism and Jainism in India in sixth century BCE.
4. What are Tipitakas? How many Tipitakas are there?
5. Write one main feature of 'Fatalists' and 'Materialists'?
6. What do you understand by Chaitya?
7. What is Vihara?
8. What do you understand by Stupa?
9. Why James Fergusson could not understand Sanchi?
10. \_\_\_\_\_ Famous Stupa is situated near Bhopal in Madhya Pradesh.
11. After 1st century BCE, Buddhist got divided into:
  - a) Alvara and Nayanara
  - b) Hinayana and Vajrayana
  - c) Mahayana and Vajrayana
  - d) Hinayana and Mahayana

12. Literal meaning of Tipitaka is:
- a) Four baskets
  - b) Three leaves
  - c) Three baskets
  - d) Three flowers
13. The author of 'Buddhacharita' was:
- a) Gautam Buddha
  - b) Ashvaghosha
  - c) Mahavira
  - d) Parshvanatha
14. The teachings of Buddha are included in:
- a) Suttapitaka
  - b) Vinayapitaka
  - c) Abhidhammapitaka
  - d) None of the above
15. Indian museum in Kolkata was established in the year:
- a) 1614 CE
  - b) 1714 CE
  - c) 1814 CE
  - d) 1914 CE
16. Sanchi was declared the world heritage site in the year:
- a) 1889
  - b) 1950
  - c) 1850
  - d) 1989
17. Choose the correct order:
- I) The foundation of the National Museum in New Delhi was laid.
  - II) Establishment of Indian Museum Calcutta.
  - III) Cunningham wrote the book Bhilsa Topes.
  - IV) Establishment of Government Museum in Madras.

Correct oorder is:

- (A) III, II, I, IV
- (B) III, II, IV, I
- (C) III, I, IV, II
- (D) I, II, III, IV

18. Choose the appropriate sequence

- I. Oldest Temples
- II. The advent of Buddhism and Jainism
- III. Early Vedic traditions
- IV. Initial stupa

The Correct sequence is:

- a) III,II,I,IV
- b) III,II,IV,I
- c) III,I,IV,II
- d) II,I,III,IV

19. Match the following:

**List I**

- I. Vedic deity
- II. Traditions of thought
- III. Stupa
- IV. Jainism

**List II**

- 1. 64
- 2. Harmika
- 3. Tirthankara
- 4. Agni, Soma

Correct option is:

- a) 1-4, II-1, III-2, IV-3
- b) 1-2, II-3, III-4, IV-1
- c) 1-2, II- 1, III-3, IV-4
- d) I- I, II-2, III-3, IV-4

20. Match the following

**List I**

- I. Jainism
- II. Buddhism
- III. First tirthankara
- IV. Tipitakes

**List II**

- 1. Mahatam Buddha
- 2. Buddhist text
- 3. Rishabhnaatha
- 4. Vardhamana Mahavira

The correct option is

- a) I-1, II-2, III-3, IV-4
- b) I-3, II-2, III-1, IV-4
- c) I-1, II-3, III-2, IV-4
- d) I-4, II-1, III-3, IV-2

21. Look at the given picture and write the event with which it is associated.



#### **CASE STUDY BASED QUESTIONS (3 Marks Each)**

I) **Read the given expert carefully and answer any three of the following questions.**

##### **Rules for monks and nuns**

These are some of the rules laid down in the Vinaya Pitaka:

When a new felt (blanket/rug) has been made by a bhikkhu, it is to be kept for (at least) six years. If after less than six years he should have another new felt (blanket/rug) made, regardless of whether or not he has disposed of the first, then -unless he has been authorised by the bhikkhus - it is to be forfeited and confessed.

In case a bhikkhu arriving at a family residence is presented with cakes or cooked grain-meal, he may accept two or three bowlfuls if he so desires. If he should accept more than that, it is to be confessed. Having accepted the two or three bowlfuls and having taken them from there, he is to share them among the bhikkhus. This is the proper course here.

Should any bhikkhu, having set out bedding in a lodging belonging to the sangha -or having had it set out -and then on departing neither put it away nor have it put away, or should he go without taking leave, it is to be confessed.



A) The teaching of Buddha are compiled in:

- a) Ramayana
- b) Tipitakas
- c) Geeta
- d) Manusmriti

B) Rules for monks and nuns are found in:

- a) Vinayapitaka
- b) Suttapitaka
- c) Abhidhammapitaka
- d) None of the above

C) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A) —If any bhikku accept more food than required, it is to be confessed and shared among the other bhikkus.

Reason(R) —bhikkus were expected to follow the right code of conduct.

- a) Only Assertion (A) is correct.
- b) Only Reason(R) is correct,
- c) Both Assertion (A) and reason (R) are correct, but reason (R) is not an explanation of assertion (A)
- d) Both assertion (A) and reason (R) are correct and reason (R) is the explanation of assertion (A).

D) The new way of thinking in Buddhism is called:

- a) Mahayana
- b) Hinayana
- c) Buddhism
- d) None of the above

II) Study this image of the Buddha from Mathura carefully and answer any three of the following questions by choosing the correct option.



- 1) The ultimate goal of life according to Buddhism is :
  - a) To become a Bodhisatta
  - b) To follow the path of Truthfulness
  - c) Rebirth
  - d) Nirvana
- 2) According to Buddhist teachings, a person attain Nibbana by:
  - a) Getting knowledge
  - b) Becoming a Boddhisatta
  - c) Follow the path of non-violence
  - d) Through one's own efforts
- 3) Those who adopted the older traditions were called :
  - a) Hinayana
  - b) Mahayana
  - c) Boddhisatta
  - d) Nirvana
- 4) Given below are two statements, one labelled at Assertion (A) The Other as Reason (R)

Assertion (A): Buddha attained enlightenment and nibbana through his own efforts.

Reason (R): Bodhisatta's used their attained merits to help others.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct.
- c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).

**SHORT ANSWER QUESTIONS (3 MARKS EACH)**

- 1. Describe the role of the begums of Bhopal in preserving the stupa at Sanchi.  
(Any three relevant points).
- 2. Explain the causes of rapid spread of Buddhism.
- 3. Who was the founder of Jainism? What was the impact of Jainism on the Indian society?
- 4. What were the main principles of middle path given by Gautam Buddha? Explain any three.
- 5. Differentiate between 'Hinayana' and 'Mahayana'.
- 6. What were the main features of sculptures of Buddhist period? Mention any three.
- 7. How were the Stupas built?
- 8. Why is 6th century BCE considered an important period in Indian history?
- 9. What were the rules for Bhikkus and Bhikkunis in Buddhist sanghas?
- 10. Write any three main teachings of Jainism?
- 11. How can you say that the key to Sanchi sculptures is found in Buddhist literature?  
Write any three reasons.
- 12. Write the three main features of Vaishnava thinking.
- 13. With which religion are the Stupas associated? Why were they built? Give any two reasons.

14. State any three main characteristics of Indian philosophy from 600 BCE to 600 CE.
15. How were the Buddhist texts prepared and preserved?

**LONGANSWER QUESTIONS (8 Mark Each)**

1. Write about the origin, teachings and expansion of Jainism. (Hint- pg.no. s 88-89, N.C.E.R.T.)
2. How did Puranic Hinduism emerge? State its main characteristics. (Hint- pg.no. s 104-106, N.C.E, R.T.)
3. Elucidate the contribution of Buddhism to Indian Society and Culture. (Hint- pg.no. s 89-91, N.C.E.R.T.)
4. Briefly write about the organization and rules of Buddhism. (Hint- pg.no. s 92-94, N.C.E.R.T.)
5. Why were the Stupas built? Throw light on the features related to their structures.

**SOURCE BASED QUESTIONS (5 Mark Each)**

This is an excerpt from the Mahaparinibbana Sutta, part of the Sutta Pitaka:

As the Buddha lay dying, Ananda asked him:

"What are we to do Lord, with the remains of the Tathagata (another name for the Buddha)?"

The Buddha replied: "Hinder not yourselves Ananda by honouring the remains of the Tathagata. Be zealous, be intent on your own good.

"But when pressed further, the Buddha said:

"At the four crossroads they should erect a stupa (Pali for stupa) to the Tathagata. And whosoever shall there place garlands or perfume ... or make a salutation there, or become in its presence calm of heart, that shall long be to them for a profit and joy."

1. From which original text is this excerpt taken? 1
2. What are 'stupas'? Who advised Ananda to make a stupa? 2
3. Who was the Tathagata? What was the importance of the stupa according to him? 2
2. **Verses from the Upanishads**

Here are two verses from the Chhandogya Upanishad, a text composed in Sanskrit c. sixth century BCE:

### **The nature of the self**

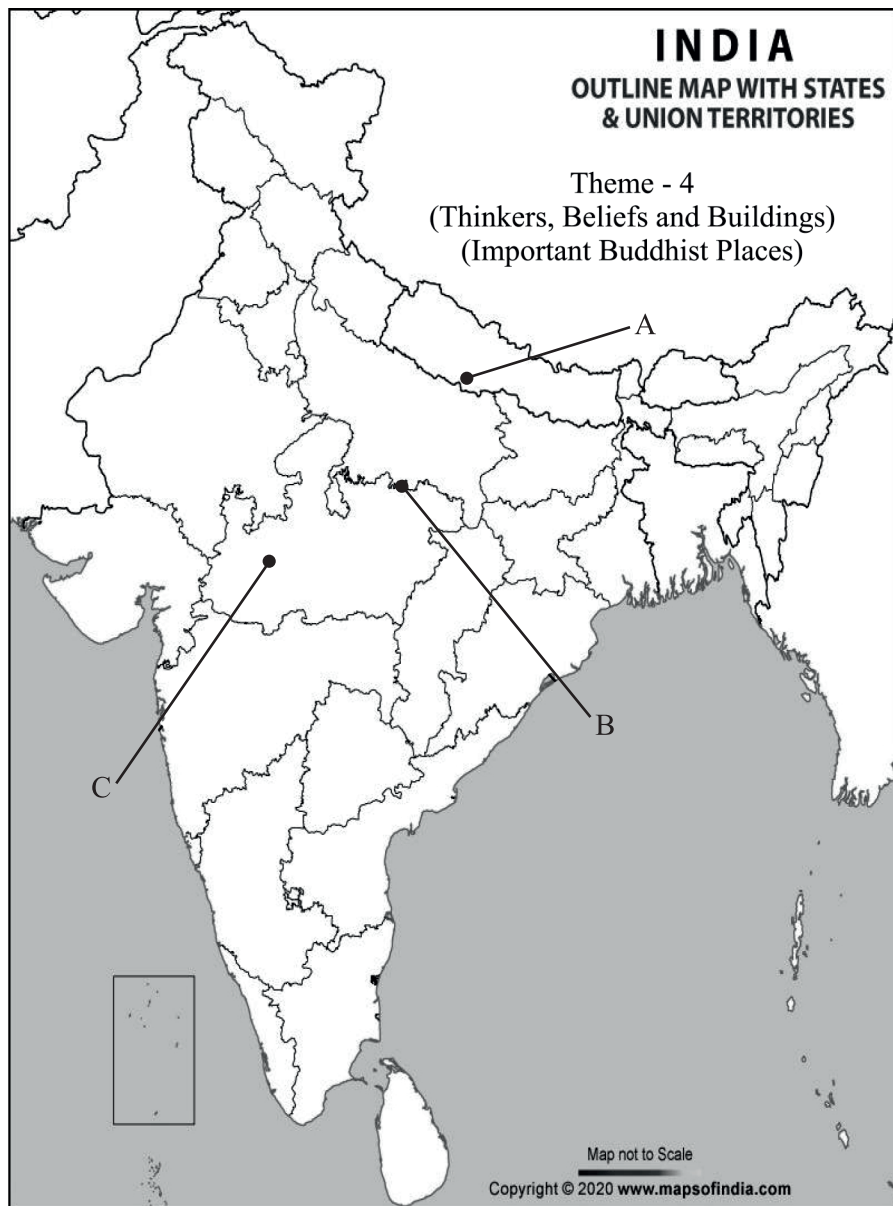
This self of mine within the heart, is smaller than paddy or barley or mustard or millet or the kernel of a seed of millet. This self of mine within the heart is greater than the earth, greater than the intermediate space, greater than heaven, greater than these worlds.

### **The true sacrifice**

This one (the wind) that blows, this is surely a sacrifice ... While moving, it sanctifies all this; therefore, it is indeed a sacrifice.

1. From which period are the above two verses taken and from which texts? 1
2. In the verse of 'true sacrifice', why is wind called a 'sacrifice'? 2
3. What is written about the nature of the self in this Upanishada? 2





1. In the given outline map of India locate three Buddhist places, Sarnath, Amrawati and Bodhgaya.
2. In the same given map three places related to Buddha are marked as A, B & C. Identify them and write their names.

**THEME 5**  
**Through The Eye of Travellers**  
**Perception of Society**  
**(C. Tenth to Seventeenth Century)**

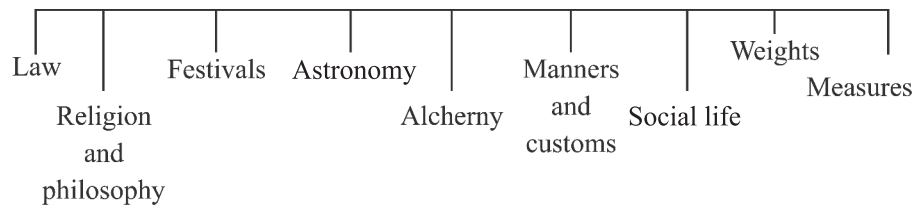
**Points to Remember:**

1. There were many reasons for men and women to travel. Like in search to work, to escape from natural disasters, as traders, merchants, soldiers, priests, pilgrims, or driven by a sense of adventure.
2. The descriptions of the social life provided by the travellers, who visited the subcontinent, help us in understanding our past.
3. Three main travellers visited India from tenth to 17<sup>th</sup> century.

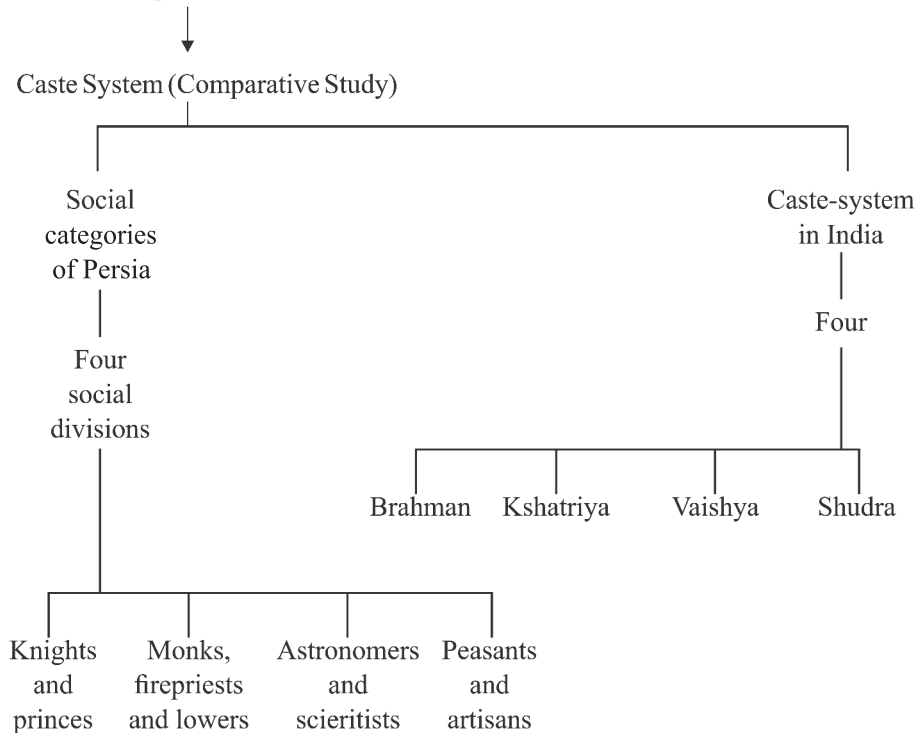
Traveller	Come to India	Place of Birth	Book	Language of Book
1. Al-Biruni	11 <sup>th</sup> Century	Uzbekistan	Kitab-ul-Hind	Arabic
2. Ibn-Batuta		Khwarizm	Rihla	Arabic
3. Francois Bernier		Morocco	Travels	France
	14 <sup>th</sup> Century	(Africa	in the	
		Continent	Mughal	
	17 <sup>th</sup> Century	France	Empire	

4. Al-Biruni had to face many “barriers” in India. Like he was not familiar with Sanskrit language, the difference in religious beliefs and practices and self-absorption of the local population.
5. Al-Biruni was born in 973, in Khwarizm in present day Uzbekistan. He was well-versed in several languages: Syria, Arabic, Persian, Hebrew and Sanskrit.
6. In 1017, when Sultan Mahmud invaded Khwarizm, he brought Al-Biruni with him to Ghazni.
7. Al-Biruni-Book: Kitab-ul-Hind.  
 Divided into 80 chapters - each chapter begins with a question.  
 Description of various subjects in 80 chapters.





#### 8. Main Descriptions of Al-Biruni



9. Ibn-Batuta reached Sindh in 1333. He came to India during the reign of Muhammad bin Tughlaq, the Sultan of Delhi.
10. Ibn-Batuta has given a lively account of Indian cities : likes crowded streets, bright and colourful markets, place of economic transaction, postal system, Delhi and Daulatabad cities and paan and coconut surprised Ibn-Batuta. He has also written about male and female slaves.
11. According to the description given by Ibn-Batuta the travelling was insecure since security arrangements were not very effective.

12. According to Bernier there was a lack of private property in land in India. The absence of private property in land, therefore, prevented the emergence of the class of “improving” landlords. Bernier asserted. There is no middle state in India.” He has also explained in detail about the sati system.
13. Francois Bernier, a Frenchman, was a doctor, political philosopher and historian. He came to India in 1656. He was in the Mughal court, as a physician to prince Dara Shukoh, the eldest son of Emperor Shah Jahan.
14. Bernier compared “East” and “West”.
15. Bernier’s descriptions influenced western theorists in the 18th-19th centuries-like Montesque and Karl Marx. Montesque for instance, used this account to develop the idea of oriental despotism.
16. Bernier described Mughal cities as “camp towns.” These cities came into existence when the imperial court moved in and rapidly declined when it moved out.
17. As in the case of the questions of land ownership Bernier was drawing an oversimplified picture of cities.
18. Slaves were used for domestic labour, for carrying women and men on Palanquins or dola, entertainment and for spying.
19. To prove “West” as superior to “East” Bernier chose the sati system, a mal practise in India as a crucial marker.
20. Women lives revolved around much else the practices of sati. Their labour was crucial in both agricultural and non-agricultural production. Women from merchant families participated in commercial activities.

Objective Type Questions (1 mark each)

1. Write any one thought of Ibn Batuta about female slaves.
2. Why did Al-Biruni find language as a “barrier” to understand the sanskritic tradition.
3. Al-Biruni was born in Khwarizm in \_\_\_\_\_.
4. “Indian cotton textile was in great demand in both West Asia and South East Asia”. Shows giving one example.

5. How has Bernier described the complex social reality of the artisans in the Mughal State. Explain giving one reason.
6. In what aspect in the travel account of the famous European writer Duarte Barbosa
7. Give the names of the two type of postal system as described by Ibn-Batuta.
8. Who was Marco Polo?
9. What does Bernier mean by “camp town” .?
10. To which countries did Ibn Batuta travel before coming to India ?
11. The European traveller, who visited India in the 17<sup>th</sup> century is
  - a) Al-Biruni
  - b) Ibn Batuta
  - c) Abul Fazil
  - d) Francois Bernier
12. According to Rihla, the biggest city in the Subcontinent was
  - a) Surat
  - b) Delhi
  - c) Daulatabad
  - d) Agra
13. Between tenth and seventeenth centuries people used to travel due to following reasons.
  - a) In search of work
  - b) Driven by sense of adventure
  - c) As traders, soldiers, priests and pilgrims
  - d) All of the above
14. The social reality to which the description given by Bernier refers to, is \_\_\_\_\_.
  - a) Though the artisans had no incentive from the state, to improve their manufactures, yet Indian goods were in great demand word over
  - b) The cities of the subcontinent were polluted by bad air
  - c) There was no middle class people in India
  - d) None of the above

15. The statement which is incorrect with respect to the book Kitab-ul-hind by Al-Biruni is-
- Its language is simple and lucid
  - It gives as information on subject like religion, philosophy, festivals, astronomy alchemy, iconography etc
  - It is written in Persian language
  - It is divided into 80 chapters on various subjects
16. The statement which is correct with respect to Ibn-Batuta.
- The travel account of Ibn Batuta is 'Travel in the Mughal Empire'
  - Was born in Tangier into on of the most educated and respected families
  - In 1017, Sultan Mahmud brought Al-Biruni along with Several schotars and poets, to Ghazni
  - None of the above
17. The statement which is incorrect with respect to Fracois Bernier.
- He was from Europe
  - He was associated with Mughal court as a physician, intellectual and a scientist
  - He presented India on the model of binary opposition
  - He deliberated about slaves in his account
18. Match the column.

**List I**

- Uluk
- Dawa
- Bernier
- Al-Biruni

**List II**

- Desorption of sati child
- The horse post
- Disapproved of the rotion of pollution
- The foot post

**Select the correct match**

- i-A, ii-C, iii-D, iv-B
- i-B, ii-A, iii-D, iv-C
- i-B, ii-D, iii-A, iv-C
- i-D, ii-B, iii-A, iv-C

19. Match the pair

**List I**

- i) Al-Biruni
- ii) Ibn Batuta
- iii) Bernier

**List II**

- A. Description of coconut and paan
- B. State as the sole owner of land in India
- C. Understating caste-system in India by looking for parallels in other societies

**Select the correct match**

- a) i-C, ii-A, iii-B
- b) i-A, ii-C, iii-B
- c) i-C, ii-B, iii-A
- d) i-B, ii-C, iii-A

20. Assertion (A): Al-Biruni was aware of the problems inherent in the task he had set himself difference in Reason (R) : Obstructions were language, religious belief and practice and self-absorption of local population.

- a) Only assertion (A) is correct
- b) Only reason (R) is correct
- c) Both assertion (A) and reason (R) are correct and (R) is correct explanation of (A)
- d) Both assertion (A) and reason (R) are correct of (A) but (R) is not correct explanation of (A)

21. Identify the travellers given in the picture Wearing an European dress, and write his name.



**Case Study Based Questions (3 mark each).**

Read the following excerpt carefully and answer any three of the following question by choosing the correct option:

**In the footsteps of Ibn Batuta**

In the centuries between 1400 and 1800 visitors to India wrote a number of travelogues in Persian. At the same time, Indian visitors to Central Asia, Iran and the Ottoman empire also sometimes wrote about their experiences. These writers followed in the footsteps of Al Biruni and Ibn Batuta, and had sometimes read these earlier authors. Among the best known of these writers were Abdur Razzaq Samarqandi, who visited south India in the 1440s, Mahmud Wali Balkhi, who travelled very widely in the 1620s, and Shaikh Ali Hazin, who came to north India in the 1740s. Some of these authors were fascinated by India, and one of them- Mahmud Balkhi-even became a sort of sanyasi for a time. Others such as Hazin were disappointed and even disgusted with India, where they expected to receive a red carpet treatment. Most of them saw India as land of wonders.

- A) One of the best known writers who visited South India in 1440s was-
- a) Abdur Razzaq Samarqandi
  - b) Francois Bernier
  - c) Mirza Abu Talib
  - d) Al-Biruni
- B) The language in which the travellers, who visited India during 1400 to 1800, wrote their account was
- a) Persian
  - b) Hindi
  - c) Hebrew
  - d) Sanskrit
- C) Given below are two statements, one labelled as Assertion (A) and other labelled as Reason (R) Assertion (A) :- Shaikh Ali Hazin was dissappointed by India Reason (R):- He expected to receive a red carpet treatment in India.

- a) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
- b) Both Assertion (A) and Reason (R) are correct but R is not explanation of A
- c) Only Assertion (A) is correct
- d) Only Reason (R) is correct

D) Consider the following statements.

- i) Some of the author travellers were fascinated by India
- ii) Most travellers saw India as a land of wonders

- a) Both (i) and (ii) are correct
- b) Only (i) is correct
- c) Only (ii) is correct
- d) Both (i) and (ii) are incorrect

22. See carefully the teroracotta sculpture from a temple in Bengal and answer any three questions that follows by choosing the correct option:



- A) People used to travel through sea
- a) For trading
- b) For adventure
- c) In search of new lands
- d) All of the above

B) Consider the following statements

- i) Travel account give us information about the physical environment of a place
- ii) The accounts tell us about the architectural features and monuments of a place
- a) Both (i) and (ii) are correct
- b) Only (i) is correct
- c) Only (ii) is correct
- d) Both (i) and (ii) are incorrect

C) The travellers whose travel account is Rihla is

- a) Al-Biruni
- b) Ibn Batuta
- c) Marco Polo
- d) Megasthenese

D) Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R) Assertion (A):- the travellers who visited the Indian subcontinent wrote about its social customs

Reason (R):- They wanted to compare their findings with that of their own land

- a) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
- b) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A
- c) Only Assertion (A) is correct
- d) Only Reason (R) is correct

**Short answer questions (3 marks each)**

1. What is the importance of travel account in writing medieval history? Support your answer with examples.
2. What were the “barriers” in from of Al-Biruni in understanding practices in India? Explain in three points.
3. What picture do we get about the agriculture economy and trade and commerce in the sub continent from the descriptions of Ibn-Batuta?
4. What does Bernier say about the cities of the 17th century? How is his description a skeptical one.



5. What are the views of Bernier about 'Sati System'?
6. Why did Abul Fazl describe land revenue as 'renumerations of sovereignty'? Explain.
7. Explain the unique system of communication at that time on the basis of the description given by Ibn-Batuta.
8. Write a short note on Kitab-ul-Hind.
9. According to Ibn Batuta why travelling was highly insecure?
10. Ibn Batuta found the city of Delhi full of opportunities written the statement based on the facts given by him.
11. How did Ibn Batuta and Bernier represent an interesting table of life of women in 16<sup>th</sup> and 17<sup>th</sup> century? Explain.
12. Bernier's description of the state ownership of land influenced the western theorists like French philosopher Montesquieu and German Karl Marx. Justify this statement.
13. What has Bernier explained about land-ownership?
14. How did the descriptions of Bernier influence the Western theorists?
15. Give any three characteristic features of the foreign travellers who visited India in the medieval period.
16. What did Bernier write about European rulers in his descriptions?

**Long Answer questions (8 marks each)**

1. Discuss Al-Biruni's explanation in relation to caste system.  
(Hint : Page 124-125 NCERT)
2. How can you say that the accounts of foreign travellers help in building the history of 10th to 17th century. Explain by giving example.
3. How has Ibn Batuta described India in his travel account?  
(Page No. 126-129 NCERT)
4. How has Bernier compared 'East' and 'West' in his book?  
(Page No. 122-126, NCERT)

5. What subjects does the french traveller describe in his book “Travels in the Mughal Empire? (Page No. 130-135, NCERT)
6. Discuss the testimonies given by Ibn Batuta is relation to slave system. (Page No. 135-136, NCERT)

**Source Based Questions (5 marks each)**

1. Read carefully the given source and answer the questions that follows.

**On horse and on foot**

This is how Ibn Batuta describes the postal system:

In India the postal system is of two kinds. The horse post, called uluq, is run by royal horses stationed at a distance of every four miles. The foot-post has three stations per mile; it is called dawa, that is one-third of a mile... Now, at every third of a mile there is a well populated village, outside which are three pavilions in which sit men with girded loins ready to start. Each of them carries a rod, two cubits in length, with copper bells at the top. When the couriers starts from the city he holds the letter in one hand and the rod with its bells on the other; and he runs as fast as he can. When the men in the pavilion hear the ringing of the bell they get ready. As soon as the courier reaches them, one of them takes the letter from his hand and runs at top speed shaking the rod all the while until he reaches the next dawa. And the sane process continues till the letter reaches its destination. This foot-post is quicker than the horse-post; and often it is used to transport the fruits of Khurasan which are much desired in India.

1. Describe the two types of postal-system as mentioned by Ibn Batuta. (1)
2. Do you think the foot-post system was operational in the whole of the subcontinent. Explain (2)
3. For what purpose the Foot-post system was often used? Which was more quicker amongst the two postal system? (2)

Read carefully the given source and answer the questions that follows.

### **The system of varnas**

This is Al-Biruni's account of the system of varnas:

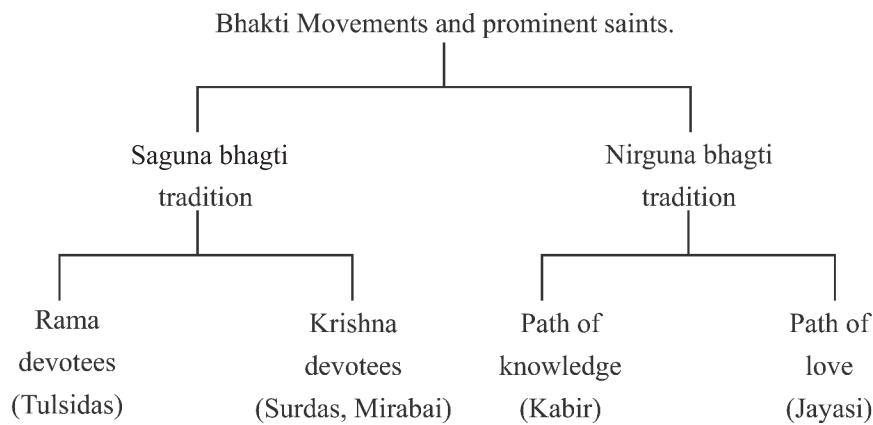
The highest caste are the Brahmana, of whom the books of the Hindus tell us that they were created from the head of Brahman. And as the Brahman is only another name for the force called nature, and the head is the highest part of the... body the Brahmana are the choice part of the whole genus. Therefore the Hindus consider them as the very best of mankind. The next caste are the Kshatriya, who were created, as they say, from the shoulders and hands of Brahman. Their degree is not much below that of the Brahmana. After them follow the Vaishya, who were created from the thigh of Brahman. The Shudra, who were created from his feet... Between the latter two classes there is no very great distance. Much, however, as these classes differ from each other, they live together in the same towns and villages, mixed together in the same houses and lodgings.

- 1). Mention the varna system as explained by Al-Biruni (2)
- 2). Al-Biruni has compared the varna system of India with the system of which country. How social classes does he mention there. (2)
- 3). In which Veda do we find the varna system explained by Al-Biruni? (1)

**THEME 6**  
**Bhakti Sufi Traditions**  
**Change in Religious Beliefs and Devotional Texts**  
**(C. Eight to Eighteenth Century)**

**Points to Remember:**

1. New textual sources available from this period include compositions attributed to poet saints.
2. Historians draw on hagiographies or biographies of saints written by their followers (or members of their religious sect).
3. The main purpose of Bhakti movement was to end the feeling of differences, high-low rich-poor and big - small.
4. In Puri, Orissa the principal deity was identified, by the 7th century, as Jagannatha (literally, lord of world) a form of Vishnu.
5. Worship of Goddess was done in the form of a stone smeared with Ochre.
6. During this period in many of the bhakti traditions the brahmanas remained as mediators between the god and the devotees.
7. Earliest bhakti movements (C. sixth century) were led by the Alvars (those who were increased in devotion to Vishnu) and Nayanars (leaders who were devotees of Shiva). They protested against the caste-system and the ordinance of the Brahmanas). They gave importance to females. Andal was a female Alwar saint and Karaikka Ammaiyar was a Nayanara female saint. Nalayara Prabandham Ammaiyaar is the main anthology of Alvars. This compilation has the position of fifth veda in Tamil.
8. The historians of religion after classify bhakti traditions into two broad categories.
  - i) Saguna- worship of deities such as Shiva, Vishnu and his avatars incarnations and form of goddess or devi is done.
  - ii) Nirguna - worship of an abstract form of god.



10. The twelfth century witnessed the emergence of a new movement in Karnataka, led by a Brahmana named Basavanna (1106-68). This is known as Vir-shaiva or lingayat movement. They questioned the theory of rebirth. They encouraged post puberty marriage and the remarriage of widows. They worshiped Shiva in his manifestation as a linga.

11. Zimmi were people who followed revealed scriptures, such as the Jews and Cristaines and lived under Musrim reulership.

12. All those who adopted Islam accepted in principle, the five pillars of the faith.

1. There is one God, Allah
2. Prophet Muhammad is his messenger (Shahdan)
3. Giving alms (Zakat)
4. Do fasting in month of Ramzan (Sawn)
5. Perform the pilgrimage to Mecca (Hajj)

13. Ba-Sharia were sufi saints who complized with the shari'a. Be-sharia sufi sains defied the sharia.

14. By the sixteenth century the shrine of muinuddin chisthi had became very popular. He started the Chishti silsila in India. This is based on pir (teacher) and murid (disaple) traditions. Khangah or teaching hospice is very important in it.

15. Major Sufi Silsila

1. Chisthi
2. Subravadi
3. Kadiiri
4. Naqshband

16. Verses ascribed to Kabir have been compiled in three distinct but overlapping traditions. The Kabir Bejak-Kabir Granthaval and Adi Granth Sahib.

17. Baba Guru Nanak (1469-1539) advocated a form of Nirguna Bhakti. He did not want to establish a new religion. His verse are compiled in Adi Granth Sahib.

18. Guru Gobind Singh the tenth successor of Guru Nanak laid the foundation of the Khalsa Panth and consolidated the Sikhs as a socio-religious and military force.

19. Mira Bai is the best known woman poet within the bhakti tradition. Her preceptor Raidas was from a lower caste. She is a source of inspiration to the poor families of Gujarat and Rajasthan.

20. Shiva temples at Chidambaram, Thanjavur and Gangai konda chola puram were constructed under the patroange of chola rulers.

21. Chola ruler Parantaka I had constructed metal images of Appar, Sambandar and Sundarar in a Shiva Temple.

22. Religious leaders like Naths, Jogis and Siddhas were outside the orthodox brhminicial framework. They questioned the authorities of vedas and expressed themselves in language spoken by ordinary people.

23. Theoretically muslim rulers were to be guided by the Ulama, who expected to ensure that they ruled according to the sharia.

24. 'Mlechehha' word was for migrant communities. They did not observe the norms of caste society and spoke languages that were not derived from sanskrit.

### OBJECTIVE TYPE QUESTIONS (1 MARK EACH)

1. Who were alwars
  2. What is the meaning of Sufism?
  3. Who were Nayanaras
  4. \_\_\_\_\_ showed Kabir the path of devotion.
  5. Who is the composer of 'Padmavat'?
  6. Why do people visit the shrines of muslim saints?  
Give one reasons.
  7. Give any one view of Alwar and Nayanar saints regarding caste-system.
  8. Explain any one religious belief and beharour of Lingayats?
  9. What is the meaning of Khalsa?
  10. Explain the chisti tradition?
  11. Sufis' adopted these local traditional in India
    - i) Sharing the head of initiates
    - ii) Yogie exercises
    - iii) Offering water to visitors
    - iv) Bowing before the Shaikh
    - v) Mystical music
- Choose the correct option
- a) (i), (ii), (iii), (v)
  - b) I, III, IV, V
  - c) III, II, IV, V
  - d) I, II, III, IV, V
12. Amir Khusro went to meet
    - a) Baba farid
    - b) Khwaja Moinuddin Chisti
    - c) Shaikh Nariuddin Chirag-i Delhi
    - d) Shaikh Nizamuddin Auliya

13. Nayanars and Alwars propagated.

- a) Total devotion towards their diety
- b) No devotion towards their dieties
- c) Support of caste system
- d) Path of knowledge

14.

- a) Guru Gobind Singh
- b) Guru Angad
- c) Guru Arjun Dev
- d) Guru Teg Bahadur

15. Sufi-tradition is related to

- a) Hinduism
- b) Sikhism
- c) Islam
- d) Christianity

16. Sagar Bhakti is

- i) Worship with attributes
  - ii) Worship without attributes
  - iii) Worship of specific as Shiva, Vishnu (his avatars) and form of the goddess or devi
  - iv) Worship of abstract form of god
- a) (i), (ii)
  - b) (ii), (iv)
  - c) (iii), (iv)
  - d) (i), (iv)

17. The Nayanars saints among the following is/are

- i) Appar
- ii) Sambandar
- iii) Sundarar
- iv) Andal



- a) I, II, IV
- b) II, III, IV
- c) I, II, III
- d) I, III, IV

18. Virshaiva tradition originated in

- a) Karnataka
- b) Tamil Nadu
- c) Andhra Pradesh
- d) Kerala

19. Match the following

List 1

- (I) Silsila
- (ii) Khanqah
- (iii) Be-Sharia
- (iv) Ba-sharia

List 2

- B. Sufi organisation
- D. Sufi Hospice

**Match the following**

List 1

- i) Krishna Bhakti saints
- ii) Nirguna Bhakti saints
- iii) Alwar saints
- iv) Nayanar saints

List 2

- A) Andal
- B) Mira Bai
- C) Karaikkal Ammaiyar
- D) Kabir

- a) I-A II-B III-C IV-D
- b) I-B II-D III-C IV-A
- c) I-D II-B III-A IV-C
- d) I-B II-D III-A IV-C

21. Assertion and Reason.

Assertion (A)- Kabir supported humanity and Hindu-Muslim unity

Reason (R) - He was a critique of religious and caste based differences

- a) Only Assertion (A) is correct
  - b) Only Reason (R) is correct
  - c) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
  - d) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A
22. Identify the female goddess in this image and mention her name.



- i) Read the following except carefully and answer any three of the following questions by choosing the correct option.

### **2.1 The Alvars and Nayanars of Tamil Nadu**

Some of the earliest bhakti movement (c. sixth century) were led by the Alvars (literally, those who are “immersed” in devotion to Vishnu) and Nayanars (literally, leaders who were devotees of Shiva). They travelled from place singing hymns in Tamil in praise of their gods.

During their travel the Alvars and Nayanars identified certain shrines as abodes of their chosen deities. Very often large temples were later built at these sacred place. These developed as centres of pilgrimage. Singing composition of these poet-saints became part of temple rituals in these shrines, as did worship of the saints image.

A) The Alvar saints of south were devotees of \_\_\_\_\_

- a) Shiva
- b) Brahma
- c) Vishnu
- d) Ganesha

B) Woman devotee of Shiva was

- a) Andal
- b) Karaikkal Ammaiyar
- c) Both of them
- d) None of the above

C) Given below are two statements, one labelled as assertion (A) and the other labelled as Reason(R).

Assertion (A) : In Alvar and Nayanar Saints protested against caste system and the dominance of Brahmanas.

Reason (R) : Bhakti saints were from diverse social backgrounds like Brahmanas, artisans, cultivators and even from caste considered untouchables.

- a) Both Assertion(A) and Reason(R) are correct and R is the correct explanation of A
- b) Both Assertion (A) and Reason (R) are correct but R is not the explanations of A
- c) Only Assertion(A) is correct
- d) Only Reason(R) is correct

D) The anthologies of composition of Alvar saints, which is considered as Tamil Veda is

- a) Nalayira Divyaprabandham
- b) Meghadutam
- c) Kiratarjuniyama
- d) Shilpadikaram

- 2) Look carefully at this picture of the main diety of Orissa and answer any three question from below by choosing the correct option.



- A) Name of the main diety whose image is given above.
- a) Rama
  - b) Shiva
  - c) Jagannatha
  - d) Vithala
- B) In the given picture, Lord Jagannatha is with Subhadra and Balarama. Subhadra was Jagannatha's \_\_\_\_\_.
- a) Mother
  - b) Step mother
  - c) Wife
  - d) Sister
- C) Given below are two statements one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A)- This image is an example of 'little' and 'great' tradition

Reason (R) - The term 'little' and 'great' tradition were by a sociologist termed Robert Redfield in the 20th century

- a) Both Assertion (A) and Reason (R) are correct of R is the correct explanation of A
  - b) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A
  - c) Only Assertion (A) is correct
  - d) Only Reason (R) is correct .
- D) Worship of Krishna is an example of \_\_\_\_\_ tradition.
- a) Little Traditions
  - b) Great Traditions
  - c) Both & Them
  - d) None of Them

#### **SHORT ANSWER QUESTIONS (3 MARK EACH)**

1. Give a small introduction of chishti silsila (tradition)
2. What were the reasons of rise of Bhakti movement?
3. What were the effects of Bhakti movement on India's social system? write a short note on lingayats.
4. Explain Khanqah in Sufi tradition.
5. Who were Alwars and Nayanars? What were their views towards caste-system?
6. What was the difference between the religious beliefs of the rulers and the ruled? What efforts were made by the rulers for this?
7. Give the relationship of the bhakti saints with the state.
8. Explain the ultimate truth of Kabir.
9. Who were Virshaivas?
10. Explain those features of Islam with the help of which it spread in the whole of Indian Sub-continent.
11. What type of relation the State had with the Sufi saints?
12. Who were Andal and Karikkal Ammaiyar? What is their contribution?

#### **LONG ANSWER QUESTIONS (8 MARK EACH)**

1. Explain the main principle's of Sufism?  
(Page No. 152-153, NCERT)

2. Explain the contribution of women saint is the Bhakti movement.  
(Page No. 144-163-164, NCERT)
3. Kabir, Guru Nanak and Mira Bai are relevant in the twentieth century, how?
4. Kabir was a social reformer. Evaluate this in light of Kabir's teachings.  
(Page No. 160-162, NCERT)
5. Throw light on relationship of the sufi saints with the state.  
(Page No. 162-163, NCERT)
6. Mention the main teachings of Kabir and also mention how they were propogated?  
(Page No. 160-162, NCERT)
7. Throw light on the teachings of Baba Guru Nanak? Did he wanted to establish a new religion?  
(Page No. 162-163, NCERT)
8. Who were Lingayats? Explain their contribution in the social and religious area with reference to caste-system.  
(Page No. 146-147, NCERT)
9. On what basis the biography of the saint poet Mirabai done? How did she reputed the prevalent customs in the society? Explain.  
(Page No. 163-164, NCERT)
10. Explain the characteristic features of the life in Khangah of Shaikh Nizamuddin Aulia. (Page No. 153-154, NCERT)

### Source Based Questions (5 marks each)

1. Read carefully the given source and answer the questions that follows.

#### **The pilgrimage of the Mughal princes Jahanara, 1643**

The following is an excerpt from Jahanara's biography of Shaikh Muinuddin Chishti, titled Munis al Arwah (The Confidant of Spirits): After praising the one God... this lowly faqira (humble soul) Jahanara... went from the capital Agra in the company of my great father (Emperor Shah Jahan) towards the pure region of incomparable Ajmer... I was committed to this to this idea, that every day in every station I would perform two cycles of optional prayer... For several days... I did not sleep on a leopard skin at night, I did not extend my feet in the direction of the blessed sanctuary of the revered saving master, and I did not turn my back towards him. I passed the days beneath the trees. On Thursday, the fourth of the blessed month of Ramzan, I attained the happiness of pilgrimage to the illuminated and the perfumed tomb... With an hour of daylight remaining, I went to the holy sanctuary and rubbed my pale face with the dust of that threshold. From the doorway to the blessed tomb I went barefoot, kissing the ground. Having entered the dome, I went around the light filled tomb of my master seven times... finally, with my own hand I put the finest quality of itar on the perfumed tomb of the revered one, and having taken off the rose scarf that I had on my head, I placed it on the top of the blessed tomb.

1. Which rules did Jahanara follow during the journey? (2)
2. Explain the visit of Jahanara to the tomb? (2)
1. What is the meaning of Ziyarat? (1)

Read carefully the given source and answer the question that follows.

#### **Declining a royal gift**

This excerpt from a sufi text describes the proceedings at Shaikh Nizamuddin Auliya's hospice in 1313. I (the author, Amir Hasan Silzi) had the good fortune of kissing his (Shaikh Nizamuddin Auliya's) feet... At this time a local ruler had sent him the deed of ownership to two gardens and much land, along with the

provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master... had not accepted that gift. Instead, he had lamented: "What have I to do with gardens and fields and lands?... None of ... our spiritual masters had engaged in such activity." Then he told an appropriate story: "...Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. Smiling. Shaikh al Islam (Fariduddin) said: "Give me the money. I will dispense it to the dervishes. But as for those land deeds. keep them. There are many who long for them. Give them away to such persons."

1. For whom did Sultan Ghiyasuddin give wealth? (1)
2. What items were gifted to Nizamuddin Auliya by the local ruler? (2)
3. Explain the relation between the rulers and sufi saints in relation to the above excerpt. (2)



**THEME 7**  
**An Imperial Capital : Vijayanagara**  
**(C. Fourteenth to Sixteenth Century)**

**Points to Remember:**

1. Vijayanagara or “City of Victory” was founded in the fourteenth century.
2. It was situated in the Krishna Tungbhadra doab region. Its Famous ruler was Krishnadev Raya (rule 1509-1529).
3. The ruins at Hampi were brought in light in 1800 by an engineer and antiquarian named colonel Colin Mackenzie.
4. Colin Mackenzie an employee of the English East India Company, prepared the first survey map of the site.
5. Vijayanagara empire was founded by two brothers Harihara and Bukka in 1336.
6. The rulers of Vijayanagara empire called themselves “Raya”.
7. The Vijayanagara rulers had strained relations with the Sultans of Deccan and the Gajapati rulers of Orissa.
8. The rulers of this period depended on Arab traders for horses for their horse army.
9. Vijayanagara was, famous for markets of spices, clothes and precious stones.
10. The revenue generated from the trade played an important role in the prosperity of the empire.
11. Vijayanagara was ruled by Sangama, Saluva, Tuluva and Aravidu dynasties.
12. The most famous king of Vijayanagara Krishnadeva Raya was from Tuluva Dynasty. His rule was characterised by expansion and consolidation. He composed a work on statecraft in Telugu known as the Amuktamalyada.
13. Vijayanagara city was fortified. According to Abdur Razzak there were several lines of the city, agriculture region and even forests were fortified.
14. Wells, rain water reservoirs and temple reservoirs probably served as a source of water for ordinary city dwellers.

15. There were two distinctive platforms - Sabha Mandap and Mahanavami Dibba.
16. One of the most beautiful buildings in the royal centre was the Lotus Mahal.
17. Nayaks were military chiefs. They had armed supporters.
18. Two Famous temples of Vijayanagara- Virupaksha temple and Vithala Temple.
19. Amarnayakas were military commanders.
20. Hazara Rama Mandir is situated in the Royal Centre in Vijayanagara.
21. The elaborate gates of the temples are called gopurams.
22. Mahanavami dibba was a massive platform rising from a base of about 11,000 sq. ft. to a heights of 40 ft.
23. The Urban core- There is little evidence of houses of ordinary people on the roads of urban core. Archaeologists have found fine chinese porcelain in some areas. They suggest that these areas may have been occupied by rich traders.
24. According to the Portuguese traveller Barbosa the houses of ordinary people are thatched but nonetheless well built.
25. The house are arranged according to occupations, in long street with many open spaces.
26. Water Resource-Tungabhadra river flows in the north - easterly directions. The most striking feature about the location of Vijayanagara is the natural basin formed by river Tungabhadra.
27. a) Kamalapuram tank is an important tank which was built in the early years of the fifteenth century. Water from here was conducted through a channel to the royal centre.  
b) One of the most prominent waterworks to be seen among the ruins is the Hiriya canal.
28. Battle of Rakshasi-Tangadi (Talikota)- In 1565 Rama Raya, the chief minister of Vijayanagara, led the army into battle at Rakshasi-Tangadi where his forces were routed by the combined armies of Bijapur, Ahmednagar and Golconda.

Travellers who visited Vijayanagara Empire.

Traveller	Country
1. Abdur Razzak	Persia
2. Nicolo de Conti	Italy
3. Domingo Paes	Portugal
4. Fernao Nuniz	Portugal
5. Barbosa	Portugal
6. Afanassi Nikitin	Russia

**Objective type of question (1 mark each)**

1. Give one importance of Kamalpuram reservoir.
2. Give one difference between Gopuram and Mandapa.
3. Who establish the Vijaynagara Empire and when?
4. What little did Vijayanagara ruler adopted?
5. Give difference between Narapati and Ashvapti.
6. Name the capital of Vijayanagara. After whom is its named?
7. Between whom the battle of Rakhsasi Tangadi was fought and who won?
8. What was the charactered feature of the Rule of Raja Krishnadeva Raya?
9. Krishnadeva Raya was from which dynasty?
10. "Establisher of the Yavana Kingdom "who took this title and why? Give one reason.
11. Vijayanagara rulers kept a strong army because.
  - a) To establish strict control over the pubic.
  - b) To give employment to more and more people.
  - c) To protect their empire from the attacks of Sultan rulers of Deccan.
  - d) None of the above.
12. The reason of continous conflict between Vijayanagara and Deccan Sultans was

- a) Political and Economic reason
  - b) Political, social and economic reason
  - c) Cultural and economic reason
  - d) Political, cultural and economic reason
13. What work was not performing by the Amar Nayakas from among the following.
- a) They collected tax from peasants, artisans and traders.
  - b) They played an active role in formulating the trade politics of the empire.
  - c) They provided a powerful army to the rulers.
  - d) They used to spend on the maintenance of temples and irrigation works in their area.
14. Work composed by Krishnadeva Raya was
- a) Amuktamalyada
  - b) Twaran
  - c) Nalayira Divyaprabhandham
  - d) Guru Granth Sahib
15. The number of dynasties who ruled Vijayanagara Empire were/was.
- a) Two
  - b) Five
  - c) Three
  - d) Four
16. The period of Krishnadeva Raya's rule was
- a) 1485 AD to 1506 AD
  - b) 1509 AD to 1529 AD
  - c) 1533 AD to 1545 AD
  - d) 1550 AD to 1565 AD
17. The rulers of Vijayanagara promoted agriculture.
- a) By development of dams, reservoirs and canals.
  - b) By reducing tax on agriculture area.
  - c) Through market management for the sale of agricultural produce.
  - d) By buying food grains for army.

18. The statements which is incorrect, from among the following, about Krishnadeva Raya is.

- a) He captured Raichur Doab.
- b) He founded a suburdara township called Nagalapuram after his mother.
- c) He called impressive gopurams to many important south Indian Temples.
- d) Stopped sacrificial system.

19. Match the column.

**List 1**

- i) Abdur Razzak
- ii) Domingo Paes
- iii) Fernao Nuniz
- iv) Barbosa

**List 2**

- A) Description of houses of common people
- B) Description of fortification of Vijayanagara
- C) Description of Krishnadeva Raya
- D) Description of meat sold in Vijayanagara market

**Choose the correct option:**

- a) (i)-c, (ii)-B, (iii)-D, (iv)-A
- b) (i)-B, (ii)-C, (iii)-D, (iv)-A
- c) (i)-B, (ii)-C, (iii)-A, (iv)-D
- d) (i)-B, (ii)-D, (iii)-C, (iv)-A

20. Assertion (A) : By 1542 the rule of Vijayanagara had shifted to Aravidu dynasty  
Reason (R): Vijayanagara Empire did not remain a powerful empire after the battle of Rakshasi Tangadi in 1565.

- a) Only Assertion (A) is correct
- b) Only Reason (R) is correct
- c) Both Assertion (A) and Reason (R) are correct and reason (R) is explanation of Assertion (A)
- d) Both Assertion (A) and Reason (R) are correct but Reason (R) is not the explanation of Assertion (A)

21. This impressive monument of Vijayanagara is.



**Case Study Based Questions (3 marks each)**

1. Read the following excerpt carefully and answer any three of the following questions by choosing the correct answer.

**Water resources**

The most striking feature about the location of Vijayanagara is the natural basin formed by the river Tungabhadra which flows in a north-easterly direction. The surrounding landscape is characterised by stunning granite hills that seem to form a girdle around the city. A number of streams flow down to the river from these rocky outcrops. In almost all cases embankments were built along these streams to create reservoirs of varying sizes. As this is one of the most arid zones of the peninsula, elaborate arrangement had to be made to store rainwater and conduct it to the city. The most important such tank was built in the early years of the fifteenth century and is now called Kamalapuram tank. Water from this tank not only irrigated fields nearby but was also conducted through a channel to the “royal centre”. One of the most prominent waterworks to be seen among the ruins is the Hiriya canal. This canal drew water from a dam across the Tungabhadra and irrigated the cultivated valley that separated the “sacred centre” from the “urban core”. This was apparently built by kings of the Sangama dynasty.

- A) The rulers of Vijayanagara got dams and canals built because.
- Vijayanagara was a semi-arid area
  - For irrigation of agriculture fields
  - For household work
  - All of the above
- B) The travellers whose account mentions the reservoir created by Krishnadeva Raya is
- Domingo Poes
  - Marco Polo
  - Ibn Batuta
  - Franoius Bernier
- C) Kamalpuram Tank was built in
- Fifteenth Century
  - Sixteenth Century
  - Thirteenth Century
  - Twelfth Century
- D) Given below are two statements, one labelled as Assertion (A) and other labelled as Reason (R). Assertion (A) - Embankments were built along the streams of Tungabhadra rivers, to create reservoirs of varying sizes Reason (R)-
- Both Assertion (A) and Reason (R) are correct and R is the correct explanation of A
  - Both Assertion (A) and Reason (R) are correct but R is not the correct explanation of A
  - Only Assertion (A) is correct
  - Only Reason (R) is correct
2. See this temple situated in Vijayanagara carefully and answer any three of the following questions by choosing the correct option.



- A) This is the picture of \_\_\_\_\_ Temple of Vijayanagara.
- a) Lotus Mahal
  - b) Hazara Rama Mandir
  - c) Virupaksha Temple
  - d) Vithala Temple
- B) The God to whom this temple is devoted
- a) Ganesha
  - b) Vishnu
  - c) Shiva
  - d) None of the above
- C) The function for which the auditorium (Mandapam) of the temples were used are
- a) For resting of pilgrims
  - b) For the deities to swing in
  - c) For performing marriages of people
  - d) To store food grains
- D) Given below are two statement, one labelled as Assertion (A) and the other labelled as Reason (R). Assertion A- Mandapas and Gopurams were constructed by rulers in the temple. Reason (R) - These additions in the temple meant that the central shrine occupied a relating small part of the temple complex.
- a) Both Assertion (A) and Reason (R) are correct and R is the correct explanation of A
  - b) Both Assertion (A) and Reason (R) are correct but R is not correct explanation of A
  - c) Only Assertion (A) is correct
  - d) Only Reason (R) is correct



**Short Answer Questions (3 marks each)**

1. Who was coin Mackenzie? Why did he start the study of traditions and sites related to history?
2. Why did the Portuguese tried to establish their trade and strategic centres in Vijayanagara?
3. The halls of the temples were used for what purpose?
4. How was water supplied to Vijayanagara? How was it developed for the purpose of irrigation?
5. Explain the expansion and consolidation of Vijayanagara Empire under the rule of Krishnadeva Raya?
6. How the history of Vijayanagara city and empire reconstructed? Explain.
7. How and when the ruins of Hampi were brought to light Explain on short.
8. Give the characteristics of the Amara Nayaka system of Vijayanagara.
9. In your views what is the importance of rituals associated with the Mahanavami Dibba?
10. What are the features of Gopuram?

**Long Answer Question (8 marks each)**

1. The Amara-nayaka system was major political innovation of the Vijayanagara Empire. Evaluate it (Page No. 175, NCERT)
2. How was the plotting of palaces, temples and Bazaars of Vijayanagara possible? Explain. (Page No. 188, NCERT)
3. Why were the agriculture tracts incorporated within the fortified area in Vijayanagara? What were its advantages and disadvantages? (Page No. 178, NCERT)
4. Explain the main features of the temple of Vijayanagara empire (Page No. 185-188 NCERT)

5. What were the reasons of the conflict between the Sultans of Deccan and Vijayanagara rulers? (Page 173-174, NCERT)
6. Explain the most striking features of Vijayanagara its water resources and its fortification. (Page 177-178, NCERT)
7. Due to which reasons, the Persian ambassador Abdur Razzak, was greatly impressed by the fortification of Vijayanagara in the fifteenth century.  
(Page 177-178, NCERT)

**Source Based Question (5 Marks Each)**

1. Read the given sources carefully and answer the questions given below:-

**How tanks were built**

About a tank constructed by Krishnadeva Raya, Paes wrote: The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants ...

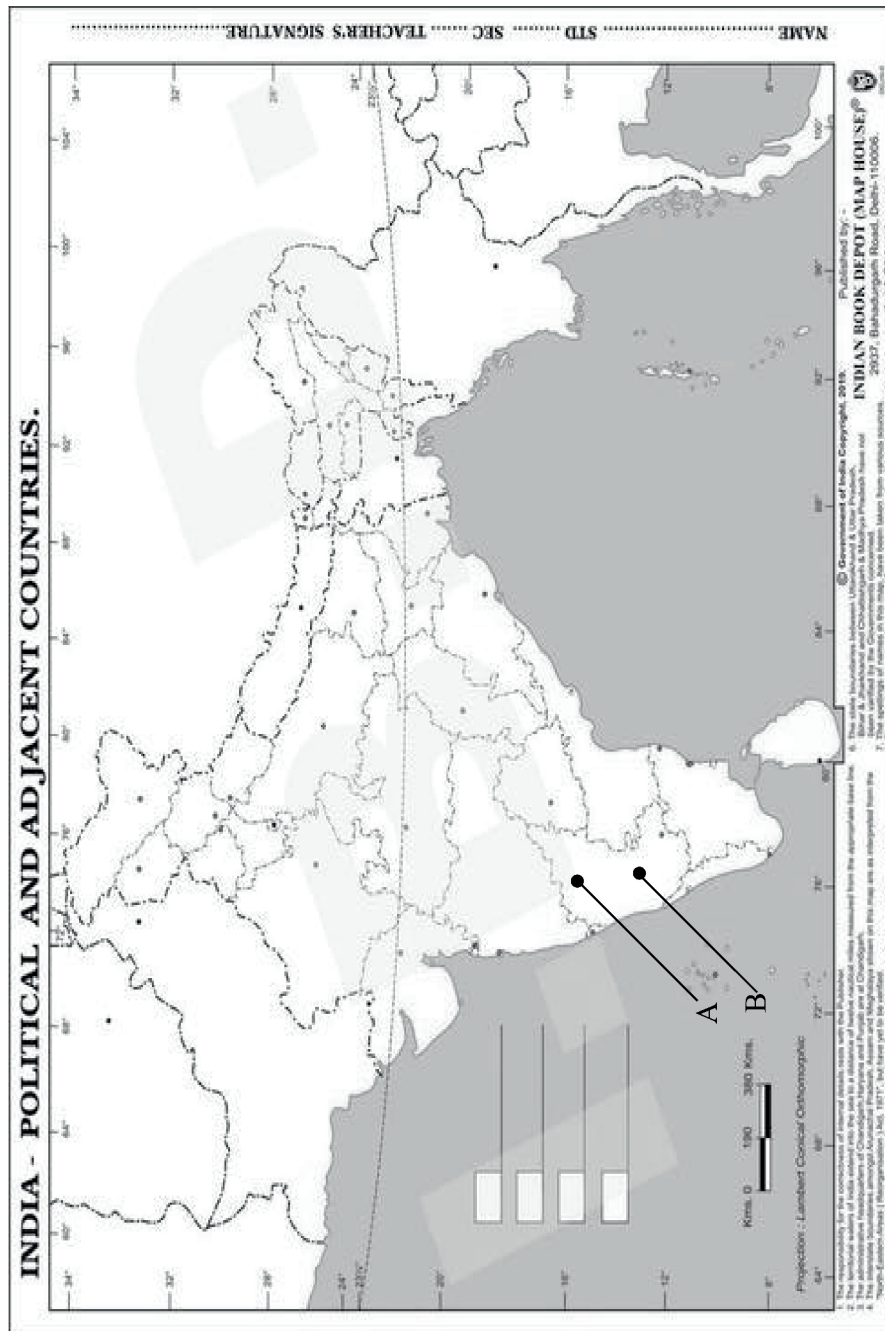
1. Why did the king build the reason and how water was supplied to the reason? 2
2. Mention the water system in Vijayanagara 2
3. Where were the water tanks built by Krishnadeva Raya? 1

**Read carefully the given source and answer the question that follow.**

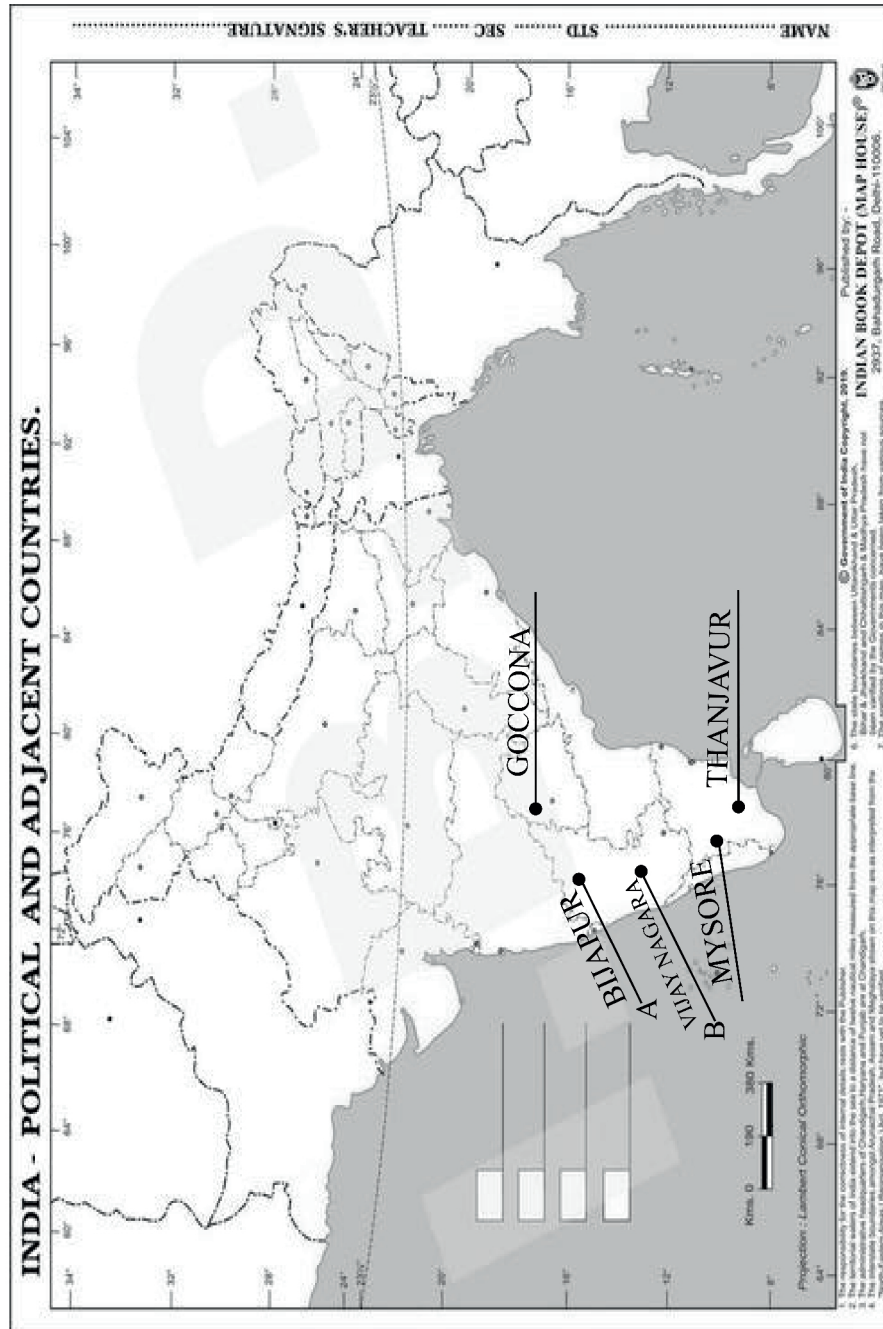
### **Kings and traders**

Krishnadeva Raya (ruled 1509-29), the most famous ruler of Vijayanagara, composed a work on statecraft in Telugu known as the Amuktamalyada . About traders he wrote: A king should improve the harbours of his country and so encourage its commerce that horses, elephants, precious gems, sandalwood, pearls and other articles are freely imported ... He should arrange that the foreign sailors who land in his country on account of storms, illness and exhaustion are looked after in a suitable manner ... Make the merchants of distant foreign countries who import elephants and good horses be attached to yourself by providing them with daily audience, presents and allowing decent profits. Then those articles will never go to your enemies.

1. Why should a king improve his ports? (2)
2. Which things were important in Krishnadeva Raya's Empire? (1)
3. Why should a king behave accordingly with foreign traders? (2)



1. On the given political map of India show Mysore, Golconda and Tanjavar.
2. On the political map of India Identity the places marked as A, B and name them.



**THEME 8**  
**Peasants, Zamindars and the State**  
**Agrarian Society and the Mughal Empire**  
**(C. Sixteenth to Seventeenth Century)**

**Points to Remember:**

1. During the sixteenth and seventeenth centuries about 85 percent of the population of India lived in villages.
2. Both peasants and elites were involved in agricultural production and claimed rights to share of the produce.
3. One of the most important chronicles was Air-i-Akbari was authored by Akbar's court historian Abu'l Fazl.
4. Records of Gujarat, Maharashtra, Rajasthan and of East India Company were also sources of this period.
5. Raiyat, Muzarian, khurd-kashta and pahi-kashta are different words used for peasants.
6. Monsoon was the backbone of Indian Agriculture.
7. Agriculture was organised around two major seasonal cycles.  
The Kharif (autumn)  
The Rabi (spring)
8. Cotton and sugarcane were jins-i-kamil (literally perfect crops) par excellence. Oilseeds and lentils were also cash crops. Cotton was grown over central India and the Deccan plateau, whereas Bengal was famous for its sugar.
9. There were three constituents of the village community the cultivators, the panchayat and the village headman (muqaddam or mandal).
10. In a manual form seventeenth century Marwas, Rajput are mentioned as peasants.
11. In the villages where people of different castes lived, there was often a heterogeneous caste representation in the panchayat as well.
12. In Agrarian society women and men had to work shoulder to shoulder in the fields.  
Women sowed, weeded, threshed and winnowed the harvest.

13. In the village community distinction between artisans and peasants was a fluid one, as many group performed the tasks of both. Between sowing and weeding or between weeding and harvesting were a time when cultivators engaged in artisanal production.
14. Forest dwellers were termed 'jangli' in contemporary texts.
15. The reason for the prosperity of the zamindars was their extensor individual lands, torme milkiyat or personal lands.
16. The social relations in the Mughal period villages was as a pyramid.
17. The land revenue arrangement consisted of two stages, first, assessment and then actual collection.
18. The testimony of an Italian traveller, Giovanni Careri, who passed through India C. 1690, provides a graphic account about the way silver travelled across the globe to reach India.
19. Air has been compiled in five parts the first three part give the details of administration.
20. Village as a "Little republic" made up of fraternal partners sharing resources and labour in collective.
21. Farmers were a major section of the rural society and the entire administration and monarchy was based on the revenue collected from it.
22. In this period due to abundance of land and the mobility of farmers, agriculture continued to expand. Irrigation projects received state support.
23. Castes such as the ahirs, Gujars and Malis rose in the hierarehy because of the profitability of cattle rearing and honticulture.
24. In addition to the village panchayat each caste or jati in the village had its own jati panchayat.

25. Jajmani - Eighteenth century records tell as of zamindars in Bengal who remunerated blacksmiths, carpenters, goldsmiths for their work by paying them a small daily allowance and diet money.
26. Mansabdari System: The Mughal administrative system had at its apex a military cum-bureaucratic apparatus (mansabdari) which was responsible for looking after the civil and military affairs of the state.
27. Mansabdari system was a military bureaucrat system or the top the Mughal administrative system, on which was the responsibility of military and civil affairs of the state.
28. Classification of land during Akbar's reign-
1. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow.
  2. Barauti is land left out of cultivation for time that it may recover its strength.
  3. Chachar is land that has lain fallow for three or four years.
  4. Banjar is land uncultivated for five years or more.
29. Revenue from the land was the economic mainstay of the Mughal Empire. It was therefore vital for the state to create an administrative apparatus to ensure control over agricultural productions, and to fix and collect revenue from across the length and breadth of the rapidly expanding empire. This apparatus included the office (daftar) of the diwan who was responsible for supervising the fiscal system of the empire.
30. The fiscal system in the Mughal period was conducted under the supervision of Diwan.

**Objective type question (1 mark each)**

1. Which employee of the panchayat helped the village headman in supervising and preparing the village accounts?



2. By what name was the amount recovered during the Mughal period?
3. What were the two major factors responsible for the development of agriculture in Mughal India (16th and 17th century)
4. Which new crops from the different part of the world reached the Indian subcontinent during the seventeenth century?
5. Which were the three constituents of the village community during 16th and 17th century.
6. What did the artisans do in the month with all activity during Mughal period?
7. In which year the work Ain-i-Akbari was completed?
8. What power did gram panchayat had under the Mughal period?
9. Ahom kings were related which providence of India”
10. Who were Paik?
11. What percent of people lived in villages during 16th and 17th century?
  - a) 50 percent
  - b) 85 percent
  - c) 80 percent
  - d) 75 percent
12. Who was the writer of Ain-i-Akbari?
  - a) Al-Biruni
  - b) Bernier
  - c) Abul Fazl
  - d) Ibn Batuta
13. How many types of crops were grown according to the weather cycle in Delhi during Mughal period?
  - a) 43
  - b) 40
  - c) 38
  - d) 50

14. Which of the following was not jins-i-kamil (perfect crop) during the Mughal period?
- a) Cotton
  - b) Sngancane
  - c) Oilseeds
  - d) Maize
15. By which name the headman of the village known as?
- a) Muquddam
  - b) Khud-Kashta
  - c) Mansabdar
  - d) Amil
16. Akbarnama has been compiled in how many covers (zild).
- a) Two
  - b) Three
  - c) Four
  - d) Six
17. By which **name was** the official who was appointed to collect land revenue know as?
- a) Kanoongo
  - b) Sarkar
  - c) Pahi-kashta
  - d) Amlah
18. When did Italian traveller Giovanni Careri came to India?
- a) 1690
  - b) 1691
  - c) 1692
  - d) 1693

19. Which records tell us about the zamindar in Bengal who remunerated blacksmith, carpenters, goldsmith for their work through jajmani system.
- a) 15th Century
  - b) 18th Century
  - c) 16th Century
  - d) 17th Century
20. Coins of which metal were used in the Muhgal period?
- a) Silver
  - b) Gold
  - c) Bronze
  - d) Tin
21. Look at the picture/painting carefully and mention the activity being done by Abul Fazl.



**Case study Based question (3mark each)**

1. Read the following excerpt carefully and answer any three of the following questions by choosing the correct option:

**Irrigating trees and field**

The greater part of Hindustan country is situated on level land. Many though its town and cultivated lands are, it nowhere has running waters... For... water is not all a necessity in cultivating crops and orchard, Autumn crops grow by the downpour of the rains themselves : and strange it is that spring crops grow even when no rains fall. (However) to young trees water is made to flow by means of buckets or wheel... In Lahore, Dipalpur (both in present - day Pakistan) and those other parts, people water by means of a wheel. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them, and on these fasten pitchers. The ropes with the wood and attached pitchers are put over the wheel well. At one end of the wheel-axle a second wheel is fixed, and close to it another on an upright. The last wheel the bullock turns, its teeth catch in the teeth of the second (wheel) and thus the wheel with the pitchers is turned. A trough is set where the water empties from the pitchers and from this the water is conveyed everywhere. In Agra Chandwar, Bayana (all in present-day Uttar Pradesh) and those part again, people water with a bucket... At the well edge they set up a fork of wood, having a roller adjusted between the forks, a rope to a large bucket, put the rope over a roller and the its other end to the bullock. One person must drive the bullock, another empty the bucket.

- A) In the given excerpt the areas where people do irrigation with the help of wheel (rahat) is/are.
- a) Lahore
  - b) Deenpur
  - c) Only (a)
  - d) Only (b)
  - iv) Both (a) and (b)

- B) People of which area from Uttar Pradesh do irrigation with the help of buckets?
- Agra
  - Chandwar
  - Baijana
  - All of the above
- C) The cultivators who came from some other village to cultivate lands elsewhere were called.
- Khud-Kashta
  - Kashtkar
  - Labour
  - Pahi-Kashta
- D) Given below are two statement, one labelled Assertion A and the other labelled as Reason R. Assertion A-Monsoon was the backbone of Indian agriculture and is even today. Reason R - For Crops which required additional water artificial system of irrigation had to be devised.
- Both Assertion A and Reason R are correct and R is the correct explanation of A
  - Both Assertion A and Reason R are correct but R is not the explanation of A
  - Only Assertion A is correct
  - Only Reason R is correct
2. Carefully see the picture below showing a seventeenth century painting depicting textile production and answer any three question by choosing the correct options.



- A) Cultivation and their families participated in the production of these.
- Textile printing
  - Pottery
  - Making agricultural
  - All of the above
- B) The form in which the artisans were compensated for their services was by giving then.
- Share of the harvest
  - An allotment of land
  - In both ways mentioned above
  - None of the above mentioned ways
- C) Zamindar in Bengal artisans for their work by paying them a small daily allowance and diet money the system was known as.
- Jajmani
  - Rijotwari
  - Permanent Settlement
  - None of the above
- D) Given below are two statements, one labelled as Assertion A and the other labelled as Reason R. Assertion A- At times, distinction between artisans and peasant in the village was difficult.
- Reason R-Many groups in the village performed the work of both cultivators and craft production.
- Both Assertion A and Reason R are correct and R is the correct explanation of A
  - Both Assertion A and Reason R are correct but R is not the explanation of A
  - Only Assertion A is correct
  - Only Reason R is correct

**Short Answer Question (3 marks each)**

- From which sources do we get the information about the activities of village community of 16th and 17th century. Explain.

2. Explain how the Mughal state tried to control rural society by its representatives such as revenue fixer, revenue collector, accountant etc.
3. Mughal rural society was divided into several groups due to caste discrimination. Validate this statement.
4. Why did every caste feel the need have their own panchayat, other than the Mughal village panchayat?
5. How was the irrigation system an integral part of the society of medieval India? Give a comparison of north and south India.
6. How was the Mughal society divided into caste groups? Explain.
7. There was a direct correlation between caste, poverty and social status, on what basis can we say this?
8. What was the chief of panchayat called during this period? How was he elected? Explain.
9. On the basis of what reason can be said that it was difficult to differentiate between cultivators and with during the Mughal period?
10. Why commercial farming was given importance during the Mughal period? Discuss.
11. Explain why Ain-i-Akbari is an extraordinary book even today?
12. What did the word 'Jangli' mean in the medieval period.
13. Describe the functions and the rights of the village panchayat in the 16th - 17th centuries.
14. In the 16th-17th century, cultivation in India was also for profit and trade. Explain.
15. Describe the three factors responsible for the continuous expansion of agriculture in the 16th-17th centuries.

**Long Answer Question (8 marks each)**

1. The Mughal had prepared a land revenue system. Validate this statement.
2. Explain the role of women in the agrarian society during the Mughal period.
3. In the Mughal era zamindars were an exploitative class, their relationship with the peasantry had an element of reciprocity, paternalism and patronage. Understanding these contradictions, describe the role of zamindars.

4. Ain-i-Akbari of Abul Fazl was the of a large historical, administrative project of classification.
5. Explain the main features of Indian agriculture during the sixteenth and seventeenth century.
6. How did the head of the panchayat and the village regulate the village society? Explain.
7. What kind of agriculture was there during the cycle of 2 seasons in the 16th and 17th century? Explain by giving examples of different types of crops.
8. Explain the way the forest dwellers lived in the Mughal empire during the 16th and 17th centuries.

**Sources Based Questions (5 marks each)**

Read carefully the given source and answer the question that follows.

**Classification of lands under Akbar**

The following is a listing of criteria of classification excerpted from the Ain: The Emperor Akbar in his profound sagacity classified the lands and fixed a different revenue to be paid by each. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow. Parauti is land left out of cultivation for a time that it may recover its strength. Chachar is land that has lain fallow for three or four years. Banjar is land uncultivated for five years and more. Of the first two kinds of land, there are three classes, good, middling, and bad. They add together the produce of each sort, and the third of this represents the medium produce, one-third part of which is exacted as the Royal dues.

1. Differentiate between Polaj and Parauti Lands. (2)
2. What is Banjar and Chachar (2)
3. Which official of Akbar determined the Land Revenue? (1)

Read carefully the given source and answer the question that follow.



### **Irrigating trees and fields**

This is an excerpt from the Babur Nama that describes the irrigation devices the emperor observed in northern India: The greater part of Hindustan country is situated on level land. Many though its towns and cultivated lands are, it nowhere has running waters ... For ... water is not at all a necessity in cultivating crops and orchards. Autumn crops grow by the downpour of the rains themselves; and strange it is that spring crops grow even when no rains fall. (However) to young trees water is made to flow by means of buckets or wheels ... In Lahore, Dipalpur (both in present-day Pakistan) and those other parts, people water by means of a wheel. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them, and on these fasten pitchers. The ropes with the wood and attached pitchers are put over the wheel-well. At one end of the wheel-axle a second wheel is fixed, and close to it another on an upright axle. The last wheel the bullock turns; its teeth catch in the teeth of the second (wheel), and thus the wheel with the pitchers is turned. A trough is set where the water empties from the pitchers and from this the water is conveyed everywhere. In Agra, Chandwar, Bayana (all in present-day Uttar Pradesh) and those parts again, people water with a bucket... At the well-edge they set up a fork of wood, having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller, and tie its other end to the bullock. One person must drive the bullock, another empty the bucket.

1. The given source has been taken from which book (1)
2. In the Mughal period how were the irrigation methods used for irrigating the fields. (2)
3. Explain the Hindustani settlements mentioned in Baburnama. (2)

## **THEME 9**

### **Kings and Chronicles**

**Points to Remember:**

1. Babur was the founder of Mughal dynasty. Other rulers of this dynasty were Akbar, Jahangir, Shahjahan and Aurangzeb. Akbar was the greatest ruler of the dynasty.
2. Chronicles present a continuous chronological record of events.
3. Main writings of the Mughal Era were Baburnama (babur), Humayunama (Gulbadan Begum), Akbarnama (Abul Fazal), Badshahnama (Abdul Hameed Lahori).
4. The Mughal court histories were written in Persian.
5. Mahabharata, a Hindu Epic was translated in Persian as a name of Razmnama.
6. The manuscript was seen as a valuable asset, intellectual property and an act of beauty. The centre of manuscript production was the imperial Kitabkhana.
7. "Nastaliq" was Akbar's favourite writing style.
8. Historian Abul Fazal described painting as a magical art.
9. In 1784, The Asiatic Society of Bengal was founded in Kolkata by William Jones. The purpose of which was to edit, publish and translate Indian manuscripts.
10. Akbar abolished the tax on pilgrimage in 1563 and the jizya tax in 1564 as both these taxes were based on religious favours.
11. The word 'haram' derives from Persian which means 'holy place'
12. The divine ;light of God on Mughal Emperors was represented by Court historians and painters in their works.
13. An important policy of Akbar's rule was 'Sulah-e- Kul' (Universal Peace).
14. There were ways of greeting the rulers in the Mughal court-Sijda, Four Tasleem, Zaminbosi, Kornish.
15. Turani and Irani were present in the royal service of Akbar in the initial phase of Empire building. After 1560, the Rajput and Indian Muslims also entered the royal service.

16. Bharmal, the king of Amber, was the first Rajput who joined Akbar's royal army and married his daughter to Akbar.
17. Akbar made Persian the main language of the royal Court.
18. Jalaluddin Akbar ( 1556- 1605) is considered the greatest Mughal emperor. He expanded the Mughal Empire as well as made it secure and prosperous.
19. Jahanara was the daughter of Mughal emperor Shah Jahan. She designed Chandni Chowk, the main centre of Shahjahanabad, the new capital of Shah Jahan.
20. Shahi Kitabkhana was the main centre of manuscript creation in the Mughal court.
21. Kitabkhana was a script house where a collection of manuscripts of the emperor was kept.
22. Gulbadn Begum was the daughter of Babur and sister of Humayun. Humayun Nama composed by her gives us a glimpse of the homeworld of the Mughals. She could write fluently in Turkish and Persian.
23. Iranian artists, Mir Syed Ali and Abdus Samad came to Delhi with Emperor Humayun during the Mughal period.
24. Mughal Chronicles represent the Mughal Empire as a group of various ethnic and religious communities such as Hindus, Jains, Zoroastrians, Muslims etc.
25. Jesuits descriptions are based on personal experiences. They throw a deep light on the character and thinking of the emperor.

**Very Short Answer Type Questions: (1 mark)**

1. In which year did Akbar abolish the Pilgrimage?
2. What was Akbar's favourite writing style?
3. What did the Persian word 'haram' mean?
4. Which city did Akbar make his new capital?
5. The Mughal historian Abul Fazal addressed the Painting with what name?
6. What was meant by Far-e-izaadi?
7. Which emperor was associated with the chain of Justice?
8. Which monument did Akbar build on the occasion of the victory of Gujarat?
9. What was the name of the European Ambassador who came to Jahangir's Court?

10. Who designed the Chandni Chowk, the heart of Shahjahanabad?
11. The Mughal dynasty was founded by
- A. Babar
  - B. Humayun
  - C. Akbar
  - D. Jahangir
12. The Mughal historical text Humayunama was written by
- A. Noor Jahan
  - B. Gulbadan Begum
  - C. Humayun
  - D. Akbar
13. In which year did the accession of Emperor Akbar take place?
- A. In 1555
  - B. in 1556
  - C. In 1557
  - D. In 1558
14. Which official language was used for the administrative work of the Mughal court?
- A. Urdu
  - B. Turkey
  - C. Hindi
  - D. Persian
15. By what name was the translation of Mahabharata text in Persian known?
- A. Razmnama
  - B. Rihala
  - C. Kitab ul Hind
  - D. Akbarnama
16. In which year did Akbar abolished jizya tax?
- A. In 1563
  - B. In 1564
  - C. In 1565
  - D. In 1566

17. By what name was Akbar's important peace policy known?
- A. Sulah-e-kul
  - B. Din-e-Ilahi
  - C. Respect for all religions
  - D. Far-e-izadi
18. When did Sir William Jones establish the Asiatic Society of Bengal?
- A. 1736
  - B. 1785
  - C. 1784
  - D. 1787
19. Which Rajput princely King married his daughter Jodha Bai to Akbar?
- A. Bharatpur
  - B. Mewar
  - C. Amer
  - D. Jodhpur
20. Which Mughal ruler was given the title of Alamgir?
- A. Aurangzeb
  - B. Shahjahan
  - C. Jahangir
  - D. Akbar
21. Identify and write the name of the following picture.



**SHORT ANSWER TYPE QUESTIONS (3 Marks Each)**

1. Why were historians appointed by Mughal rulers? Explain.
2. Comment on the writings of 'Akbar nama and Badshahnama'.
3. Evaluate the role played by women of the royal family in the Mughal Empire.
4. Manuscripts were seen as states is treasure in the Mughal court. Describe the manuscript making process in the context of this statement.
5. What were the typical characteristics of the Mughal Elite? What kind of relationship did they have with the emperor? Explain.
6. How do the Chronicles reflect the kingship principle of the Mughals? Explain.
7. What was the policy of Sulah-e-kul? Was this the need of Mughal Era? Express your views on this.
8. Comment on Akbars curiosity towards Christianity and prominent members of Jesuit in this regard and his debate with the Ulama and its results.
9. What was the form of administration in the Mughal provinces? How were the provinces controlled by the centre? Explain.
10. What were the objectives for which the Mughals established relations with Iran and Turan?
11. "The Mughalroyal family was a complex institution". Explain this statement.
12. Describe how the exchange of information was done in the Mughal Empire.
13. Why has Abul Fazl described land revenue as the remuneration of kingship? Explain.
14. "Many people consider Jalaluddin Akbar as the greatest of the Mughal Emperors". Support the statement with the help of appropriate evidence.
15. Why was Kandhar the root cause of the quarrel between the Safavids and the Mughals? Explain.
16. The preparation of accurate and detailed articles was mainly important for the Mughal administration. Verify this statement based on the facts.

**CASE STUDY BASED QUESTIONS (3 Marks Each)**

### Nobles at court

1. Read the following excerpt carefully and answer any three question.

The Jesuit priest Father Antonio Monserrate, resident t the court of Akbar, noticed: In order to prevent the great nobles becoming insolent through the unchallenged enjoyment of power, the King summons them to court and gives them imperious commands, as though they were his slaves. The obedience to these commands ill suits their exalted rank and dignity.

1. Who were the Jesuit priests?
2. The word Elite in the presented source means
  - (a) Mughal Courtier
  - (b) Mughal Administrator
  - (c) Mughal soldiers
  - (d) Slaves
3. Why does the king give unbridled orders to the nobles?
  - (a) To commend
  - (b) To take control
  - (c) To honor
  - (d) To remove
4. Which policy of Akbar has been depicted in the source presented?
  - (a) Religious fundamentalism
  - (b) Religious Tolerance
  - (c) Bigotry
  - (d) None of the above

Picture based case study questions.



Identify the given picture and answer any three questions:-

1. What does the presented picture represent?  
(a) Mughal Court            (b) Mughal Kitabkhana  
(c) Mughal theatre        (d) Mughal festival
2. Who was involved in the creation of manuscripts?  
(a) Painters                    (b) Book binders  
(c) Calligraphers            (d) All
3. Choose the appropriate word from the following and fill in the blank.  
Abul Fazl has described painting as \_\_\_\_\_.  
(a) Magical art                (b) Communication  
(c) Valuable                    (d) Prayer
4. What were the authors of beautiful hand written articles called?

**Long answer type questions (8 marks)**

1. Describe the elements that formed the Mughal ideal of kingship.
2. Describe the various activities of Akbar's Court.
3. Review in detail the economic policy and ideas of Akbar in relation to the economic policy of the Mughals.
4. How did Akbar's administrative policies strengthen the Mughal Empire? Discuss.
5. Write a brief commentary on Shahjahan's gem-studded Mayur Throne.
6. Discuss the merits and demerits of the Mansabdari system.
7. "The official class of the Mughals is described as a bouquet." Write a comment on the Mughal elite with reference to this statement.
8. How did Akbar maintain mutual harmony with different religious communities? Explain.

**Sources based questions (5 marks)**

**Gulbadan Begum**

An interesting book giving us a glimpse into the domestic world of the Mughals is the Humayun Nama written by Gulbadan Begum. Gulbadan was the daughter of Babur, Humayun's sister and Akbar's aunt. Gulbadan could write fluently in Turkish and Persian. When Akbar commissioned Abu'l Fazl to write a history of his reign, he requested his aunt to record her memoirs of earlier times under Babur



and Humayun, for Abu'l Fazl to draw upon. What Gulbadan wrote was no eulogy of the Mughal emperors. Rather she described in great detail the conflicts and tensions among the princes and kings and the important mediating role elderly women of the family played in resolving some of these conflicts.

1. Who was Gulbadan Begum? Which book was written by her? 2
2. Who has been described in Humayunama? 1
3. What was the important role of elderly women? 2

#### **The accessible emperor**

In the account of his experiences, Monserrate, who was a member of the first Jesuit mission, says: It is hard to exaggerate how accessible he (Akbar) makes himself to all who wish audience of him. For he creates an opportunity almost every day for any of the common people or of the noble to see him and to converse with him; and he endeavours to show himself pleasant-spoken and affable rather than severe towards all who come to speak with him. It is very remarkable how great an effect this courtesy and affability has in attaching him to the minds of his subjects.

1. Who were Jesuits? 1
2. How did Monserate describe his experiences about Akbar? 2
3. How did Akbar's etiquette make his subjects sociable? Explain. 2



1. On the given outline map of India, Locate the given Mughal sites - Agra, Panipat and Ajmer.
2. Identify the given points A & B on the lines drawn correctly.

## THEME 10

### **Colonialism and Countryside : Exploring Official Archives**

#### **Points to Remember:**

1. In India, the Colonial rule was first established in Bengal. This was the province where first efforts were made to reorganize the rural society and establish a new system of land rights and a new revenue system.
2. In 1793, the Permanent settlement was implemented with Raja of Bengal and Taluqdars. Lord Cornwallis was the Governor General at that time. They were called the Zamindars and they were supposed to deposit a fixed amount of revenue till a particular date and time. This was also called as Sunset Law.
3. The company gave full importance to zamindars. But wanted to limit their powers. Therefore (a) Their army was abolished. (b) abolished customs (c) The power of local justice and police was taken away from them. The court was subordinated to the Collector.
4. There were many reasons to make zamindars default on payments.-(a) the initial demands were very high. (b) the high demand was imposed in the 1790s in a time when the prices. of Agricultural produce were low (c) Their power was limited to management collecting revenue.
5. Zamindar to protect their lands from auction:- (a) Transferred Zamindari to the women. (b) Used to manipulate auction through their agents. (c) Stopped others from bidding through their Lathhais. (d) Deliberately bid high and refused to buy.
6. Paharias lived in the forests of Rajmahal Hills, and did shifting agriculture. They Collected Mahua for food and raised silk cocoons and resin for sale and wood for charcoal production. They considered the entire place as their own land.
7. As settled agriculture expanded, the area under forests and pastures contracted. This sharpened the conflict between hill folks and settle cultivators. The former begin to raid settled villages and increasing regularly, carrying away food grains and cattle. Exasperated colonial officials tried desperately to control and subdue the Paharias. But they found the task difficult.

8. The Santhals had begun to come into Bengal around the 1780s. Zamindars hired them to reclaim land and expand cultivation. British officials invited them to settle in Jungle Mahals. The Plough was their identity and they believed in settled farming. They appeared to be ideal settlers, clearing forests and ploughing the land with vigour.
9. By 1832, a large area of land was demarcated as Damin-i-Koh. Santhals were to live within it, practice plough agriculture and become settled peasants. The land grant to the Santhals stipulated that at least one tenth of the area was to be cleared and cultivated within the first 10 years.
10. Santhals revolted in 1855-56 because of the following reasons- (1) State was levying very heavy taxes on their lands. (2) The moneylenders were charging very high rates on interest and taking over the land when debts remained unpaid, and Zamindars were asserting control over the Damin area.
11. Supa (a large village in Pune district), it was a market centre where many shopkeepers and moneylenders lived. On 12 May 1875, ryots from surrounding rural areas gathered and attacked shopkeepers, demanding their bahi khata (account books) and burnt debt bonds. This was called the Deccan Revolt.
12. The land revenue system which was imposed in Bombay Deccan was called "ryotwari settlement". It was based on the principle of records. The revenue was directly settled with the ryot. Taxes were re-determined from time to time.
13. When American Civil War broke out in 1861, a wave of panic spread through cotton circles in Britain. Raw cotton imports from America fell down, this deficiency was met by importing more quantities of cotton from India. For this Indian farmers were encouraged to produce more cotton. Loans were provided by moneylenders.
14. By 1865 American Civil war was over. Cotton production in America revived and Indian cotton exports to Britain steadily declined. Export merchants and Sahukars in Maharashtra were no longer keen on extending long-term credit. While credit dried up, the revenue demand increased from 50 to 100 percent. The farmers felt themselves cheated and this was the cause of the Deccan Revolt.

15. Santhal Pargana was created carving out 5,500 square miles from districts of Bhagalpur and Birbhum after the Santhal revolt.
16. Before 1860 the import of cotton (2/3) into Britain as raw material came from America.
17. The fifth report was introduced in British parliament in 1813 about the activities of East India Company.
18. Francis Buchanan who was a medical officer who came to India in Bengal medical service (1794-1815.)
19. Pahariya used to collect Mahua flowers for their food.
20. The money lender who used to charge interest at high rates from the Santhals, was called dikku by the samthals.

#### **OBJECTIVE TYPE QUESTIONS**

1. How did the paharias do their living?
2. In which province was the permanent settlement implemented?
3. In which year was Awadh merged with British India?
4. Which device did the paharias use for Jhoom farming?
5. Which was the other Tribe with which the Pahadiya people had to struggle?
6. Who were 'Dikus'?
7. In which residency was the Ryotwari system first implemented?
8. In which year did the Santhals revolt against the British?
9. Who was the leader of Santhal-Revolt?
10. What was the item that was exported to Britain from India in the 1860?
11. In which year was the permanent settlement implemented? (a) 1793  
(b) 1794  
(c) 1795  
(d) 1796
12. Who was the governor general of Bengal at the time when permanent settlement was implemented?  
(a) Lord Curzon  
(b) Dalhousie  
(c) Lord Cornwallis  
(d) William Bentinck

13. By what name was Zamindar's official known who used to collect :avenue?

- (a) Accountant
- (b) Gumasta
- (c) Jotedars
- (d) Amla

14. By what name was the class of rich peasants in Bengal known?

- (a) Jotedars
- (b) Zamindars
- (c) Sahukars
- (d) Tenants

15. When was the Fifth Report presented in the British Parliament?

- (a) 1313
- (b) 1815
- (c) 1820
- (d) 1825

16. What kind of farming did the Paharia people do?

- (a) Permanent farming
- (b) Mixed farming
- (c) Jhoom farming
- (d) Plantation farming

17. Where did the Paharia people live?

- (a) On the hills of Nilgiri
- (b) On the hills of Satpura
- (c) On the hills of Aravallis
- (d) On the hills of Rajmahal

18. Which area was declared as the land of Santhals?

- (a) Damin-i-Koh
- (b) Burdwan
- (c) Calcutta
- (d) Midnapur

19. The movement of burning the Account books started from which village?

- (a) Chittagong
- (b) Sutanati village

- c) Burdwan
  - (d) Supa village
20. Which city of Britain was famous for the production of cotton textile?
- (a) London
  - (b) Manchester
  - c) YorkShire
  - (d) Birmingham
21. Identify the given picture and write his name.



**Short answer type questions (3 marks)**

1. What benefits was the Company expecting in determining revenue demand permanently?
2. What were the reasons for the zamindars' failure to pay the revenue amount?
3. What was the attitude of British officials towards the Paharia people of Rajmahal in the 1770s and 1780s?
4. What precautions should we take while reading Buchanan's description? Write in detail.
5. Permanent settlement was rarely implemented outside Bengal. Examine the above given statement.
6. How is the revenue system implemented in Mumbai Deccan different from the one implemented in Bengal? What principles were taken into consideration for this?
7. Today on the basis of what facts can we say that the life of the pahariya people was connected with the forest?

8. What were reasons for the revolt of Santhals against British rule? Explain.
9. What problems did Pahariya people face due to the arrival of Santhals?
10. How did American civil war affect the lives of farmers in India? Explain.
11. Which land revenue system was implemented in Mumbai Deccan? Describe its characteristics.
12. Distinguish between ryotwari settlement and permanent settlement.
13. Describe the reasons for the indebtedness of farmers during British rule.
14. Explain the conflict between Plough and Hoe during the 18th century from the perspective of Paharia people and Santhals.
15. Explain the evidence given in the context of the fifth report.

**(Long Answer Type Questions)**

1. The company's operations in England were closely monitored from the 1760 onwards. What were the motives behind doing this?
2. Critically analyze the British land revenue systems.
3. How did the American Civil War impact the lives of farmers in India?
4. Who implemented the permanent settlement? Describe its main features.
5. Critically analyse reports of Deccan riot's Commission.
6. Santhals came and settled in the Rajmahal Hills. Describe the reactions of the British in this context.

**(Case study questions) (3 marks each)**

**Buchanan on the Santhals**

Buchanan wrote: They are very clever in clearing new lands, but live meanly. Their huts have no fence, and the walls are made of small sticks placed upright, close together and plastered within with clay. They are small and slovenly, and too flat-roofed, with very little arch.

1. Write the following sentence correctly.  
"According to Buchanan the huts of the Santhals were magnificent".
2. Who was Buchanan?
  - a. A British medical officer
  - b. A historian
  - c. Governor general of Bengal
  - d. A famous merchant



3. How were santhals in Buchanan's eye?
  - a. Cultured and civilized
  - b. Dirty and Rude
  - c. As like normal people
  - d. All of the above
4. What was the name of the village of Santhals?

Picture based case study questions.



**Look at the picture carefully and answer any three questions**

1. Who are the people rebelling against the British?
  - a. Paharias
  - b. Santhals
  - c. Army
  - d. Diku
2. What was Damin-i-Koh?
3. Write the given sentence correctly.  
"Santhal Pargana was created to reward santhals"
4. When did the Santhal Revolt happen?
  - (a). 1950-51 (b) 1855-56 (c) 1850-51 (d) 1860-61

**Source based questions (5 marks)**

Read this passage carefully and answer the following questions.

### **On the clearance and settled cultivation**

Passing through one village in the lower Rajmahal hills, Buchanan wrote: The view of the country is exceedingly fine, the cultivation, especially the narrow valleys of rice winding in all directions, the cleared lands with scattered trees, and the rocky hills are in perfection; all that is wanted is some appearance of progress in the area and a vastly extended and improved cultivation, of which the country is highly susceptible. Plantations of Asan and Palas, for Tassar (Tassar silk worms) and Lac, should occupy the place of woods to as great an extent as the demand will admit; the remainder might be all cleared, and the greater part cultivated, while what is not fit for the purpose, might rear Plamira (palmyra) and Mowa (mahua).

1. Who was Buchanan? 1
2. What interests of British were fulfilled by Buchanan's land inspections? 2
3. Why did Buchanan say that Rajmahal Hills were complete in itself? 2

### **A newspaper report**

The following report, titled 'The ryot and the moneylender', appeared in the Native Opinion (6 June 1876), and was quoted in Report of the Native Newspapers of Bombay: They (the ryots) first place spies on the boundaries of their villages to see if any Government officers come, and to give timely intimation of their arrival to the offenders. They then assemble in a body and go to the houses of their creditors, and demand from them a surrender of their bonds and other documents, and threaten them in case of refusal with assault and plunder. If any Government officer happens to approach the villages where the above is taking place, the spies give intimation to the offenders and the latter disperse in time.

1. For whom is the word ryot used? 1
2. Explain the measures taken by the farmers to protect themselves. 2
3. Why did farmers resort to robbing the moneylenders? Explain. 2



1. On the given outline map of India, Locate three locations where permanent settlement & ryotwari system were implemented.
2. Identify the given points A, B and write on the lines drawn correctly.

## **THEME 11**

### **Rebels and the Raj**

**Points to Remember:**

1. The Revolt started from Meerut Cantonment on 10 May 1857. On 11 May 1857, the rebels selected Mughal emperor Bahadur Shah as their leader and gained legitimacy for the rebellion. The Sepoys started their actions with some special signals. It was the firing of the evening gun or the sounding of the clarion (Begul).
2. Immediate cause of The Revolt was the use of greased cartridges.
3. In 1857, the Rebels established Unity among themselves by- (a) The rebel proclamations in 1857 repeatedly appealed to all sections of population irrespective of their caste and creed. (b) The Nawabs and Muslim rulers took care of the sentiments of Hindus too. (c) The rebellion was seen as a war in which both Hindus and Muslims had equally to lose or gain.
4. A series of grievances in Awadh linked prince, taluqdar, peasant and sepoy. In different ways they came to identify Firangi Raj with the end of their world.
5. The British annexed the lands and regions of the taluqdars, disarmed them of their army and forts were destroyed. The revenue settlement undermined the position and authority of the talukdars because now the talukdars were interlopers with no permanent stakes in land. The taluqdars were oppressors in the eyes of the peasants but appeared to be generous father figures in times of difficulty.
6. The disposition of talukdar meant the breakdown of an entire social order. The ties of loyalty and patronage that had bound the peasant to the talukdar were disrupted. In pre British times the taluqdars were oppressors but many of them also appeared to be considerate in times of need. Under the British the peasant was directly exposed to over assessment of revenue and inflexible methods of collection. There was no longer any guarantee that in times of hardship the new owner would support.
7. The Subsidiary Alliance had been imposed on Awadh in 1801-and Awadh was annexed to the British Empire. The ruler Nawab Wajid Ali Shah was dethroned and exiled to Calcutta.

8. Rebels' proclamations expressed the widespread fear that the British were bent on destroying the caste and religion of Hindus and Muslims and wanted to convert Indians to Christianity. Because of this fear, people started believing in the ongoing rumours.
9. To quell the insurgency, the British passed a series of laws to help the troops. In May and June 1857, Whole of North India was put under Martial Law and military officers were given the power to try and punish Indians suspected of rebellion.
10. Pictorial images prepared by the British and Indians have been an important record of military revolt. Many illustrations about this rebellion are available in paintings, pencil drawings, sketching, posters, cartoons are available at Bazaar prints.
11. The revolt of 1857 was remembered as the First War of Independence as people from every section of the country fought against Imperial rule.
12. The revolt of 1857 started with the initial sacrifice of Mangal Pandey who was a soldier of the 34th Regiment in Barrackpore (Bengal).
13. Under the leadership of Lord William Bentinck, the British government aimed at reforming Indian society by introducing Western education.
14. With the efforts of Lord Bentinck in 1829, the law prohibiting the practice of Sati was enforced.
15. In Kanpur the sepoys and the people of the town compelled Nana Sahib, the successor to Peshwa Baji Rao II, to join the revolt as their leader.
16. Despite efforts to create divisions between Hindu-Muslims, there was hardly any effect on Hindu-Muslim.
17. Indian soldiers who refused to use cartridges greased with fat, belonged to the Third Light Cavalry Regiment.
18. Saharanpur, Meerut, Delhi, Mathura, Agra, Lucknow, Kanpur, Jhansi, Gwalior, Allahabad, Bareilly, Aara, Banaras and Calcutta were the main centres of revolt.
19. The link between soldiers and the rural world had an important impact on the nature of uprising.
20. People were enraged how British land revenue settlement had dispossessed landholders from their lands and foreign commerce had given artisans and weavers to ruin.

**VERY SHORT ANSWER TYPE QUESTIONS (1 Mark Each)**

1. Who led the rebellion in Lucknow?
2. Who led the Kol tribals in Chotanagpur area during the uprising?
3. Who was called "Danka Shah"?
4. Who revolted against the British in Bareilly, Uttar Pradesh?
5. Why were the soldiers sent to hill stations for treatment?
5. When was the Ally of Subsidiary Alliance imposed on Awadh?
7. What were the representatives of the governor general appointed in the princely states called?
8. Which governor general started Subsidiary Alliance?
9. Estates and Forts of which class of society were seized by the British?
10. Which regiment started rebellion in India? Multiple choice questions (1 mark)
11. From which city did the revolt of 1857 start?
  - (a) Meerut
  - (b) Delhi
  - (c) Kanpur
  - (d) Jhansi
12. When did the group of Rebel soldiers reach Delhi's Red Fort?
  - (a) 10 May
  - (b) 11 May
  - (c) 12 May
  - (d) 15 May
13. Who did the Rebels choose as their leader after reaching Delhi?
  - (a) Bahadur Shah Zafar
  - (b) Peshwa Bajirao II
  - (c) Nawab Shaukat Ali
  - (d) Rani Lakshmibai
14. Which Nawab of Awadh was overthrown by the British alleging misrule?
  - (a) Shuja-ud-daula
  - (b) Siraj-ud-daula
  - (c) Mir Ali
  - (d) Nawab Wajid Ali Shah

15. Who organised the villagers of the sub-division of Baraut in Uttar Pradesh during the revolt of 1857?
- (a) Shah Mal
  - (b) Gonoo
  - (c) Kunwar Singh
  - (d) Nana Saheb
16. What was the immediate cause of the Revolt of 1857?
- (a) Killing of firangi soldiers
  - (b) Cartridges greased with fat
  - (c) Bone Dust in flour
  - (d) Less salary
17. Where was the most widespread form of Revolt of 1857 seen?
- (a) Awadh
  - (b) Karnataka
  - (c) Bengal
  - (d) Delhi
18. Which governor general adopted the policy of Summary Settlement?
- (a) Lord Clive
  - (b) Lord Bentinck
  - (c) Lord Dalhousie
  - (d) Warren Hastings
19. Which region was called the "nursery of the Bengal Army"?
- (a) Awadh
  - (b) Maharashtra
  - (c) Hyderabad
  - (d) Delhi
20. When did the British establish control over Delhi after suppressing the rebellion?
- (a) June 1857
  - (b) August 1857
  - (c) September 1857
  - (d) October 1857



21. Identify the picture below and write its name.



**Objective type questions**

1. What were the main reasons for the revolt of 1857?
2. Write down the main reasons for the failure of the revolt of 1857.
3. What was the main reason of interest of British in occupying Awadh?
4. What is meant by Subsidiary Alliance?
5. What was the impact on the situation of the taluqdars with the acquisition of Awadh?
6. How was the entire social system disrupted with the termination of the power of taluqdars?
7. What efforts suggest that the Rebel leaders wanted to establish pre-British system before the 18th century?
8. What methods were adopted to establish unity among the Rebels?
9. Discuss about the evidences which show that the Rebels were working in a planned and organized manner.
10. What measures did the British take to quell the rebellion?
11. What were the complaints of Indian soldiers against the British rule before the revolt?



12. "The Rebel proclamations in 1857 repeatedly appealed to all sections of the population, irrespective of their caste and creed". Discuss.
13. The Revolt of 1857 was not only a military Revolt but was a revolt of the peasants, the landholders, the tribals and the rulers. Explain.
14. How much did rumours and predictions contribute to the revolt of 1857? Explain.
15. Why did people believe in rumours? Explain with three examples. Or Mention those British policies due to which people started believing in rumours.

**Long answer type questions (8 marks)**

1. Revolt of 1857 was merely a military Revolt or first struggle. Give reasonable answers.
2. What did the Rebels want? To what extent did the vision of different social groups differ? Explain.
3. Describe what the visual representations reveal about the revolt of 1857.
4. Why was the revolt particularly widespread in Awadh? Describe what prompted the peasants, taluqdars and zamindars to join the revolt.
5. Discuss the extent to which religious beliefs shaped the events of 1857.
6. What contribution did art and literature make in reviving the memory of 1857?
7. British did not have an easy time putting down the rebellion of 1857. Verify this statement with appropriate examples.
8. How did the British government annex the power of taluqdars of Awadh during 1857? Explain with examples.

Case Study Questions (Picture based) (3 marks each)



1. From whom is the female figure with a sword and shield in hands in the picture shown taking revenge?
  - (a) From Indian rebels
  - (b) From Slaves
  - (c) From the British
  - (d) From the people of France
2. Which emotion is attempted to ignite through the picture?
3. Was the image of rebellion depicted in the picture, present in the minds of the British people as well as in the minds of nationalists? Yes or No.
4. Whose power did the rebels want to challenge?
  - (a) The powers of Indian rulers
  - (b) British power
  - (c) Mughals
  - (d) All of the above

**Case study Questions (Passage based)**

**What has Talukdars thought**

The attitude of the Talukdars was best expressed' by Hanwant Singh, the Raja of Kalakankar, near Rae Bareli. During the mutiny, Hanwant Singh had given shelter to a British officer, and conveyed him to safety. While taking leave of the officer, Hanwant Singh told him: Sahib, your countrymen came into this country and drove out our King. You sent your officers round the districts to examine the titles to the estates. At one blow you took from me lands which from time immemorial had been in my family. I submitted. Suddenly misfortune fell upon you. The people of the land rose against you. You came to me whom you had despoiled. I have saved you. But now - now I march at the head of my retainers to Lucknow to try and drive you from the country.

1. India was the colony of which country?
  - (a) British
  - (b) France
  - (c) Dutch
  - (d) Portugal

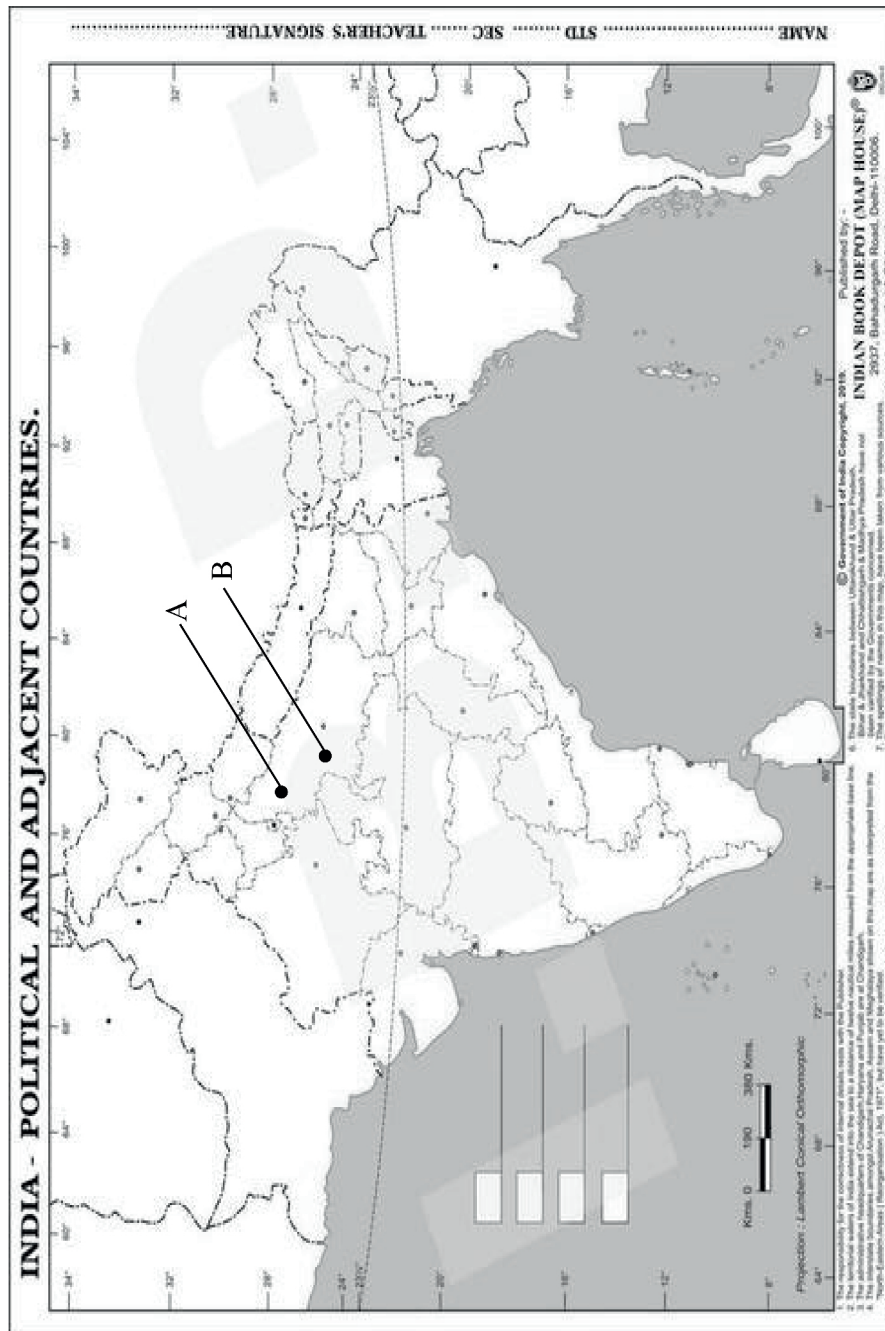
2. "King Hanwant Singh gave shelter to a rebel and drove him to a safe place."  
Rewrite the sentence correctly.
3. Given passage is related to
- (a) 1857
  - (b) 1947
  - (c) 1920
  - (d) 1930
4. According to King Hanwant Singh, whose bad time had started suddenly?
- (a) British
  - (b) The Rebels
  - (c) Mughals
  - (d) All of the above

Source Based Questions (5 marks)

#### **The Nawab has Left**

The widespread sense of grief and loss at the Nawab's exile was recorded by many contemporary observers. One of them wrote: "The life was gone out of the body, and the body of this town had been left lifeless there was no street or market and house which did not wail out the cry of agony in separation of Jan-i-Alam." One folk song bemoaned that "the honourable English came and took the country" (Angrez Bahadur ain, mulk lai linho).

1. "The life was gone out of the body and the body of this town had been left lifeless,," Which city has been mentioned in the given lines? 1 mark
2. Under which policy did Dalhousie annex the mentioned city? 2 marks
3. Why were the people of the city grieved at the expulsion of the ruler from the city? 2 marks



1. One the given outline map of India, Locate the following locations a. Calcutta b. Madras c. Dhaka
2. Identify the two points A and B on the given map.

**THEME 12**  
**Colonial Cities**  
**Urbanization, Planning and Architecture**

**Points to Remember:**

1. Three major big cities developed during the colonial period- Madras (Chennai), Calcutta (Kolkata) and Bombay (Mumbai). All three cities were originally fishing and weaving villages. They became important centers of trade due to the economic activities of English East India Company. Later became the center of administration and called the Presidency City,
2. The importance of cities depended on where the center of administration and economic activities was because the employment and trade system would have existed there.
3. Towns came to represent specific forms of economic activities and cultures. People like artisans, traders, administrators and rulers lived there. It was a zone between the royal city and countryside.
4. The famous towns built by Mughals were Agra, Delhi and Lahore. Towns were famous for their concentration of populations, their monumental buildings and their Imperial grandeur and wealth.
5. These towns were enclosed by a wall with entry and exit being regulated by different gates, within these towns were gardens, mosques, temples, tombs, colleges, bazaars and caravanserais.
6. In north India maintaining social status was the work of the Imperial Kotwal who oversaw the internal affairs and policing of the town.
7. From the beginning of the 18th century the Mughal Empire started to decline. The growth of new regional powers was reflected in the Increasing Importance of regional capitals Lucknow, Hyderabad, Srirangapatnam, Pune, Nagpur, Baroda and Tanjore.
8. Colonial rule was based on the production of enormous amounts of data. The preparation of the map and Census were very Important.

9. From the early years, the Colonial government was keen on mapping. It felt that good maps were necessary to understand the landscape and know the topography. This knowledge would allow better control over the region. When towns began to grow, maps were prepared not only to plan the development of these towns but also to develop commerce and consolidate power.
10. The first all-India census was attempted in 1872. Thereafter from 1881, decennial (conducted every ten years) census became a regular feature. Collected data of census was used to administer essential services such as water supply, sewerage, building, public health and to collect municipal taxes.
11. Railways started in India in 1853. Railway towns like Jamalpur, Waltair and Bareilly developed.
12. Because of competition among the European companies and for the purpose of protection, the British built Fort St. George in Madras, Fort William in Calcutta and the Fort in Bombay.
13. In colonial cities, from the beginning, there were separate quarters for Europeans and Indians which came to be labelled in contemporary writings as “White Town” and “Black Town” respectively.
14. In colonial times Kanpur and Jamshedpur were only two proper industrial cities as they were centres of production.
15. Within the cities new social groups were formed. The middle class emerged as clerks, lawyers, teachers, and accountants. Women entered new professions like teachers and domestic help and a new class of factory workers came into existence.
16. Three styles of buildings came into vogue during the colonial period. The first was called neo-classical or the new classical style which was based on construction of geometrical structures fronted with lofty pillars. For example, Town of Bombay and Elphinstone circle. Second style used was the neo-Gothic style characterized by high pitched roofs, pointed arches and detailed decoration. Like Secretariat, University of Bombay and Bombay High Court. The third style was Indo-Saracenic style which was a mixture of Indian and European styles. The famous example is Gateway of India and the Taj Mahal Hotel of Bombay.

17. The founding and settling of hill stations was initially connected with the needs of the British army. Hill stations were strategic places for billeting troops, guarding frontiers and launching campaigns against enemy rulers.
18. These stations were also developed as sanitariums where soldiers could be sent for rest and recovery from illness.
19. The main centres were temples in the cities of South India like Madurai and Kanchipuram. These cities were important trading hubs.
20. Some local notables and officials associated with Mughal rule in North India also used this opportunity to create new urban settlements such as the Qasbah and Ganj.
21. The European commercial Companies had set up base in different places early during the Mughal Era: the Portuguese in Panaji in 1510, the Dutch in Masulipatnam in 1605, the British in Madras in 1639 and the French in Pondicherry (present-day Puducherry) in 1673. With the expansion of commercial activity, towns grew around these trading centres.
22. Qasbah is a small town in the countryside, often the seat of a local notable.
23. Ganj refers to a small fixed market. Both Qasbah and Ganj dealt in cloth, fruit, vegetables and milk products. They provided products for noble families and the army.

**Objective type questions.**

1. After which day did the all India census become a regular feature
2. How much did the urban population increase by 10% between 1900-1940?
3. What were the Indian people called, who knew how to speak both the local language and English?
4. Chintadripet was the dwelling place of which tribe?
5. What did the locals call a vast open left ground around Fort William?
6. In which year was the Lottery Committee started?
7. In which year were the thatched huts banned and tiled roofs made mandatory in Calcutta?
8. Which city was declared the "Urbs Prima in Indis" by the British?

9. Which is the most spectacular example of the neo-Gothic style in Bombay?

10. In which year was the 'Gateway of India' built?

11. Which one of the following is not an Indian Colonial City?

(a) Madras

(b) London

(c) Bombay

(d) Calcutta

12. When did the All India Census start?

(a) 1872

(b) 1878

(c) 1889

(d) 1870

13. When was the Survey of India established?

(a) 1875

(b) 1880

(c) 1878

(d) 1901

14. Consider the following pairs-

Fort

Place

1 Fort St. George

Madras

2 Fort St. William

Bombay

Which of the above pairs is correctly matched?

(a) Only 1

(b) Only 2

(c) 1&2

(d) None

15. Which one of the following is called a small fixed market?

(a) Pethh

(b) Qasbah

(c) Ganj

(b) Gaon



16. Where is the Writers' Building located?

- (a) Mumbai
- (b) Kolkata
- (c) Madras
- (d) Gujarat

17. Which of the following was associated with Vallalar in Madras?

- (a) Peasant class
- (b) Artisans
- (c) Local rural caste
- (d) Notable community

18. Who started the Lottery Committee?

- (a) Lord Cornwallis
- (b) Lord Dalhousie
- (c) Lord Wellesley
- (d) Lord Hardinge

19. Which of the following cities was called as 'Urbs Prima Indis' by British?

- (a) Surat
- (b) Bombay
- (c) Madras
- (d) Bengal

20. Which of the following architectural styles have both Indian and European characteristics?

- (a) Gothic style
- (b) Indo-Saracenic style
- (c) New Gothic style
- (d) Neo-classic style

21. Identify the given picture.



**SHORT ANSWER TYPE QUESTIONS (3 MARK EACH)**

1. Describe the New-Gothic style out of the architectural styles adopted in the Colonial buildings.
2. Mention any three characteristics of Chawl.
3. How did the concept of Town Planning get reinforced in the Colonial period?
4. What was the 'Lottery Committee'? Mention three points describing its functions.
5. How did the introduction of Railways transform the cities?
6. Why records were kept safe in Colonial Cities?
7. How did the public places established during the colonial period help in transforming the social life?
8. List one common feature of three colonial cities Madras, Bombay and Calcutta.
9. Why were the 'Civil Lines' areas set up during the British rule?
10. How did the prominent Indian merchants establish themselves in the Colonial Cities? Explain three points.

**Long answer type questions (8 marks)**

1. To what extent were social relations transformed in the new cities?
2. Describe the purpose of establishing the hill stations and cantonments in India by the British.
3. Describe the Town Planning of Bombay.

4. Write an essay on the Settlement and Segregation of Madras city.
5. Describe the architectural style used in the construction of public buildings in the Colonial period with examples.
6. During the sixteenth and seventeenth centuries the towns built by the Mughals were famous for their concentration of populations, their monumental buildings and their imperial grandeur and wealth. Define.

Case study questions (picture based)



1. Identify the given picture and write the name of the building,
2. In which architectural style has this building been constructed?
  - (a) Neo-Gothic
  - (b) Indo-Saracenic
  - (c) Greeko-Roman
  - (d) Gothic
3. The building shown in the picture was designed by-
  - (a) Robert Munich
  - (b) H C Wilkins
  - (c) William Henry
  - (d) Charles Canning

4. From where has this picture been taken?

- (a) The Shutter
- (b) The Pioneer
- (c) The Builder
- (d) The Mirror

**Case study questions (3 words each)**

Read the following excerpt and answer any three questions

Architectural styles do not only reflect prevalent tastes. They mould tastes, popularise styles and shape the contours of culture. As we have seen, many Indians came to regard European Styles of architecture as symbols of modernity and civilisation, and began adopting these styles. But not all Indians thought alike: many rejected European ideals and tried to retain indigenous styles; others accepted certain elements from the West that they saw as modern and combined these with elements drawn from local traditions. From the late nineteenth century we see efforts to define regional and national tastes that were different from the colonial ideal. Styles thus changed and developed through wider processes of cultural conflict. By looking at architecture therefore we can also understand the variety of forms in which cultural conflicts unfolded and political conflicts - between the imperial and the national, the national and the regional/local - were played out.

1. What do the buildings and architectures reflect?

- (a) Vision
- (b) Aesthetic ideals
- (c) Prevalent variations
- (d) All of the above

2. Through which objects do buildings shape our thoughts?

- (a) By Bricks
- (b) By Woods
- (c) By Plaster
- (d) All of the above

3. Write the sentence correctly.

"All Indians also begin to move away considering European Architectural Styles as a symbol of modernity and civilization."

4. Fill in the blank-

The rulers wanted to express their \_\_\_\_\_ though building.

- (a) Beauty
- (b) Power
- (c) Fame
- (d) Modesty

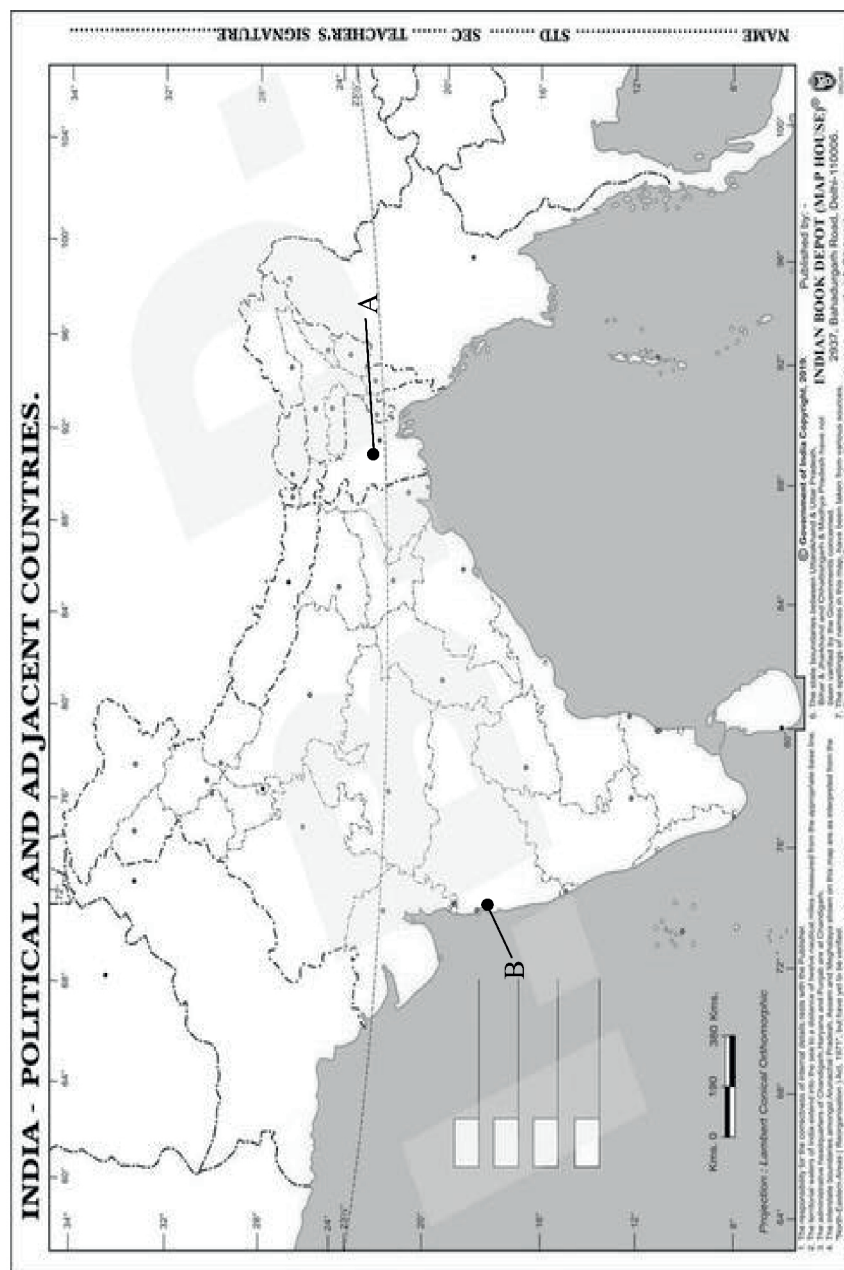
**Source based question (5 marks)**

#### **A Rural City?**

Read this excerpt on Madras from the Imperial Gazetteer, 1908: ...the better European residences are built in the midst of compounds which almost attain the dignity of parks; and rice-fields frequently wind in and out between these in almost rural fashion. Even in the most thickly peopled native quarters such as Black Town and Triplicane, there is little of the crowding found in many other towns ...

- |  |   |
|--|---|
| 1. Which Nawab was defeated by the British in the Battle of Plassey in 1757? | 1 |
| 2. Why was Madras given the title of a Rural City? Explain by two points.    | 2 |
| 3. How did the White Town differ from the Black Town?                        | 2 |

## Map Work



1. On the given outline map of India, Locate three locations of the 1857's movement.  
a. Meerut b. Delhi c. Calcutta
2. Identify the given points A, B and write on the lines drawn correctly.

## THEME 13

### **Mahatma Gandhi and the Nationalist Movement** **(Civil Disobedience and Beyond)**

#### **Points to Remember:**

1. It was in South Africa that Mahatma Gandhi first forged the distinctive techniques of non-violent protest known as satyagraha, first promoted harmony between religions, and first alerted upper-caste Indians to their discriminatory treatment of low castes and women. So, historian Chandran Devanesan has remarked, South Africa was "the making of the Mahatma".
2. The Swadeshi movement of 1905-07 gave birth to some towering leaders like Bal Gangadhar Tilak of Maharashtra, Bipin Chandra Pal of Bengal, and Lala Lajpat Rai of Punjab. The three were known as "Lal, Bat and Pal".
3. The first major public appearance of Gandhiji was at the opening of the Banaras Hindu University in February 1916 where he stressed on the involvement of the peasants and workers in national movement and his own statement of intent towards Indian nationalism.
4. Champaran(1917), Ahmedabad and Kheda(1918) marked Gandhiji out as a nationalist with a deep sympathy for the poor.
5. During the Great War of 1914-18, the British had instituted censorship of the press and permitted detention without trial. Later on the recommendation of a committee chaired by Sir Sidney Rowlatt, these tough measures were continued.
6. On 13th April, 1919 at Amritsar in Punjab, Jallianwala Bagh massacre took place. General Dyer was responsible for this bloody massacre.
7. The success of Rowlatt satyagraha, the massacre at Jallianwala Bagh and Britishers retracting from their promise all these inspired Gandhiji for non-cooperation movement. The movement started in 1920 where Gandhiji coupled non-cooperation with Khilafat movement to unite Hindus and Muslims.
8. The students and Lawyers participated enthusiastically in non-cooperation movement. The government institutions were boycotted. The working class went on strike; Forest dwellers violated the forest laws.

9. In February 1922, a group of peasants attacked and torched a police station in the hamlet of Chauri Chaura, in the United Provinces. Several constables perished in the conflagration. This act of violence prompted Gandhiji to call off the movement altogether.
10. By 1922 Gandhiji became a people's leader because he transformed Indian nationalism by involving peasants, workers and artisans in it. He dressed and lived like them and spoke their language. He empathized with them. He appeared as a savior to the common people.
11. In 1924 after getting released from jail Gandhiji devoted his attention to constructive works like promotion of Charkha, Hindu-Muslim unity and abolition of untouchability.
12. In 1928, all-White Simon Commission came to India from England to enquire into conditions in the colony. There was an all India campaign in opposition to it due to no representation of Indians in it.
13. In December 1929 in the annual session of Congress in Lahore the proclamation of commitment to "Purna Swaraj", or complete independence was passed.
14. On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards Dandi. He made a fistful of salt at the end of the Dandi march on 6 April, 1930.
15. The Salt March was notable for at least three reasons:
  - a) It was this event that first brought Mahatma Gandhi to world attention.
  - b) It was the first nationalist activity in which women participated in large numbers.
  - c) Now the Britishers realized that their Raj would not last forever.
16. Under "Gandhi-Irwin Pact", in 1931, the civil disobedience movement was called off, all prisoners were released, and salt manufacture allowed along the coast.
17. A second Round Table Conference was held in London in the latter part of 1931. The Conference was inconclusive, so Gandhiji returned to India and resumed civil disobedience.
18. In 1935, a new Government of India Act promised some form of representative government.



19. In March 1940, the Muslim League passed a resolution committing itself to the creation of a separate nation called "Pakistan"
20. "Quit India" was genuinely a mass movement. Though the big leaders like Gandhi and Nehru languished in jail still the movement was carried out by ordinary Indians. The youth participated in large numbers. Underground resistance by Jayaprakash Narayan. Independent governments were proclaimed in Satara and Medinipur.
21. Contemporary sources like the writings and speeches of Mahatma Gandhi and his contemporaries, including both his associates and his political adversaries, Auto biography and Biography of Gandhiji, Police Records, Newspaper Reports and articles, Private correspondence etc helps in knowing Gandhi.
22. Gandhiji fought not only a lifelong battle for a free and united India but was also a social reformer who promoted khadi and worked towards making India get rid of Untouchability.
23. Gandhiji saw the charkha as a symbol of a human society that would not glorify machines and technology.
24. Between 1917 - 1922, a group of highly talented Indians like Mahadev Desai, Vallabh Bhai Patel, J.B. Kripalani, Subhas Chandra Bose, Abul Kalam Azad, Jawaharlal Nehru, Sarojini Naidu, Govind Ballabh Pant and C. Rajagopalachari attached themselves in the growth of Gandhian nationalism
25. After working to bring peace to Bengal, Gandhiji now shifted to Delhi, from where he hoped to move on to Punjab but on 30 January, 1948 he was shot dead by Nathuram Godse.

**OBJECTIVE TYPE QUESTIONS (1 Mark Each)**

- Q1. Write the name of Gandhiji's political mentor?
- Q2. Where did Gandhiji make his first major public appearance?
- Q3. When did Jallianwala Bagh incident took place?
- Q4. Due to which incident Gandhiji decided to take back non-cooperation movement?
- Q5. What is the significance of Lahore Session of 1929?
- Q6. When was the national flag hoisted for the first time?

- Q7. When did Gandhiji start his Dandi March?
- Q8. Which foreign magazine scorned at Gandhiji's looks?
- Q9. In which year did Quit India movement start?
- Q10. Who shot Gandhiji?
- Q11. The correct statement about Gandhi is:
1. He came back from South Africa to India in January 1915.
  2. The first experiment with satyagraha was done in South Africa by Gandhiji.
  3. In 1917 he launched Champaran Satyagraha.
- The correct statement/ statement is/are:
- a. only 1
  - b. only 1 and 2
  - c. 1, 2 and 3
  - d. None of the above
- Q12. The movement from among the following that started in August 1942 was:
- a. Quit India Movement
  - b. Movement against Rowlatt Act
  - c. Civil disobedience movement
  - d. Champaran movement
- Q13. Jallianwala Bagh massacre happened at:
- a. Lahore
  - b. Kolkata
  - c. Karachi d. Amritsar
- Q14. Khilafat movement was launched by:
- a. Gandhiji
  - b. Jaya Prakash Narayan
  - c. Mohammed Ali and Shaukat Ali
  - d. Abul Kalam Azad
- Q15. South Africa was "the making of the Mahatma", was said by:
- a. Louis Fischer
  - b. Chandran Devanesan
  - c. Times Magazine
  - d. Gopal Krishna Gokhale

Q16. The incorrect statement from among the following statements about the Lahore conference is:

- a. This was organised in December 1929
- b. The proclamation of Commitment to complete Independence was done
- c. It was presided by Vallabhbhai Patel
- d. On 26 January 1930, "Independence Day" was observed

Q17. The movement in which women participated in large number for first time was:

- a. Khilafat movement
- b. Non- cooperation movement
- c. Civil Disobedience movement
- d. Quit India Movement

Q18. In the talks with Cripps mission Congress proposed:

- a All political prisoners be released
- b India should be granted complete Independence
- c The Viceroy should first appoint an Indian as the Defence Member in his Executive Council.
- d. To allow salt manufacture along the coast.

Q19. During Quit India movement, the parallel government was set up in:

- a. Noakhali
- b. Delhi
- c. Medinipur and Satara
- d. Punjab

Q20. 'A bunch of old letters' is a collection of personal letters of:

- a. Jawahar Lal Nehru
- b. Mahatma Gandhi
- c. Subhash Chandra Bose
- d. Bhagat Singh

Q21. Identify the given picture and write the name of the person



**CASE STUDY BASED QUESTION (3 MARK EACH)**

**Read the following excerpt carefully and answer any three questions:**

1.

**Charkha**

Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the charkha as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant.

A. According to Mahatma Gandhi:

- a) Machines enslaved humans and displaced labour.
- b) The wheel is itself an exquisite piece of machinery.
- c) (a) is right and (b) is wrong.
- d) Both(a) and (b) are right.

B. Charkha can:

- a) Make poor self-reliant.
- b) Concentrates wealth in the hands of few.
- c) Make poor dependent.
- d) Glorify machines.

C. Mahatma Gandhi was a big critic of glorifications of machines because:

- a) Machines save on manual labour.
- b) Thousands of people will get unemployed.
- c) Life will become comfortable.
- d) Machines are a source of supplementary income.

- D. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion: In rural Bengal, the power of Jotedars was more effective than that of Zamindar.

Reason: Jotedars deliberately delayed payments of revenue to the Zamindars.

- a) Only Assertion(A) is correct.
  - b) Only Reason(R) is correct.
  - c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
  - d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).
2. See this image carefully and answer any three of the following questions by choosing the correct option:



- A. This popular picture is symbolic of:
- a) Death of Jawahar lal Nehru.
  - b) Sacrificial prayer to seek blessings from Gods.
  - c) Death of Indira Gandhi.
  - d) Death of Mahatma Gandhi.

B. In popular representations, Mahatma Gandhi was seen as:

- a) A deity devoted to Unity.
- b) Only as a social reformer.
- c) Only as a nationalist.
- d) None of the above.

C. This picture reflects:

- a) Conflict among two strands within the congress.
- b) Coordination among two strands within the congress.
- c) Only death
- d) None of the above

D. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R),

Assertion: Gandhiji possessed Miraculous powers.

Reason: Gandhiji was addressed by various names like 'Gandhi baba', 'Gandhi Maharaj' or simply 'Mahatma'

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct
- c) Both Assertion (A) and reason(R) are correct but reason(R) is not the explanation of the statement.
- d) Both Assertion (A) and reason® are correct and reason(R) is the correct explanation of the Assertion (A).

#### **SHORT ANSWER QUESTIONS (3 MARK EACH)**

1. When and why was the non-cooperation movement launched? Explain the reasons behind calling off the movement.
2. What were the rumours about the miraculous powers of Gandhiji?
3. Analyse the Mountbatten plan.
4. When did Cabinet mission come to India and what were its recommendations?
5. "Gandhiji was as much a social reformer as he was a politician." Clarify.
6. Many scholars have written of the months after Independence as being Gandhiji's "finest hour". Give any three points in clarification.

7. Explain the condition of India when Mahatma Gandhi returned in 1915.
8. Judge the significance of Lahore session of Congress held in 1929.
9. Why did Gandhiji choose to break salt law to commence Salt Satyagrahas ? Clarify.
10. Why Gandhiji started Salt satyagraha or Civil disobedience movement and what were its programmes?
11. Why was the charkha chosen as a symbol of a human society?
12. How private letters and autobiography are different from government reports and what glimpses do these give us about a person?
13. 'The initiatives in Champaran, Ahmedabad and Kheda marked Gandhiji out as a nationalist with a deep sympathy for the poor.' Examine the statement.
14. When, why and who declared the direct action day?
15. Write the names of those followers of Gandhiji who contributed in the development of Gandhian Nationalism.

**LONG ANSWER QUESTIONS (8 MARK EACH)**

1. Write in detail the causes and result of the salt movement launched by Gandhiji in 1930. (Hint: page no 355-361, NCERT)
2. 1922 Gandhiji became a people's leader.' Analyze. (Hint: page no 352, NCERT)
3. Gandhiji converted the national movement into a people's movement. Clarify. (Hint: page no 350-351, NCERT)
4. Analyze the important events which led to Quit India movement. Explain the main characteristics of this movement and examine the role of Mahatma Gandhi in it. (Hint: page no 363, NCERT)
5. Why the quit India movement was called spontaneous movement? Examine. (Hint: page no 363 NCERT)
6. Explain the role of Mahatma Gandhi in various national movements.
7. Examine the role of many different kinds of sources from which the political career of Gandhiji and the history of the nationalist movement is reconstructed. (Hint: page no 367-373, NCERT)

### **SOURCE BASED QUESTIONS (5 MARK EACH)**

**1. Read Carefully the given source and answer the questions that follows**

**"Tomorrow we shall break the salt tax law"**

On 5 April 1930, Mahatma Gandhi spoke at Dandi: When I left Sabarmati with my companions for this seaside hamlet of Dandi, I was not certain in my mind that we would be allowed to reach this place. Even while I was at Sabarmati there was a rumour that I might be arrested. I had thought that the Government might perhaps let my party come as far as Dandi, but not me certainly. If someone says that this betrays imperfect faith on my part, I shall not deny the charge. That I have reached here is in no small measure due to the power of peace and non-violence: that power is universally felt. The Government may, if it wishes, congratulate itself on acting as it has done for it could have arrested every one of us. In saying that it did not have the courage to arrest this army of peace, we praise it. It felt ashamed to arrest such an army. He is a civilized man who feels ashamed to do anything which his neighbours would disapprove. The Government deserves to be congratulated on not arresting us, even if it desisted only from fear of world opinion.

Tomorrow we shall break the salt tax law. Whether the Government will tolerate that is a different question. It may not tolerate it, but it deserves congratulations on the patience and forbearance it has displayed in regard to this party....

What if I and all the eminent leaders in Gujarat and in the rest of the country are arrested? This movement is based on the faith that when a whole nation is roused and on the march no leader is necessary.

- |   |   |
|---|---|
| 1. In which circumstances did Gandhiji break Salt law?  | 1 |
| 2. Why the colonial government did not arrest Gandhiji? | 1 |
| 3. Why was the salt march notable? State three reasons. | 3 |

**2. Read Carefully the given source and answer the questions that follows**

**Ambedkar on separate electorate**

In response to Mahatma Gandhi's opposition to the demand for separate electorates for the Depressed Classes, Ambedkar wrote:

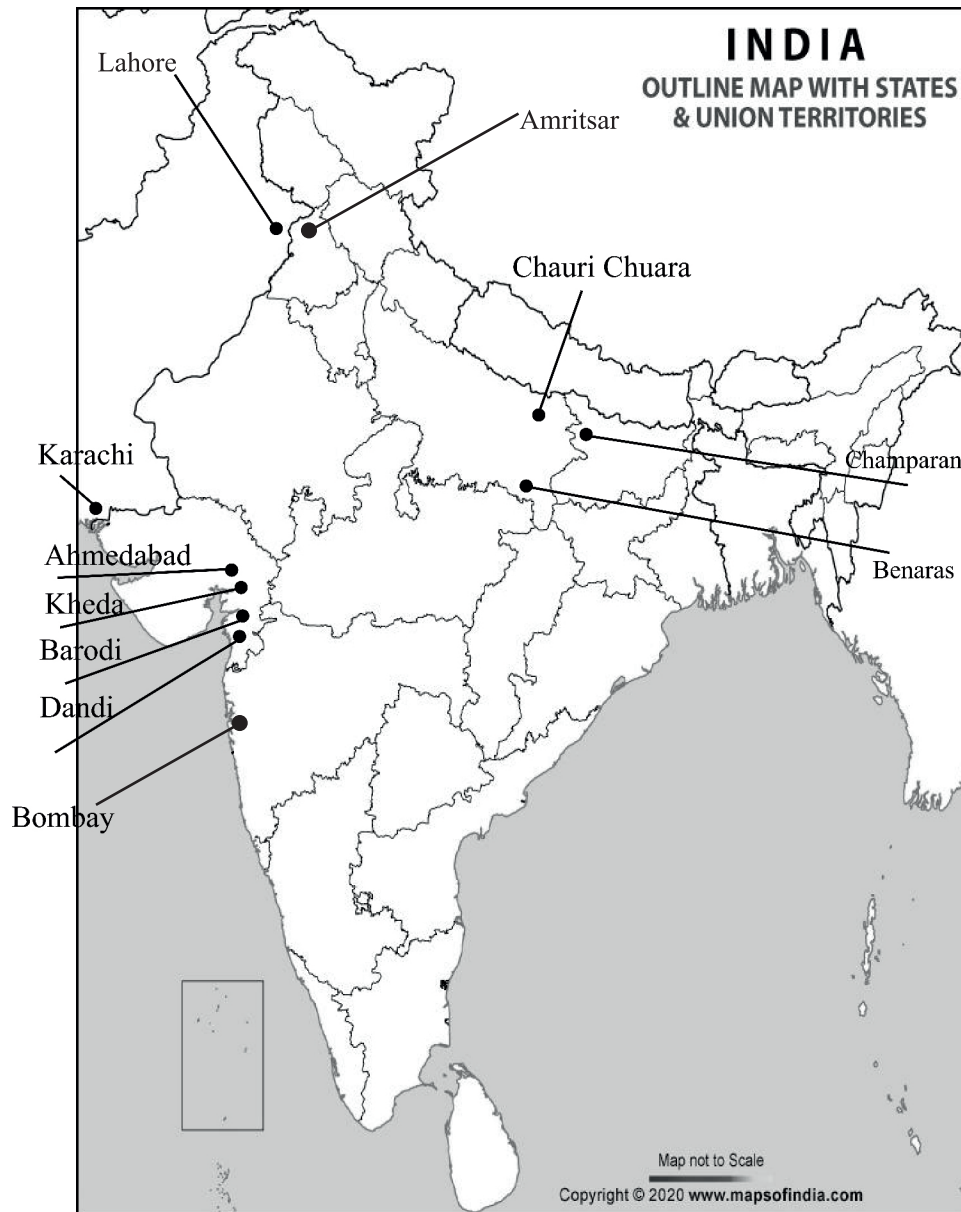


Here is a class which is undoubtedly not in a position to sustain itself in the struggle for existence. The religion, to which they are tied, instead of providing them an honourable place, brands them as lepers, not fit for ordinary intercourse. Economically, it is a class entirely dependent upon the high-caste Hindus for earning its daily bread with no independent way of living open to it. Nor are all ways closed by reason of the social prejudices of the Hindus but there is a definite attempt all through our Hindu Society to bolt every possible door so as not to allow the Depressed Classes any opportunity to rise in the scale of life.

In these circumstances, it would be granted by all fair-minded persons that as the only path for a community so handicapped to succeed in the struggle for life against organized tyranny, some share of political power in order that it may protect itself is a paramount necessity.

1. Against whose arguments is Dr Ambedkar responding? 1
2. What arguments did Dr Ambedkar give for the depressed classes? 2
3. Write two suggestions for improvement of position of depressed classes. 2

### Important centres of the National Movement





1. On the given political map of India two places related with national movement have been marked as A, B Identify them and write their names.
2. On the same given map of India locate and label the following with appropriate symbols.
  - a. Dandi
  - b. Lahore
  - c. Champaran

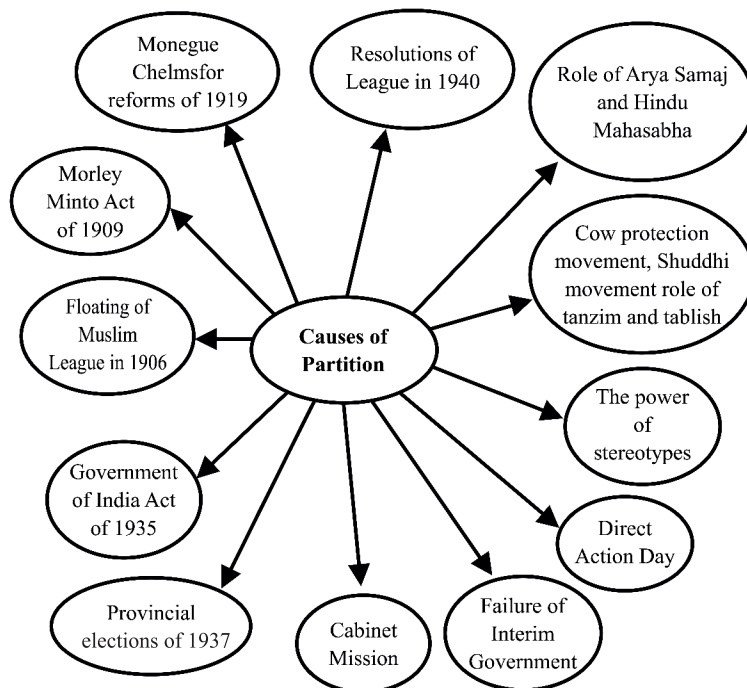
**THEME 14**  
**Understanding Partition**  
**(Politics, Memories, Experiences)**

**Points to Remember:**

1. The joy of independence on 15th August, 1947 from colonial rule in 1947 was tarnished by the violence and brutality of Partition. The British India was partitioned into the sovereign states of India and Pakistan (with its western and eastern wings).
2. India-haters in Pakistan and Pakistan-haters in India are both products of Partition. Some people mistakenly believe that the loyalties of Indian Muslims lie with Pakistan, Muslims are cruel, bigoted, unclean, descendants of invaders. Similarly Pakistanis feel that Muslims are fair, brave, monotheists and meat-eaters, while Hindus are dark, cowardly, polytheists and vegetarians.
3. Partition generated memories, hatreds, stereotypes and identities that still continue to shape the history of people on both sides of the border. These hatreds have manifested themselves during communal clashes and in turn have kept alive the memories of past violence.
4. During the 1920s and early 1930s tension grew around a number of issues - cow protection movement, Shuddhi movement, tabligh (propaganda) and tanzim (organization) deepened communal differences.
5. In provincial legislature elections of 1937 Congress got absolute majority in 5 out of eleven provinces and formed government in 7 of them.
6. In December 1938 the Congress Working Committee declared that Congress members could not be members of the Hindu Mahasabha.
7. On 23 March 1940, Muslim League moved a resolution demanding a measure of autonomy for the Muslim majority areas of the subcontinent.
8. Urdu poet Mohammad Iqbal in his presidential address to the Muslim League in 1930 spoke of a need for a "North-West Indian Muslim state".
9. Muslim League was established in 1906 and Hindu Mahasabha in 1915.
10. Quit India Movement in 1942 brought the British Raj to its knees and compelled its officials to open a dialogue for a possible transfer of power.

11. In March 1946 the British Cabinet sent a three-member mission to Delhi to examine the League's demand and to suggest a suitable political framework for a free India. The Cabinet Mission recommended a loose three-tier confederation. Central government controlling only foreign affairs, defence and communications. To elect the constituent assembly the existing provincial assemblies were grouped into three sections: Section A for the Hindu majority provinces, and Sections B and C for the Muslim- majority provinces of the north-west and the north-east (including Assam) respectively.
12. The agreement was short-lived due to mutually opposed interpretations of the Cabinet mission plan(1946) by Congress and Muslim League.
13. Only Mahatma Gandhi and Khan Abdul Ghaffar Khan of the NWFP continued to firmly oppose the idea of partition.
14. The Muslim League announced 16 August 1946 as "Direct Action Day".
15. To restore communal harmony Gandhiji visited Noakhali (Bangladesh), Calcutta and Delhi.
16. After partition most of the Urdu-speaking people, known as muhajirs (migrants) in Pakistan moved to the Karachi Hyderabad region in Sind.
17. Bengali Muslims (East Pakistanis) rejected Jinnah's two-nation theory and broke away from Pakistan and created Bangladesh in 1971-72.
18. There are varieties and similarities in the experiences of partition. The Partition was most bloody and destructive in the Punjab wherein the near-total displacement of Hindus and Sikhs eastwards into India from West Punjab and of almost all Punjabi-speaking Muslims to Pakistan happened. Many families from Uttar Pradesh, Bihar, Madhya Pradesh and Hyderabad migrated to Pakistan although many chose to remain in India. In Bengal the migration was more protracted. Unlike the Punjab, the exchange of population in Bengal was not near-total. There is, however, a huge similarity in all these areas that is the women and girls became prime targets of persecution.
19. Oral narratives, memoirs, diaries, family histories, first-hand written accounts - all these help us understand the trials and tribulations of ordinary people during the partition of the country.

20. Oral source helps us grasp experiences and memories in detail because it meant the unexpected alterations in their lives as it unfolded between 1946 and 1950 and beyond, requiring psychological, emotional and social adjustments.
21. It enables historians to write richly textured, vivid accounts of what happened to people during Partition.
22. In 1947 the Congress high command votes for dividing the Punjab into Muslim-majority and Hindu/Sikh-majority halves.
23. The name Pakistan or Pak-stan (from Punjab, Afghan, Kashmir, Sind and Baluchistan) was coined by a Punjabi Muslim student at Cambridge, Choudhry Rehmat Ali, in pamphlets written in 1933 and 1935.
24. Women had harrowing experiences during violent times of partition. This gets reflected in the suicide committed by them to save their honour and in the form of treatment meted out to them after recovery.



**OBJECTIVE TYPE QUESTIONS (1 Mark Each)**

Q1. When was the provision of separate electorate done for muslims for the first time?

Q2. When was Muslim League founded?

Q3. By what name are the urdu speaking people who migrated to Pakistan after partition are called there?

Q4. Who first coined the name Pakistan?

Q5. What was demanded by Muslim League in the resolution of 1940?

Q6. What is the literal meaning of Tabligh and Tanzim?

Q7. In which year did Cripps Mission come to India?

Q8. Who is known as Frontier Gandhi?

Q9. Who is the author of 'The other side of silence'?

Q10. When was Hindu mahasabha founded?

Q11. The day Muslim League announced as Direct Action Day was:

- a. 3rd March 1947
- b. 8th August 1946
- c. 16th August 1946
- d. 16th September 1946

Q12. Cabinet Mission came to India in

- a. 1942
- b. 1946
- c. 1947
- d. 1948

Q13. The statements related to Lucknow Pact are.

- I. This was done in 1907
- II. This pact shows an understanding between the Congress and the Muslim League.
- III. Under it the Congress accepted the separate electorate for Muslim.

The Incorrect statement from among the following statement is:

- a. Only I
- b. Only II and III
- c. Only II
- d. I, II and III

Q14. The Urdu poet Mohammad Iqbal, the writer of "Sare Jahan Se Acha Hindustan Hamara" spoke of a need for a "North-West Indian Muslim state" in the Muslim League's session of:

- a. 1920
- b. 1922
- c. 1938
- d. 1930

Q15. Match the Following:

<b>List I</b>	<b>List II</b>
i) Hindu Mahasabha	A 1971
ii) Creation of Bangladesh	B 1915
iii) Separate Electorate	C 1906
iv) Muslim League	D 1909

**The correct option is:**

- a. i-C, ii-A, iii-D, iv-B
- b. i-B, ii-A, iii-D, iv-C
- c. i-C, ii-B, iii-A, iv-D
- d. i-A, ii-B, iii-C, iv-D

Q16. The author of the memoir "Love is Stronger than Hate: A Remembrance of 1947." is:

- a. Mahatma Gandhi
- b. Mohammad Ali Jinnah
- c. Dr Khushdev Singh
- d. Saadat Hasan Manto



Q17. A loose three-tier confederation for India was recommended by:

- a. Cripps Mission
- b. Mountbatten Plan
- c. Wavell Plan
- d. Cabinet Mission

Q18. According to Cabinet Mission Plan the existing provincial assemblies were proposed to be grouped into three sections while electing the constituent assembly.

The correct match, in this context from among the following is:

- I Section A: the Hindu majority Provinces
- II Sections B: Muslim-majority provinces of the north-west
- III Section C: Muslim-majority provinces of the north-east (including Assam)

**The correct option is:**

- a. Only I
- b. Only I and II
- c. Only II and III
- d. I, II and III

Q19. According to one estimate the Muslim women recovered during partition were:

- a. 22,000
- b. 8,000
- c. 30,000
- d. 12,000

Q20. The incorrect statement about the Oral testimonies from among the following is:

- a. It helps us grasp experiences and memories in detail.
- b. It helps Historians to write richly textured, vivid accounts of what happened to people.
- c. Oral data has concreteness.
- d. Historians argue that the uniqueness of personal experience makes generalization difficult.

Q21. See the given picture carefully. Identify and write the name of the person walking along with Mahatma Gandhi between the two women.



**CASE STUDY BASED QUESTIONS (3 Marks Each)**

Read the following excerpt carefully and answer any three questions:

**“Without a shot being fired”**

This is what moon wrote:

For over twenty-four hours riotous mobs were allowed to rage through this great commercial city unchallenged and unchecked. The finest bazaars were burnt to the ground without a shot being fired to disperse the incendiaries (i.e. those who stirred up conflict). The... District Magistrate marched his (large police) force into the city and marched it out again without making any effective use of it at all...

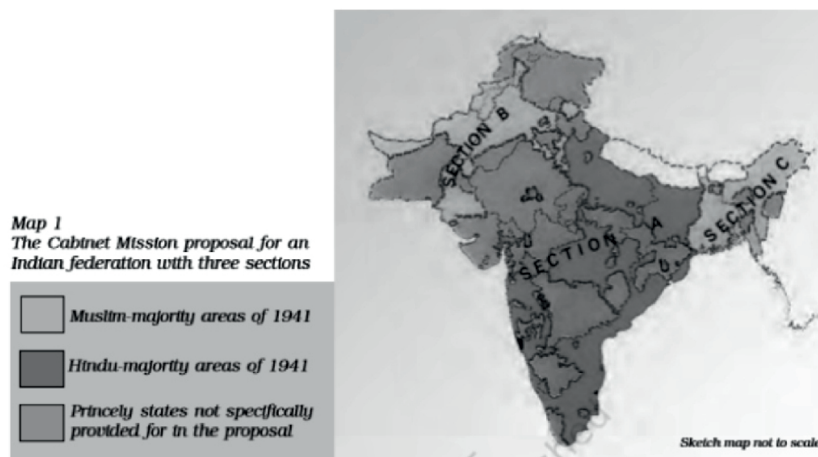
- A. According to Penderel Moon, the police failed to fire even a single shot when arson and killings were taking place in Amritsar in March 1947, because:
- a) The mob was allowed to rage.
  - b) The professional commitment of those in uniform was relied upon.
  - c) Indian soldiers and policemen were performing their duties sincerely.
  - d) None of the above.
- B. The immediate cause of the communal riots was:
- a) Failure of cabinet Mission
  - b) The provincial elections of 1937
  - c) Failure of the interim Government.
  - d) Direct Action Day.

- C. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion: The administration did not come forward to save panic-stricken people from the bloodshed in 1947.

Reason: Nobody knew who could exercise authority and power.

- a) Only Assertion (A) is correct.
  - b) Only Reason (R) is correct.
  - c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
  - d) Both Assertion (A) and reason (R) are correct and reason(R) is the correct explanation of the Assertion (A).
- D. The only man continuously trying to restore communal harmony throughout the riots was:
- a) Penderel Moon
  - b) Mohammad All Jinnah
  - c) Mahatma Gandhi
  - d) Jawaharlal Nehru
2. See this image carefully and answer any three of the following questions by choosing the correct option:



- A. The objective of Cabinet Mission Plan was :
- Divide India on the basis of religion.
  - Partition of India
  - To suggest a suitable political framework for a free India.
  - None of the Above.
- B. The map shows:
- A weak Central Government
  - Regional units with intermediate level executive and legislatures of their own.
  - Provinces having the right to join the group of their choice
  - A three-tier federation
- C. The proposals of Cabinet mission were:
- Indian federation grouped into three section, namely A, B and C
  - Central government controlling only foreign affairs, defense and communication
  - Grouping would be compulsory at first.
  - All of the Above
- D. Given below are two statements, one labeled as Assertion (A) The Other as Reason (R)
- Assertion: The Congress rejected the Cabinet Mission proposal.
- Reason: Congress wanted that provinces be given the right to join a group.
- Only Assertion(A) is correct.
  - Only Reason (R) is correct.
  - Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
  - Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).

#### **SHORT ANSWER QUESTIONS (3 Marks Each)**

- How far is it justified to call partition a holocaust? Clarify
- The people affected due to violence during partition were forced to begin picking up their life from scratch.' Write about all round violence during 1947 in the context of given statement.

3. How did the provincial elections of 1937 widened the rift between the Congress and the Muslim League? Justify the answer with examples.
4. The provincial elections of 1937 paved the way to the Muslim League's demand of Pakistan. Analyze.
5. What were the reasons behind sudden partition? Clarify through any three points.
6. What methods were adopted by Mahatma Gandhi to restore communal harmony? Explain any three.
7. 'Cabinet Mission became a possible alternative to partition.' Discuss.
8. Explain the experiences of women of the violent times of partition.
9. On what basis can this be said that 'the period of partition was of help, humanity and harmony too?' Clarify.
10. Why many historians are skeptical of the oral histories? Explain any three.
11. How personal memories and oral testimonies do furthered our understanding of Partition? Clarify
12. How the demand of Pakistan was formalized gradually? Explain through any three points.
13. What recommendations were given by Cabinet Mission? Why the recommendations were rejected by both Muslim League and the Congress?
14. Analyze the views of Gandhiji against Partition.
15. Why Congress refused to form government jointly with Muslim League after provincial elections of 1937 in the united province?

#### **LONGANSWER QUESTIONS (8 Marks Each)**

1. "Some scholars see Partition as a culmination of a communal politics that started developing in the opening decades of the twentieth century." Examine the statement. (Hint: page no 383, NCERT)
2. What does separate electorate mean? When did it start in India? Explain in detail its impact. (Hint: page no 383, NCERT)
3. Clarify the development of events from March 1946 onwards which accelerated the process of partition of India. (Hint: page no 389, NCERT)
4. Why partition is considered as a historical event in the history of South Asia? (Hint: page no 380, NCERT)

5. "Partition generated memories, hatreds, stereotypes and identities that still continue to shape the history of people on both sides of the border." Analyze. (Hint: page no 381-382,NCERT)
6. Scrutinize the reasons of the partition of India in 1947. (Hint: page no 383- 389,NCERT)

#### **SOURCE BASED QUESTIONS (5 Marks Each)**

**Read carefully the given source and answer the questions that follows**

But I am firmly convinced that the Pakistan demand as put forward by the Muslim League is un-Islamic and I have not hesitated to call it sinful. Islam stands for the unity and brotherhood of mankind, not for disrupting the oneness of the human family. Therefore, those who want to divide India into possible warring groups are enemies alike of Islam and India. They may cut me to pieces but they cannot make me subscribe to something which I consider to be wrong.

1. Who gave this statement and when? 2
2. Which opinion gets reflected about partition in this source? 2
3. What argument is given by the speaker against the demand of Pakistan? 1

**Read carefully the given source and answer the questions that follows:**

#### **"A voice in the wilderness"**

Mahatma Gandhi knew that his was "a voice in the wilderness" but he nevertheless continued to oppose the idea of Partition:

But what a tragic change we see today, I wish the day may come again when Hindus and Muslims will do nothing without mutual consultation. I am day and night tormented by the question what I can do to hasten the coming of that day. I appeal to the League not to regard any Indian as its enemy ... Hindus and Muslims are born of the same soil. They have the same blood, eat the same food, drink the same water and speak the same language.

Speech at Prayer Meeting, 7 September 1946

1. What tragic change has been mentioned here? 1
2. What ideal situation is Gandhiji wishing for? 2
3. Which state of mind of Gandhiji is represented in "A voice in the wilderness"? 2

**THEME 15**  
**Framing The Constitution**  
**(The Beginning of A New Era)**

**Points to Remember:**

1. The Indian constitution came into effect on 26 January 1950. The years immediately preceding the making of the Constitution had been exceptionally tumultuous. This was a time of great hope, but also of abject disappointment. Fresh in popular memory were the Quit India movement of 1942, efforts of Azad Hind Fauz, the rising of the Royal Indian Navy in 1946, mass protests of workers and peasants in different parts of the country were symbols of great hope but the communal riots between Hindus and Muslims and Partition of country were of abject disappointment.
2. Our constitution sought to heal wounds of the past and the present, to make Indians of different classes, castes and communities come together in a shared political experiment.
3. The Constitution of India was framed between 9 December 1946 and December 1949. In all, the Assembly held eleven sessions, with sittings spread over 165 days.
4. The discussions in the constituent assembly were publicized through newspaper, radio and other means of publicity.
5. The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public. As the deliberations continued, the arguments were reported in newspapers, and the proposals were publicly debated. Criticisms and counter-criticisms in the press in turn shaped the nature of the consensus that was ultimately reached on specific issues. In order to create a sense of collective participation the public was also asked for submissions.
6. The Muslim League chose to boycott the early sittings (i.e., those held before 15 August 1947), making it effectively a one-party show as 82 per cent of the members of the Assembly were members of the Congress Party.

7. The Constituent Assembly had 300 members in all. Of these, six Members played particularly important roles. Three were representatives of the Congress, namely, Jawaharlal Nehru, Vallabh Bhai Patel and Rajendra Prasad, Besides this , a very important member of the Assembly was the lawyer B R. Ambedkar, K.M. Munshi and Alladi Krishnaswamy Aiyar,
8. Two civil servants too were part of the constituent assembly. One was B, N. Rau, Constitutional Advisor to the Government of India. The other was the Chief Draughtsman, S. N. Mukherjee.
9. The Draft Constitution was completed in three years in all( 2years, 11 months, 18 days), with the printed record of the discussions taking up eleven bulky volumes,
10. On 13 December 1946, Jawaharlal Nehru introduced the "Objectives Resolution" in the Constituent Assembly. It proclaimed India to be an "Independent Sovereign Republic", guaranteed its citizens justice, equality and freedom, and assured that "adequate safeguards shall be provided for minorities, backward and tribal areas, and Depressed and Other Backward Classes.
11. Pt. Nehru suggested that the blueprint of our democracy had to be decided through deliberations. Ideals and provisions of the constitution introduced in India could not be just derived from elsewhere.
12. The Constituent Assembly was expected to express the aspirations of those who had participated in the movement for independence. Democracy, equality and justice were ideals that had become intimately associated with social struggles in India.
13. When the social reformers in the nineteenth century opposed child marriage and demanded that widows be allowed to remarry, they were pleading for social justice. Similarly Swami Vivekananda campaigned for a reform of Hinduism and Jyotiba Phule in Maharashtra pointed to the suffering of the depressed castes.
14. The problem with separate electorates was discussed in the constituent assembly. B Pocker Bahadur from Madras made a powerful plea for continuing separate electorates but majority of nationalist leaders like R.V. Dhulekar, Sardar Patel, Govind Ballabh Pant, Begum Aizaas Rasul etc strongly protested against it.



15. N.G. Ranga and Jaipal Singh drew the attention of the constituent assembly towards the problems of the tribals, They spoke eloquently on the need to protect the tribes, and ensure conditions that could help them come up to the level of the general population.
16. N.G. Ranga, urged that the term minorities be interpreted in economic terms. The real minorities for Ranga were the poor and the downtrodden.
17. In the constituent assembly the discussion on the rights of minorities, depressed castes and women rights took place.
18. During the national movement Ambedkar had demanded separate electorates for the Depressed Castes, and Mahatma Gandhi had opposed it, arguing that this would permanently segregate them from the rest of society.
19. After discussion in the constituent assembly about separate electorate and the Partition violence, Ambedkar too no longer argued for separate electorates.
20. Most vigorously debated in the Constituent assembly was the respective rights of the Central Government and the states. Majority of the members were in support of strong centre. The Draft Constitution provided for three lists of subjects: Union, State, and Concurrent.
21. The Language Committee of the Constituent Assembly decided that Hindi in the Devanagari script would be the official language, but the transition to Hindi would be gradual.
22. R.V. Dhulekar made an aggressive plea that Hindi be the national language.
23. There was aggressive discussion on the issue of national language and ultimately it was decided that there should be mutual adjustment and no question of forcing things on people
24. There was common consensus on adult franchise and secularism which are central characteristics of Constitution.
25. The main characteristics of Indian Constitution are-written and flexible constitution, division of powers between centre and state, Independent judiciary, secularism, parliamentary system, powerful Centre, adult franchise, fundamental rights and fundamental duties etc.

**OBJECTIVE TYPE QUESTIONS (1 MARK EACH)**

- Q1. How was 15th August 1947 was a moment of abject disappointment for many Hindus/Sikhs and Muslims?
- Q2. What were the challenges in front of the new nation? Write any one challenge.
- Q3. What did the linguistic minorities want?
- Q4. Who moved the resolution proposing the national flag in the Constituent assembly?
- Q5. A number of acts were passed by the British which gradually enlarged the space for Indian participation in provincial governments. Write the name of any one of them.
- Q6. What did Sardar Patel say about Separate Electorate?
- Q7. Who can make laws on the subjects under concurrent list?
- Q8. Why a strong center is necessary?
- Q9. Under which article of the constitution are the "Cultural and educational rights" given?
- Q10. What is the meaning of the term 'minority'?
- Q11. The Hansa Mehta of Bombay demanded:
- a. Justice for women
  - b. Separate electorate for women
  - c. Reservation of seats for women
  - d. Separate electorate for minorities
- Q12. The article which gives the Centre the powers to take over a state the administration on recommendation of the Governor is:
- a. Article 370
  - b. Article 256
  - c. Article 356
  - d. Article 110

Q13. The President of the Constituent assembly from among the following was:

- a. Dr Rajendra Prasad
- b. Pandit Jawaharlal Nehru
- c. Dr Bhim Rao Ambedkar
- d. C. Rajagopalachari

Q14. The correct statement/statements with regard to Constituent Assembly is/are:

- I. The discussions within the Constituent Assembly were influenced by the public opinion.
- II. Muslim League opposed the constituent Assembly.
- III. Dr. B.R. Ambedkar was the Chairman of the drafting committee of the Constituent Assembly.

**The correct option is:**

- a. Only I
- b. Only II and III
- c. I, II, and III
- d. None of the Above

Q15. The member/s of the Constituent Assembly related to civil services was/were:

- I. Dr. Rajendra Prasad
- II. B.N. Rau III. S N. Munshi
- III. K. M. Munshi

The correct option is:

- a. Only I
- b. Only II and III
- c. Only IV
- d. All of the Above

Q16. The objective resolution was moved by Jawaharlal Nehru on:

- a. 13th December, 1946
- b. 26th November, 1945
- c. 26th January, 1947
- d. 15th August, 1947

Q17. The staunch supporter of separate electorate was:

- a. R. V. Dhulekar
- b. B. Pocker Bahadur
- c. Begum Aizaas rasul
- d. Sardar Vallabh Bhai Patel

Q18. The one who urged that the term minorities be interpreted in economic terms was:

- a. Jaipal Singh
- b. N. G. Ranga
- c. Mahatma Gandhi
- d. Balkrishna Sharma

Q19. According to Mahatma Gandhi the quality a national language should not have is:

- a. Rich and powerful instrument.
- b. Capable of expressing the whole gamut of human thought and feelings.
- c. Not easily understandable.
- d. A medium of communication between diverse communities.

Q20. Match the Following:

List I

List II

- |                      |                                   |
|----------------------|-----------------------------------|
| i) Union List        | A. Income Tax and excise Duty     |
| ii) State List       | B. Land and property Tax          |
| iii) Concurrent List | C. Customs Duty and Company Taxes |

The correct option is:

- a. i-C, ii-A, iii-B
- b. i-C, ii-B, iii-A
- c. i-B, ii-A, iii-C
- d. i-A, ii-B, iii-C

Q.21 See the given picture carefully, Identify and write the name of the person speaking in the Constituent Assembly at midnight on 14 August, 1947.



**CASE STUDY BASED QUESTIONS (3 MARK EACH)**

**Read the following excerpt carefully and answer any three questions:**

**We have never asked for privileges**

Hansa Mehta of Bombay demanded justice for women, not reserved seats, or separate electrodes. We have never asked for privileges. What we have asked for is social justice, economic justice, and political justice. We have asked for that equality which alone can be the basis of mutual respect and understanding without which real cooperation is not possible between man and woman.

A. Justice for women was demanded by:

- a) Hansa Mehta of Bombay
- b) Hansa Mehta of Pune
- c) Dakshayani velayudhan of Madras
- d) Dakshayani velayudhan of Pune

B. Justice for women mean:

- a) Social justice
- b) Economic Justice
- c) Political Justice.
- d) All of the Above.

C. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion: Economic Justice paves way for social Justice.

Reason: Gender discrimination could not be erased by reserving seats.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct.
- c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement.
- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion(A).

D. Justice for women was demanded because:

- a) Women were tortured during partition
- b) Real cooperation between man and woman is not possible without mutual respect and understanding.
- c) Justice is possible only through privileges.
- d) All of the Above

2. **See this image carefully and answer any three of the following questions by choosing the correct option:**



- A. The two great personalities in the given picture are:
- a) Dr. B.R. Ambedkar and Dr. Rajendra Prasad
  - b) Dr. B.R. Ambedkar and Sardar Vallabh Bhai Patel
  - c) Sardar Vallabh Bhai Patel and Dr. Rajendra Prasad
  - d) B. N. Rau and Dr. Rajendra Prasad
- B. The President of the Constituent Assembly was:
- a) B. N. Rau
  - b) Dr. B. R. Ambedkar
  - c) Dr. Rajendra Prasad
  - d) Sardar Vallabh Bhai Patel
- C. The Chairman of the draft committee of the Constituent Assembly was:
- a) B. N. Rau
  - b) Dr. B.R. Ambedkar
  - c) Dr. Rajendra Prasad
  - d) Sardar Vallabh Bhai Patel

- D. Given below are two statements, one labeled as Assertion (A). The other as Reason (R).

Assertion: The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public.

Reason: The Constituent Assembly was expected to express the aspirations of those who had participated in the movement for independence.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct.
- c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion(A).

**SHORT ANSWER QUESTIONS (3 marks each)**

- 1. Which ideals are stressed upon in the objective resolution of Indian Constitution? Clarify
- 2. What reason is being given by Jawaharlal Nehru for not using the word Democracy? Analyse.
- 3. The Indian Constitution came into effect on 26 January, 1950. What could have been the intention of choosing this particular day?
- 4. Explain the arguments given in favor and against separate electorate in the Constituent Assembly.
- 5. How Indian constitution safeguards the rights of Centre and state governments?
- 6. According to N. G. Ranga who are minorities and towards which group he drew the attention that separated the broad masses of Indians?
- 7. 'The discussions within the Constituent Assembly were influenced by the public opinion.' Corroborate the statement.
- 8. The Constituent Assembly is working the British plans as the British should like it to be worked out.' Confirm the statement given by Somnath Lahiri.
- 9. How many lists are provided in the Constitution? Write the name of one subject under each list.
- 10. Mention any three characteristics of Indian Constitution.



11. How were the Constitutional experiments before 1946 different from constitutional developments done by the Constituent Assembly?
12. Why majority of the leaders argued for strong Centre in the Constituent Assembly?
13. When and by whom the Objective resolution was presented and how was it a historic resolution?
14. Explain in detail the steps taken by Dr B.R. Ambedkar to safeguard the rights of depressed castes.
15. "The years immediately preceding the making of the Constitution had been exceptionally tumultuous." Clarify with examples.

**LONG ANSWER QUESTIONS (8 marks each)**

1. Examine the arguments given by various members of the Constituent Assembly in support of a strong Centre. (Hint: page no 423, NCERT)
2. 'Majority of the members of the Constituent Assembly were against the idea of separate electorate in India.' Assess the statement. (Hint: page no 416-422, NCERT)
3. How many members the Constituent Assembly had in all? Which six members had particularly important roles? What was their role in framing the Constitution? (Hint: page no 409, NCERT)
4. What does the term minority mean? Explain the steps taken in the Constitution to safeguard their interests. (Hint: page no 419-422, NCERT)
5. According to Gandhiji, what should be the qualities of a national language? What solution was found by the Constituent Assembly to solve the Language issue? (Hint: page no 425-426, NCERT)
6. Examine the arguments given by various members of the Constituent Assembly to safeguard the interests of the depressed Castes. (Hint: page no 421-422, NCERT)

**SOURCE BASED QUESTIONS (5 marks each)**

1. **Read carefully the given source and answer the questions that follows:**

**“That is very good, Sir I- bold words, noble words”**

Somnath Lahiri said:

Well, Sir, I must congratulate Pandit Nehru for the fine expression he gave to the spirit of the Indian people when he said that no imposition from the British will be accepted by the Indian people. Imposition would be resented and objected to, he said, and he added that if need be we will walk the valley of struggle. That is very good, Sir - bold words, noble words.

But the point is to see when and how are you going to apply that challenge. Well, Sir, the point is that the imposition is here right now. Not only has the British Plan made any future Constitution ... dependent on a treaty satisfactory to the Britisher but it suggests that for every little difference you will have to run to the Federal Court or dance attendance there in England; or to call on the British Prime Minister Clement Attlee or someone else. Not only is it a fact that this Constituent Assembly, whatever plans we may be hatching, we are under the shadow of British guns, British Army, their economic and financial stranglehold which means that the final power is still in the British hands and the question of power has not yet been finally decided, which means the future is not yet completely in our hands. Not only that, but the statements made by Attlee and others recently have made it clear that if need be, they will even threaten you with division entirely. This means, Sir, there is no freedom in this country. As Sardar Vallabh Bhai Patel put it some days ago, we have freedom only to fight among ourselves. That is the only freedom we have got ... Therefore, our humble suggestion is that it is not a question of getting something by working out this Plan but to declare independence here and now and call upon the Interim Government, call upon the people of India, to stop fratricidal warfare and look out against its enemy, which still has the whip hand, the British Imperialism - and go together to fight it and then resolve our claims afterwards when we will be free.

- i. Why Somnath Lahiri want to congratulate Pandit Jawaharlal Nehru? 1
2. Why the orator feel that the Constituent Assembly was working under British influence? 2
3. "Governments do not come into being by state papers. Governments are, in fact the expression of the will of the people" Clarify. 2

2. **Read carefully the given source and answer the questions that follows: What should the qualities of a national language be?**

A few months before his death Mahatma Gandhi reiterated his views on the language question:

This Hindustani should be neither Sanskritised Hindi nor Persianised Urdu but a happy combination of both. It should also freely admit words wherever necessary from the different regional languages and also assimilate words from foreign languages, provided that they can mix well and easily with our national language. Thus our national language must develop into a rich and powerful instrument capable of expressing the whole gamut of human thought and feelings. To confine oneself to Hindi or Urdu would be a crime against intelligence and the spirit of patriotism.

- |   |   |
|---|---|
| 1. What does Hindustani language mean?                    | 1 |
| 2. What should the qualities of a national language be?   | 2 |
| 3. Write the names of some individuals who favored Hindi. | 2 |

**HISTORY (027)**  
**Sample Question Paper**  
**(Term 1) 2021-22**  
**CLASS-XII**

**TIME-90 MINUTES**

**MM-40 Marks**

**GENERAL INSTRUCTIONS**

1. The paper has been divided into four sections – A, B, C and D.
  2. Section A contains 24 questions. Attempt any 20 questions.
  3. Section B contains 22 Questions. Attempt any 18 questions.
  4. Section C contains two Case based Questions with 12 questions Attempt any 10 questions.
  5. Section D contains Questions 59 & 60 which are Map Based Questions. Both the questions have to be attempted
  6. All questions carry equal marks.
  7. There will be no negative marking.
- 

**SECTION-A**

1. Who among the following was the author of book 'The Story of Indian Archaeology'?
  - A. R E M Wheeler
  - B. John Marshall
  - C. S.N.Roy
  - D. Rakhal Das Bannerjee
2. Who among the following was the first Director-General of the Archaeological Survey of India (ASI)?
  - A. Alexender Cunningham
  - B. Harold Hargreaves
  - C. Daya Ram Sahni.
  - D. John Marshall
3. Which one among the following religious practices was seemed to be unfamiliar and unusual with the Harrapan culture?
  - A. Mother Goddess
  - B. Priest King
  - C. Yogic posture seal
  - D. Sanskritic Yajnas

4. Which of the following is the oldest stupa in India and was commissioned by the Mauryan King Ashoka?
  - A. Shanti Stupa
  - B. Amaravati Stupa
  - C. Sanchi Stupa
  - D. Nagarjuna Konda Stupa
5. Which one of the following aspects describes the meaning of 'Tirthankaras' in Jainism?
  - A. Supreme Being who is the incarnation of God
  - B. Those who guide men and women across the river of existence.
  - C. Those who follow the path of Vedanta asceticism
  - D. Those who know the ultimate truth and dharma
6. Which of the following empire issued gold coins for the very first time in first century CE?
  - A. Gupta Empire
  - B. Maurya Empire
  - C. Kushana Empire
  - D. Yaudheya Empire
7. Which of the following city of the Harappan Civilization was exclusively devoted to craft production of Shell objects?
  - A. Kotdiji
  - B. Kalibangan
  - C. Manda
  - D. Chanhudaro
8. Who among the following was the composer of 'Prayaga Prashasti'?
  - A. Kalidasa
  - B. Kalhana
  - C. Harisena
  - D. Banabhatta
9. In the domestic architecture of Harappa there were no windows in the walls along the ground level. Identify the possible cause mentioned by the archaeologists from the following options.

- A. It was a custom.
  - B. To maintain privacy.
  - C. No concern of ventilation.
  - D. Part of unplanned process.
10. The composition of the Mahabharata has been traditionally attributed to a Rishi. Identify his name from the following options.
- A. Rishi Kanada
  - B. Rishi Kapila
  - C. Rishi Agastya
  - D. Rishi Vyasa
11. Who among the following travelled in Vijayanagar Empire in the fifteenth century and was greatly impressed by the fortification of the empire?
- A. Duarte Barbosa
  - B. Abdur Razzak
  - C. Colin Mackenzie
  - D. Domingo Paes
12. Who among the following was the first woman to be ordained as a bhikkhuni?
- A. Mahapajapati Gotami
  - B. Yasodharā
  - C. Mahamaya
  - D. Dhammananda
13. Which of the following statement is correct regarding Mahnavami Dibba?
- A. Mahnavami Dibba was part of 'The King's Palace Complex'.
  - B. Mahnavami Dibba was a part of Sacred Centre.
  - C. Mahnavami Dibba was a 'Counselling Hall'
  - D. Mahnavami Dibba was a "Discussion Hall"
14. Krishnadev Raya belonged to which of the following dynasties?
- A. Sangama
  - B. Tuluva
  - C. Aravidu
  - D. Suluva

15. 'The mid-first millennium BCE is often regarded as a turning point in world history'.  
Which of the following is a significant aspect related to the statement?
- A. Thinkers of the world tried to understand mysteries of existence
  - B. Development and expansion of the usage of coins
  - C. Emergence of early state in the form of Mahajan padas
  - D. Ganas and Sanghas were assisted by standing armies
16. Who among the following Gurus of Sikhs compiled Shree Guru Adi Granth Sahib?
- A. Guru Teg Bahadur
  - B. Guru Arjan Dev
  - C. Guru Nanak Dev
  - D. Guru Gobind Singh
17. Why is the Harappan script called enigmatic? Choose the correct reason from the following options :
- A. It resembles the Hieroglyphic script of Egypt.
  - B. It had too many symbols, between 600 and 1000 in number.
  - C. It was written from left to right.
  - D. Its script remains undeciphered till date
18. Who among the following was the best-known ruler of the Satavahana dynasty?
- A. Yagnasri Satakarni
  - B. Simuka Satakarni
  - C. Gotami-puta Siri-Satakarni
  - D. Vashisthaputra Satakarni
19. Fill in the blank:  
The compilation of Vinaya Pitaka, the Sutta Pitaka and the Abhidhamma Pitaka are called as.....
- A. Dipavamsa
  - B. Tipitaka
  - C. Mahavamsa
  - D. Asokavadana

20. Which one of the following temples was used only by Vijayanagara rulers and their families?
- A. The Vitthala Temple
  - B. The Virupaksha Temple
  - C. The Hazara Rama Temple
  - D. The Raghunatha Temple
21. Who among the following was the author of the book 'Arthashastra'?
- A. Bimbisara
  - B. Ajatshatru
  - C. Chanakya
  - D. Bindusara
22. Which of the following languages were spoken by Rayas and Nayakas in the Vijaynagar Empire?
- A. Malayalam and Telugu
  - B. Kannada and Telugu
  - C. Tamil and Telugu
  - D. Sanskrit and Telugu
23. Which one of the following battles weakened Vijayanagar kingdom?
- A. Battle of Talikota
  - B. Battle of Panipat
  - C. Battle of Mysore
  - D. Battle of Travancore
24. Who among the following Begums provided money for the preservation of the Sanchi stupa?
- A. Shahjehan Begum
  - B. Nur Jahan Begum
  - C. Rukaiyya Begum
  - D. Nur-un-Nissa Begum



## SECTION -B

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25. Which of the following options given in Sangam text accurately describes 'Vellalar' and 'Adimai', as two categories of peasants in South Indian villages.
- A. Vellelar, a ploughman and Adimai as landowner
  - B. Vellelar a landowner and Adimai a peasant
  - C. Vellelar a Peasant and Adimai a land lord
  - D. Vellelar a landowner and Adimai a slave
26. Read the following information and identify the practitioners of a sub-discipline of archaeology.

They are the specialists in ancient animal remains. They tried to study and understand the Harappans subsistence strategies through animal bones and found at Harappan sites and indicated that Harappan domesticated few animals.

- A. Archaeo- Botanist
  - B. Archaeo- Zoologist
  - C. Geo-Archaeologists
  - D. Anthropologists
27. Which of the following pairs associated with Buddha's symbolic representation is incorrect?
- A. Empty seat – Meditation of Buddha
  - B. Wheel-Sermon of Buddha
  - C. Bodhi Tree-Birth of Buddha
  - D. Stupa-Mahaparinibbana
28. Identify the character of Mahabharata with the help of the following information.

- Guru or Mentor of Kaurvas and Pandvas
- Did not accept Eklavya as his disciple

- A. Guru Vashsishta
- B. Guru Vyasa
- C. Guru Sandeepni
- D. Guru Dronacharya

29. Which of the following statements about Mahajanpadas are correct?

- I. Mahajanpadas were Magadha, Koshala, Gandhara and Avanti only
- II. Most Mahajanpadas were ruled by kings.
- III. Some, known as ganas or sanghas, were oligarchies ruled under rajas.
- IV. Each Mahajanpada had a capital city, which was often fortified.

**Options:**

- A. I, II & III
- B. II, III, IV
- C. I, III, & IV
- D. I, II & IV

30. Two statements are given in the question below as Assertion (A) and Reasoning (R). Read the statements and choose the appropriate option.

**Assertion (A):** From c. 500 BCE norms were compiled in Sanskrit texts known as the Dharmasutras and Dharmashastras.

**Reason (R):** Brahmanas laid the codes of social behaviour for the society in general. Options:

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true but R is false.
- D. A is false but R is true.

31. Which of the following options is the most probable explanation for the incorporation of the 'Shailabhanjika' Motif in the Sanchi Stupa?

- A. Mahaparinibbana
- B. Strength & wisdom
- C. Auspicious symbol
- D. Religious idol

32. Consider the following statement (s):

- I the Harappan civilisation was the development of urban centres.
- II the most distinctive features of Harappan cities were the carefully planned drainage system
- III Harappan roads and streets were laid out along an approximate “grid” pattern

Which of the above statement (s) is/are correct about Harappa Civilisation?

- A. Only I
- B. Only II
- C. I & II
- D. I, II & III

33. Identify the character of Mahabharata with the help of the following information.

- Belonged to the Rakshasa clan
- Married with Bheema
- Mother of Ghatotkacha

- A. Hidimba
- B. Subhadra
- C. Draupadi
- D. Gandhari

34. He was called as ‘Devanampiya’ and Piyadassi’. He ruled the Indian subcontinent from c. 268 to 232 BCE. He is remembered for the propagation of Dhamma.

Who among the following ruler has been described in the above information?

- A. Ashoka
- B. Chandragupta Maurya
- C. Samudra Gupta
- D. Ajatshatru

35. Match the following

<b>Archeologist</b>	<b>Role /Contributions</b>
(a) Alexander Cunningham	(i) Discovered seals at Harappa
(b) Daya Ram Sahni	(ii) First Director General of ASI
(c) John Marshall	(iii) Brought a military precision in archaeology
(d) R E M Wheeler	(iv) Announced the discovery of a new civilization

**Options:**

	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
A	(ii)	(i)	(iv)	(iii)
B	(iv)	(iii)	(ii)	(i)
C	(i)	(ii)	(iii)	(iv)
D	(i)	(iii)	(ii)	(iv)

36 Which of the following information is/are correct about the Vijayanagar empire?

- I. Its first dynasty was the Sangama dynasty.
- II. Tuluvas were replaced by the Aravidu .
- III. Krishnadeva Raya belonged to the Suluva dynasty.
- IV. Harihara and Bukka were from Aravidu dynasty

**Options:**

- A. II&III
- B. I&III
- C. I&IV
- D. I&II

37. The twelfth century witnessed the emergence of a new movement as Virashaiva tradition. This continues to be an important community in the region to date. Our understanding of this tradition is derived from vachanas composed by women and men who joined the movement. Which of the following statement is correct about this tradition?

- A. It emerged in Kerala.
- B. It was led by a Basavanna .
- C. Their followers were known Nayanars.
- D. They supported the idea of caste and theory of rebirth.

38. Which one of the following is a correct pair?

**LIST-I**

**Rulers**

- A. Cholas
- B. Hoysalas
- C. Sultans
- D. Gajapati

**LIST-II**

**Regions**

- Tamil Nadu
- Orissa
- Karnataka
- Deccan

39. Read the following information given in the box carefully:

- She was a Rajput princess from Merta in Marwar.
- She considered Lord Krishna as her lover.

Identify the name of the devotee of Saguna Bhakti from the following options

- A. Andal
- B. Gargi
- C. Meera Bai
- D. Maitreyi

40. Read the following statements:

- I. Krishnadeva Raya's rule was characterised by expansion and consolidation.
- II. There was peace and prosperity in his empire.
- III. He was credited with building some fine temples.
- IV. He was defeated in the Battle of Rakshi Tangadi.

Which of the above statements are related to Krishnadeva Raya?

- A. Only I
- B. I, II and III
- C. II, III and IV
- D. I, III and IV

41. Fill in the blank:

Strategy used by Harappans for procuring raw materials may have been to send expeditions to areas such as the \_\_\_\_\_ region of Rajasthan (for copper) and south India (for gold).

Select the appropriate option:

- A. Khetri
  - B. Alvar
  - C. Vagad
  - D. Marwar
42. Which one of the following teaching is not associated with the teachings of Mahavira or Jaina Philosophy?
- A. The entire world is animated.
  - B. Ahimsa (Non-Violence)
  - C. The cycle of birth and rebirth is not related to Karma.
  - D. Monastic existence is a necessary condition of salvation.
43. Which one of the following statements related to Buddhism is not correct?
- A. Pilgrims such as Fa Xian and Xuan Zang travelled from China to India for knowledge.
  - B. Bodhisattas were perceived as deeply compassionate beings.
  - C. Bodhisattas accumulated merit through their efforts and used it to attain Nibbana
  - D. Mahayana literally means the 'great vehicle'
44. Read the following statements regarding Sufism in India:
- I. They turned to asceticism and mysticism in protest against the growing materialism
  - II. They sought an interpretation of Quran on the basis of their experience.
  - III. Amir Khusroe was the disciple of Shaikh Nizamuddin Aulia.
  - IV. Sheikh Muinuddin Sijzi was from Delhi.
- Which of the following statements are correct?**
- A. I, II, and III
  - B. III, IV and I
  - C. I, III and IV
  - D. II and IV

45. Given below are two statements, one labelled as Assertion (A) and the other labeled as Reason (R):

**Assertion-(A)**-Krishnadeva Raya's rule was characterized by expansion and consolidation.

**Reason-(R)**-Vijayanagar kingdom acquired land between Tungabhadra and Krishna River due to its military preparedness.

From the above assertion and reason, find out which one of the following is true:

- A- Both A and R are true and R is the correct explanation of A.  
B- Both A and R are false.  
C- A is correct but R is not correct.  
D- R is correct but A is not correct.
46. Look at the figure below. Which school of art is evident on the image of Bodhisatta?



- A. Gandhara School of Art  
B. Mathura School of Art  
C. Greco-Roman School of Art  
D. Amaravati School of Art

**NOTE- The following question is for the visually impaired candidates only, in lieu of Q No:46**

Buddha founded \_\_\_\_\_ an organization for monks -

- A. Sangha    B. Temples    C. Kanakhas    D. Church

**Section-C**  
**Case Based Questions**

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**This Section contains 12 questions in total. Attempt any 10 questions.**

**A. Read the following source carefully and answer the following MCQs by choosing the most appropriate option.**

**Draupadi's question**

Draupadi is supposed to have asked Yudhishthira whether he had lost himself before staking her. Two contrary opinions were expressed in response to this question.

One, that even if Yudhishthira had lost himself earlier, his wife remained under his control, so he could stake her. Two, that an unfree man (as Yudhishthira was when he had lost himself) could not stake another person. The matter remained unresolved; ultimately, Dhritarashtra restored to the Pandavas and Draupadi their personal freedom.

47. To whom did Draupadi ask these questions after losing in the dice game?
- A. Yudhishthira
  - B. Duryodhana
  - C. Dhritarashtra
  - D. Bheeshma
48. Why is Draupadi raising these questions?
- A. She wanted to know her position as a wife.
  - B. She wanted to challenge the Kauravas.
  - C. She wanted to instigate the Pandavas for the war.
  - D. She wanted to humiliate the Pandavas.
49. How did Draupadi react to her humiliating treatment?
- A. She raised the legal issues of property and ownership.
  - B. She challenged context of patriarchal marriage.
  - C. She symbolized the figure of the ultimate lord, master and owner.
  - D. She cried in shock and dismay at the treatment that she faced as a wife.



50. How did Dhritarashtra react at the end?
- A. Dhritarashtra restored personal freedom to the Pandavas and Draupadi
  - B. Dhritarashtra compelled the Pandavas to stay with Kauravas
  - C. Dhritarashtra ordered Duryodhana to apologize
  - D. Dhritarashtra called Yudhishtira to restore their power.
51. How do you evaluate the position of Draupadi as a wife on the basis of this case?
- A. She objected over the behavior of her husbands.
  - B. She had the property rights like her husbands.
  - C. The family had complete rights over her
  - D. She was having hatred feelings for her husbands.
52. How were Draupadi's question related to womanhood?
- A. She raised the question on the status of the women.
  - B. She took stand for patriarchal norms.
  - C. She raised all passive nature questions.
  - D. She quietly accepted her plight.
- B. Read the following source carefully and answer the following MCQs by choosing the most appropriate option:**

**One Lord**

Here is a composition attributed to Kabir:

Tell me, brother, how can there be

No one lord of the world but two?

Who led you so astray?

God is called by many names:

Names like Allah, Ram, Karim,

Keshav, Hari, and Hazrat.

Gold may be shaped into rings and bangles.

Isn't it gold all the same?

Distinctions are only words we invent ...

Kabir says they are both mistaken.

Neither can find the only Ram.

One kills the goat, the other cows.

They waste their lives in disputation

53. Identify the connotation of Kabir from the following options.
- Monotheistic aspect
  - Polytheistic Aspect
  - Atheist Aspect
  - Theocratic Aspect
54. Kabir used different names for God or the Supreme power. What can one infer from this?
- Concept of Ultimate Reality
  - Faith in Saguna bhakti
  - Rituals a way to gain insight
  - Reality is in worshipping idols
55. How has Kabir's compositions promote communal harmony at large?
- Kabir mentions about one God in all
  - He questioned religious practices
  - He was a Hindu by birth
  - He was an Islamic by birth
56. Which of the following is the part of Kabir's philosophy?
- He gave emphasis on traditions and rituals
  - He used connotations as Shabda or Shunya .
  - He gave emphasis on Yajnas and sacrifices
  - He was a fundamentalist in his approach
57. Kabir's poetry has a literary as well as a philosophical significance. Select the most appropriate option from the following that describes this essence.
- God is one who just has different names.
  - God is vested in all saguna forms
  - God is a philosophy in isolation from rituals
  - God is based on reincarnation
58. Read the following statements regarding Kabir and select the appropriate option
- Kabir was a nirguna saint.
  - He believed in formless supreme God.
  - He wanted to remove the differences based on caste and religion.
  - He condemned the superstitious cults and ritualism. Options:

- A I & II
- B I, II & III
- C I, II, III & IV
- D II, III & IV

### SECTION-D MAP BASED QUESTION

On the given outline map of India, identify the Location with the help of specified information:



59. On the political map of India' A' is marked as major Ashokan inscription( Rock Edicts) ,Identify it among the following options
- A. Girnar
  - B. Sopara
  - C. Sannauti
  - D. Shishupalgarh

60. On the same map 'B' is also marked as the Important towns of second century BCE, Identify it from the following options.

- A. Mathura
- B. Bhrahukachchha
- C. Shravasti
- D. Puhar

**NOTE-The following questions are for the Visually Impaired Candidates in lieu of 59 and 60**

.59. Which of the following was the capital of Magadh?

- A. Avanti
- B. Rajgir
- C. Ujjain
- D. Taxila

60. Which one among the following had the Pillar inscription?

- A. Topra
- B. Mathura
- C. Kannauj
- D. Puhar

**HISTORY (027)**  
**MARKING SCHEME**  
**CLASS-XII -SESSION-2021-2022**

**TIME-90 MINUTES**

**MM-40**

**SECTION-A**

Attempt any 20 questions from this section

- 
1. Who among the following was the author of book 'The Story of Indian Archaeology'?

A. R E M Wheeler  
B. John Marshall  
C. S.N.Roy  
D. Rakhal Das Bannerjee

**ANS- C S.N.Roy (PG-20)**

2. Who among the following was the first Director-General of the Archaeological Survey of India (ASI)?

A. Alexender Cunningham  
B. Harold Hargreaves  
C. Daya Ram Sahni.  
D. John Marshall

**ANS-A Alexender Cunningham(PG19)**

3. Which one among the following religious practices was seemed to be unfamiliar and unusual with the Harappan culture?

A. Mother Goddess  
B. Priest King  
C. Yogic posture seal  
D. Sanskritic Yajnas

**ANS- D Sanskritic Yajnas(PG-23)**

4. Which of the following is the oldest stupa in India and was commissioned by the Mauryan King Ashoka?

A. Shanti Stupa  
B. Amaravati Stupa  
C. Sanchi Stupa  
D. Nagarjuna Konda Stupa

**ANS-C Sanchi Stupa(PG-96)**

5. Which one of the following aspects describe the meaning of 'Tirthankaras' in Jainism?
- A. Supreme Being who is the incarnation of God
  - B. Those who guide men and women across the river of existence.
  - C. Those who follow the path of Vedanta asceticism
  - D. Those who know the ultimate truth and dharma

**ANS- B Those who guide men and women across the river of existence (PG-88)**

6. Which of the following empire issued gold coins for the very first time in first century CE?
- A. Gupta Empire
  - B. Maurya Empire
  - C. Kushana Empire
  - D. Yaudheya Empire

**ANS- C Kushana Empire (PG-44)**

7. Which of the following city of the Harappan Civilization was exclusively devoted to craft production of Shell objects?
- A. Kotdiji
  - B. Kalibangan
  - C. Manda
  - D. Chanhudaro

**ANS- C Chanhudaro (PG-11)**

8. Who among the following was the composer of 'Prayaga Prashasti'?
- A. Kalidasa
  - B. Kalhana
  - C. Harisena
  - D. Banbhatta

**ANS- C Harisena (PG-37)**

9. In the domestic architecture of Harappa there were no windows in the walls along the ground level. Identify the possible cause mentioned by the archaeologists from the following options.
- A. It was a custom
  - B. To maintain privacy

- C. No concern of ventilation
- D. Part of unplanned process

**ANS- B To maintain privacy (PG-8)**

10. The composition of the Mahabharata has been traditionally attributed to a Rishi. Identify his name from the following options.
- A. Rishi Kanada
  - B. Rishi Kapil
  - C. Rishi Agastya
  - D. Rishi Vyasa

**ANS- D-Rishi Vyasa (PG-74)**

11. Who among the following travelled in Vijayanagar Empire in the fifteenth century and was greatly impressed by the fortification of the empire?
- A. Duarte Barbosa
  - B. Abdur Razzak
  - C. Colin Mackenzie
  - D. Domingo Paes

**ANS-B-Abdur Razzak (PG177-)**

12. Who among the following was the first woman to be ordained as a bhikkhuni.?
- A. Mahapajapati Gotami
  - B. Yasodharā
  - C. Mahamaya
  - D. Dhammananda

**ANS-A- Mahapajapati Gotami (PG-91)**

- 13 Which of the following statement is correct regarding Mahnavami Dibba?
- A. Mahnavami Dibba was part of 'The King's Palace Complex'.
  - B. Mahnavami Dibba was a part of Sacred centre.
  - C. Mahnavami Dibba was a 'Counselling Hall'
  - D. Mahnavami Dibba was a "Discussion Hall"

**ANS-A Mahnavami Dibba was part of 'The King's Palace Complex' (PG180-)**

14. Krishnadeva Raya belonged to which of the following dynasties?

- A. Sangama
- B. Tuluva
- C. Aravidu
- D. Suluva

**ANS- B.Tuluva (PG173-)**

15. 'The mid-first millennium BCE is often regarded as a turning point in world history'. Which of the following is a significant aspect related to the statement?

- A. Thinkers of the world tried to understand mysteries of existence
- B. Development and expansion of the usage of coins
- C. Emergence of early state in the form of Mahajan padas
- D. Ganas and Sanghas were assisted by standing armies

**ANS- A. Thinkers of the world tried to understand mysteries of existence (PG100-)**

16. Who among the following Gurus of Sikhs compiled 'Guru Adi Granth Sahib'?

- A. Guru Teg Bahadur
- B. Guru Arjan Dev
- C. Guru Nanak Dev
- D. Guru Gobind Singh

**ANS- B.-Guru Arjan Dev (PG-163)**

17. Why is the Harappan script called enigmatic? Choose the correct reason from the following options :

- A. It resembles the Hieroglyphic script of Egypt.
- B. It had too many symbols, between 600 and 1000 in number.
- C. It was written from left to right.
- D. Its script remains undeciphered till date

**ANS-D.Its script remains undeciphered till date (PG-15)**



18. Who among the following was the best-known ruler of the Satavahana dynasty?

- A. Yagnasri Satakarni
- B. Simuka Satakarni
- C. Gotami-puta Siri-Satakarni
- D. Vasisthaputra Satakarni

**ANS- C. Gotami-puta Siri-Satakarni (PG60-)**

19. Fill in the blank:

The compilation of Vinaya Pitaka, the Sutta Pitaka and the Abhidhamma Pitaka are called as.....

- A. Dipavamsa
- B. Tipitaka
- C. Mahavamsa
- D. Asokvadana

**ANS- B. Tipitaka (PG-86)**

20. Which one of the following temples was used only by Vijayanagara rulers and their families?

- A. The Vitthala Temple
- B. The Virupaksha Temple
- C. The Hazara Rama Temple
- D. The Raghunatha Temple

**ANS- C. The Hazara Rama Temple (PG-183)**

21. Who among the following was the author of the book 'Arthashastra'?

- A. Bimbisar
- B. Ajatshatru
- C. Chanakya
- D. Bindusar

**ANS- C. Chanakya (PG-32)**

22. Which of the following languages were spoken by Rayas and Nayakas in the Vijayanagar empire?

- A. Malayalam and Telugu
- B. Kannada and Telugu
- C. Tamil and Telugu
- D. Sanskrit and Telugu

**ANS- B- Kannada and Telugu (PG175-)**

23. Which one of the following battles weakened Vijayanagar kingdom?

- A. Battle of Talikota
- B. Battle of Panipat
- C. Battle of Mysore
- D. Battle of Travancore

**ANS-A. Battle of Talikota (PG173-)**

24. Who among the following Begums provided money for the preservation of the Sanchi stupa?

- A. Shahjehan Begum
- B. Nur Jahan Begum
- C. Rukaiyya Begum
- D. Nur-un-Nissa Begum.

**ANS-A. Shahjehan Begum (PG83-)**

#### **SECTION -B**

**Attempt any 18 Questions from this Section**

25. Which of the following options given in Sangam text accurately describes 'Vellalar' and 'Adimai', as two categories of peasants in south Indian villages.

- A. Vellelar, a ploughman and adimai as landowner
- B. Vellelar a landowner and adimai a peasant .
- C. Vellelar a Peasant and adimai a land lord
- D. Vellelar a landowner and adimai a slave .

**ANS-D. Vellelar a landowner and adimai a slave (PG-39)**

26. Read the following information and identify the practitioners of a sub-discipline of archaeology.

They are the specialists in ancient animal remains. They tried to study and understand the Harappans subsistence strategies through animal bones and found at Harappan sites and indicated that Harappan domesticated few animals.

- A. Archaeo- Botanist
- B. Archaeo- Zoologist
- C. Geo-Archaeologists
- D. Anthropologists

**ANS- B. Archaeo- Zoologist (PG4-)**

27. Which of the following pairs associated with Buddha's symbolic representation is incorrect?

- A. Empty seat – Meditation of Buddha
- B. Wheel-Sermon of Buddha
- C. Bodhi Tree-Birth of Buddha
- D. Stupa-Mahaparinibbana

**ANS- C. Bodhi Tree-Birth of Buddha (PG-100)**

28 Identify the character of Mahabharata with the help of the following information.

- Guru or Mentor of Kaurvas and Pandvas
- Did not accept Eklavya as his disciple

- A. Guru Vashsishta
- B. Guru Vyasa
- C. Guru Sandeepni
- D. Guru Dronacharya

**ANS- D. Guru Dronacharya (PG-62)**

29 . Which of the following statements about Mahajanpadas are correct?

- I. Mahajanapadas were Magadha, Koshala, Gandhara and Avanti only
- II. Most Mahajanpadas were ruled by kings
- III. Some known as ganas or sanghas, were oligarchies ruled under rajas.
- IV. Each Mahajanpada had a capital city, which was often fortified.

**Options:**

- A. I,II &II
- B. II,III,IV
- C. I,III,&IV
- D. I,II &IV

**ANS- B.II,III,IV (PG30-)**

30. Two statements are given in the question below as Assertion (A) and Reasoning (R). Read the statements and choose the appropriate option.

**Assertion (A):** From c. 500 BCE norms were compiled in Sanskrit texts known as the Dharmasutras and Dharmashastras.

**Reason (R):** Brahmanas laid the codes of social behaviour for the society in general. Options:

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true but R is false.
- D. A is false but R is true.

**ANS- A.-Both A and R are true, and R is the correct explanation of A. (PG35-)**

31. Which of the following options is the most probable explanation for the incorporation of the 'Shailabhanjika' Motif in the Sanchi Stupa?

- A. Mahaparinibbana
- B. Strength & wisdom
- C. Auspicious symbol
- D. Religious idol

**ANS- C-Auspicious symbol (PG100-)**

32. Consider the following statement (s):

- I. the Harappan civilisation was the development of urban centres.
- II the most distinctive features of Harappan cities were the carefully planned drainage system
- III Harrapan roads and streets were laid out along an approximate "grid" pattern

Which of the above statement (s) is/are correct about Harappa Civilisation?

- A. Only I
- B. Only II
- C. I & II
- D. I, II & III

**Ans- D-I,II&III (PG-90)**

33. Identify the character of Mahabharata with the help of the following information.

- Belonged to the Rakshasa clan
- Married with Bheema
- Mother of Ghatotkacha

- A. Hidimba
- B. Subadhra
- C. Draupadi
- D. Gandhari

**ANS-A.Hidimba (PG-65)**

34. He was called as 'Devenampiya and Piyadassi'. He ruled the Indian subcontinent from c. 268 to 232 BCE. He is remembered for the propagation of Dhamma.

Who among the following ruler has been described in the above information?

- A. Ashoka
- B. Chandragupta Maurya
- C. Samudra Gupta
- D. Ajatshatru

**ANS-A.Ashoka (PG-47)**

35. Match the following

<b>Archeologist</b>	<b>Role /Contributions</b>
(a) Alexander Cunningham	(i) Discovered seals at Harappa
(b) Daya Ram Sahni	(ii) First Director General of ASI
(c) John Marshall	(iii) Brought a military precision in archaeology
(d) R E M Wheeler	(iv) Announced the discovery of a new civilization

**Options:**

	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A</b>	(ii)	(i)	(iv)	(iii)
<b>B</b>	(iv)	(iii)	(ii)	(i)
<b>C</b>	(i)	(ii)	(iii)	(iv)
<b>D</b>	(i)	(iii)	(ii)	(iv)

**ANS-A - a- (ii) b- (i) c-(iv) d-(iii) (PG\_21)**

36 Which of the following information is/are correct about the Vijayanagar empire?

- I. Its first dynasty was the Sangama dynasty.
- II. Tuluvas were replaced by the Aravidu .
- III. Krishnadeva Raya belonged to the Suluva dynasty.
- IV. Harihara and Bukka were from Aravidu dynasty

**Options:**

- A. II&III
- B. I&III
- C. I&IV
- D. I&II

**Ans-D-I &II (PG-172)**

37. The twelfth century witnessed the emergence of a new movement as Virashaiva tradition. This continues to be an important community in the region to date. Our understanding of this tradition is derived from vachanas composed by women and men who joined the movement. Which of the following statement is correct about this tradition?

- A. It emerged in Kerala
- B. It was led by a Basavanna .
- C. Their followers were known Nayanars.
- D. They supported the idea of caste and theory of rebirth.

**ANS-B- It was led by a Basavanna. (PG-147)**

38. Which one of the following is a correct pair?

**LIST-I**

**Rulers**

**LIST-II**

**Regions**

- A. Cholas                      Tamil Nadu
- B. Hoysalas                  Orissa
- C. Sultans                    Karnataka
- D. Gajapati                  Deccan

**ANS-A.**

**Cholas**

**Tamil Nadu (PG-172)**

39. Read the following information given in the box carefully:

- She was a Rajput princess from Merta in Marwar.
- She considered Lord Krishna as her lover.

Identify the name of the devotee of Saguna Bhakti from the following options

- A. Andal
- B. Gargi
- C. Meera Bai
- D. Maitryi

**ANS- C.Meera Bai (PG164-)**

40. Read the following statements:

- I. Krishnadeva Raya's rule was characterised by expansion and consolidation.
- II. There was peace and prosperity in his empire.
- III. He was credited with building some fine temples.
- IV. He was defeated in Battle of Rakshi Tangadi .

Which of the above statements are related to Krishnadeva Raya?

- A. Only I
- B. I, II and III
- C. II, III and IV
- D. I, III and IV

**ANS- B-I, II and III (PG-179)**

41. Fill in the blank:

Strategy used by Harappans for procuring raw materials may have been to send expeditions to areas such as the \_\_\_\_\_region of Rajasthan (for copper) and south India (for gold)

Select the appropriate option:

- A. Khetri
- B. Alvar
- C. Vagad
- D. Marwar

**ANS-A.Khetri (PG-11)**

42. Which one of the following teaching is not associated with the teachings of Mahavira or Jaina Philosophy?

- A. The entire world is animated.
- B. Ahimsa (Non-Violence)
- C. The cycle of birth and rebirth is not related to Karma.
- D. Monastic existence is a necessary condition of salvation.

**ANS- C- The cycle of birth and rebirth is not related to Karma. (PG-88)**

43. Which one of the following statements related to Buddhism is not correct?

- A. Pilgrims such as Fa Xian and Xuan Zang travelled from China to India for knowledge.
- B. Bodhisattas were perceived as deeply compassionate beings.
- C. Bodhisattas accumulated merit through their efforts and used it to attain Nibbana
- D. Mahayana literally means the 'great vehicle'

**ANS-C- Bodhisattas accumulated merit through their efforts and used it to attain Nibbana ( PG-103)**

44. Read the following statements regarding Sufism in India:

- I They turned to asceticism and mysticism in protest against the growing materialism
- II They sought an interpretation of Quran on the basis of their experience.
- III Amir Khusroe was the disciple of Shaikh Nizamuddin Aulia.
- IV Sheikh Muinuddin Sijzi was from Delhi.

Which of the following statements are correct?

- A. I, II, and III
- B. III, IV and I
- C. I, III and IV
- D. II and IV

**ANS-A-I, II, and III (PG155-156)**

45. Given below are two statements, one labelled as Assertion (A) and the other labeled as Reason (R):

**Assertion** –(A)-Krishnadev Raya's rule was characterized by expansion and consolidation.

**Reason-(R)-** Vijayanagar kingdom acquired land between Tungabhadra and Krishna River due to its military preparedness.

From the above assertion and reason, find out which one of the following is true:

- A- Both A and R are true and R is the correct explanation of A.
- B- Both A and R are false.



C- A is correct but R is not correct.

D- R is correct but A is not correct.

**ANS-A-Both A and R are true and R is the correct explanation of A. (PG173-)**

46. Look at the figure below. Which school of art is evident on the image of Bodhisatta?



- A. Gandhara School of Art
- B. Mathura School of Art
- C. Greco-Roman School of Art
- D. Amaravati School of Art

**ANS-A Gandhara school of Art (PG-108)**

**NOTE- The following question is for the visually impaired candidates only, in lieu of Q No:46**

Buddha founded \_\_\_\_\_ an organization for monks

- A. Sangha    B. Temples    C. Khanqha    D Church

**ANS-A.-Sangha (PG-92)**

### **Section-C**

#### **Case Based Questions**

**This Section contains 12 questions in total. Attempt any 10 questions.**

-----  
**Read the following source carefully and answer the following MCQs by choosing the most appropriate option**

### **Draupadi's question**

Draupadi is supposed to have asked Yudhisthira whether he had lost himself before staking her. Two contrary opinions were expressed in response to this question.

One, that even if Yudhisthira had lost himself earlier, his wife remained under his control, so he could stake her. Two, that an unfree man (as Yudhisthira was when he had lost himself) could not stake another person. The matter remained unresolved; ultimately, Dhritarashtra restored to the Pandavas and Draupadi their personal freedom.

To whom did Draupadi ask question after losing in the dice game?

- A. Yudhisthira
- B. Duryodhana
- C. Dhritarashtra
- D. Bheeshma

**ANS-A. Yudhisthira (PG68-)**

48. Why is Draupadi raising these questions?

- A. She wanted to know her position as a wife.
- B. She wanted to challenge the Kauravas.
- C. She wanted to instigate the Pandavas for the war.
- D. She wanted to humiliate the Pandavas.

**ANS-A- She wanted to know her position as a wife. (PG-68)**

49. How did Draupadi react to her humiliating treatment?

- A. She raised the legal issues of property and ownership
- B. She challenged context of patriarchal marriage
- C. She symbolized the figure of the ultimate lord, master and owner
- D. She cried in shock and dismay at the treatment that she faced as a wife

**ANS- D. She cried in shock and dismay at the treatment that she faced as a wife (PG68-)**

50. How did Dhritirashtra react at the end?

- A. Dhritirashtra restored personal freedom to the Pandavas and Draupadi
- B. Dhritirashtra compelled the Pandavas to stay with Kauravas
- C. Dhritirashtra ordered Duryodhana to apologize
- D. Dhritirashtra called Yudhishtira to restore their power

**ANS- A. Dhritirashtra restored personal freedom to the Pandavas and Draupadi (PG68-)**

51. How do you evaluate the position of Draupadi as a wife on the basis of this case?

- A. She objected over the behavior of her husbands.
- B. She had the property rights like her husbands.
- C. The family had complete rights over her
- D. She was having hatred feelings for her husbands

**ANS- . A. She objected over the behavior of her husbands (PG-68)**

52. How was Draupadi's question related to womanhood?

- A. She raised the question on the status of the women
- B. She took stand for patriarchal norms
- C. She raised all passive nature questions
- D. She quietly accepted her plight

**ANS- A She raised the question on the status of the women (PG68-)**

### **SECTION-C**

#### **CASE BASED QUESTION**

**Read the following source carefully and answer the following MCQs by choosing the most appropriate option:**

**SECTION-C**  
**CASE BASED QUESTION**

**Read the following source carefully and answer the following MCQs by choosing the most appropriate option:**

**One Lord**

Here is a composition attributed to Kabir:  
Tell me, brother, how can there be  
No one lord of the world but two?  
Who led you so astray?  
God is called by many names:  
Names like Allah, Ram, Karim,  
Keshav, Hari, and Hazrat.  
Gold may be shaped into rings and bangles.  
Isn't it gold all the same?  
Distinctions are only words we invent ...  
Kabir says they are both mistaken.  
Neither can find the only Ram.  
One kills the goat, the other cows.  
They waste their lives in disputation

53. Identify the connotation of Kabir from the following options.

- A. Monotheistic aspect
- B. Polytheistic Aspect
- C. Atheist Aspect
- D. Theocratic Aspect

**ANS-A- Monotheistic aspect (PG161-)**

54. Kabir used different names for God or the Supreme power. What can one infer from this?1

- A. Concept of Ultimate Reality
- B. Faith in Saguna bhakti
- C. Rituals a way to gain insight
- D. Reality is in worshipping idols

**ANS-A- Concept of Ultimate Reality (PG161-)**

55. How has Kabir's compositions promote communal harmony at large?

- A. Kabir mentioned about one God in all
- B. He questioned religious practices
- C. He was a Hindu by birth
- D. He was a Muslim by birth

**ANS-A Kabir mentioned about one God in all (PG-161)**

56. Which of the following is the part of Kabir's philosophy?

- A. He gave emphasis on traditions and rituals
- B. He used connotations such as Shabda or Shunya .
- C. He gave emphasis on Yajnas and sacrifices
- D. He was a fundamentalist in his approach

**ANS-B. He used connotations as Shabda or Shunya(PG-161)**

57. Kabir's poetry has a literary as well as a philosophical significance. Select the most appropriate option from the following that describes this essence.

- A. God is one who just has different names.
- B. God is vested in all saguna forms
- C. God is a philosophy in isolation from rituals
- D. God is based on reincarnation

**ANS-A. God is one who just has different names. (PG161-)**

58. Read the following statements regarding Kabir and select the appropriate option.

- I. Kabir was a nirguna saint
- II. He believed in formless supreme God.
- III He wanted to remove the differences based on caste and religion.
- IV. He condemned the superstitious cults, the ritualism, the doctrines of both Hinduism and Islam

**Options:**

- A. I & II
- B. I, II & III
- C. I, II, III & IV
- D. II, III & IV

**ANS- C. I, II, III & IV (PG161-)**

#### **SECTION-D**

#### **MAP SKILL BASED**

On the given outline map of India, identify the Location with the help of specified information:



Taken from www.mapsofindia.com

59. On the political map of India 'A' is marked as major Ashokan inscription (Rock Edicts), Identify it among the following options

- A. Girnar
- B. Sopara
- C. Sannauti
- D. Shishupalgarh

**ANS-A. Girnar**

60. On the same map 'B' is also marked as the Important town of second century BCE, Identify it from the following options.

- A. Mathura
- B. Braghukachchha
- C. Shravasti
- D. Puhar

**ANS-D. Puhar**

**NOTE-The following questions are for the Visually Impaired Candidates in lieu of 59 and 60**

59. Which of the following was the capital of Magadh?

- A. Avanti
- B. Rajgir
- C. Ujjain
- D. Taxila

**ANS B. Rajgir-**

60. Which one among the following had the Pillar inscriptions?

- A. Topra
- B. Mathura
- C. Kannauj
- D. Puhar

**ANS-A. Topra**

**PRACTICE QUESTION PAPER (SOLVED)**

**HISTORY (027)**

**(CLASS-XII)**

**Time Allowed : 3hrs**

**Max. Marks : 80**

**General Instructions:**

- 1) Answer all the questions, Some questions have an internal choice. Marks are indicated against each question. This question paper comprises of six sections.
- 2) Section A: Question numbers 1 to 16 are objective type questions carrying 1 mark and should be answered in one word or one sentence each (Attempt any 15)
- 3) Section B: Question numbers 17 to 19 are Case Based/ Source Based having Multiple Choice questions. Each question has 4 sub-parts. Attempt any three sub-parts from each question.
- 4) Section C: Answer to questions carrying 3 marks (Question 20 to 23) should not exceed 100 words each.
- 5) Section D: Answer to questions carrying 8 marks (Question 24 to 26) should not exceed 350 words each.
- 6) Section E: Question number 27 to 29 are Source- based questions carrying 5 marks each.
- 7) Section F: Question number 30 is a Map question that includes the identification and location of significant test items. Attach the map with the answer book.

**SECTION A**

Attempt any 15 questions.

1x15=15

1. The early capital of Magadha was:

1

- (a) Pataliputra
- (b) Kashi
- (c) Rajgriha
- (d) Mathura

2. Who is considered as the father of Indian archeology?

1



3. Correct the following statement and rewrite it:

The Mughals were descendants of the Turkish ruler Timur from the maternal side while Genghis Khan on father's side. 1

4. Which of the following statements correctly describes the Amar-Nayak system:

I. It was an important political experiment of Vijayanagar. 1

II. It was influenced by the Iqta system of Delhi Sultanate.

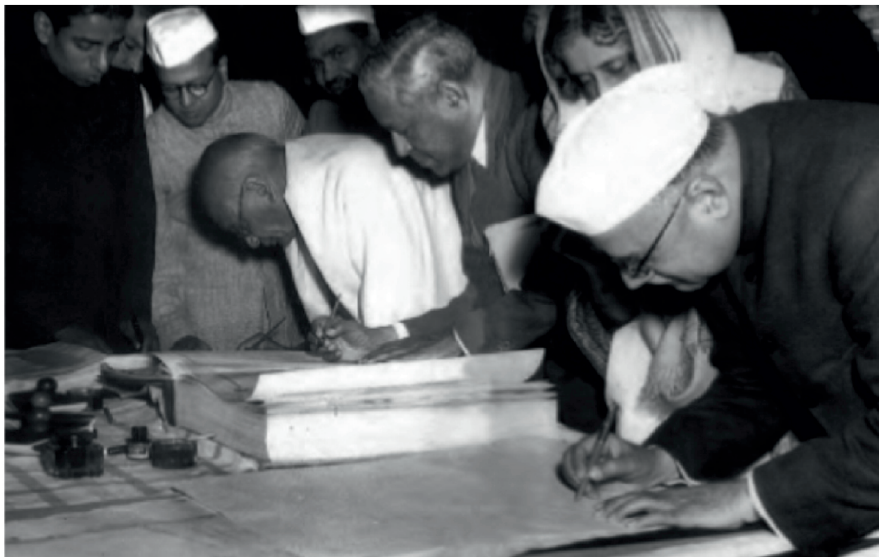
(A) Only I

(B) Only II

(C) Both I and II

(D) None of these.

5. Look at the given image carefully and state its context: 1



**Question For Visually Impaired candidates only: In lieu of Question number 5.**

Who was the chairman of the drafting committee of the Constituent Assembly?

(A) Sardar Vallabhbhai Patel

(B) Jawaharlal Nehru

(C) G B Pant

(D) B R Ambedkar

6. What is oligarchy?

7. The meaning of Jiyarat is : 1
- (A) A song sung in devotion to Krishna.
- (B) Visit to Emperor Akbar's tomb.
- (C) Visit to the tomb of the Sufi saints.
- (D) Burning of candles on the birthday of a Sufi saint.
8. "When they see a snake made of a stone, they offer milk on it, if the real snake comes, they say 'kill - kill'." 1
- What is the message to this verse composed by Basavanna?
9. Jotedars were: 1
- (A) Security Force
- (B) Rich farmer
- (C) Tax collector
- (D) A hill tribe
10. Choose the correct pair: 1
- I. Domingo Paes: Persia
- II. Niccol De conti: Italy
- III. Duarte Barbosa: China
- (A) Both I and II are correct.
- (B) Only II is correct.
- (C) I, II and III all are correct.
- (D) Only III is correct.
11. Name any two sources useful for formulating the history of Gandhiji's political journey and national movement. 1
12. Write any one argument in the support of a powerful central government in the Constituent Assembly. 1
13. How was the lower city different from the citadel? 1
14. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R),

Assertion: The role of women was important in the Satavahana rule. Reason: The Satavahana rulers were marked by their mother's name.

- a) Only Assertion(A) is correct.
  - b) Only Reason(R) is correct.
  - c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
  - d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).
15. The guardian deity of the Vijayanagara Empire was \_\_\_\_\_. 1
16. Choose the correct pair: 1
- I. Al Beruni : Uzbekistan
  - II. Ibn Battuta: Morocco
  - III. Francois Bernier: Italy
- (A) Both I and II are correct
- (B) Only II is correct.
- (C) I, II and III all are correct
- (D) Only III is correct.

#### SECTION -B

3 x 3 = 9

17. Read the following excerpt carefully and answer any three questions: 1 +1+1

#### A Prayer to Agni

Here are two verses from the Rigveda invoking Agni, the god of fire:

Bring, O strong one, this sacrifice of ours to the gods. O wise one, as a liberal giver. Bestow on us, O priest, abundant food. Agni, obtain, by sacrificing, mighty wealth for us. Procure, O Agni, for ever to him who prays to you (the gift of) nourishment, the wonderful cow. May a son be ours offspring that continues out line.

Verses such as these were composed in a special kind of Sanskrit, known as Vedic Sanskrit. They were taught orally to men belonging to priestly families.

#### A. The God prayed in the given verse is:

- a) Sun
- b) Agni

- c) Indra
- d) Vayu(Air)

**B. Which one was not the objective of sacrificial fire?**

- a) For son
- b) For Property
- c) For Daughter
- d) For cows

**C. Choose the correct statement:**

- I. Offerings of Human were made to reach the other deities by Agni
- II. People prayed for nourished Cows

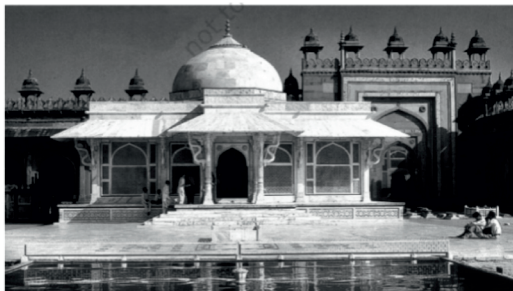
- a) Only I
- b) Only II
- c) Both I and II
- d) None of these

**D The Rigveda was taught:**

- a) In the form of writing
- b) Through meditation
- c) In the form of writing and through meditation
- d) Orally

18. Study this picture carefully and answer any three of the following questions by choosing the correct option - 1+1+1=3

**A. The given building-picture is related to**



- a) Sultanate age
- b) Vijayanagara Empire

c) Mughal period

d) British period

**B. The given building was the symbol of strong relation between:**

a) Allauddin Khilji and Nizamuddin Aulia

b) Chistis and Mughals

c) Bhakti saints and their followers

d) King of Vijayanagara and his Nayakas

**C. The building was made by:**

a) Akbar

b) Shahjahan

c) Krishnadeva Raya

d) Shaikh Moinuddin Chisti

**D. The monument is located in:**

a) Delhi

b) Hampi

c) Agra

d) Fatehpur Sikri

Question For Visually Impaired candidates only: In lieu of Question number 18 Read the given source carefully and answer any three questions from the following: -

**"Great" and "little" tradition**

The terms great and little traditions were Coined by sociologist named Robert Redfield in the 20th century to describe the cultural practices of peasant societies. He found that peasants observe rituals and Customs that emanated from dominant social categories, including priest and rulers. These he classified as part of a great tradition. At the same time, peasants also followed local practices that did not necessarily correspond with those of the great tradition. He also noticed that both great and a little traditions changed over time, through a process of interaction. While scholars accept the significance of these categories and processes, they are often uncomfortable with the hierarchy suggested by the terms great and little. The use of quotation marks for "great" and "little" is one way of indicating this.

**A. Great tradition means:**

- a) The tradition of forest people.
- b) Tradition of non-Brahmins.
- c) Tradition of Robert Redfield.
- d) Tradition of Kings and priest.

**B. Robert Redfield was a:**

- a) Sociologist
- b) Leader
- c) Scientist
- d) Saint

**C. Choose the correct options regarding present societies:**

- a) Peasant societies hate little tradition.
- b) Peasant societies obey only the traditions of priests and King.
- c) Peasants had no connection with the little or the great tradition.
- d) Peasants followed both the tradition little and great.

**D. Choose the correct statement:**

- I. The term little and great suggests hierarchy.
  - II. Peasant should follow only the tradition of dominant social categories.
- a) Only I
  - b) Only II
  - c) Both I and II
  - d) None of these

19. Read the given source carefully and answer any three questions from the following:- 1+1+1=3

**What Taluqdars thought**

The attitude of the Taluqdars was best expressed by Hanwant Singh, the Raja of Kalakankar, near Rae Bareilly. During the mutiny, Hanwant Singh had given shelter to a British officer, and conveyed him to safety, while taking leave of the officer, Hanwant Singh told him:

Sahib, your countrymen came into this country and drove out our King. You sent your officers round the districts to examine the titles to the estates. At one blow you took from me lands which from time immemorial had been in my family. I submitted. Suddenly Of the misfortune fell upon you. The people of the land rose against you. You came to me whom you had despoiled. I have saved you. But now- now I march at the head of my retainers to Lucknow to try and drive you from the country.

A. **According to Hanwant Singh the reasons for the anger of the people were:**

- a) Kings were drove out from their state.
- b) Land was taken from peasant.
- c) British rule was exploitative.
- d) All of these.

B. **Hanwant Singh was:**

- a) A taluqdar
- b) Servant of British officials
- c) A merchant
- d) An artist

C. **The result/s of the dispossession of taluqdars was/were:**

- a) Revolt against British rule
- b) Exploitation of peasant stopped
- c) Exploitation of Taluqdars reduced
- d) Both (a) and (b)

D. **The given passage is related to:**

- a) Santhal Revolt
- b) Non-cooperation movement
- c) Quit India movement
- d) Revolt of 1857

3x4=12

### SECTION - C

20. To what extent did religious beliefs play a role in determining the events of 1857? 3
21. How did the doctrine of Buddhist-social contract differ from the Brahmanical view described in the Purusha Sukta? 3
22. Why were the rulers eager to show their relation to devotional saints or devotees? 1+2=3
23. What is the meaning of raiyat? Differentiate between khud-kashta and pahi-kashta. 1+2=3

**SECTION D**

8 x 3 = 24

24. Highlighting the ideals and court customs of the state, compare the Mughal court and administration with the present Indian governance. 8

**OR**

"The Mughal chronicles give us a glimpse into how Imperial ideologies were created and disseminated." Clarify.

25. 'The Brahmanical prescriptions related to varna system and kingship were not followed everywhere.' Corroborate. 8

**OR**

"Mahabharata is a better source for the study of ancient social values". Provide appropriate views in favor of this statement.

26. 'Gandhiji's arrival in Delhi on 9 September 1947 was like the arrival of the rains after a particularly long and harsh summer.' Justify with examples. 8

**OR**

"Non-cooperation was negative in terms of peace but very positive in terms of influence. It was a training for self-government." Explain this statement with context to the impact of the Non-cooperation movement. 4+4

**SECTION E**

5 x 3 = 15

27. Read the following source carefully and answer the questions that follow:

1+2+2

**The anguish of the king**

When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (present day coastal Orissa) was conquered by (him). One hundred and fifty thousand men were deported, hundred thousand were killed and many more died.

After that, now that (the country of) the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma. This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas.

For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there ...



- 27.1 Who was called Devenampiya Piyadassi?  
27.2 Mention the limitations of inscriptions as a source to history.  
27.3 Explain the effects of the war of Kalinga on Ashoka.  
28. Read the following source carefully and answer the questions that follow:

2+1+2

**Colin Meckenzie**

Born in 1754, Colin Meckenzie became a famous engineer, surveyer and cartographer.

In 1815 he was appointed the first surveyor General of India. A post he held till his death in 1821. He embarked on collecting local histories and surveying historic sites in order to better understand India's past and make governance of the colony easier.

He says that "It struggled long under the miseries of dead management. Before the south came under the benign influence of the

British government". By standing Vijayanagar, Meckenzie believed that the east India company would gain "much useful information on many of these institutions, law and customs whose influence still prevails. Among the various tribes of natives forming the general mass of the population to this date.

- 28.1 Who was Colin Meckenzie?  
28.2 Which ancient city was founded by Colin Meckenzie?  
28.3 Why did he start the surveys?  
29. Read the following source carefully and answer the questions that follow:

2+1+2

**There cannot be any Divided Loyalty**

GovindBallabh Pant argued that in order to become loyal citizen, people to stop focusing only on the community and the self: - For the success of democracy one must train himself in the art of self- discipline. In democracies one should care less for himself and more for others. There cannot be any divided loyalty. All loyalties must exclusively be centred round the state. If in a democracy, you create rival loyalties all you create a system in which any individual or group, instead or suppress his extravagance, cares not for larger or other interest, then democracy is doomed.

- 29.1 Give three attributes of loyal citizen in a democracy according to G.B. Pant?
- 29.2 Why was the demand for separate electorate made during the drafting of the constitution?
- 29.3 Why was G.B. Pant against this demand? Give two reasons.

1x5=5

**Section F**  
**(Map Question)**

- 30 (30. 1) On the given political map of India, locate and label the following with appropriate symbols:

1+1+1

- a) Lothal, a Harappan site

**OR**

Sanchi, a major Buddhist site

- b) Ajmer, a territory under Akbar

**OR**

Kanpur, a main centre of the revolt of 1857

- c) Amritsar

- (30.2) On the same map of India two Centres of National Movement are marked as A, B, identify them and write their names.

1+1

**NOTE : The following questions are only for the visually impaired candidates in lieu of the question no. 30.1 and 30.2**

- (30.1) Write the names of any three cities of 6th century BCE

**OR**

Write the names of any three Buddhist sites.

- (30.2 Write the names of any two centres of the revolt of 1857. )



**Marking Scheme**  
**Practice Paper History (027)**  
**Class-XII**  
**Section A**

- |   |   |
|---|---|
| 1. (C) Rajgriha   | 1 |
| 2. Sir Alexander Cunningham   | 1 |
| 3. The Mughals were descendants of Genghis Khan from the maternal side and of Turkish ruler Timur from father's side. | 1 |
| 4. (C) Both I and II  | 1 |
| 5. Singing the constitution   | 1 |

**Only for visually impaired candidates in lieu of question number 5:**

- |  |   |
|--|---|
| (D) B.R. Ambedkar  |   |
| 6. A form of government where power is shared by a group of people/king.   | 1 |
| 7. (C) Visit to the tomb of the Sufi saints.   | 1 |
| 8. Futility of Superstition  | 1 |
| 9. (B) Rich farmer   | 1 |
| 10. (B) only II is correct   | 1 |
| 11. Newspaper, A Bunch of Old Letters (Any other relevant source)  | 1 |
| 12. To keep Country Unified (Any other relevant argument)  | 1 |
| 13. Citadel was in western part at high platform while lower town was in eastern part for common people. (Any other relevant fact) |   |
| 14. (b) Only Reason R is correct   |   |
| 15. Virupaksha   |   |
| 16. (A) Both I and II are correct  |   |

**Section B**

- |                      |         |
|----------------------|---------|
| 17. A. b) Agni       | 1+1+1=3 |
| B. (c) For Daughter  |         |
| C. (c) Both I and II |         |

D. d) Orally

18. A. c) Mughal period

1+1+1=3

B. b) Chistis and Mughals

C. a) Akbar

D. d) Fatehpur Sikri

**For Visually impaired candidates only: In lieu of Question number 18**

A. a) Traditions of Kings and priest

B. a) Sociologist

C. d) Peasants followed both the tradition little and great

D. a) Only I

19. A. d) All of these

1+1+1=3

B. a) A Taluqdar

C. a) Revolt against British rule

D. d) Revolt of 1857

### Section C

20. i) Activities of Christian Missionaries and fear of conversion

3

ii) Fear of several social and cultural interference by East India Company

iii) Apart from religion, the Colonial rule was economically, socially, culturally as well as politically exploitative

iv) Any other relevant point

21. i) Buddhist theory describe king as elected by people under the social contract whereas Purush-sukta describe the king according to divine will.

3

ii) According to Buddhist theory all economic and social system were made by the human whereas according to Brahmanical view all four varnas were created from the divine body of Brahma.

iii) According of Buddhist Social contract theory if humans are responsible for creating a system then they can make changes in it in future whereas according to Brahmanical view this is a divine arrangement.

iv) Any other relevant point.

22. i) The piety, knowledge and people's trust on Sufi Saints.

3

ii) Majority of their subjects were non-muslims who had faith on sufi saints.

- iii) Rules could gain the support of common people by gaining the support of sufi saints.
  - iv) Any other relevant point.
23. i) Indo-Persian sources of the Mughal period most frequency used raiyat or muzarian to denote a peasant. 1 +2
- ii) Khud-kashta were the peasants who were residents of the village in which they held their lands.
  - iii) Pahi-kashta were non-resident cultivators who belonged to some other village, but cultivated lands elsewhere on a contractual basis.
  - iv) Any other relevant point.

#### **Section D**

24. i) Mughal Concept of divine light. 6+2
- ii) Mughal empire comprised of vast and heterogeneous communities so, policy of sulh-i-kul.
  - iii) Just sovereignty as social contract.
  - iv) Mughal rulers created empire through political alliances and merging of local kingdom.
  - v) Kings were the only source of all powers in Mughal Empire.
  - vi) The centerpiece of the Mughal Court was the throne.
  - vii) The main pillar of Mughal empire was its nobility which was of composite nature comprising of various ethnic and religious groups.
  - viii) The rules defining status amongst the Mughal elites were laid down with great precision.
  - ix) Social control in court society was exercised through the form of address, courtesies and speech.
  - x) Sijda, Taslim and Zaminbos.
  - xi) In contemporary India there is republican form of government where no one is discriminated on the basis of religion, caste, color, gender and region and have equality.
  - xii) The form of governance is democratic in contrary to Mughal monarchical form of government

xiii) Any other relevant point.

**OR**

- i) Chronicles present a continuous chronological record of events.
- ii) They are a repository of factual information about the institutions of the Mughal state.
- iii) These texts were intended as conveyors of meanings that the Mughal rulers sought to impose on their domain.
- iv) They were written in order to project a vision of an enlightened kingdom to all those who came under its umbrella.
- v) They were meant to convey to those who resisted the rule of the Mughal that all resistance was destined to fail.
- vi) The rulers wanted to ensure that there was an account of their rule for posterity.
- vii) Akbar Nama gives an account of the reign of Akbar, Shahjahan Nama about the reign of Shahjahan and Alamgir Nama tells about the reign of Aurangzeb.
- viii) Any other relevant points.

25. i) According to the Shastras, only Kshatriyas could be kings. However, several important ruling lineages probably had different origins like the Mauryas, the Shungas and Kanvas.
- ii) In fact, political power was effectively open to anyone who could muster support and resources, and rarely depended on birth as a Kshatriya.
  - iii) The Shakas who came from Central Asia, were regarded as mlechchhas, barbarians or outsiders by the Brahmanas.
  - iv) Gotami-puta Siri-Satakarni, from Satavahana dynasty not only claimed to be a unique Brahmana but also destroyer of the pride of Kshatriya whereas according to Brahmanical texts only Kshatriya can be the king.
  - v) Satavahana's entered into marriage alliance with people who were supposed to be excluded from the Varna system.
  - vi) Satavahanas practiced endogamy instead of the exogamous system recommended in the Brahmanical texts.

- vii) Many merchants belonged to the Brahmana and Kshatriya varna.
- viii) Prabhavati Gupta's donation of Agrahara land was against Varna system.
- ix) Satavahana rulers were identified through metonymics.
- x) Any other relevant point.

OR

- i) Changes in the kinship relations: At one level, the Mahabharata is a story about this. It describes a feud over land and power between two groups of cousins, the Kauravas and the Pandavas, who belonged to a single ruling family, that of the Kurus. Ultimately, the conflict ended in a battle, in which the Pandavas emerged victorious.
  - ii) Mahabharata reinforced the idea of Patriliney. 8
  - iii) 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.
  - iv) kanyadana or the gift of a daughter in marriage was considered as an important religious duty of the father.
  - v) Endogamy, Exogamy, Polygamy and Polyandry were prevalent in those days.
  - vi) Women were important. Draupadi's humiliation became cause of the Mahabharata. Kunti's character and respectable position is an example of the position of women. Gandhari too advised Duryodhana to set his mind on war which he did not listen and lost the war.
  - vii) Practice of Gambling among Kings shows emergence of vices among them. Cheating by Kauravas to win reflects the downfall of moral values.
  - viii) The Brahmanas wrote Dharmasutras and Dharmashastras which contained rules and regulations for society.
  - ix) Any other relevant point.
26. I) To restore communal harmony Gandhiji decided to stake his all in a bid to vindicate his lifelong principle of non-violence. 8
- ii) He moved from the villages of Noakhali in East Bengal (present-day Bangladesh) to the villages of Bihar and then to the riot-torn slums of Calcutta and Delhi.
  - iii) His efforts were to stop Hindus and Muslims attacking and killing each other.



- iv) He went everywhere to reassure the minority community irrespective of Hindu or Muslim.
- v) In Delhi he tried to build a spirit of mutual trust and confidence between the two communities.
- vi) A Delhi Muslim, Shahid Ahmad Dehlavi, compelled to flee to a camp in Purana Qila, likened Gandhiji's arrival in Delhi on 9 September 1947 to "the arrival of the rains after a particularly long and harsh summer".
- vii) Dehlavi recalled in his memoir how Muslims said to one another: "Delhi will now be saved".
- viii) When Gandhiji noticed that there was no Muslim on the Chandni Chowk road, the heart of old Delhi. "What could be more shameful for us," he asked during a speech that evening, "than the fact that not a single Muslim could be found in Chandni Chowk?"
- ix) Gandhiji to retaliate the mentality of those who wished to drive out every Muslim from the city began a fast to bring about a change of heart, amazingly, many Hindu and Sikh migrants fasted with him.
- x) The effect of the fast was "electric", wrote Maulana Azad. People began realizing the folly of the pogrom they had unleashed on the city's Muslims
- xi) Any other relevant point (Assessed as a whole)

**OR**

- i) Before Non-cooperation movement Gandhiji successfully involved himself in local movements of Champaran, Kheda and Ahmedabad.
- ii) Rowlatt satyagraha made Gandhiji a truly national leader.
- iii) According to Gandhiji If non-cooperation was effectively carried out then India would win swaraj within a year.
- iv) During Non-cooperation movement the Students stopped going to schools and colleges run by the government.
- v) Lawyers refused to attend court.
- vi) The working class went on strike in many towns and cities resulting into the loss of seven million workdays.
- vii) The countryside was seething with discontent too.
- viii) Hill tribes in northern Andhra violated the forest laws.

- ix) Farmers in Awadh did not pay taxes.
- x) Peasants in Kumaun refused to carry loads for colonial officials.
- xi) It entailed denial, renunciation, and self-discipline. It was training for self-rule.”
- xii) As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time since the Revolt of 1857.
- xiii) In February 1922, a group of peasants attacked and torched a police station in the hamlet of Chauri Chaura. Several constables perished in the conflagration. This act of violence prompted Gandhiji to call off the movement altogether.
- xiv) "Non-cooperation," wrote Mahatma Gandhi's American biographer Louis Fischer, "became the name of an epoch in the life of India and of Gandhiji. Non-cooperation was negative enough to be peaceful but positive enough to be effective.
- xv) Any other relevant point.  
(Assess as a whole)

#### SECTION E

- 27. 27.1) King Ashok Maurya 1+2+2=5
- 27.2) i) Faintly engraved letters.
- ii) Missing letters.
- iii) Any other relevant point (Any two points)
- 27.3) i) Painful and deplorable
- ii) Adopted Dhamma policy instead of War.
- iii) Any other relevant point (Any two points)
- 28. 28.1) i) An engineer, surveyor and cartographer. 1+2+2=5
- ii) The first Surveyor General of India
- iii) Any other relevant point (Any two points)
- 28.2) Hampi
- 28.3) i) To better understand India's past
- ii) To make governance of the colony easier.
- iii) Any other relevant point (Any two points)

29.29.1) i) Stop focusing only on the community and the self

ii) Self-discipline

iii) Any other relevant point (Any two points)

29.2) Bridge difference and promote equality among communities.

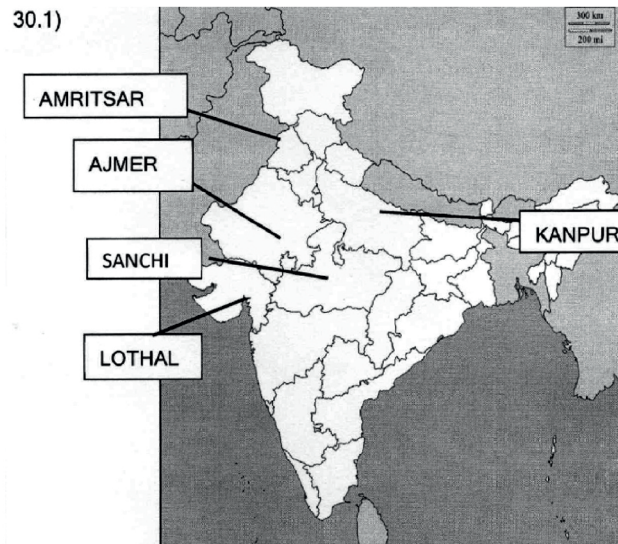
(Any other relevant point)

29.3) i) This will divide loyalties and all loyalties must exclusively be centred round the state.

ii) Democracy is doomed if rival loyalties exists.

iii) Any other relevant point (Any two points)

#### SECTION F



30.2) A) Bombay

1+1=2

B) Ahmedabad

**Only for visually impaired in lieu of question number 30.1 and 30.2**

30.1. Mathura, Varanasi, Ujjain (Any other relevant site) (Any three)

**OR**

Sarnath, Bodh Gaya, Kushinagara, Lumbini, Shravasthi (Any other relevant site)

(Any three)

30.2. Delhi, Meerut, Lucknow, Benaras, Gwalior, Jabalpur, Agra (Any other relevant site) (Any Two)

**PRACTICE QUESTION PAPER**

**HISTORY (027)**

**(CLASS-XII)**

**Time Allowed : 3hrs**

**Max. Marks : 80**

**General Instructions:**

- 1) Answer all the questions. Some questions have an internal choice. Marks are indicated against each question. This question paper comprises of six sections.
- 2) Section A: Question numbers 1 to 16 are objective type questions carrying 1 mark each and should be answered in one word or one sentence each (Attempt any 15)
- 3) Section B: Question numbers 17 to 19 are Case Based/ Source Based having Multiple Choice questions. Each question has 4 sub-parts. Attempt any three sub-parts from each question.
- 4) Section C: Answer to questions carrying 3 mark each (Question 20 to 23) should not exceed 100 words each.
- 5) Section D: Answer to questions carrying 8 mark each (Question 24 to 26) should not exceed 350 words each.
- 6) Section E: Question number 27 to 29 are Source-based questions carrying 5 marks each.
- 7) Section F: Question number 30 is a Map question that includes the identification and location of significant test items. Attach the map with the answer book.

**Section A**

Answer any 15 of the following Questions:

1x15=15

1. The traces of ploughed fields in the Harappan civilization have been found in:  
a) Banawali  
b) Kalibangan  
c) Shortughai  
d) Mohenjodaro

2. Arthashastra was written by: 1
- a) Megasthenese
  - b) Sage Manu
  - c) Chanakya
  - d) Harishen
3. Critical edition of Mahabharata was compiled in the year: 1
- a) 1919 CE
  - b) 1420 CE
  - c) 1921 CE
  - d) 1922 CE
4. Correct the following statement and rewrite it. 1
- 'The manusmriti was compiled between 200 BC to 300 BC'
5. Identify the given image and write who is depicted in it. 1



7. In which Bhakti tradition, the silver linga was worn on the left shoulder? 1
8. Who discovered the Vijayanagar empire? 1
9. What is the difference between Nayaka and Amarnayaka? 1
10. Given below are two statements, one labelled as Assertion (A) 1

The Other as Reason (R).

Assertion (A): Chronicles are the descriptions of the factual information about Mughal Empire.

Reason R: It includes the information of important events related to the reign of Mughal Empires.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct.
- c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement.
- d) Both Assertion (A) and reason(R) are correct and reason(R) is the correct explanation of the Assertion (A).

11. By which name is the Persian translation of Mahabharata Known? 1
12. Which area was declared as the land for Santhals? 1
13. When was the fifth report presented in British Parliament? 1
14. Match the following: 1

List 1

- i) Subsidiary alliance
- ii) Doctrine of Lapse
- iii) End of Sati System
- iv) In Mamoria

List 2

- a) Lord Dalhousie
- b) Joseph Noel Peyton
- c) Lord Wellesley
- d) William Bentick

15. Which of the following facts are correct for the Lahore session? 1

- I) It was organized in December 1929 AD.
- II) Announcement about Purna Savaraja, was done in this session.
- III) It was presided over by Pt. Jawaharlal Nehru.

- a) Statements I and III are correct
- b) Statements II and III are correct
- c) Statements I, II and III are correct
- d) None of the above statement is correct

16. The most strong advocate for separate electorates for the minorities was:

- a) R.V. Dhulekar
- b) B. Pocker Bahadur
- c) Begum Ezaz Rasool
- d) Sardar Vallabhbhai Patel

3x3=9

#### **SECTION -B**

17. Read the following excerpt carefully and answer any three questions: - 1+1+1

##### **Citadels**

While most Harappan settlements have a small high western part and a larger lower eastern section, there are variations. At sites such as Dholavira and Lothal (Gujarat), the entire settlement was fortified, and sections within the town were also separated by walls. The Citadel within Lothal was not walled off, but was built at a height.

- A) In Indus Valley Civilization the second most famous discovery site after Harappa is:
- a) Chanhudaro
  - b) Balakot
  - c) Nageshwar
  - d) Mohenjodaro

B) The structures found in the fort from among the following is/are:

- a) Warehouse
- b) Great bath
- c) Bath (a) and (b)
- d) None of the above

C) Two statements are given below, one of which is shown as statement (A) and other as Reason (R).

Assertion (A) the fort was built on high Place.

Reason (R) - The structures of the fort were built on the platform of raw bricks.

- a) Only statement(A) is correct.
- b) Only Reason (R) is correct.
- c) Both statement (A) and reason (R) are true, but reason (R) is not an explanation of statement (A).
- d) Both statement (A) and reason (R) are true and reason (R) is the explanation of statement(A).

D) Read the following statements carefully:

- i) The fort was blackened
  - ii) The fortification has received structures that were probably used for specific public purposes.
- a) Both (i) and(ii) are correct
  - b) Only (i) is correct
  - c) Only (ii) is correct
  - d) None is correct

18. Look at the given picture of a 'Mughal Kitabkhana' carefully and answer any three questions:





i) Match the following -

**List I**

- i) Badshah Nama
- ii) Akbar Nama
- iii) Humayun Nama
- iv) Babur Nama

- A) i-a, ii-b, iii-c, iv-d
- B) i-c, ii-d, iii-b, iv-a
- C) i-c, ii-a, iii-d, iv-b
- D) i-d, ii-b, iii-a, iv-a

**List II**

- a) Abu Fazl
- b) Zaheeruddin Babur
- c) Abdul Hamid Lahori
- d) Gulbadan Begum

2) Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion (A): Chronicles are the descriptions of the factual information about Mughal Empire.

Reason (R) : It includes the information of important events related to the reign of Mughal empires.

- a) Only Assertion (A) is correct
- b) Only Assertion (R) is correct
- c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).

3) Read the following statements carefully

- i. Nastalik was Jehangir's favorite style of writing
- ii. It was a fluid style
- iii. Written with the help of 'Qualam' and 'Siyahi

- a) All three statements are correct
- b) Both (ii) and (iii) are correct
- c) Only (ii) is correct

4) What was the work done in the Kitabkhana ?

- a) New manuscripts were composed
- b) Collection of manuscripts was kept
- c) It was also called Scriptorium
- d) All of the above

19. Read the given excerpt carefully and answer any three of the given questions:

**"Tomorrow we shall break the salt tax law"**

On 5 April 1930, Mahatma Gandhi spoke at Dandi: When I left Sabarmati with my companions for this seaside hamlet of Dandi, I was not certain in my mind that we would be allowed to reach this place. Even while I was at Sabarmati there was a rumour that I might be arrested. I had thought that the Government might perhaps let my party come as far as Dandi, but not me certainly. If someone says that this betrays imperfect faith on my part, I shall not deny the charge. That I have reached here is in no small measure due to the power of peace and non-violence: that power is universally felt. The Government may, if it wishes, congratulate itself on acting as it has done, for it could have arrested every one of us. In saying that it did not have the courage to arrest this army of peace, we praise it. It felt ashamed to arrest such an army. He is a civilised man who feels ashamed to do anything which his neighbours would disapprove. The Government deserves to be congratulated on not arresting us, even if it desisted only from fear of world opinion. Tomorrow we shall break the salt tax law. Whether the Government will tolerate that is a different question. It may not tolerate it, but it deserves congratulations on the patience and forbearance it has displayed in regard to this party...

- 1) Dandi march was done by Gandhiji on:
  - a) 12th March 1929.
  - b) 12th March 1930.
  - c) 12th March 1931.
  - d) 12th March 1920.
- 2) Given below are two statements, one labelled as Assertion (A) The Other as Reason (R)

Assertion (A): His picking on the salt monopoly was another illustration of Gandhiji's tactical wisdom.

Reason (R): Gandhiji hoped to mobilise a wider discontent against British rule

- a) Only Assertion (A) is correct.
  - b) Only Reason (R) is correct.
  - c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement.
  - d) Both Assertion (A) and reason(R) are correct and reason(R) is the correct explanation of the Assertion (A).
- 3) The Salt March was notable for at least three reasons. They were:
- a) It was this event that first brought Mahatma Gandhi to world attention.
  - b) The first nationalist activity in which women participated in large numbers
  - c) The march was widely covered by the European and American press.
  - d) All of the above
- 4) How many round table conferences were organized after the salt Satyagraha?
- a) 1
  - b) 2
  - c) 3
  - d) 4

#### SECTION - C

3x4=12

- 20. How do archaeologists identify the centres of production? 3
- 21. Discuss the role of the Begums of Bhopal in preserving the Sanchi Stupa. 3
- 22. Who were veershaivas? Which social evils were opposed by them? 3
- 23. "The proclamations issued by the rebels in 1857 invoked all sections of society without any distinction of caste and religion." Discuss 3

#### SECTION - D

8x3=24

- 24. How did N.G. Ranga define the word 'minority' and he pointed to which huge gulf prevailing in the country?

OR

"A Communist member, Somnath Lahiri saw the dark hand of British imperialism hanging over the deliberations of the Constituent Assembly. Critically analyse the statement.

25. Discuss the evidence which shows that Brahmanical rules regarding fraternity and marriage were not followed everywhere. 8

**OR**

Did women and men have equal rights over property at the time of Mahabharata? Explain with logic.

26. The official class of the Mughals is described as a bouquet. Write a commentary on the Mughal aristocracy in the context of this statement. 8

**OR**

'Manuscripts were seen as property in the Mughal court. Describe the manuscript making process in the context of this statement.

**SECTION-E**

5 x 3 = 15

**Read the following source carefully and answer the questions that follow.**

**The Anguish of the King**

When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (presentday coastal Orissa) was conquered by (him). One hundred and fifty thousand men were deported, a hundred thousand were killed, and many more died. After that, now that (the country off the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma. This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas. For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there ...

1. Who held the title Devanampiya Piyadassi'? (1)
  2. Mention the importance and limitations of the records. (2)
  3. Explain the effects of the Kalinga war on Ashoka. (2)
28. Read the following source carefully and answer the questions that follow:

### **Gulbadan Begum**

An interesting book giving us a glimpse into the domestic world of the Mughals is the Humayun Nama written by Gulbadan Begum. Gulbadan was the daughter of Babur, sister and Akbar's aunt. Gulbadan could write fluently in Turkish and Persian. When Akbar commissioned Abu'l Fazl to write a history of his reign, he requested his aunt to record her memoirs of earlier times under Babur and Humayun, for Abu'l Fazl to draw upon. What Gulbadan wrote was no eulogy of the Mughal emperors. Rather she described in great detail the conflicts and tensions among the princes and kings and the important mediating role elderly women of the family played in resolving some of these conflicts.

- a) Which book was written by Gulbadan Begum?
- b) Whose description is in 'Humayunnama'?
- c) What was the role of elderly women in the imperial household in the Mughal empire?

### **What should the qualities of national language be?**

A few months before his death Mahatma Gandhi reiterated his views on the language question:

This Hindustani should be neither Sanskritised Hindi nor Persianised Urdu but a happy combination of both. It should also freely admit words wherever necessary from the different regional languages and also assimilate words from foreign languages, provided that they can mix well and easily with our national language. Thus our national language must develop into a rich and powerful instrument capable of expressing the whole gamut of human thought and feelings. To confine oneself to Hindi or Urdu would be a crime against intelligence and the spirit of patriotism.

Harijansevak, 12 October 1947.

- a) What is the meaning of Hindustani language?
- b) What should be the features of the national language?
- c) Name some other people who support Hindi as national language?

**SECTION F**

**(Map Question)**

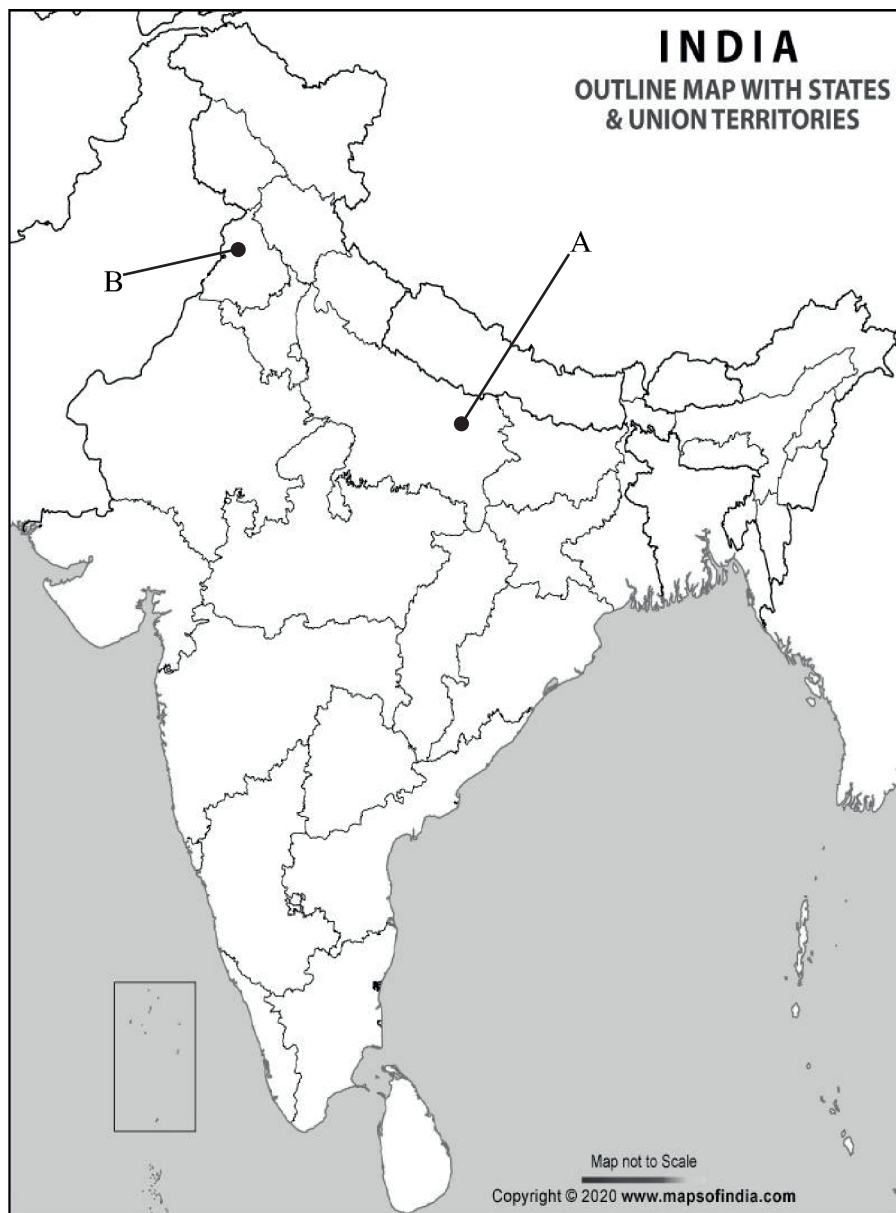
30. (30.1) On the given political map of India, locate and label the following with appropriate symbols- 1+1+1

A) Lothal OR Harappa

B) Dholavira OR Mohenjodaro

C) Panipat OR Agra

(30.2) On the same outline map of India, two places related with national movement have been marked as A, B. Identify them and write names.



## **Answers of objectives type question**

### **Chapter 1**

- |            |            |            |                    |
|------------|------------|------------|--------------------|
| 11 - ( C ) | 12 - ( A ) | 13 - ( B ) | 14 - ( C )         |
| 15 - ( B ) | 16 - ( B ) | 17 - ( D ) | 18 - ( B )         |
| 19 - ( A ) | 20 - ( D ) |            | 21 - A priest king |

### **Chapter 2**

- |            |            |                       |            |
|------------|------------|-----------------------|------------|
| 11 - ( B ) | 12 - ( C ) | 13 - ( A )            | 14 - ( D ) |
| 15 - ( A ) | 16 - ( C ) | 17 - ( A )            | 18 - ( D ) |
| 19 - ( D ) | 20 - ( A ) | 21 - The lion capital |            |

### **Chapter 3**

- |            |            |  |            |
|------------|------------|--|------------|
| 11 - ( B ) | 12 - ( D ) | 13 - ( C )   | 14 - ( A ) |
| 15 - ( D ) | 16 - ( B ) | 17 - ( B )   | 18 - ( A ) |
| 19 - ( D ) | 20 - ( C ) | 21 - 18th Century painting<br>showing lord krishna with Arjuna |            |

### **Chapter 4**

- |            |            |   |            |
|------------|------------|---|------------|
| 11 - ( D ) | 12 - ( C ) | 13 - ( B )                                    | 14 - ( A ) |
| 15 - ( C ) | 16 - ( D ) | 17 - ( A )                                    | 18 - ( B ) |
| 19 - ( A ) | 20 - ( D ) | 21 - Setting in motion the<br>wheel of dharma |            |



### Chapter 5

11 - ( D )      12 - ( B )      13 - ( D )      14 - ( A )

15 - ( C )      16 - ( B )      17 - ( D )      18 - ( C )

19 - ( A )      20 - ( C )      21 - Seventeenth century painting  
of Benier

### Chapter 6

11 - ( D )      12 - ( D )      13 - ( A )      14 - ( B )

15 - ( C )      16 - ( A )      17 - ( C )      18 - ( A )

19 - ( A )      20 - ( D )      21 - ( C )      22 - Buddhist Goddess Marichi

### Chapter 7

11 - ( C )      12 - ( D )      13 - ( B )      14 - ( A )

15 - ( D )      16 - ( B )      17 - ( A )      18 - ( D )

19 - ( B )      20 - ( D )      21 - Lotus Mahal

### Chapter 8

11 - ( B )      12 - ( C )      13 - ( A )      14 - ( D )

15 - ( A )      16 - ( B )      17 - ( D )      18 - ( A )

19 - ( B )      20 - ( A )      21 - Abul Fazl presenting manuscript  
of compiled Akbarnama to his patron

### **Chapter 9**

- |          |          |                                      |          |
|----------|----------|--------------------------------------|----------|
| 11 - (A) | 12 - (B) | 13 - (B)                             | 14 - (D) |
| 15 - (A) | 16 - (B) | 17 - (A)                             | 18 - (C) |
| 19 - (C) | 20 - (A) | 21 - Buland Darwaja (Fatehpur Sikri) |          |

### **Chapter 10**

- |          |          |                             |          |
|----------|----------|-----------------------------|----------|
| 11 - (A) | 12 - (C) | 13 - (D)                    | 14 - (A) |
| 15 - (A) | 16 - (C) | 17 - (D)                    | 18 - (A) |
| 19 - (D) | 20 - (B) | 21 - Sidhu (A tribe leader) |          |

### **Chapter 11**

- |          |          |                 |          |
|----------|----------|-----------------|----------|
| 11 - (A) | 12 - (B) | 13 - (A)        | 14 - (D) |
| 15 - (A) | 16 - (B) | 17 - (A)        | 18 - (C) |
| 19 - (A) | 20 - (C) | 21 - Nana Sahib |          |

### **Chapter 12**

- |          |          |                         |          |
|----------|----------|-------------------------|----------|
| 11 - (B) | 12 - (A) | 13 - (C)                | 14 - (A) |
| 15 - (B) | 16 - (B) | 17 - (C)                | 18 - (C) |
| 19 - (B) | 20 - (B) | 21 - Bombay Secretariat |          |

### **Chapter 13**

- |          |          |                    |          |
|----------|----------|--------------------|----------|
| 11 - (C) | 12 - (A) | 13 - (D)           | 14 - (C) |
| 15 - (B) | 16 - (C) | 17 - (C)           | 18 - (C) |
| 19 - (C) | 20 - (A) | 21 - Mahtma Gandhi |          |

### **Chapter 14**

- |          |          |                             |          |
|----------|----------|-----------------------------|----------|
| 11 - (C) | 12 - (B) | 13 - (A)                    | 14 - (D) |
| 15 - (B) | 16 - (C) | 17 - (D)                    | 18 - (D) |
| 19 - (B) | 20 - (C) | 21 - Khan Abdur Gaffar Khan |          |

### **Chapter 15**

- |          |          |                  |          |
|----------|----------|------------------|----------|
| 11 - (A) | 12 - (C) | 13 - (A)         | 14 - (C) |
| 15 - (B) | 16 - (A) | 17 - (B)         | 18 - (B) |
| 19 - (C) | 20 - (B) | 21 - J. L. Nehru |          |







