

STUDENT SUPPORT MATERIAL
Class XII
HISTORY



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

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New Delhi



संतोष कुमार मल्ल, भा.प्र.से.
आयुक्त

Santosh Kumar Mall, I.A.S.
Commissioner



केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

18, संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016
दूरभाष : 91-11-26512579, फ़ैक्स : 91-11-26852680

18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016 (India)
Tel. : 91-11-26512579, Fax : 91-11-26852680

E-mail : commissioner@kvsedu.org, Website : www.kvsangathan.nic.in

A WORD TO MY DEAR STUDENTS

It gives me great pleasure in presenting the Students' Support Material to all KV students of class XII.

The material has been prepared keeping in mind your needs when you are preparing for final exams and wish to revise and practice questions or when you want to test your ability to complete the question paper in the time allotted or when you come across a question while studying that needs an immediate answer but going through the text book will take time or when you want to revise the complete concept or idea in just a minute or try your hand at a question from a previous CBSE Board exam paper or the Competitive exam to check your understanding of the chapter or unit you have just finished. This material will support you in any way you want to use it.

A team of dedicated and experienced teachers with expertise in their subjects has prepared this material after a lot of exercise. Care has been taken to include only those items that are relevant and are in addition to or in support of the text book. This material should not be taken as a substitute to the NCERT text book but it is designed to supplement it.

The Students' Support Material has all the important aspects required by you; a design of the question paper, syllabus, all the units/chapters or concepts in points, mind maps and information in tables for easy reference, sample test items from every chapter and question papers for practice along with previous years Board exam question papers.

I am sure that the Support Material will be used by both students and teachers and I am confident that the material will help you perform well in your exams.

Happy learning!

Santosh Kumar Mall
Commissioner, KVS

FOREWORD

The Students' Support Material is a product of an in-house academic exercise undertaken by our subject teachers under the supervision of subject expert at different levels to provide the students a comprehensive, yet concise, learning support tool for consolidation of your studies. It consists of lessons in capsule form, mind maps, concepts with flow charts, pictorial representation of chapters wherever possible, crossword puzzles, question bank of short and long answer type questions with previous years' CBSE question papers.

The material has been developed keeping in mind latest CBSE curriculum and question paper design. This material provides the students a valuable window on precise information and it covers all essential components that are required for effective revision of the subject.

In order to ensure uniformity in terms of content, design, standard and presentation of the material, it has been fine tuned at KVS Hqrs level.

I hope this material will prove to be a good tool for quick revision and will serve the purpose of enhancing students' confidence level to help them perform better. Planned study blended with hard work, good time management and sincerity will help the students reach the pinnacle of success.

Best of Luck.



U.N. Khaware
Additional Commissioner (Acad.)

STUDENT SUPPORT MATERIAL

ADVISORS

- Shri Santosh Kumar Mall, IAS, Commissioner, KVS (HQ) New Delhi
- Shri. U.N. Khaware, Addl. Commissioner (Academics), KVS (HQ)

CO-ORDINATION TEAM AT KVS (HQ)

- Dr. V. Vijayalakshmi, Joint Commissioner (Acad), KVS (HQ)
- Mr. P.V. Sai Ranga Rao, Deputy Commissioner (Acad), KVS (HQ)
- Ms. Aprajita, AEO (Acad), KVS (HQ)

CONTENT TEAM

- Mr. Y. Arun Kumar, Deputy Commissioner, Agra Region
- Dr. Mahesh Chandra, PGT History, KV No. 1, AFS, Agra
- Ms. Alka Goyal, PGT History, KV Mathura Cantt
- Mr. Shankar Lal Meena, PGT History, KV No. 1, Kota
- Mrs. Niranjana Saxena, PGT History, KV No. 1, Gwalior
- Mr. Arimardan Kumar Mishra, PGT History, KV No. 2, Gwalior

REVIEW TEAM

- Mr. Jitender Singh, PGT (History), KV Sec-22 Rohini
- Mr. H.K. Tiwari, PGT (History), KV Janakpuri

Typing Type-setting & Designing

M/s Vijaylakshmi Printing Works Pvt. Ltd.

B-117, Sector-5, Noida-201301, Ph.: 0120-2421977, 2422312

E-mail: vpwpl.1972@gmail.com

CONTENTS

| Themes | Page No. |
|---|-----------------|
| 1. Bricks, Beads and Bones | 1-10 |
| 2. Kings, Farmers and Town | 11-18 |
| 3. Kinship, Caste and Class | 19-24 |
| 4. Thinkers, beliefs and buildings | 25-38 |
| 5. Through the eyes of travellers | 29-33 |
| 6. Bhakti-Sufi traditions | 34-38 |
| 7. An imperial capital: Vijayanagra | 39-41 |
| 8. Peasants, Zamindars and the states | 42-44 |
| 9. Kings and chronicles | 45-47 |
| 10. Colonialism and the countryside | 48-50 |
| 11. Rebels and the Raj | 51-53 |
| 12. Colonial cities | 54-56 |
| 13. Mahatma Gandhi and the nationalist movement | 57-60 |
| 14. Understanding partition | 61-62 |
| 15. Framing the constitution | 63-64 |
| 16. Model Question Paper | 65 |



THEME-1

BRICKS, BEADS AND BONES

The Harappan Civilization

Key concepts in nutshell

Period:-

- I. Early Harappan culture - Before 2600 BCE
- II. Mature Harappan culture-2600BCE to 1900 BCE
- III. Later Harappan culture-After 1900 BCE - 1500 AD

Extent of Harappan civilization:-

| | |
|-----------------------------|------------------------------|
| Northern boundary-Manda | Southern Boundary-Daimabad |
| Eastern boundary-Alamgirpur | Western boundary-Sutkagendor |

Characteristics of the Harappan Civilization :-

- (i) Planned Urban centre-unique feature of Mohan-jo-daro-Two Sections
 - a. The Citadel
 - b. The Lower Town
- (ii) Laying out drainage
- (iii) Domestic Architecture-
 - (a) warehouse / Granary
 - (b) Great Bath
 - (c) Brick used for construction of buildings
 - (d) Double story building

Other features

- (i) Seals and Sealings used to facilitate long distance communication
 - (ii) Use of weights, usually made of stone called chart, generally cubical, with no marking.
 - (iii) Burials-to lay the dead in pits were found in Harappan Civilization some graves contained pottery and ornaments indicating a belief that these could be used in after life.
 - (iv) Use of enigmatic script-writing found in objects like seals, copper tools, rims of jars, terracotta tablets, jewellery, bone rods.
- Some archaeologists are of the opinion that Harappan society had no rulers, whereas other archaeologists feel that there was no single ruler but several rulers.



- Several explanation for the decline of Harappan civilization are Climatic changes, deforestation, excessive floods, the shifting and / or drying up of rivers.

Metals Known :-

Gold, Silver, Copper, Bronze.

Scripts:-

The Harappan scripts are not yet undeciphered. There are 375-400 signs.

The script was written from right to left.

Craft:-

Chanhudaro was totally involved for craft production.

They were experts in bead makings, shell cutting, seal making,

Weight making. Lothal was also one of the important places for craft production.

Modes of Transportation:-

Bullock carts and Boats.

V. S. A (2 Marks)

Q.1 Our Knowledge about the Indus Valley Civilization is poorer than that of other civilizations, why?

Ans:-Because -

- We are not capable to read the script of that age till now.
- Dependency on only archaeological sources .i.e. Buildings, seal, beads etc.
- For other civilization literary sources are available unlike Indus Valley Civilization.

Q.2 List the raw material required for craft production in Indus Valley Civilizations and how these might have been obtained?

Ans:-

- Stone -like carnelian, jasper, crystal quartz, and steatite.
- Metal - like- copper, bronze, gold.
- Shell , faience and terracotta

Method of procuring material for craft production-

- A. They established settlement near the source of material -eg Nageshwar, Balakot
- B. They might have sent expeditions to areas such as the Khetri region of Rajasthan (for copper) and south India (for gold)

Q.3 What was the confusion in the mind of Cunningham while studying Harappa Civilization?

Ans:-



- He used the accounts left by Chinese Buddhist pilgrims who had visited India between the fourth and seventh century.
- He thought that Indian history began with the first cities in the Ganga Valley.

Q.4 What were the differences in techniques adopted by Marshall and Wheeler in studying Indus Valley civilization.

Ans:-

- Marshall tended to excavate along regular horizontal units, measured uniformly throughout the mound ignoring the stratigraphy of the site. Due to this technique valuable information about the context of these finds was irretrievably lost.
- Wheelers recognized that it was necessary to follow the stratigraphy of the mound rather than dig mechanically along uniform horizontal lines.

Q.5 What were the features of settlements of pre- Harappa period?

Ans:-

- They had no large buildings.
- There was a prevalence of agriculture and cattle rearing
- Some people were also engaged in sculpture.
- There was no well-planned network of roads and drainage system.

Q.6 How did the Harappans obtain red colour of carnelian?

Ans:-

- Harappans obtained red color of carnelian by firing the yellowish raw material and beads at various stage of production.

Q.7 How do we know about the social difference among the Harappans?

Ans:-

- By study of the structure of burials and things found from these burials.
- By classifying artifacts into useful and luxurious things.

Q.8 How you can say that the people of Mohenjodaro were concerned about their privacy?

Ans:-

- On the basis of residential buildings & special structures.
- The main entrance of the houses was made in such a way that it did not give a direct view of the interior or the courtyard.
- There were no windows in the walls along the ground level.

Q.9 Mention any four items found in the graves of the Harappans?

Ans:-

- Jewellery of both men and women ornaments consisting of three shell rings, a jasper (Semi precious Stones) Beads and copper mirror.



Q.10 What were the animals of Harappans civilization?

Ans:-

- Pet animals :- Cattle , Sheep , Goat , Buffalo , Pig
- Wild animal: - Boar, Deer, Ghariyal.

Q.11 List the food items available to the people in Harappan civilization?

- Products taken from plants
- Fish and flesh
- Wheat, Millet, Pulses, rice etc.

Q.12 How you can say that there was a break between the early Harappan and the late Harappan Civilization?

Ans:-

- There is evidence of large scale burning at some places or sites.
- The abandonment of certain settlements

S. A. (4 Marks)

Q.13 Why is Harappan script considered an enigmatic script or mysterious script?

OR

What are the main characteristics of Harappan Script?

Ans:-

- Because it is yet to be deciphered. Its mystery has still not been solved yet.
- It was not alphabetical. It had too many signs; all the signs symbolized certain things.
- The sign of this script were of the period 375 to 400.
- The script has been found on a variety of objects.

Q.14 Write a note on the agriculture technology of Harappans?

Ans:-

- The prevalence of agriculture is indicated by finds of grains in various sites of civilization Archaeologist have found evidence of a ploughed field at seals and terracotta sculpture indicates that the bull was known and oxen were used for ploughing.
- Two different crops were grown together.
- Canals and wells were constructed for irrigation. Traces of canals have been found in all the Harappan site of Shortughai in Afghanistan, Water reservoirs have been found in Dhaulavira.

Q.15 How can you say that the Harappan culture was an urban one?

Ans

- The cities was well planned into upper and lower town.
- The roads were straight and wide.
- The houses were made of burnt bricks and contained more than one storey. Every house had a well and bathroom.



- The Drainage system was excellent with house drains emptying into street drains.
- Existence of public buildings.
- Lothal had a dockyard and was an important trading Centre.

Q.16 Write a note on the drainage system of Harappa?

Ans:-

- The drainage was made of mortar lime and gypsum.
- They were covered with big bricks and stones which could be lifted easily to clean the drain .
- Smaller drains from houses on both the sides were laid on the main channel.
- Pits were provided for sewage for the houses.

Q.17 Discuss the functions that may have been performed by rulers in Harppan civilization?

Ans:-

- Some archaeologists say that Harappan society had no rulers and that everybody enjoyed equal status.
- Others feel there were no single ruler but several.
- Under the guidance and supervision of the rulers, plans and layout of the city were prepared.
- Big buildings, Palaces, Forts, Tanks, Wells, Canals, granaries etc were constructed under the supervision of rulers.
- Roads, drains were also constructed and cleanliness was maintained under the overall supervision of ruler.
- The ruler might have taken interest in promoting the farmer to increase production and the craftsmen to promote different handicrafts
- He maintained and controlled extra ordinary uniformity of Harappa's artefacts like
 - Seals, Weight and bricks.
- During foreign attack and natural disaster he used to play an active role by providing security and food,
- He used to issue common acceptable coins or seals, weight and measurements.

Q 18- Write a short note on the seals of Indus valley people.

Ans:-

- More than 2000 seals have been found at the various sites.
- They are made up of various materials such as steatite, faience, ivory, pottery etc.
- They are very informative regarding dress, ornaments, hair styles etc.
- By the seals we know about the religions, commercial activities, etc.



Q.19- What do you know about trade and commerce of Indus valley civilization?

Ans:-

- Internal Trade: - was advanced Mohenjo-Daro, Harappa were main trade Centre. Heavy and small weight has been found at these sites. These are made up in the multiple of two as 1:2:4:8:16 upto 12,800.
- There was strict control on weight and measure.
- International trade - They had trade relation with other countries such as Egypt, Oman.
- The trade was carried both by sea and land
- Probably the metals like gold, silver, Tin and copper and precious stones were imported from the other countries,

Q.20 - How did Harappan civilization come to an end?

Ans:-

- Some schools have tried to explain the important causes which led to the abandonment of the mature Harappan sites by 1800 B.C. Some of them are as follows:-
- By Floods - It is speculated that a sudden flood might have submerged the various town and buried them under the thick layer of mud.
- Due to the change in the course of Indus River.
- Climatic change - It is also possible that there was climate change and drought took place due to deforestation.
- Earthquakes - It is also probable that the nature itself turned the whole land upside down.
- Aryan Invasion - Some scholars say that Aryans were responsible.

Value Based Questions

Q 1:- What value do you attach to the work of Sir John Marshall in leaving India three thousand years older than he had found her?

- He was the director general of Archaeological Survey of India
- By his effort it was proved that there existed a great civilization in India which was contemporary of Mesopotamia.
- For this great - work we attach the value of thank fullness, indebtedness

Long Answer (8 Marks)

Q.21 How do archaeologist reconstruct the past?

Ans:-

- Recovering artefacts through excavation.
- Classification of finds that finds are whether tools or weapons or ornaments or



both or something meant for ritual use.

- An understanding of the function of an artifact is often shaped by its resemblance with present day things. Beads, pots are obvious examples.
- Archaeologists reconstruct religious beliefs and practices by examining seals, some of which seem to depict ritual scenes
- Archaeologists often move from known to unknown that is from present to past regarding the reconstruction of religious practices.
- Remains of crops or pits are studied to identify food.
- By observing the different layers of sites they try to find out different things for the information of Socio-economic conditions, religious and cultural life of past people.
- Archaeologists also try to identify the function of an artefact by investigating the context in which it was found.
- Use of indirect evidence eg. for clothing they depend on indirect evidence like description in sculpture.

Source Based Questions

Read the given passage carefully and answer the Questions that follow:-

"Evidence of an "invasion"

- Deadman Lane is a narrow alley, varying from 3 to 6 feet in width. At the point where the lane turns westward, part of skull and the bones of the thorax and upper arm of an adult were discovered, all in very friable condition, at a depth of 4ft 2in. The body lay on its back diagonally across the lane. Fifteen inches to the west were a few fragments of a tiny skull. It is to these remains that the lane owes its name. FROM JOHN MARSHAL, Mohenjo-Daro and the Indus Civilization, 1931.
- Sixteen skeletons of people with the ornaments that they were wearing when they died were found from the same part of Mohenjo-Daro in 1925.
- Much later, in 1947, R.E.M. Wheeler, then Director - General of the ASI, tried to correlate this archeological evidence with that of the Rig-Veda, the earliest known text in the subcontinent. He wrote:
- The Rig-Veda mentions pur, meaning rampart, fort or stronghold. Indra the Aryan wargod is called purandara, the fort destroyer.
- Where are - or were - these citadels? It has in the past been supposed that they were mythical ... The recent excavation of Harappa may be thought to have changed the picture. Here we have a highly evolved civilization of essentially non-Aryan type, now known to have employed massive fortification. What destroyed this family settle civilization?



- Climatic, economics or political deterioration may have weakened it, but its ultimate extinction is more likely to have been completed by deliberate and large - scale destruction. It may be no mere chance that at a late period of Mohenjo-Daro men, women, and children, appear to have been massacred there. On circumstantial evidence, Indra stands accused.

FROM R.E.M. WHEELER, "Harappa 1946", Ancient India, 1947.

In the 1960s, the evidence of massacre in Mohenjo-Daro was Questioned by an archeologist named George Dales. He Demonstrated that the skeletons found at the site did not belong to the same period: Whereas a couple of them definitely seem to indicate a slaughter, the bulk of the bones were found in contexts suggesting burials of the sloppiest and most irreverent nature. There is no destruction level covering the latest period of the city, no sign of extensive burning, no bodies of warriors clad in armour and surrounded by the weapons of war. The citadel, the only fortified part of the city, yielded no evidence of a final defense.

FROM G.F. DALES, "The Mythical Massacre Mohenjo-Daro", Expedition, 1964.

As you can see, a careful re-examination of the data can sometimes leads to a reversal of earlier interpretation.

Q1. Name the archeologist who presented this source?

Ans: John Marshall

Q2. Which argument of the destruction of Harappa civilization, does this excerpt indicates?

Ans: - This except indicates that the Harappa civilization was destroyed by foreign invasion.

Q3:- Who corrected this evidence with RigVeda? Why?

Ans:- R.E.M.Wheeler. Rig-Veda mentions pur, meaning rampart, fort or strong-hold. Indra, the Aryans' war-god is called purandara, the fort destroyer.

Q4:- Who propounded the theory opposite to this? How?

Ans :- George Dales. He hesitates to accept that this invasion was carried out by the Aryans. He demonstrated that the skeletons found at the site did not belong to the same period: Whereas a couple of them definitely seem to indicate a slaughter, the bulk of the bones were found in contexts suggesting burials of the sloppiest and most irreverent nature. There is no sign of extensive burning, no bodies of warriors clad in armour and surrounded by the weapons of war.

QUESTIONS BANK:

VERY SHORT ANSWERS

- Q.01: What is the meaning of culture?
- Q.02: Who is the father of Indian Archeology?
- Q.03: What are the sources to know Indus Valley Civilization?

SHORT ANSWERS

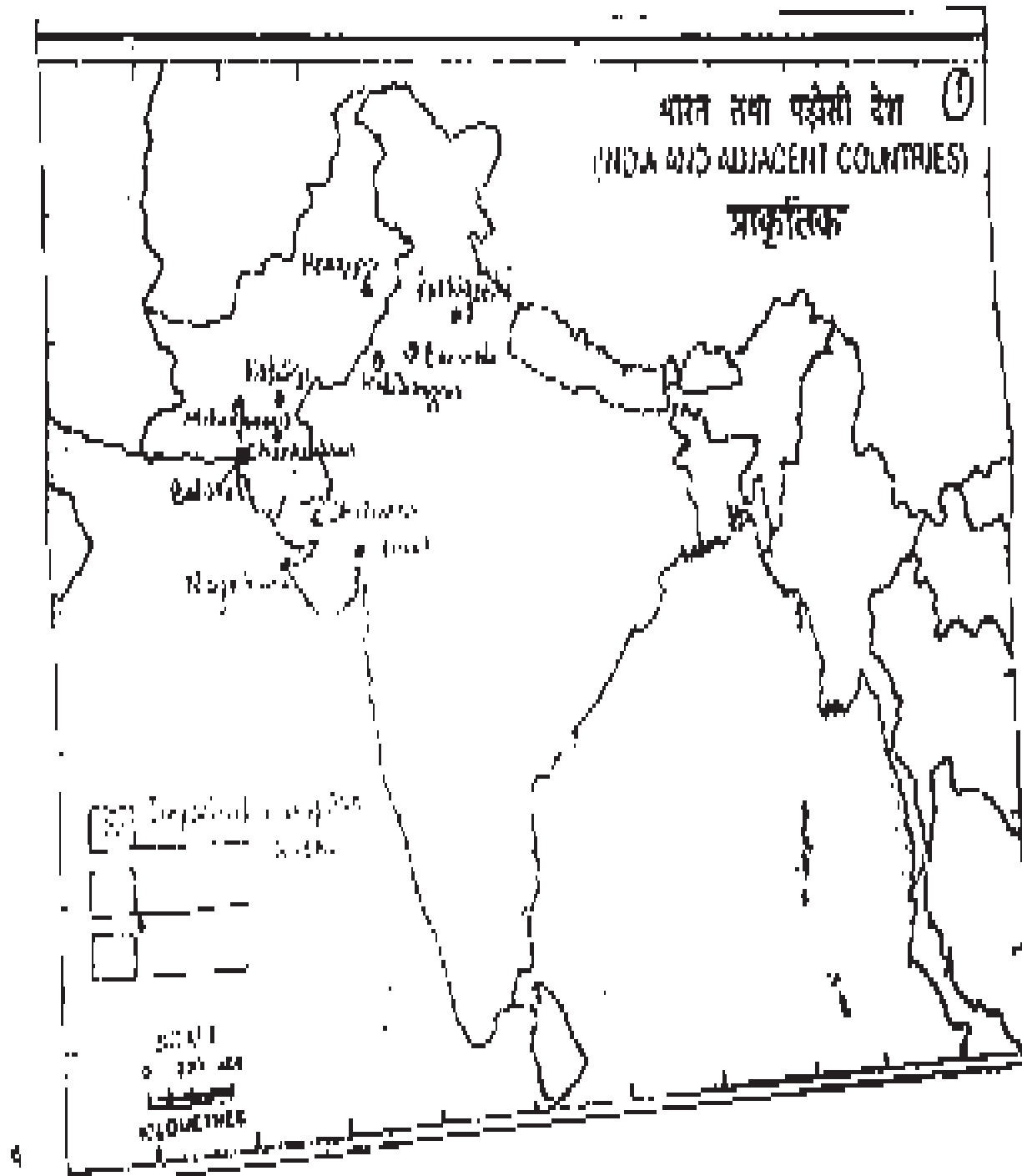
- Q.01: Explain drainage system of this civilization.
- Q.02: What were the main Industries in Indus Valley Civilization?

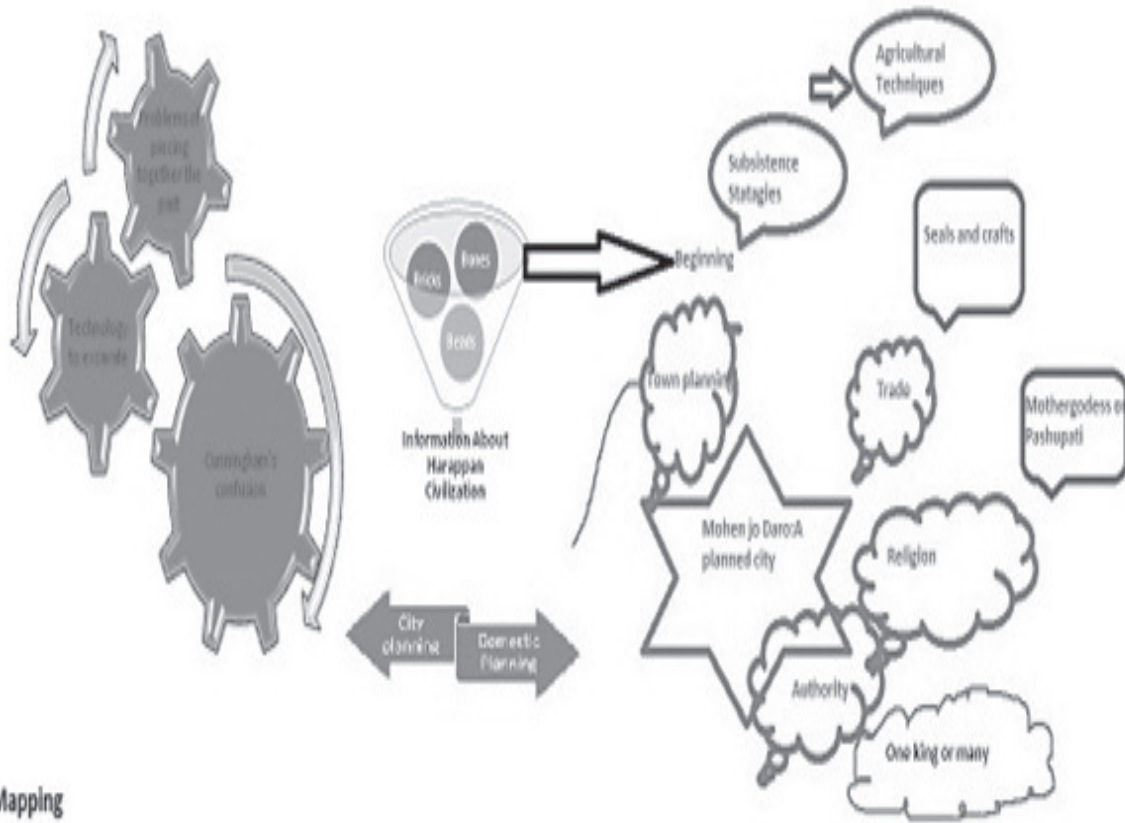
LONG ANSWERS

- Q.1 How do archaeologists reconstruct the past?

MAP BASED QUESTIONS

- On the outline map of India Show the main archaeological sites of Harappan Culture :-





Mind Mapping

page-10



THEME-2
KINGS FARMERS AND TOWNS
EARLY STATES AND ECONOMIES
(C. 600 BCE - 600 CE)

Key concepts in nutshell

Several developments in different parts of the subcontinent (India) the long span of 1500 years following the end of Harappan Civilization:-

- Rigveda was composed along the Indus and its tributaries.
- Agricultural Settlements emerged in several parts of the subcontinent.
- New mode of disposal of the dead like making Megaliths.
- By 600 BCE growth of new cities and kingdoms.
- 600 BCE major turning point in early Indian history.
- Growth of 16 Mahajanapadas. Many were ruled by kings.
- Some known as Ganas or Sanghas were Oligarchies
- Between the 600 BCE and 400 BCE Magadha became the most powerful Mahajanapada.
- Emergence of Mauryan Empire, Chandragupta Maurya founder of the empire extended control upto Afghanistan and Baluchistan.
- His grandson Ashoka, the most famous ruler conquered Kalinga.
- Variety of sources to reconstruct the history of the Mauryan empire archaeological finds especially sculpture, Ashoka's Inscriptions, Literary sources like Indica account of megasthenes, Arthashastra of Kautilya and Buddhist, jaina and puranic literature.
- Ashoka's Dhamma to hold his empire together.
- 16 Mahajanpdas - Vajji, Magdha, Kaushal, Kuru, Panchal, Gandhar, Avanti, Shuasena, Matsaya, Vatsa, Ujjayeni, Kashi, Malla, Anga, Kamboja, Ashmaka.

New Notions of Kingship

- By C 200 BCE emergence of new chiefdoms and kingdoms in several parts of the subcontinent.
- Cholas, Cheras and Pandyas in Tamilakam, known from Sangam text.
- Most of these states including Satavahanas and Shakas had control over long distance trade networks.
- Kushanas(First century BCE to first century CE) ruled over a vast kingdom extending from central Asia to north West India.
- Their history has been reconstructed from Inscriptions, Coins and sculptures which convey a sense of the notions of kingship.
- History of the Guptas (4th century CE) has been reconstructed from literatures, coins and inscriptions including Prashastis.



- What did subjects think about their rulers? Historians have tried to know this by examining stories contained in the Jatakas and Panchatantra.
- Strategies for increasing agricultural production - use of plough with iron plough share, introduction of transplantation and use of irrigation through wells, tanks, less commonly canals.
- Land grants to religious institutions or Brahmins, to extend agriculture to new areas or to win allies by making grant of land.
- Emergence of urban centers such as Pataliputra, Ujjayini, Puhar, Mathura etc.
- In the towns different types of people used to live such as washing folk, weavers, scribes, carpenters, potters, religious teachers, merchants, kings.
- Artisans and traders organized themselves in guilds or shrenis.
- Trading prevailed both in the subcontinent with east and North Africa, West Asia, South East Asia, China.
- India used to export spices, fine pearls, ivory, silk cloth, medicinal plants.
- Exchanges were facilitated by the introduction of the coinage. Punch marked coins made of silver and copper were amongst the earliest to be minted and used. The first gold coins were issued in (first century CE) by the Kushanas.
- James Prinsep an officer in the mint of the East India Company was able to decipher Ashokan Brahmi script in 1838.
- Limitations of Inscriptional evidence - (1) Technical Limitations - letters are very faintly engraved, damaged or letter missing, not sure about the exact meaning of the words.
(2) Historical Fundamental Problem-Issues related to political or economic significance may not have been recorded (i) routine agricultural practice (ii) Joy & sorrows of the people.

V. S. A. (2 Marks)

Q1. What is Megalith?

Ans:-

- Megalith was elaborate stone structure in central and south India in first Millennium B.C
- These were kept on burials

Q2. Why is six century B.C.E often considered as a major turning point in Indian History?

Ans:-

- Emergence of early states, cities growing use of iron.
- Use of coin.
- New Religion- Mainly Buddhism, Jainism.

Q3. Who were Dhamma Mahamatra?

Ans:-

- Special Officer appointed by Ashoka
- Appointed to spread the message of Dhamma.



Q4. Who were Kushanas?

Ans:-

- Important dynasty of ancient India.
- First to issue gold coins in India.

Q5. In which language and script Ashoka's scripts were written?

Ans:-

- Language - Prakrit, Aramic, Greek,
- Script - Brahmi, Greek, Aramaic and Kharosthi

Q6. Who was Gahapati?

Ans:-

- The Owner , master or head of household
- Owner of the resource - land, animal and other thing that belonged to the house hold.

Q7. Write any two sources of Mauryan History.

Ans:-

- Arthashastra of Kautilya.
- Ashoka's Inscriptions.

Q8. What were Mahajanpadas? Name a few important Mahajanpada?

Ans:-

- Hints- (i) Big states in 600 B.C in Northern India
(ii) Important Mahajanpada - (a) Magadh (b) Koshala (c) Avanti (d) Panchal
(e) Vajji (f) Gandhar

Q9. What is Manusmriti? What advice has been given to the king through it?

Ans:-

- Legal book, written in Sanskrit, compiled between 200 B.C to 200 A.D.
- Advice to king - Border security.

Q10. Name the two sacrifice / performed by kings during the Vedic times?

Ans:- (a) Rajsuya Yagya (b) Ashwamedha Yagya

Q11. The Inscription of land grants help us to understand rural society in ancient times "How?

Ans:-

- It - shows the relationship between the state and the farmers.
- Hunters, fisherman, sculptors and nomadic farmer were not under the control of feudal lord.

Q12. List some of the problems faced by epigraphists?

Ans:-

- Epigraphists - persons who study inscription
- Sometimes the words are engraved very lightly, so it is very hard to describe them.
- The inscriptions reflect the views of those who write them. So it may be biased

Q13. Describe briefly the sources for reconstructing the history of the Gupta rulers?

Ans:-

- Literary sources e.g. - Arthshastra by Kautilya.



- Description by foreigners - e.g. Fahiyān.
- By Prashastis - Harisen prashastis in Prayag.
- With the help of coins issued by various Kings.
- With the help of Inscriptions.

S. A. (4 Marks)

Q.14 What is the significance of the inscription of Ashoka in the Indian History?

Ans: -

- It helps to determine the extent of Ashoka's Empire.
- It tells about his religion and his thought
- It tells us about his policy
- This inscription throws light on the work done by Ashoka
- These are the beautiful specimen of Mauryan Art.

Q.15. James Princep provided a new direction to Indian political history how?

Ans:-

- He deciphered two scripts - Brahmi, Kharoshti.
- These inscriptions were used earliest inscriptions and coins
- He throws light on Mauryan ruler Ashoka
- The research of James Princep gave a new direction to Indian political history
- Scholars - (both Indian and Europeans) used the inscription and coins to draw information about the major dynasty.

Q.16. What method did the Kushanas adopt to attain upper social status?

Ans:-

- They represented themselves as a divine figure (Explanation).
- They prefixed the title Devputra before their name which means the son of God.
- They show themselves as Divine Kings.
- They constructed their vast statues.

Q.17. Why did the Kings or Powerful people donate land?

Ans:-

- It was an expansion policy of Agriculture in new fields.
- Kings donated land to find new supporters.
- To spread their power and glory by donating land.

Q-18 What factors were responsible for the Growth of Magadh from Mahajanpada to powerful Empire?

Ans:-

- Powerful ruler - Bimbisara and Ajatassattu, Mahapadma Nanda.
- Availability of Iron



- Fertile soil
- Availability of elephants in forest.
- Role of River - Ganga , Son, Punpun,

Q-19 Describe any five features of Mahajanpada?

Ans:-

Ruled by Kings, some were ruled by Ganas or Sanghas.

- Fortified Capital
- Permanent Army
- Functions of King to collect taxes and Tributes from people
- Dharmasutras laid down norms for Kings and other People.

Q-20 Value Based Questions.

1. Ashoka's Dhamma is fruitful even today. How?

Ans: - Because it teaches to respect elders, love for young and kindness to subordinate/servants.

- Religious tolerance to other religions.
- Liberal policies towards Bharmanas and learned persons.
- Non- Violence.

Q-21 How does inscription help in reconstruction of history?

Ans: -

- Knowledge about the rulers and their achievement (By prashasti)
- Script and language of that time
- Land grand and economic condition
- Extent of the empire
- Social and Religious conditions of Kingdom.

L. A. (8 Marks)

Q-22 What were the main features of Mauryan Administration?

Ans:-

- Central administration - King had Control over legislative, executive and Judiciary. Actually he was the most powerful person in empire.
- Providence Administration - the Empire was divided into many provinces governed by governor.
- Local Government - There was a committee of 3 members to maintain rules and regulations in Patliputra.
- Existence of cabinet to give advice and to help for running of Administration
- Five major political centers in empire
- Organized Army - a Committee with six subcommittees for coordinating military activity.
- To spread Dhamma Mahamattrra.
- Officers for the land revenue, irrigation and road.
- Strict Law and Order system was setup.
- Institution of spies was very strong and working effectively.



SOURCE BASED QUESTIONS

Q1. What the king's officials did?

Here is an excerpt from the account of Megasthenes:

Of the great officer of state, some ... superintend the rivers, measure the land, as is done in Egypt, and inspect the sluices by which water is let out from the main canal into their branches, so that everyone may have an equal supply of it. The same person has charge also of the huntsmen, and is entrusted with the power of rewarding or punishing them according to their deserts. They collect the taxes, and superintend the occupations connected with land; as those of the woodcutters, the carpenters, the blacksmiths, and the miners.

Questions:

- Explain the duties of the great officers of the state.
- Explain the role of sub-committees for coordinating military activities.
- What did Ashoka do to hold his empire together?

Answers:

- The great officers of the state under the Mauryas did a lot of duties. Some superintend the rivers, measure the land, and inspect the sluices by which water was let out from the main canals into their branches. All officers collected the taxes, and superintend the occupation concerned with land, as those of the woodcutters, the carpenters, the blacksmiths, and the miners.
- According to Megasthenes, they were about six sub-committees for coordinating military activities, one looked after the navy, the second managed transport and provisions, and the third was responsible for foot - soldiers, the fourth for horses, the fifth for chariots and the sixth for elephants.
- Besides laying the foundation of a strong administrative system, which he inherited from his grandfather Chandragupta Maurya, Ashoka tried to hold his empire together by propagating dharama and ensuring the well-being of his subjects in this world and the next.

QUESTIONS BANK

VERY SHORT ANSWER

Q.1 What were Mahajanpadas? Name a few important Mahajanpadas?

Q-2. Who were Kushanas?

Q-3. Write any two sources of Mauryan History.

SHORT ANSWER

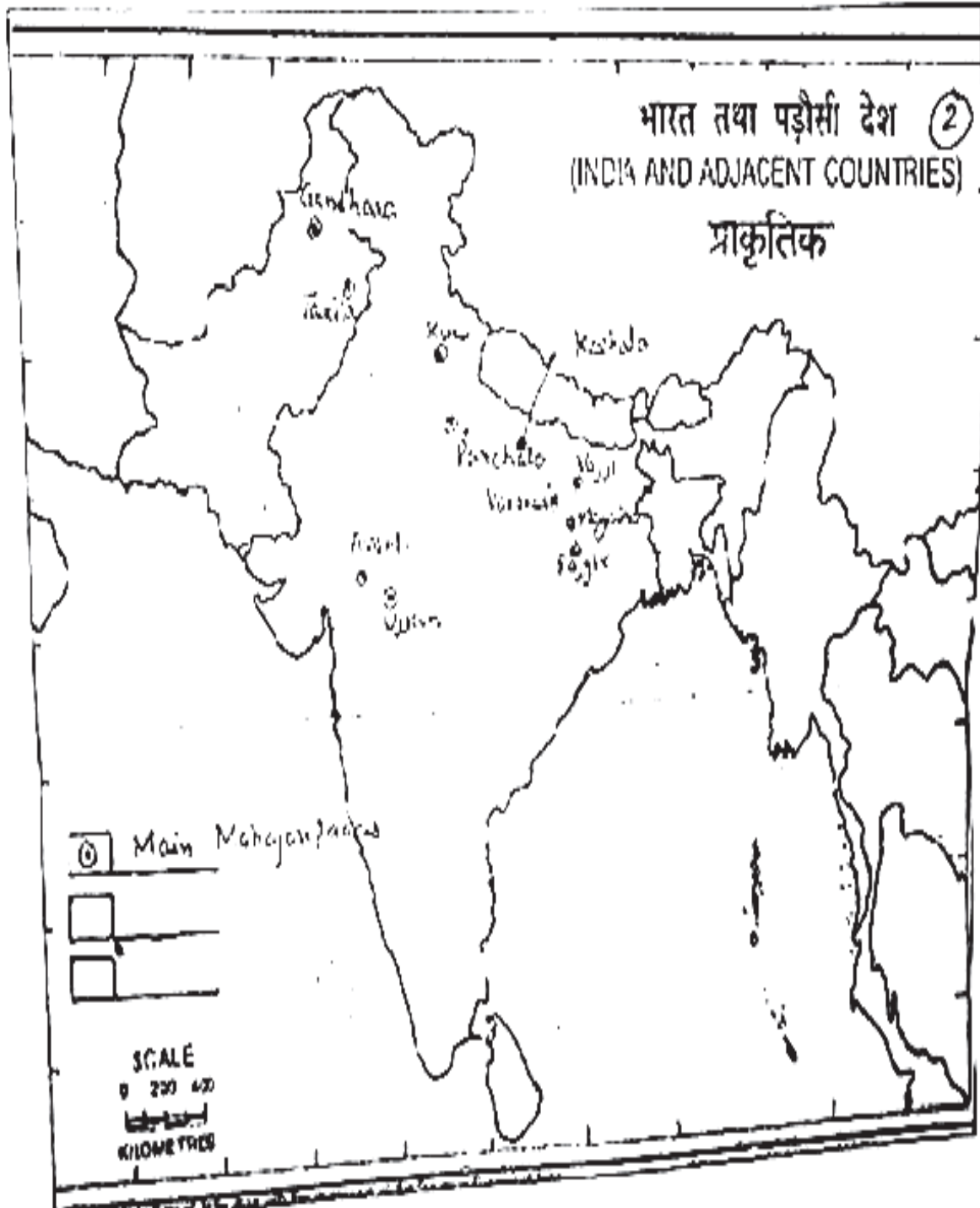
Q-1 What factors were responsible for the Growth of Magadh from Mahajanpadas to a powerful Empire?

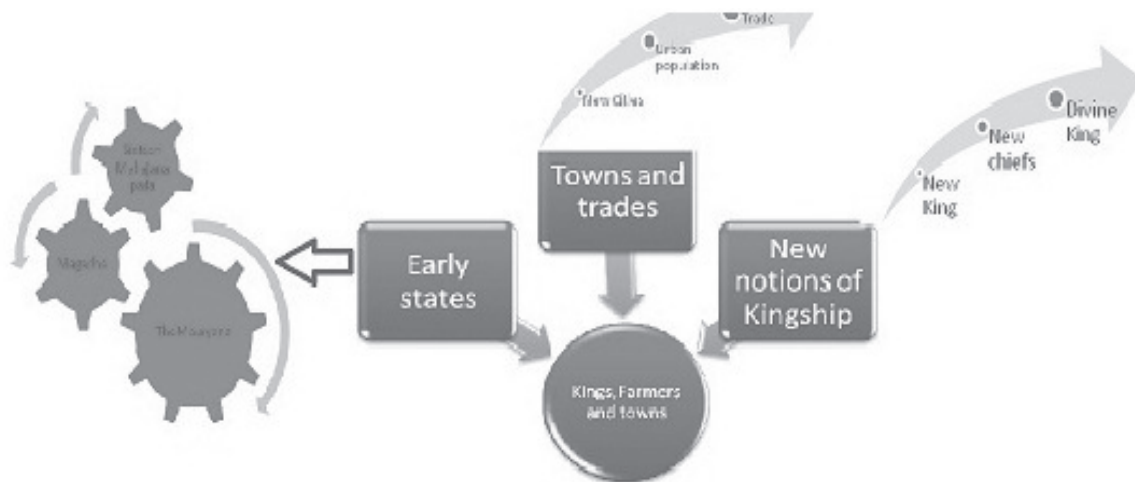
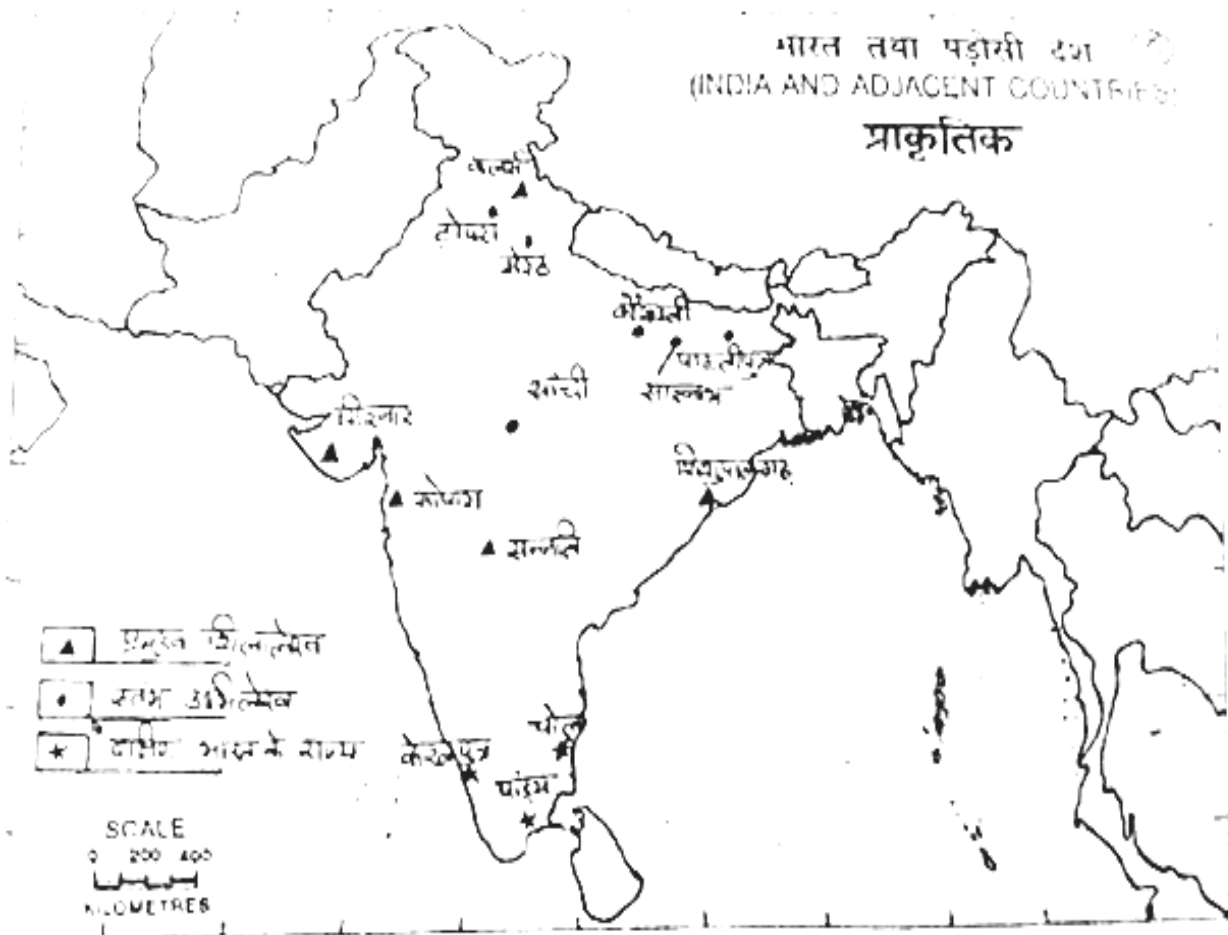
Q.2 What is the significance of the inscriptions of Ashoka in the Indian History?

Q-3 Describe any five features of Mahajanpada.

LONG ANSWER

Q-1 What were the main features of Mauryan Administration?





Mind Mapping



Theme-3

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

Key concepts in nutshell

Historians tried to understand the social set up, social practices during these periods. Therefore taken Mahabharata as a case study for better understanding of the concept. It covers wide range of social set up.

- family which is a unit and is part of large networks of people we define as relatives
- System of patrilineality - prevalent in north India
- Blood relations example two groups of cousins - the kauravas & the Pandavas
Both belonging to a single ruling family, that of the Kurus, a lineage dominating one of the janapadas.
Under Patrilineality, sons could claim the resources (including the throne in case of kings) of their father when the latter died.
- Rules of Marriage : Types of marriages - Eight
e.g. Endogamy - Marriage in own caste or place
Exogamy - Marriage out of his gotra
Polygyny- A system in which husband have more than one wife.
Polyandry- A system in which wife have many husbands.
- The Gotra of women - prevalent system
 - a. After marriage women had to give up fathers gotra and opt that of their husband on marriage.
 - b. Members of same gotra could not marry
- Importance of mothers - In north son was known by his father's name
In South Satvahana rulers were identified through metronymics (named derived from that of the mother)
Example Satvahana rulers -
Gautamiputra means son of Gautami (mother)
Vasisthiputa means son of Vasisthi (mother)
In North norms were laid down by the Brahmans in Sanskrit texts like Dharmashastra and Dharmasutras
- According to the Sutras only Kshatriyas could be a king
- It also talked about occupation and caste.
- Evolving jatis and social mobility - other than prescribed four varnas - i.e. Brahman, Kshatriya, Vaishya and Shudra. Other occupation like hunting, work of goldsmith or goldsmith or swarnakara, carpenter etc were put into jatis
- Varna and access to property



According to the Brahmanical texts kings depicted as wealthiest Priests also generally shown as rich - Mahabharata classified under two heads-

- a. Narrative - contains stories
 - b. Didactic -contains prescription about social norms, messages.
- Manusmriti is considered the most important Dharma Sutra and Dharmashastra. It was compiled between 200 BCE and 200 CE. This Laid down rules governing social life.
 - During Mahabharata age gotras were considered very important by higher verna of societies.
 - Social differences prevailed and integration took place within the framework of caste system.
 - The original version of Mahabharata is in Sanskrit.
 - It contains vivid descriptions of battles forest, palaces and settlements.

V. S. A. (2 Marks)

Q.1 What were the effects of several changes in between 600 BCE and 600 CE on societies?

Ans.

- Extension of Agriculture in to forested areas.
- Craft specialists often emerged as distinct social groups.

Q.2 What sources are used by Historian for understanding of social changes?

Ans.

- Textual Traditions.
- From Inscriptions.

Q.3 What do you understand by " The critical edition of the Mahabharata"?

Ans.

- One of the most ambitious projects of scholarship began in 1919.
- Under the leadership of a noted Indian Sanskritist V.s. Sukthankar.
- A team comprising a dozen of scholars initiated the task of preparing a critical edition of the Mahabharata.

Q.4 What was patriliney and Matriliney?

Ans.

- Patriliney Means trashing descent from father to son, Grandson and so on.
- Matriliney the term is used when descent is traced through the mother.

Q.5 What do you understand of Exogamy Marriage types.

Ans.

- Marriage outside the unit

Q.6 What were the terms of gotras? What were the rules of gotras?

Ans.

- Each gotra was named after a Vedic Seer and all those who belonged to the same gotra.
- Two Rules about gotra were particularly very important. Women were expected to give up their father's gotra and adopt that of their husband's gotra after Marriage.



Q.7 Why were mothers important in Satavahana rule?

Ans:-

- Satavahana rules were Identified through matronymic's (Names Derived from mother)
- Although this may suggest that mothers were important.

Q.8 What were the categories made by Brahmanas?

Ans:-

- Brahmanas Claimed the order in which they were ranked. First was divinely ordained.
- While placing group classified as shudras at the bottom of the social order.

Q.9 Describe the Duties of the Chandalas.

Ans:-

- They had to live outside the village.
- Use discarded utensils.
- Wear Clothes of the dead and ornaments of iron.

Q.10 What do you understand by the Term " Beyond the four varnas"?

Ans:-

- Brahmanas considered some people as being outside the system,they were called untouchable.'
- Some activities were " Polluting" those who performed such tasks designated as chandalas"

Q.11 What do you understand by stridhana (Woman's wealth)?

Ans:-

- According to Manusmriti women were allowed to retain the gift they received on the occasion of their marriage as stridhana.
- This could be inherited by their children.

Q.12 The historians which elements are considered by historians when they analyse text Book.

Ans:-

- They examine whether text were written in which languages. They also consider the kinds of text.
- They try to find out about the authors.

Q.13 What was the ancient Tamilkam?

Ans:-

- In Tamilkam there were several chiefdoms around 2000 Years ago.
- Amongst other things the chiefs were patrons of bards and poets who sang their praises.

Q.14 How Historians classify the contents of the Mahabharata?

Ans:-

- Narrative- Stories, designated.
- Didactic - Social Norms.

Q.15 How is Mahabharata a Dynamic text?



Ans:-

- Versions of the epic were written in a variety of languages.
- Several stories that originated in specific regions.
- At the same time the central story of the epic was often retold in different ways.

S. A. (4 Marks)

Q.1 Mention a rules of marriage as mentioned in the early text.

Ans:-

- The gift of a Daughter after dressing her in costly clothes and honoring her with presents of Jewels.
- The gift of a daughter by the father after he has addressed the couple with the text" May both of you perform your duties together.
- After having given as much wealth as he can afford to the kinsmen and to the Bride herself.
- The voluntary union of a maiden and her lover.

Q.2 What rules did the dharma sutras and Dharma Shastra's contain about the Ideal "occupations" of the four Varna's?

Ans.

- Brahmana's were supposed to study and teach the Vedas, perform sacrifices and give and receive gifts.
- Kshatriyas were to engage in warfare, protect people and justice, study the Vedas and get sacrifices performed.
- The last three occupations were also assigned to the Vaishya's ie crafts, Agriculture and trade.
- Shudras were assigned only serving the three "higher" varnas.

Q.3 What was Jati? How are they related to Varnas?

Ans.

- Jati in Brahmanical theory.
- Varna was based on Birth.
- Number of varnas were four.
- There was no restriction on the number of Jati.
- Jatis which shared a common occupation or profession were sometimes organized into shrenis or guilds.

Q.4 How could men and women acquire wealth in early societies?

Ans.

- For men wealth-Inheritance, Finding, Purchase, Conquest, Investment, work and acceptance of gifts from good people.
- For women - what was given at the time of the marriage, Bridal procession, Token of affection she got from her brother, mother or father and she could also acquire husband.



Q.5 Who was V.S. Sukthankar? What was his contribution in understanding the Mahabharata.

Ans.

- V.S. Sukthankar was a most famous Sanskritist.
- Under the sukthankar a team prepared a critical edition of the Mahabharata.
- Collecting Sanskrit Manuscripts of the text. Written in a variety of scripts.
- Ultimately they selected the verses that were common to most versions.
- And published these in several volumes.

L. A. (8 Marks)

Q.1 Discuss whether the Mahabharata could have been the work of a single author.

Ans.

- Probably composed by charioteer - bards known as sutas.
- From the fifth century BCE Brahmana's took over the story and began to commit it to writing.
- Also possible that the upheavals that often accompanied the establishment of these states.
- Where old social values were often replaced by new norms.
- Another Phase in the composition of the text between C 200 BCE and 200 C.E.
- Between 200 BCE and 400 BCE Large didactic sections was included the manusmriti.

PASSAGE BASED QUESTIONSS:

Draupadi's Marriage

Drupad the king of Panchal groined a competition where the challenges were to string a bow and hit target: the winner would be chosen to marry his daughter Draupadi. Arjuna was victorious and was garlanded by Draupadi. The Pandavas returned with her to their mother Kunti, who, even before she was saw them to share whatever they had got she realized mistake when shesaw Draupadi. But her command could not be violated. After much deliberation, Yudhisthira decided that Draupadi would be their common wife.

When Drupad was told about this, he protested. However, the seer Vyasa arrived and told him that the Pandavas were in reality incarnations of Indra. Whose wife had been reborn as Draupadi and they were thus destined for each other?

Vyasa added that in another instance a young woman had prayed to Shiva for a husband. And in her enthusiasm, had prayed five times instead of once. This women was known reborned as Draupadi and Shiva had fulfilled her desire convinced by these stories, Drupada consented to marriage.

1. What was the competition organized by the Panchala king Drupada for the marriage of his daughter? 1
2. What two explanations were given by Vyasa to convince king Drupada for Draupadi being the common wife of the Pandvas? 3



3. What form of the marriage was Draupadi's marriage to the Pandvas? Give two views of historians about the form of marriage. 3

Answers:

- Drupada organized a competition where the challenge was to string a bow and hit a target.
- Vyasa told that the Pandvas were in reality incarnations of Indra. He also told that a woman was blessed by Lord Shiva to have five husband was reborn as Draupadi.
- It was an example of polyandry. Some historians believe that such kind of marriage were perhaps prevalent in some section of societies. Some historians believe that such tradition was present in the Himalaya region.

(Questions Bank)

2 Marks Questions

1. What do you understand by the term Epic?
2. Give two Importance of Manusmriti
3. Were all kings Kshatriyas?
4. Define social classes.

4 Marks Questions

1. Who were Chandalas? What were the duties of Chandals laid down by Manusmriti?
2. Why were the Dharmashatras and Dharmasutra written?
3. How are all families not identical? Explain the kind of variations that occurred in ancient times.
4. The central story of Mahabharata reinforced the India of kinship and succession explains.

8 Marks Questions

- 1- How did Brahmana's create a Sharper Social Divide?



Theme- 4
Thinkers Beliefs and Buildings Cultural Developments
(C. 600 BCE-600CE)

Key concepts in nutshells

- Buildings of Sanchi are the most wonderful ancient buildings in the state of Bhopal.
- Buddhist, Jain and Brahmanical text, monument and inscription are the some of the important historical sources of the age of 600 BCE - 600 CE.
- Many were provided by rulers of Bhopal, Shahjahan Begum and her successor Sultan Jahan Begum to preserve the ancient sites.
- The Rigveda is a collection of hymns, Prais of many deities like Agni, Indra, Soma etc.
- The basic philosophy of Jainism already existed in north India. Even before the birth of Vardhamana Mahaveera.
- The Buddha was the most influential teachers of his times.
- Two traditions were included in modern Hinduism - Vaishnavism and Shaivism

V. S. A. (2 Marks)

Q.1 What were the main Principles of Jainism?

Ans.

- The entire world is animated
- The cycle of birth and rebirth is shaped through karma.

Q.2 What do you know about Tirthankars?

Ans.

- Those who guide men and women across the river of existence.

Q.3 What do you understand of early Vedic Tradition?

Ans.

- Early Vedic tradition known from the Rig-Veda compiled between c. 1500 and 1000 B.C.E.
- The Rig-Veda consists of human in praise of a variety of deities, especially Agni, Indra, and soma.

Q.4 What is Tripitaka?

Ans.

- After Buddha's Death his teachings were compiled by his disciples at a council of elders or senior monks at Vaishali
- These compilations were known as Tripitaka

Q.5 What is the Jain philosophy on Birth and rebirth?

Ans.

- According to Jainism the Cycle of Birth and Rebirth is shaped through karma.
- Asceticism and Penance are required to free oneself from this cycle. This can be achieved only by renouncing the world.



Q.6 How do we know about the Buddha's Teachings?

Ans.

- These have been reconstructed by carefully editing, translating and analysing the Buddha's texts mentioned earlier.
- Historians have also tried to reconstruct details of his life from hagiographies.

Q.7 What do you mean by Dharma Chakra Pravartana?

Ans.

- Dharma Chakra Pravartana means setting in motion the wheel of Dharma the first religious discourse of sermon delivered by Mahatma Buddha after attaining.

Q.8 Describe Hinayana and Mahayana-

Mahayan: by the first century C.E. there is evidence of changes in Buddhist way of thinking was called Mahayana. Idol of Buddha was worshipped.

Hinayana: Those who adopted the older tradition were known as Hinayana.

Q.9 What is vaishnavism and shaivism?

Ans. Vaishnavism is from Hinduism within which Vishnu was worshipped as the principal deity.

Shaivism- A tradition within which shiva was regarded as the chief god.

Q.10 What do you mean by the kutargarashala.

Ans. Teachers Travelled from Place to Place trying to convince one another as philosophy or the way they understand the world. Debates took place in the kutargarashala. Literally a hut with a pointed roof.

S. A. (4 Marks)

Q.1 Write Causes for the popularity of Buddhism.

Ans.

- Many people dissatisfied with existing religious practices and confused by the rapid social changes taking place around them.
- The importance to conduct and values rather than claims of superiority based on Birth.
- Younger and weaker than one self were ideas that men and women to Buddhism were trained.

Q.2 Discuss the Role of the begums of Bhopal in preserving the stupa of Sanchi.

Ans.

- Sahajan Begum and Sultan Jahan Begum provided money for the preservation of the ancient site.
- Sultan Jahan Begum funded the museum that was built
- Guest house was provided where John Marshal wrote the volume.
- She also funded the publication of the volumes.

Q3 Describe the unique features of the early temples.

- The First Temples to House images of gods and goddesses were also being built.
- The early temples were a small square room called the garbhagriha.



- A Tall structure, known as the shikhara.
- Temple walls were after often decorated with sculpture.

Q.4 Why is the mid first millennium BCE is regarded as a turning point in world history?

Ans.

- This time emergence of Zarathustra in Iran, Kongzi in china, Socrates, Plato and Aristable in Greece
- Manavira and Gautama Buddha among many others in India, tried to understand the mysteries of existence and the relationship between human beings and the cosmic order.

L. A. (8 Marks)

Q.1 Describe the factors that led to the growth of Puranic Hinduism in India During 6th century BCE.

Ans.

- Savior was not to Buddhism we find similar Ideas being developed in Hinduism.
- These included Vaishnavism and Shaivism.
- In such worship the bond between the devotee and the god was visualized as one of love and devation or bhakti.
- Vaishnavism cults developed around the various avators.
- Recognizing each of these local deities as a form of Vishnu.
- Shiva for instance was symbolized by the linga.
- To understand the meanings of sculptures. Historians have to be familiar with the stories.
- Women and shudras who did not have access in Vedic learning.
- Much of what is contained in the puranas evolved through interaction.

PASSAGE BASED QUESTIONS

Q.1 Read the given passage carefully and answer the Questions that follows-

Why were sputa's built This is an excerpt from the Mahaparinibbama Sutta Part of sutta pitaka As the Buddha lay dying Amanda asked him what are we to do Lord with remains of the Tathagata (another name for the Buddha)? The Buddha replied, "Hinder not yourselves Ananda by honoring 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 become in its presence calm of heart, that shall long be to them for a profit and joy.

- Q.1 What are the stupas? Who advised Ananda to build the stupa? 1
- Q.2 From which chapter has this excerpt been taken? It is a part of which book. 2
- Q.3 Who was the Tathagata? What had he told about the Importance of the stupa? 2
- Q4. Name any three Places where the stupas have been built. 2

Ans.The Stupa was the sacred place. They preserved the relics of Buddha Such as his bodily remains or the objects used by him all these things were buried in the stupas.



Ans. This excerpt has been taken from the Mahaparnibbhana Sutta." It was a part of the "Sutta Pitaka:

Ans. Tathagata was another name for the Buddha. He told Ananda that the honor to his worldly remains is not important. He laid stress on the importance of one's good deeds. The stupas should be erected on the holy places if anybody placed garlands of perfume or saluted them, he will not only get the peace of mind but also profit and joy.

Ans. The stupas were built at many places. The most important stupas existed at Bharhut, Sachi and Sarnath.

Question Bank

2 Marks Questions

- 1- Why were Buddhist Texts Prepared and Preserved?
- 2- What were stupas?
- 3- How was the structure of stupas?
- 4- What are the main principles of Jainism?
- 5- What do you know about the followers of Buddha?

4 Marks Questions

- Q.1 Explain the spread of Jainism in different parts of India.
- Q.2 Describe the impact of Buddhism on India Society.
- Q.3 Compare and contrast the views of Mahavira and Buddha with those of Brahmins.
- Q.4 Summarise the Journey of Buddha from his birth to the attainment of enlightenment

8 Marks Questions

- Q.1 "The Principle of ahimsa and renunciation emphasised by Jainism has left its Marks" Support the statement with Lord Mahavira's message.



THEME-5
THROUGH THE EYES OF TRAVELLERS

Perceptions of society
(C. Tenth to seventeenth century)

Key concepts in nutshell

- Al-Biruni was born in Khwarizm in present day Uzbekistan.
- Sultan Mahmud attacked Khwarizm and took Al-Biruni to his capital Ghazni.
- Al-Biruni wrote "Kitab-ul-Hind" also known as "Tahkik-a-Hind"
- Ibn-Battuta's travelling account "Rihla" gives a very interesting information of social and cultural life of India.
- Ibn-Battuta was attacked by bands of robbers several times.
- Whatever Bernier saw in India, compared it with European condition.
- Al-Biruni discussed several "barriers".
- Ibn-Battuta's wrote that Indian agriculture was very productive.
- Ibn-Battuta was greatly amazed by looking at the postal system.
- Bernier critically wrote his account "Travels in the Mughal Empire".
- Around 15% population in 17th century lived in towns in India.
- Bernier called Mughal cities as "camp town", which were dependent upon imperial protection for their survival.
- Bernier's description influenced western theorists like Montesquieu and Karl Marx.

V. S. A. (2 Marks)

Q.1. What were the elements of the practice of Sati that drew the attention of Bernier?

Ans.

- According to Bernier, the treatment of women in western and Eastern societies has a lot of difference.
- Child widows were forcefully burnt screaming in agony.

Q.2. Name two Portuguese writers who came to India.

Ans.

- Jesuit Roberto Nobili - in 16th Cen.
- Duarte Barbosa - Wrote about trade & society of Southern India.

Q.3. What does AL-Beruni write about the administration of justice in India?

Ans.

- Administration of Justice in India was as follows
- Crude and primitive in many ways - but also liberal and humane.
- Written complaints, cases were decided on the testimony of witnesses.
- Criminal Law was mild.



- Brahmanas were exempted from taxation and capital punishment.

Q.4. Give any one feature of the writing of the foreign travellers to India during the medieval period.

Ans.

- To some extent, the personal prejudices and interests of the travellers colour the versions given by them.
- In associating the historical data, the writer has to be extremely impartial.
- They wrote about social & cultural life in India during medieval period.

Q.5. What do you understand by Dawa and Uluq?

Ans. There were two types of Postal system i.e.

- Dawa - On Foot.
- Uluq - on horse

Q.6. Mention any two shortcomings of Ibn-Battuta's account.

Ans.- He didn't take notes of everything which he saw daily.

- Many things out of his memory.
- He also wrote those things which he heard from his friends.
- So in his account one finds such terrible mistakes as "wrong routes" and "wrong names" of the rulers.

S. A. (4 Marks)

Q.7. How did Ibn Battuta describe Indian cities?

Ans.

- Indian Cities were densely populated.
- Very Prosperous
- Streets were crowded.
- Market were bright and colorful & had a variety of goods.
- The Market were the hub of social & cultural activities and economic transactions.
- They had both a mosque and a temple.
- They had spaces for public performers

Q.8. Compare and contrast the perspectives from which Ibn Battuta and Bernier wrote their accounts of their travels in India.

Ans. Ibn Battuta's perspectives -

- Narrative style.
- Highlighted anything that was unfamiliar and different.

(b) Bernier's Perspective -

- He belonged to a different intellectual tradition.
- He was concerned with comparing and contrasting things in India with Europe.
- He emphasized the superiority of Europe.



- He perceived differences hierarchically and shows India inferior to the western world.

Q.9. Analyze the evidence for slavery provided by Ibn Battuta.

Ans. Evidence for Slavery -

- Slaves were openly sold in Market.
- Different types of slaves.
- Female slaves in the service of Sultan.
- Slaves were used for different kind of domestic work.
- Female slaves were appointed to keep an eye on the nobles of the Sultan.
- It was tradition to present slaves as a gift.

Q.10. Write a note on Kitab-UI-Hind.

Ans.- It's written by AL-Biruni in Arabic.

- It's simple, lucid and easy to understand.
- It has 80 chapters.
- Varied topics e.g. religion, philosophy to customs, social life, metrology.
- Most of chapters beginning with a Questions followed by a description and concluded with a comparison with other culture.

Q.11. Describe the Social condition of India as described by Al-Biruni in the 12th Century.

Ans.

Social Condition of India.

- Child marriage.
- Widows were not allowed to remarry.
- Practice of Sati was in vogue.
- Uncultured people were polytheists, but the cultured classes' believed in one god.
- No one popular Religion of India at that time.
- About 42 religions in the country.
- Hinduism was divided into number of sects.

L. A. (8 Marks)

Q.12. Describe the extent to which Bernier's account enables historians to reconstruct contemporary rural society.

Ans.

- In the Mughal Empire all land was owned by the emperor.
- Lack of Private property.
- Crown ownership was disastrous for both economy and society.
- Land couldn't be inherited by their heirs.
- Land holders ignored the improvement in land.



- Resulted - decline in agricultural yields, oppression of the peasantry, decline in living standards of all sections of society.
- There were only two classes - rich ruling class and poor class - no middle class existed in India.
- Many European travellers were influenced by Bernier's view. But this presents an erroneous picture.

Q.13. Discuss Al-Baruni's is understanding of the caste system.

Ans.

- Caste System was influenced by Sanskrit texts.
- There were four Vernas i.e. Brahman, Kshatriya, vaishya and shudra.
- He pointed out about ancient Persian society which was also divided into four categories.
- He was against the notion of pollution.
- According to the law of nature anything which becomes impure, ultimately becomes pure again.
- He realized that the caste system was not as rigid as portrayed in Sanskrit text.
- Untouchables were expected to provide inexpensive labour to peasants and zamindars.

Para Based Questions

The bird leaves its nest. Pg. 118

Q.14. This is an excerpt from the Rihla:

My departure from Tangier, my birth place, took place on Thursday..... About 30 years after he had set out.

- (i) Who was Ibn Battuta? Which book did he wrote?
- (ii) For how long did Ibn Batuta remain at the court of Muhammad Bin Tughlaq?
- (iii) Name the countries which Ibn Battuta crossed before came to India?

Ans.- Ibn Batuta was a Moroccan traveller; He wrote a book called Rihla - description of his journey.

- For eight years at the court of Tughlaq.
- Egypt, Palestine, Arabia, Persia, Oman, Eastern Africa, Mecca, Syria & reached Delhi in AD-1333.

Value Based Questions

Q.15. Travels were more difficult and risky in 14th Century". Do you agree with the state?

Ans. Yes, because -

- Always danger of robbers.
- Travellers felt home sickness and fell ill.

Q.16. What were the main objectives of Bernier's writing behind the "Travels in the Mughal Empire?"

Ans. The main objectives of Bernier -



- To compare India with the European Conditions.
- Europeans may take correct decision regarding India.
- To highlight the Europeans Supremacy.

Q.17. With which objectives did the people travel?

Ans. Main objectives of people to travel.

- In search of job opportunities.
- To expand their trade.
- To escape from any threat of natural calamity.
- In form of Soldier and priest.

Map Work

Q.18. On the online map of the world, Marks the countries visited by Ibn Battuta, What are the seas that he might have crossed?

Ans. Countries visited by Ibn Battuta:

1. Morocco
2. Syria
3. Persia
4. Oman
5. India
6. Sri Lanka
7. Iraq
8. Mecca
9. China
10. Maldives
11. Sumatra (Indonesia)
12. Yamen

Name of Seas:

1. North Atlantic Ocean
2. Indian Ocean
3. Arabian Sea
4. South China Sea
5. South Atlantic Ocean
6. Red Sea
7. Bay of Bengal
8. East China Sea



THEME-6

BHAKTI - SUFI TRADITIONS

Changes in Religious Beliefs and Devotional Texts

(C. Eighth To Eighteenth Century)

Key concepts in nutshell

- From 8th to 18th century striking feature was a visibility of wide range of gods and goddesses in sculpture & text.
- There was integration of cults-composition, compilation & presentation of puranic texts in simple Sanskrit verses.
- Tantric forms of worship-more prevalent among women.
- Bhakti traditions classified into saguna (with atheist) and nirguna (without from attracts worship of abstract form)
- The Alvars and Narayanars of Tamilnadu- The worshippers of Vishnu and Nayanars-devotees of Shiva-common features-travelled singing hymns in Tamil.
- Alvars & nayanars initiated movement against caste system & dominance of Brahamans: Nalayiradivya-prabandham-important composition of Alvars equal to four Vedas.
- Status of women-composition of Andal (a women Alvar) popular, songs of Karaikkal Ammai were widely sung.
- State patronage in south for Vedic gods rather than Jainism & Buddhism, Cholas patronized brahminical tradition, making land grant as to lord Shiva at Gangaikonda-Chola puram bronze sculpture of Shiva.
- Singing of hymns under royal patronage were encountered-Chola ruler Parantaka-I consecrated metal image of Appar, Sambandar and sundarar in Shiva temples.
- Karnataka saw a new movement under Basavanna a brahamana in court of Chalukyan ruler-his followers Virashaivas (heroes of Shiva) or Lingayat (wearers of Linga) - important community to this day - who worship Shiva in form of a linga.
- Lingayats challenged idea of caste and questions the theory of rebirth. They encountered remarriage of widows.
- North India saw the emergence of Rajput states which patronized Brahmans - performed secular & ritual function. The Naths, Jogis, siddhas also.
- Though guided by Ulema, rulers followed a flexible policy granting religious tax exemptions to non Muslims sometimes.
- Those who accepted Islam in India accepted in principal the five pillars of faith but these were overlooked with deviation in practice derived from local customs & affiliations. (Sunni, shia) some like in Malabar court adopted local language.
- Sufism - Sufis were critical of dogmatic definitions & scholastic method of interpreting - Quran. They emphasized interpretation of Quran on basis of personal experiences.
- Chishtis - were a part of Sufis hospices of khanqah were small rooms & halls for students to live & pray. Life in chishti khanqah was like the life of a monastery & catered to all



travellers rich or poor. Shaikh Nizamuddin Auliya had many followers.

- The practice of visits to dargahs gained prominence by 14th century - -shrines became very popular. Also music & dance & mystical chants were performed to evoke divine ecstasy.
- The Bhakti movement saw the emergence of poet saint like Kabir where poems written in form in which every meaning are inverted.

Q.1. What were the four major Principles of Islam?

Ans.

- Belief in one god Allah and Prophet.
- Namaj (Five times every day).
- Zakat (Give alms to the poor).
- Haj visit.
- Fasting during the month of Ramzan.

Q.2. What were the main teachings of the Lingayats? 2

Ans.

- Against the caste system.
- Questioned belief in the theory of rebirth.
- Not believed in Child marriages.
- Encouraged widow's remarriage.

Q.3. Discuss the ways in which the Alwars, Nayanars and the Virashaivas expressed critiques of the caste system? 3

Ans.

- The followers (Bhaktas) came from different social background.
- They challenged the idea of caste and pollution attributed by Brahmanas.

Q.4. Which Tamil text is known as Tamil Veda? 2

Ans.

- The Nalayira Divyaprabandham - composed by Alwar Saints.
- It is as important as Four Sanskrit Vedas.

Q.5. Who were Andal and Karaikkal Ammaiyar? What were their contributions?

Ans.

- Andal - Woman Alwar - She composed many poems.
- Karaikkal Ammaiyar - devotee of Shiva. She adopted the path of extreme asceticism to gain her goal.

Q.6. State how historians of religion have classified Bhakti tradition?

Ans.

- Bhakti traditions into two broad categories,
 - (i) Saguna - with attributes.



(ii) Nirguna - without attributes.

S. A. (4 Marks)

Q.7. Analyze the influence that the Tamil Bhakti Saints had on the Chola Rulers.

Ans.

- By giving land grants and constructing temples of Vishnu and Shiva.
- Sculpture of Shiva as Natraja was also produced.
- To ensure the stability of Chola Kingdoms, they supported these saints.
- These kings introduced the singing of Tamil Shiva hymns in the temple.
- Took initiative to compile these hymns into text called Tevaram.

Q.8. Describe the main features of Life in Shaikh Nizamuddin's Khanqah.

Ans.

- Situated in Ghiyaspur.
- Several small rooms and a big hall for prayer.
- Shaikh met visitors in morning & evening.
- It was also a Centre of refuge.
- Langar system was also there which ran on futuh (unasked for charity).
- Many eminent personalities also visited here.
- Certain practices were performed at Khanqah.
- Shaikh appointed several spiritual successors.

Q.9. Analyze the relations which existed between the Chisti Sufi Saints and the State.

Ans.

- Sufi Saints maintained distance from Worldly affair, but accepted grants and donations from state.
- Kings set up charitable trust, gave tax free lands.
- Donation disbursed to meet their daily requirements.
- Donation was not used for personal use.
- Kings often needed the Support of the Sufi Saints for their decisions.
- Kings constructed their Tombs near Sufi shrines and Khanqahs.
- Both (The kings and Saints) expected certain established rituals to be performed. Eg. Prostration, kissing of the feet.

Q.10. Explain with examples what historians meant by the integration of cults?

Ans.

- Two processes were at work, e.g. dissemination of Brahmanical ideas.
- The efforts of Brahmanas to rework the belief and practices of other social categories, women & Shudras.
- Deity Jagannaatha was said to be a form of Vishnu.
- Vishnu was visualized in different forms.



- The worship of goddess in the form of a stone smeared with ochre was wide spread.
- Local deities were made a part of the puranic traditions.

Q.11. Describe the growth of Chishti Silsila of Sufism.

Ans.

- There were numerous orders of the Sufis in India.
- Eg, Chishti, Suharwardi, Qadiri, Nakshbandi etc.
- In India Chishti was most important order.
- They established themselves at Ajmer, Delhi, Uttar Pradesh, Bihar, Bengal, Orissa and the Deccan.
- Shaikh Muinuddin Chishti - called the Khwaja was the first saint of chishti order.
- Other important Saints were Shaikh Qutbuddin Bakhtiyar Kaki, Shaikh foriduddin Ganj-i-shakar, Shaikh Nizamuddin Auliya, Baba Farid etc.
- They converted the Hindus to Islam.
- They used the language of people to propogate the ideas.
- Establishment of Khanqahas - for meeting people.
- They spread Islam among lower castes also.
- Mullas were also popular.
- Sultans also granted rent free lands to the Khanqahs and to their Shaikhs.
- The textual traditions are written in several styles and languages.

Q.12. Describe the origin of Bhakti Movement.

Ans.

Causes of the Origin of the Bhakti movement

- Evil practices of the Hindus.
- Fear of spread of Islam.
- Influence of Sufi Sects.
- Influence of Vaishnavism.
- Emergence of Great Reformers - eg. Namdeva, Ravidas, Ramanand, Surdas, Tulsidas, Mirabai, Kabir etc.

L. A. (8 Marks)

Q.13. Analyze with Illustrations, why Bhakti and Sufi thinkers adopted a variety of language to express their opinions?

Ans.

Bhakti and Sufi thinkers adopted a variety of language due to following reasons.

- To ensure their teachings spread rapidly and gained acceptance among the local population.
- Chishti saints conversed in Hindavi.
- Baba Farid composed verses in the local languages.
- Masnavis (long poems) expressing ideas of divine love using human love as an allegory were composed.



- Malik Muhammad Jayasi's Padmavat revolves around the romance of Padmini and Ratansen.
- In Karnataka (Bijapur) short poems were written in Dakhani (a form of Urdu).
- These poems sung by women while performing household chores. Lorinama of Shadinama was other compositions.
- Sufis were influenced by the Kannada Vachanas and the Marathi adangs of the saints of Pandharpur.

Value based Questions

Q.14. The message of Baba Guru Nanak is spelt out in hymns and teachings. He firmly repudiated the external practices of the religions he saw around him. He rejected sacrifices, ritual baths, image worship, austerities and the scriptures of both Hindus and Muslims.

- (i) What were the main teachings of Guru Nanak?
- (ii) What values do you learn from this passage?

Ans.

- GuruNanak was against rituals, superstitions, caste system, and Brahmanical domination.
- He wanted to achieve a synthesis between the doctrines of Islam and Hinduism.
- The value are rationalism i.e. to apply reason not to follow religious practice blindly, Humanism - i.e. to treat all equally, secularism - To have respect for all religions.

Passage Based Questions:

Q.15. The Pilgrimage of the Mughal Princes Jahanara, 1643. After praising one God.. this lovely fakir (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 and having taken off the rose scarf that I had on my head, I placed it on the top of the blessed tomb.....

- (i) Who made the trip to Ajmer and why?
- (ii) Who funded the initial construction of this saint's tomb and which king was the first to visit this Shrine?
- (iii) Why did this Shrine become popular?

Ans.

- Jahanara and Shah Jahan, to seek blessings from Saint Muinuddin Chishti.
- Sultan Ghiyasuddin Khaliji funded and Muhammad Bin Tughlaq visited first.
- Because of the piety and austerity of the Shaikh, greatness of his successors and patronage of royal visitors.

Map work.

Q.16. On the outline map of India, Plot Three major Sufi Shrines and three places associated with temples (one each of a form of Vishnu, Shiva and the goddess).

Ans.- Ajmer - Khawaja Muninnudin Chishti.

- Lahore - Data Ganj Baksh.
- Pak pattan (Pakistan) - Sheikh Farid Shakhaar Ganj.
- Calcutta - Goddess Durga Temple.
- Karnataka - Nayanar (Shiva) Alvar (Vishnu) Temple.



THEME -7

**AN IMPERIAL CAPITAL Vijay Nagar
(C. Fourteenth to sixteenth Century)**

Key concepts in nutshell

- Discovery of Hampi - In 1799 the first British antiquarian Coli, Mackenzie. First surveyor general of Indian visited the ruins of Hampi, collected some manuscripts, had some water colours painted on monuments and made the first map of the site.
- The Rayas, Nayakas and Sultans - Harihara and Bukka asserted their independence of the Delhi sultanate and established the kingdom of vijayanagar on AD 1336.
- Kings and trading class - The warfare depended mainly upon powerful cavalry. The Portuguese settled on the west coast of India in attempt to establish their trading and military stations.
- The climax and decline of Vijay Nagar Empire - Krishadeva Raya was an able administrator. He built dams for irrigation. He build magnificent places and temples. Its ruler Rama Raya was miserably defeated on the battlefield of Rakshasi - Tangadi. Talikota in A.D. 1565. The victorious armies plundered and destroyed the city of Vijay nagar.
- Vijyanagar Hampi Architecture - The Vijyanagar architecture (Hampi Architecture) of the period (1336-1365) was unique building style evolved by the imperial vijayanagar empire.
- Hampi Bazar - Portuguese travellers Paes and Nuniz visited hampi in the mid 15th century. They give an account of Hampi Bazar thus "in this street lived many merchants and there you will find all sort of rubies, diamonds pearls and cloths that you may wish to buy".
- Building and palacus - we know today about the vijayanagar palaces and building is derived from the archeological excavations at Hampi as no royal palaces structures have survived.
- King royal enclosure - Another important building at Hampi is the kings royal enclosure. Paes tells against the gate there were two circles in which there were the dancing women richly arrayed with many jewels of gold and diamonds and many pearls.
- Mahanavami dibba - The Mahanavami dibba is located on one of the highest points in the city. It is a very large platform rising from a base of about 11000 feet to height of a 40 feet. It seems that it supported a wooden structure.
- Forts of Vijay nagar - in the constant struggle for power, fort and fortified settlements were a potent symbol of authority. The rulers of Vijaynagar empire created the cities with the main object of protection against invasions. The city itself was a fortress and designed as such in every manner.

V.S.A. (2-Marks)

1. Who was Colonel Colin Mackenzie?

Ans.a).An employee of the English East India Company.

b).Ruins at Hampi were brought to light in 1800

2. What is Amara - Nayaka System?

Ans.It was a major political innovation of the -



- a) Vijayanagara Empire
 b) Many features of this system were derived from Delhi Sultanate.
3. Why do you think agricultural tracts were incorporated within the fortified area?

Ans. To be prepared for their protection against the sieges.

Q.4 What do you know about Gopuram and Mandpam?

Ans:

1. Gopuram is a large pyramidal tower constructed over the entrance gate of a temple.
2. Mandapam were pillared outdoor the hall for public rituals

S.A (4 Marks)

1. Describe the main features of the temples in Vijayanagara Empire.

Ans. 1. Architects were influenced by the Indo-Islamic architectural styles.

2. Huge structure of temple.
3. Gopuram and Mandapas.
4. Temples were the symbol of Kings Power and resource.
5. Building of story upon story above the "garbhagriha" called Vimana.
6. Architecture was 'Dravida Style' but it had its own distinct features.
7. Temples have a Kalyanamandapa, used to music, dance, drama etc.

2. How were the water requirements of Vijayanagara met?

Ans. a. Water requirement of Vijayanagara were met by the river Tungabhadra.

- b. Tanks were made to overcome this problem.
- c. Kamalapuram tank was used for irrigation and needs of the royal centers.
- d. Hiriya canal was the most prominent water works.

Long Answer - (8 Marks)

1. Describe the main causes responsible for the downfall of Vijayanagara Empire.

Ans. 1. Weakness of the Central Government.

2. Weak successor.
3. Rules of the different dynasties.
4. Continuous struggles against Bahamani Empire.
5. Role of Army.
6. Battle of Talikota.

2. Describe the salient features of the administration of Vijayanagara Empire.

Ans. 1. The King.

2. Cabinet minister.
3. Provincial Government.
4. Local administration.
5. Judicial administration.



6. Financial administration.
7. Amar Nayak System.
3. Describe the contribution of Krishnadeva Raya the greatest King of the Vijayanagara.
Ans. 1. His period is characterized by expansion and consolidation.
 2. Broad toleration prevailed in his empire.
 3. After a series of battles Vijayanagara emerged as a strongest military power.
 4. Preach and Prosperity.
 5. Efficient administration under his sway.
 6. Productive agriculture.
 7. Flourished inland coastal and overseas trade.
 8. He was a great builder.
 9. He was a scholar of Telugu and Patron of Telugu, Kannada and Tamil poets.
 10. He was a man of justice.



THEME-8

**Peasants, Zamindars and the State
Agrarian Society and the Mughal Empires.**

(C. sixteenth - Seventeenth centuries.)

concepts in nutshell

1. Peasants and agricultural production - Geographical Diversity Looking for sources - Historical Epic and Records, Important chronicles - Ain-i-Akbari, Records from Gujrat, Maharashtra and Rajasthan. Peasants and their lands - cultivation was based on the principle of individual Ownership.
Irrigation and Technology - Expansion of agriculture, monsoon remained the Backbone of Indian agriculture, artificial system of irrigations had to be devised, Agriculture often harnessed cattle energy. An abundance of crops - two major crops - the kharif and the rabi, new crops came from different parts of the world.
2. The village community. Caste and rural milieu - Rajputs are mentioned as peasants. Panchayats and headman - The panchayats was usually a heterogeneous body, the headman was chosen through the consensus of the village elders, functions of the panchayat. Village artisans - The existence of substantial members of artisans. A little republic - deep inequities based on caste and gender distinctions.
3. Women in agrarian Society - women's role in the production process, high mortality rates among women, women petitioned to the panchayat, hindu and muslim women inherited zamindaris.
4. Forest and tribes - Beyond settled villages, livelihood came from the gathering of forest produce, hunting and shifting agriculture, jungles provided a good defence. Inroads into forests - the state required elephants for the army, hunting expeditions by the Mughals, the spread of commercial agriculture.

VSA (2 Marks).

1. Name any two sources that provides the information about the agriculture in Mughal Period.

Ans.i.Ain-i-Akbari

ii.Accounts of foreign travellers.

iii. Records of British India.

2. Why did the Mughal Emperor take interest in developing agriculture ?

Ans.Because it was the main source of income of the empire.

3. Who were the Khud-Kashta and Pahi-Kashta ?

Ans.They refers to two kinds of peasants -

Khud-Kashta - were residents of the Village in which they held their land.

Pahi-Kashta - were nonresident cultivators.

4. Write the factors responsible for the expansion of agriculture during 16th and 17th century.

Ans.1.Excess of land.

2. Availability of labourers.



3. Irrigation facilities.

5 . Is it correct to say The village as a little republic?

Ans.1.No, there was individual ownership of assets and deep inequities based on caste and gender.

2.Powerful groups, exploited the weaker sections.

S.A. (4 Marks)

1. What was the role of Village Panchayats and Headman?(Head Panch)

Ans.1.Panchayat was headed by a headman.

2. Panchayat derived its funds from contributions made by individuals.

3. Entertaining revenue officials who visited the village.

4. Community welfare.

5.Ensure the caste boundaries

6.To oversee the conduct of the member of the village community.

7.Authority to levy fines and give punishment.

2. Describe the role played by women in agricultural Production.

Ans.1.They worked with men in the field

2.Women sowed, weeded and threshed the harvest.

3. Spinning yarn, making clay, pottery, embroidery.

3.Give a brief account of land revenue system of Mughals.

Ans.1.Land Revenue was the main source of the income.

3. It consists two stages - i) Assessment ii)Actual collection.

3.Control over agricultural Production and fixation of the tax.

4.Revenue office - Amil Guzar.

5.Payment of tax - in cash or crop.

6.Land measurement and classification of Land.

7. Tax was fixed as per the quantity of land.

L. A. (8 Marks)

1. Explain the role played by the Zamindars in Mughal India.

Ans.1.Zamindars did not directly participate in the process of agricultural production but they enjoyed high status in the society.

2. They hold their personal lands. They could sell the land.

3. They enjoyed many social and economic privileges.

4. They belonged to the upper caste.

5. They rendered certain services to the state.

6. They had right to collect revenue.

7. The Zamindars had kept control over the military resources.



8. Important role in developing the agricultural land.
9. Highest position in the society.
2. Write in brief about the Mansabadari system Write its merits and demerits also.

Ans.1.Introduced during Akbar's period.

2. All holders of government offices held rank (Mansabs) comprising of two numerical designations.

i)Zat (Position & Salary) ii) Sawar - Number of Horseman he required.

Merits -

1. Qualification as based of rank.
2. Forceful army.
3. Good on revolts.
4. Ban on corruption.

Demerits -i) Luxurious life.

ii) Misuse of money

iii) Loyalty of the soldiers.

3. Explain why does Ain-i-Akbari remain important event today?

Ans.1.Because it provides glimpses of Mughals Empire.

2. Valuable information about the political events of the time.

3. Information about country, people, products.

4. Information about various customs and Practices literacy, religious tradition.

5. Information about Mughals provinces.

4. Source based Questions -

Source-5 of this chapter.

Q1.Explain the classification of land by Akbar.

Ans.Polaj, Parauti, Chachar, Banjar.

Q2.How the revenue was fixed for the two types of land?

Ans.Production of each types of land added together then one third was the tax.

Q3.Suggest some other ways of your own -

Ans. Other way is Kankut.



THEME-9

**Kings and Chronicles
The Mughal Courts
(C. Sixteenth-Seventeenth Centuries)**

Key concepts in nutshell

- The Mughals and their empire - The name Mughal derives from Mongols.
- The production of chronicles.
- From Turkish to Persian - Mughal court chronicles were written in Persian.
- The making of manuscripts - all books in Mughals were manuscripts i.e. they were handwritten.
- The Akbarnama and Badshanama- among the important illustrated Mughal official histories the Akbarnama and Badshanama.
- A unifying force- sulh-i-kul-Abul Fazl describes the ideal sulh-i-kul (absolute peace)
- Capitals and courts- capital city- the heart of Mughal empire is capital city. Where the court assemble.
- Titles and Gifts- The granting of titles to men of merit was an important aspect of Mughal policy.

V.S.A. (2-Marks)

1. What are the Mughal Chronicles ?

Ans.a) Commissioned by the Mughal place where different process of production of books like making paper, printing, painting, binding etc. were done.

b) They are important source for studying the empire and its court.

2. What is Sulh-i-Kul?

Ans.a) Akbar's Religious Policy.

b) Sulh-i-Kul means absolute peace.

In this ideal emperor was source of all peace and stability, stood above all religious and ethnic groups, insured justice and peace.

3. What was meant by 'Kitabkhana'?

Ans.a) Kitab Khana means place where different process of production of books like making paper, printing, binding etc. were done.

b) It was a place where the emperor's collection of Manuscripts were kept and produced.

S.A. (4 Marks)

1. Who wrote Akbarnama? Describe its content in brief.

Ans.a) Abul Fazl wrote Akbarnama.

b) Content - It is divided into three books.

c) Ain-i-Akbari the first volume contains the history of mankind from Adam to one celestial cycle of Akbar's life.

d) Second volume closes in the forty sixth regional years (1601) of Akbar.



- e) To provide a detailed description of Akbar's reign.
 f) It gives a synchronic picture of all aspects of Akbar's empire - geographic, social, administrative and cultural.
2. Describe in brief about the ideal of Din-i-Ilahi.
- Ans.a) Introduced by Akbar as the state religion.
 b) God is one and Akbar is the representative of the prophet.
 c) To Utter-Allah-Hu-Akbar.
 d) The followers deemed the fire as sacred and worshipped the Sun God.
 e) Vegetarian followers.
 f) They looked up on all religions with a sense of respect.
 g) Performed their obituaries during their lifetime.
3. What was the composition of the ruling class in India during the Mughal Period?
- Ans.a) Mughal nobility was recruited from diverse ethnic and religious groups.
 b) It was like a bouquet of flowers.
 c) Turani, Irani, Rajput, Indian Muslims.
4. Write in brief about the Mughal Provincial administration.
- Ans.a) Head of provincial government was - governor.
 b) He reported directly to the emperor.
 c) Provinces (Subas) were divided into Sarkar.
 d) Sarkars into parganas under - quanungo, chaudhary and qazi.
 e) Each department was supported by official staff.
5. Write in brief about the Religious Policy of Akbar.
- Ans.a) Akbar believed in the equality of all religious.
 b) Secular outlook.
 c) Interaction with people of different faiths.
 d) Freedom to all religious sects.
 e) Grants and support to all religions.
 f) Introduced Sulh-i-Kul.

Long Answer (8 Marks)

1. Describe in brief about the architecture under the Mughals-

- Ans.a) Babar and Humayun did not get the time to construct the buildings.
 b) During Akbar's period - Agra Fort, Buland Darwaja, Diwan-i-Aam, Diwan-i-Khas, Panch Mahal, Jodha Bai's Palace, Birbal Palace, Tomb of Sheikh Salim Chisti.
 c) Akbar's Tomb - Sikandara.
 d) Jama Masjid, Taj Mahal, Moti Masjid, Lal quila Delhi-Shahjahan.
 e) Shahi Masjid at Lahore by Aurangzeb.



2. Describe in brief the elements of the Mughal ideal of Kingship.

Ans.a) The concept of divine light- In which the divine light was transmitted to the king who then became the source of spiritual guidance for his subject.

b) A unifying force - Emperor was a source of all peace, stability and justice.

c) Implementation of Sulh-i-Kul through state policy.

d) The Mughal nobility was a composite one comprising of Iranis, Turanis, Afghans, Rajputs, Deccan's etc. With loyalty to the King.

e) Secular religious policy.

f) Idea of Just sovereignty as social contract.

3. Describe the daily routine and special festivities associated with the Mughal Court.

Ans.a) Physical arrangement of the court, focused on the sovereign and status.

b) The throne (Takht) was the center of power.

c) In court, status was determined by spatial proximity to the king.

d) Social control in court society.

e) The forms of salutation to the ruler.

f) The protocols government diplomatic envoys at the Mughal Court were equally explicit.

g) The day began with personal religious devotions then Jharokha Darshan.

h) After that conduct of primary business of his government.

i) Discuss the confidential matters.

j) Celebration of festivals.



THEME - 10

COLONIALISM AND THE COUNTRYSIDE

Exploring official archives

Key concepts in nutshell

- Bengal- Establishment of colonial rule- New land revenue, Auction system under Warren Hastings, 1793 Permanent Revenue settlement in Bengal by Lord Cornwallis 10/11 of produce - British, 1/11 of 11 to zamidars
- Crises in village economy, revenue demand of the state was fixed.
- The rise of the Jotedars, Their land was cultivated through share croppers.
- Resistance of Zamindars, their land was auctioned frequently.
- The fifth report- report submitted to British parliament 1813.
- The Hoe and the Plough- Shifting agriculture, expensive of village economy.
- Paharias - hunters food gathers connected with forests, invaded settled farmers 1770
- Santhals- settled in Bengal- practiced cultivation; land demarcated to them known as Daman-i-Koh.
- Conflicts with unsettled Paharias- 1850- they resisted the British- Santhals revolt.
- Revolt in the Bombay and Deccan- 1875.
- Burning of account book of money lenders and shop keepers
- New revenue System- Ryotwari system in Bombay Deccan- Direct settlement, land assessed for 30 years subject to periodic revision.
- Experience of injustice by peasants.

V. S. A. (2 Marks)

Q.1 Why were many Zamindaris auctioned after the permanent settlement?

Ans. Agricultural products prices were very low. The East India Company had fixed high amount of revenue.

Q.2 What steps were taken by East India Company to control the Zamindars?

Ans.(1) The troops of Zamindars were disbanded; (2) The courts were brought under the control of British collectors.

Q.3 How Jotdars did resists Zamindars?

Ans.(1) They prevented Zamindars from performing their duties; (2) They mobilized riots against Zamindars.

Q.4 When and who established permanent settlement?

Ans. In 1793 lord Cornwallis introduced permanent settlement.

Q.5 What were the demerits of ryotwari system?

Ans. The land revenue was very high. To pay land revenue was compulsory.

Q.6 What was fifth report?

Ans. The fifth report was submitted to the British Parliament in 1813 about administrative activities of the East India Company.



S. A. (4 Marks)

Q.7 Examine the policies adopted by the British towards paharias during 18th century.

Ans.(1) Firstly British adopted policy of extermination. (2) Augustus Cleveland, the collector of Bhagalpur proposed policy of pacification. (3) Under policy of pacification paharia chiefs was to ensure proper conduct of their men. (4) Paharia went into mountains and deep forests and continued their war against outsiders.

Q.8 What was Damin-i-Koh? Why did Santhals resist against Britishers during 18th century.

Ans.Damin-i-Koh was a large area given by British to Santhals. The colonial government had imposed heavy taxes on their land. The moneylenders were charging high rates of interest and snatching their lands. The Zamindars asserted control over their land.

Q.9 How did the Zamindars manage to retain control over their Zamindaris?

Ans.(1) Benami sales enabled the estate to be sold at a low price back to the Zamindar. (2) New Zamindars were attacked by former Zamindars. (3) The ryots resisted the entry of outsiders. (4) Some Zamindaris were declared property of ladies.

Q.10 Why Jotdar were more powerful than Zamindar?

Ans.(1) The Jotdar had vast area of land. (2) He was a local moneylender. (3) He was local trader. (4) The Jotdar lived in the village. (5) He would not allow Zamindar to perform his duties.

Q.11 How did American civil war affect the lives of ryots in India?

Ans.(1) Traders of the Bombay persuaded farmer for growing more cotton. (2) Moneylenders were ready for long term loans. (3) Cotton productive area doubled between 1860-1864. (4) The government started to collect more land revenue from peasants. (5) Only rich farmers gained profit.

Q.12 What are the problems of using official sources in writing about the history of peasants?

Ans.(1) The official sources reflect official concerns and interpretation of events, (2) The government was not ready to admit that discontent was because of government action, (3) Official reports must be verified with evidence gathered from newspapers, unofficial records, legal records and oral sources.

L. A. (8 Marks)

Q.13 In what ways was the livelihood of the paharias different from that of Santhals?

Ans.(1) The paharias practised shifting cultivation and lived on forest production. The Santhals practised settled-cultivation. (2) The agriculture of the paharias depended on hoe. Santhals practised with plough. (3) Besides agriculture the forest products too were means of livelihood of the paharias. The Santhals gave up life of mobility and had started settled cultivation. (4) The paharias were intimately related to the forest because of their occupations. The Santhals were settled in a specific region. (5) The paharias regularly raided plains for food, power and tax. The Santhals had friendly relations with British, moneylender and traders. (6) The paharias liked to gather forest produce for selling in the market but Santhals did not like it.

Q.14 What explains the anger of the Deccan ryots against the moneylenders?



Ans.(1) Ryotwari settlement of land revenue was direct revenue settlement of government with ryot. (2) The peasants were in need of money for many purposes. (3) Once They got entangled in the clutches of Sahukar, it would become very difficult for them to get themselves free from it. (4) Being unable to back the loan to the moneylender, they had no choice but to give over all their possessions. (5) They took land on rent and animals on hire from Sahukar. (6) The Sahukars would not give receipts when loans were repaid. (7) Fictitious figures were entered in the bonds. (8) Peasants harvest was procured at low prices. (9) The government increased the land revenue from 50 to 100 percent. (10) After American civil war moneylenders refused to extend advances. (11) The moneylender started renewing the bond every three years.

Q.15 Read the following passage carefully and answers the Questions given below;

On 16 May, 1875 the district magistrate of Poona wrote to the police commissioner:

On arrival at Supa on Saturday 15, May learnt of the disturbance. One house of a moneylender was burnt down; about a dozen were forcibly broken into and completely gutted of their content. Account papers, bonds, grains, country cloth were burnt in the street where heaps of ashes are still to be seen. The chief constable apprehended 50 persons. Stolen property worth Rs. 2000 was recovered. The estimated loss is over Rs. 25000. Moneylenders claim is over 1 lakh.

(I) Where and how did the Deccan riots start?

Ans.The riot started from Supa, a large village in Poona district. It was market centre where many shopkeepers and moneylenders lived. On 12 May, 1875 riots from the surrounding rural areas attacked the shopkeepers and demanded their Bahikhatas and debt bonds. They burnt the Khatas and looted grain shops.

(II) What steps did the British take to quell the revolt?

Ans.The British established police station in the village reinforcements were rushed to the Deccan. 95% people were arrested and many were convicted.

(III) State two reasons why peasants revolted?

Ans.High revenue demand and rigid system of collection angered the peasants, the moneylenders manipulating laws and forging accounts.



THEME - 11
REBELS AND THE RAJ
1857 Revolt and its Representations

Key concepts in nutshell

- Rebels and the Raj- The revolt of 1857 and its representation Pattern of Rebellion- People from different walks of life plunged into the revolt- due to their hatred against the oppressive policies of the British Centres of the Revolt- Lucknow, Kanpur, Barrelly, Meerut, Arrah in Bihar.
- Leaders- Rani Lakshmi Bai of Jhansi, Nana Saheb, Kunwar Singh, Bakt khan, Begum Hazrat Mehals, Tatyya tope.
- Awadh revolt- direct annexation policy of Dalhousie- 1856. Hatred provoked- dispossessed taluqdars of Awadh, injustice done to Nawab Wajid Ali Shah of Awadh embittered the people.
- Revolt of the sepoys : 1) Policy of social superiority of British
 2) Interference in religious matters- greased cartridges issues.
- The vision of unity : 1) Hindu Muslim unity
 2) Search for alternative powers
 3) Rebels established parallel administration, in
 Delhi, Lucknow, Kanpur after capturing centres of
 British power. Later they failed. British policy of repression.
- Repression- 1857- North India was brought under strict law to prolonged attacked of British- one from Calcutta to North India, another from Punjab to recover Delhi, 27000 Muslims hanged.
- Image of the Revolt- Pictorial images produced by British and Indians- posters and cartoons.
- The performance of terror : 1) Execution of rebels
- Nationalist imageries: 1) Inspiration to nationalists
 Celebration as first war of Independence-
 leaders depicted as heroic figures

V. S. A. (2 Marks)

Q.1 Who introduced subsidiary alliance? Name four powers which accepted it?

Ans.Lord Wellesley introduced subsidiary alliance. Hyderabad, Awadh, Mysore, Surat, Tanjor were early subsidiary states.

Q.2 Give two military causes for revolt of 1857?

Ans.(1) British officers showed sense of superiority. (2) Greased cartridges.

Q.3 Why was the revolt in Awadh so extensive?

Ans.(1) The British dethroned Nawab Wazid Ali Shah. (2) Zamindars, Talukadars and peasants



did not like British.

Q.4 Mention two economic causes for revolt of 1857?

Ans.(1) Peasants were exploited by British and moneylenders. (2) Handicrafts men were jobless.

Q.5 What was doctrine of lapse?

Ans.The native states without natural successor were forcefully made part of British Empire.

Q.6 Which four centres of the revolt were more aggressive against British?

Ans.Delhi, Lucknow, Kanpur, Jhansi, Gwalior.

S. A. (4 Marks)

Q.7 Why did the mutinous sepoys in many places turn to erstwhile rulers to provide leadership to the revolt?

Ans.(1) Native rulers were natural leader of the people. (2) They believed that Hindu Muslim unity is compulsory. (3) They wanted to restore the pre-British world. (4) Delhi was capital city in Mughal India and last Mughal emperor was there so rebels requested him for main leadership. (5) Mostly, kings had experience of leadership and organization.

Q.8 What were the measures taken to ensure unity among the rebels?

Ans.(1) Both Hindus and Muslims requested Bahadur Shah for leadership. (2) The proclamation issued during the revolt, appealed to all sections equally. (3) The Sentiments of both communities were respected and cared. (4) The posters glorified the pre-British unity. (5) Hindus and Muslims were equally member of the military commanding committee.

Q.9 What steps did the British took to quell the uprising?

Ans.(1) Marshall Law was clamped throughout the north India. (2) All Englishmen were empowered to punish Indians. (3) The common process of law and trial was brought to an end. (4) British army assisted from many sides. (5) Many native states assisted against rebels. (6) Rebel cruelly punished.

Q.10 Discuss the extent to which religious beliefs shaped the revolt of 1857.

Ans.(1) Common Indian people did not like new education system without any discrimination. (2) Study of Bible was compulsory in missionary schools. (3) Christianity was common in Jails. (4) A law was passed which enabled converted Christian to inherit his ancestral property. (5) Under general service Enlistment act every new service undertook to serve anywhere in India. (6) The government decided to replace the old guns by the new rifles.

Q.11 Discuss the evidences that indicated planning and coordination on the part of rebels.

Ans.(1) Mostly cantonments soldiers were revolting. (2) The rebels after revolting in Meeru set out for Delhi immediately. They wanted support of the Mughal emperor. (3) The messengers were working in transmitting news from one place to another. (4) Native officers' panchayats were convened at night and collective decisions were taken. (5) To send chapattis from one place to another place was common. (6) New administration was established.

Q.12 What were strengths and weaknesses of the revolt of 1857?

Ans.Strengths-(1) Complete cooperation between Hindus and Muslims, (2) Common people were also revolting, (3) All rebels wanted freedom.



Weakness-(1) The revolt failed to spread in all areas, (2) All communities did not support, (3) Many rulers were supporter of British, (4) The rebel leaders were suspicious and Jealous of each other, (5) The rebel soldiers were not well equipped.

L. A. (8 Marks)

Q.13 Why was the revolt particularly widespread in Awadh? What prompted the peasants, Taluqdars and Zamindars to join the revolt?

Ans.(1) All people of the Awadh did not like exploitation system of British. (2) Wajid Ali Shah was a popular ruler and he had many sons but British dethroned him. (3) All people of the Awadh wanted to restore rule of the Nawab. (4) Begum Hazrat Mahal was leader of the rebels. (5) Many great rebel leaders were also working in Awadh all people were dissatisfied. (6) Taluqdars troops were disbanded and forts were destroyed. The Taluqdars of Awadh badly suffered by summary settlement of land revenue. (7) Mostly Zamindars Zamindaris were snatched by British. The Zamindars did not like activities of the British. (8) Peasants did not like 50% land revenue, to deposit land revenue was compulsory so farmers were selling their properties.

Q.14 What did the rebels want? To what extent did the vision of different social groups differ?

Ans.(1) The rebels wanted to root out the British authority from India and restore pre-British world. (2) Interest of all classes of Indian society was hurt. It led to general resentment against the British among them. (3) The rulers and Jagirdars wanted to reoccupy their respective kingdoms and Jagirs. (4) Indian merchants wanted concessions in trade. They did not like interference in their accounts and transactions. (5) The peasants wanted liberal land revenue with liberal means of realization. They also wanted to abolish exploitation by Zamindars and Sahukars. (6) The government servants wanted good respect, salary, power and dignity. (7) Indian artisans and craftsmen wanted good vocational conditions. (8) Pandits, Fakirs and other learned persons wanted to protect Indian culture and religion.

Q.15 What do visual representation tell us about the revolt of 1857? How do historians analyze these representations?

Ans.(1) The British artist presents the Britishers as heroes. (2) As saviours the relief of Lucknow painted by Thomas Jones Barker is remarkable in this regard. (3) Collin Campbell and Jones Outram captured Lucknow defeating the rebels. Recapturing of Lucknow has been described by the British as a symbol of survival, heroic resistance and ultimate trump of British power. (4) In memoriam was famous painting of Joseph Noel. He expressed helplessness of English ladies and children. (5) Miss Wheeler has been depicting example of defending heroine. (6) The heroic image of Laxmibai inspired Indian for struggle. (7) Cruel images of British were the symbol of revenge. (8) Brutal images of Indian soldiers were the symbols of strangeness against British. (9) Indian artist persuaded nationalism and patriotism in Indians.



THEME - 12
COLONIAL CITIES

Urbanization, Planning and Architecture

Key concepts in nutshell

Sources: - 1) Records of the East India company.

2) Census reports

3) Municipal reports.

- The urban population increased from about 10% to 13% during the period 1900-1940.
- During the end of the 18th century Madras, Bombay and Calcutta had developed into important ports.
- The ruling elite built racially exclusive clubs, race courses and theatres.
- The development of new modes of transportation such as horse drawn carriages, trams, buses etc. facilitated peoples to live at distant place from the places of their work.
- The rulers everywhere try to express their power through buildings. Many Indian adopted European styles of architecture as symbols of modernity and civilisation.
- The settlement of the local peoples was named "Black Town". A fortification was built around the "White Town" to separate it from the " Black Town".

Difficulties in collecting data:-

1. Peoples were unwilling to give correct information.
2. Figure of mortality and diseases were difficult to collect.

Ports: - Madras, Bombay and Calcutta

Forts: - St. George in Madras and Fort William in Calcutta.

V. S. A. (2 Marks)

Q.1 What were the aims of census?

Ans.(1) To study urbanization (2) To know historical changes.

Q.2 Mention merits of hill stations?

Ans.(1) They were important for guarding frontiers. (2) They were useful for health facilities.

Q.3 Name the two industrial towns which came up during colonial period?

Ans.(1) Kanpur specialized in leather, woolen and textiles. (2) Jamshedpur specialized in iron and steel.

Q.4 How did the railways affect towns?

Ans.(1) New cities developed as Jamalpur, Breilley, and Waltair. (2) Some industrial centres developed.

Q.5 What is difference between cities and villages?

Ans.(1) In villages' people made a living by agriculture and domesticating animals. (2) In cities people belong to various professions as services trade, shop keeping, industries.



Q.6 Why did the British take upon themselves the task of town planning?

Ans.(1) The British wanted to live in separate and protected settlements away from Indians. (2) They wanted clean and hygienic city free from all diseases.

S. A. (4 Marks)

Q.7 To what extent are census data useful in reconstructing patterns of urbanization in the colonial context?

Ans.(1) The British gained information about white and nonwhite people living in various towns. (2) British gained information about expansion of cities. (3) They got knowledge about living standard of the people. (4) British got knowledge about many diseases. (5) The census data provided information about age, sex, caste and occupation. (6) The census data could be converted into social data.

Q.8 Why were the records preserved in the colonial cities?

Ans.(1) British administration was based on data and information. (2) For professional activities they wanted to know more about trading activities. (3) They wanted to control speed and spread of cities. (4) For strength of administration they liked to preserve records. (5) For spreading public facilities records were compulsory. (6) Records were important for experiences & proper and efficient sale.

Q.9 What do the terms white and black towns signify?

Ans. White town-(1) in a colonial city the fortified area where the Europeans lived was white town. (2) Colour and religion main basis of it. (3) Dutch and Portuguese were European and Christian so they could live in white town.

Black town-(1) the area outside the fortified area where the Indians lived was black town. (2) The Indians who had economic relations with British lived there.

Q.10 How did prominent Indian merchants establish themselves in colonial city?

Ans.(1) With the expansion of British power in India, the Indian merchants, middlemen and suppliers of goods became part of the cities. (2) With the expansion of railway the Indian merchants started establishing their industries in the cities. (3) The rich Indian agents and middlemen got built courtyard houses near bazaars. (4) Indian merchants purchased large tract of land in the cities for future investment and profit. (5) They started copying western style of life.

Q.11 What were the concerns that influenced town planning in 19th century?

Ans.(1) Setting a city close to the sea coast was a main concern for commercial objectives. (2) For security point of view they wanted to live in separate and highly protected settlements. (3) Preparing maps were highly imperative in order to understand the landscape and topography. (4) Creating open places in the city was a good way to make the city healthier. (5) To make sufficient funds for maintenance of the cities was another concern.

Q.12 How were urban centres transformed during the 18th century?

Ans.(1) With the decline of Mughal power, the towns associated with their administration started declining. (2) The regional capitals Lucknow, Hyderabad, Srirangapatnam, and Poona started gaining importance. (3) The traders, administrators, artisans and other people, in



search of work and patronage, began to reside in new capitals. (4) With acquiring political control, the east India Company rapidly developed Madras, Calcutta and Bombay.

L. A. (8 Marks)

Q.13 What were the kinds of public places that emerged in the colonial city? What functions did they serve?

Ans.(1) The new colonial cities were centres of political authority and economic activities. (2) For commercial activities godowns, mercantile offices, insurance agencies, transport depots and banking establishments were established. (3) The major colonial cities served as port cities. Ships were loaded and deloaded there. (4) Main administrative offices of the company were established away from the seashore. (5) Because of the rapid expansion of the railway colonial cities were linked with rest of India. Railway stations, railway workshops and railway colonies started emerging in cities. (6) Hill stations were developed for billeting troop, guarding frontiers and mounting attack on enemy. They also functioned as a sanitorium. (7) Public places like the town halls, parks and cinema halls started coming into existence. (8) Forts, government offices, educational institutions, religious structures, and commercial depots were constructed for growing economy. (9) British constructed clubs for meeting and entertainment.

Q.14 To what extent were social relations transformed in the new cities?

Ans.(1) Lacked the coherence, (2) extreme poverty and extreme prosperity, (3) people got opportunities of meeting. (4) New social groups, (5) demands of many professionals, (6) spread of middle class, (7) expression of views by many means, (8) growth of general awareness, influence of woman, (10) changes in traditional norms. Poors own culture, many struggles in life.

Q.15 What are different colonial architectural styles?

Ans. (1) Neo classical style - Drived from ancient Rome, Geo metrical structures fronted with lofty pillars, town hall, elphinston circle.
 (2) Neo Gothic style - Originate from medieval churchs, high pitched roofs, pointed arches, detailed decoration Bombay secretariat, university of Bombay, Bombay hight court.
 (3) Indo saracenic style - Mixture of Indian and European style Dome, Chhatris, Jalis, Arches, Gateway of India, and Taj Mahal hotel.



THEME -13

MAHATMA GHANDI AND THE NATIONALIST MOVEMENT

Civil disobedience and beyond

Key points in nutshell:-

- Mahatma Gandhi is the most influential and revered of all the leaders who participated in the freedom struggle of India.
- In January 1915, Mohandas Karamchand Gandhi returned to India after spending two decades in South Africa.
- It was in South Africa he first focused the distinctive techniques of non-violent protest known as Satyagraha and Promoted harmony between religions.
- On Gokhale's advice he spent one year travelling around British India to know the land and its peoples.
- His first major public appearance was at the opening of the Banaras Hindu University in February 1916.
- Here in his speech Gandhiji Charged the Indian elite with a lack of concern for the labouring poor.
- He successfully organised Satyagraha at Champaran (Bihar in 1917); Ahmedabad and Kheda in 1918.
- In 1919 Gandhiji called for a country wide campaign against the "Rowlatt Act". It was the Rowlatt Satyagraha that made Gandhiji truly a national leader.
- In 1920 After Jalianwala Bagh Massacre he called for a campaign of non-cooperation with British Rule and joined hands with the Khilafat movement.
- The British Raj was shaken to its foundations for the first time since the Revolt of 1857.
- Non-cooperation movement was suspended in 1922 after Chauri-Chaura incident.
- Causes of Gandhiji's popularity among Indians-He dressed like them lived like them and speak their language.
- Mahatma Gandhi was released from prison in February 1924 devoted himself in constructive work like promotion of home-spun khadi cloth, abolition of untouchability, Hindu-Muslim unity etc.
- In 1928 Gandhiji began to think of re-entering politics. After the failure of Simon Commission in its annual session at Lahore Congress demanded Purna Swaraj and decided to observe 26th January 1930 as independence Day.
- 12th March 1930-Dandi Satyagraha, Salt March.
- On 6th April 1930 broke the salt law.
- Across large parts of India peasants breached forest laws, factory workers went on the strike, lawyers boycotted courts and students refused to attend government run educational institutions.

1930- First Round Table conference-Gandhiji did not attend.

1931- Gandhi-Irwin pact, 2nd Round Table Conference-Gandhi attended but it failed.



1935- Government of India Act

1937- Provincial Election, Congress formed ministries in 8 out of 11 provinces.

1939- World War II broke out, Individual Satyagraha.

1940- Two Nation Theory put forward by Jinnah.

1942- Failure of Cripps Mission.

9th August 1942- Quit India Movements by Gandhiji. Gandhiji along with all prominent leaders sent to jail.

1946- Cabinet Mission- Failed to get the Congress and the league to agree on the federal system.

16th August 1946- Direct Action Day and Communal riots in Bengal, Bihar, U.P and Punjab.

1947- Mountbatten was appointed as viceroy.

15th August 1947- Formal transfer of power, announcement of partition and India got her Independence.

The last heroic days of Gandhiji :-

- On 15th August 1947 Gandhiji was not at Delhi to witness the festivities. He was at Calcutta and undertook a 2 hour fast.
- Due to initiative of Gandhiji and Nehru Congress passed a resolution on the right of the minorities.

After working to bring peace to Bengal Gandhiji shifted to Delhi from where he hoped to move on the riot-torn districts of Punjab. On 30th January 1948 Gandhiji was shot dead by Nathuram Godse.

Source to know more about Gandhiji:-

1. Public voice and private scripts.
2. Series of Personal letter published by Gandhiji in his journal Harijan.
3. A bunch of old letters edited by Nehru.
4. Fortnightly Reports of the Home Department.
5. From newspapers.

V. S. A. (2Marks)

Q.1 Why the Mahatma Gandhi has been regarded as the 'Father' of Indian Nation.

Ans. Because in the history of nationalism a single Man is often identified with the making of a Nation. Example - Garibaldi-(Italy) Washington with America; Ho Chi Minh with Vietnam.

Q2. Who are known as LAL, BAL, and PAL?

Ans. Lal - Lala Lajpat Rai (Punjab)

BAL - BAL Gangadhar Tilak (Maharashtra)

Pal - Bipin Chandra Pal (Bengal)

Q3. Who were the 'Moderates?'

Ans. Who preferred a more gradual and persuasive approach like, Gandhiji, Gopal Krishan Gokhale.



Q4. What was the Rowlatt Act?

Ans. This act passed in 1919 for two years permitted the detention of any person without trial in the court.

Q5. Why was the Non-co-operation Movement launched?

Ans. 1. To protest against the Jallianwalla Bagh and the Khilafat wrongs.
2. To demand swaraj.

Q6. Why was the Khilafat Movement started?

Ans. 1. To protest against the injustice done to Turkey.
2. To retain the Turkish Sultan or Khilafat.

Q7. What was Gandhi - Irwin Pact of 1931?

Ans. 1. Gandhiji postponed Civil Disobedience Movement.
2. Irwin agreed to release all prisoners.
3. Gandhiji went to - second round table conference.

S. A. (4 Marks)

Q8. Why did Gandhiji start Non-Cooperation Movement? Why was it withdrawn?

Ans. 1. To oppose 'Rowlett Act'.
2. To undo the injustice done at Jallianwalla Bagh.
3. To support the Khilafat Movement.
4. To get Swaraj
5. Violence at Chauri-Chaura and movement withdrawn.

Q9. Give the significance of the Salt March.

Ans. 1. This event brought Mahatma Gandhi to world attention.
2. First nationalist movement in which women participated.
3. Create pressure upon British Government

L. A. (8 Marks)

Q10. What was the aim and methods of Non-Cooperation Movements?

Ans. 1. Protest against Jallianwalla Bagh Massacre.
2. Demand of Swaraj.
3. To support Khilafat Movement.
4. Hindu Muslim Unity.
5. To oppose Rowlett Act.

Methods - 1. Surrender of the titles

2. Movement should be non-violent.
3. No co-operation with British Government.
4. Boycott of court and offices, college, foreign cloths etc.
5. Strikes and demonstration.



Q11. In what way did Mahatma Gandhi transform the nature of the National Movement?

Ans.1. Gandhiji had concern for the poor.

2. BHU/Champaran/Ahmedabad/Kheda issue.
3. He launched Non co-operation, civil disobedience, salt march and Quit India Movement and thousands of Indians of all classes joined these movement.
4. Inspirational leadership of Gandhiji.
5. Gandhiji's ideology
6. By the Satyagraha Masses involved.
7. Constructive Programs of Gandhiji.
8. By his political Methods.
9. Gandhiji's Charisma.

1915 Gandhiji Returned India from south Africa

Feb. 1916 Gandhi's Speech at Banaras

1917 Champaran Campaigns

1918 Ahmedabad, Kheda Campaigns

March 1919 Rowlett Act Passed

April 1919 Jalianwala Bagh Massacre.

1920-21 The Khilafat and Non-co-operation movement

Feb. 1922 Chauri-Chaura and withdrawn of Non-co-operation movement.

Dec. 1929 Lahore Session of Congress

March-1930 Salt March

Jan-1931 Gandhi - Irwin Pact

1935 Government of India Act.

1942 Quit India Movement

1946 Cabinet Mission

15 Aug. 1947 India' got Freedom

30 Jan. 1948 Gandhi was shot dead by a young man.



THEME -14
UNDERSTANDING PARTITION
Politics, Memories, Experiences

Key concepts in nutshell

- Sources- Incidents narrated by people.
- Partition or holocaust
 1. Communal riots
 2. Refugee problem
- Why partition took place-
 1. Mr Jinnah's two nation theory
 2. Hindu Muslim conflict
 3. British policy of divide and rule
 4. Communal electorates
 5. Hindu Muslim Riots
- Post war development-Muslim league emerged as sole representative of Indian Muslim in the provincial elections.
- Cabinet mission proposal in 1946.
- Direct action day by Muslim league in 1946.
- Gendering partition- women were raped, abducted and sold. Families were uprooted.
- Preserving honour- where the men feared that there would be molested by the enemies, they killed their own women.
- Sources: Oral testimonies- narrations, memories, diaries, family history and hand written accounts.

V. S. A. (2 Marks)

Q1. Explain the term 'Shadow Lines' with reference to Partition.

Ans. It refers to the hastily constructed frontiers separating Indian and Pakistan.

Q2. State two causes for changes in British attitude towards India after 1945.

Ans. 1. Change in International situation.

2. Labour Party came power in Britain.

Q3. Write four sources to reconstruct history of Partition

Ans. 1. Oral Narratives

2. Diaries

3. Memories

4. Hand written accounts.

S. A. (4 Marks)

Q4. How did Partition affect the people of India & Pakistan?

Ans. 1. Thousand people were killed, women raped of both side.

2. Millions Were up rooted, homeless, became refugees.



3. Loss of Properties and employment.
4. Loss of friends, culture and relatives.

Q5. Write four precautions needed to be taken while collecting oral data on Partition.

Ans.1. Empathy with fact

2. Should avoid Personal traumas.
3. We should use other sources also.
4. We should also try to understand the problem of memory.

L. A. (8 Marks)

Q6. What are the Major Causes of India's Partition in 1947? Was it avoidable?

Ans.1. The British policy of Divide and Rule.

2. Attitude of Muslim league & Mr. Jinnah.
3. Appeasement Policy towards Muslims.
4. Recommendation of various missions.
5. Failure of Interim Government.
6. Lack of Co-operation between congress and Muslim League.
7. Communal growth.
8. Hindu Muslim riots.
9. Role of communal parties and leaders.

No, the Partition was not avoidable as there was a situation of civil war in India.

Q7. What was the impact of Partition on Indian Women?

Ans.1. Brutally tortured and beaten.

2. Thousands of women were killed and raped.
3. Problem of Resettlement.
4. Their opinions were not taken.



THEME -15
FRAMING THE CONSTITUTION
The beginning of a new Era

Key concepts in nutshell

- The Indian constitution was framed between Dec.1946 & Nov.1949.
- The Indian constitution came into effect on 26th Jan. 1950.
- The members of the constituent Assembly were elected on the basis of the provincial elections of 1946.
- The total members of the constituent Assembly were 300.
- Dr.B.R.Ambedkar was the chairman of the Drafting Committee and played important role in constitution assembly.
- On the 13 Dec. 1946 Nehru moved the "Objective Resolution" in the constituent Assembly.
- An interim Government was made under the leadership of Jawaharlal Nehru.
- There was a vigorous debate in the constituent Assembly on the topic of the central Government and the state.
- The language issued was debated for many months with in the constituent assembly.
- Mahatma Gandhi believed that everyone should talk a language which even common man could be able to understand.

V.S.A. (2 Marks)

Q1. What are the ideals of the objective Resolution presented by Jawaharlal Nehru?

Ans.1.Indian as sovereign republic.

2. Justice, equality and fraternity.
3. Safeguards to minorities.
4. Democracy, socialism, peace, human welfare.

Q2. Write the significance of Indian constitution.

Ans.1.Largest Democracy.

2. Secular nation.
3. Fundamental rights to all citizen.

Q3. What is constituent assembly?

Ans.1.Constiuent assembly was formed to draft the Indian constitution. It had 300 members.

S.A. (4 Marks)

Q4. Why did Mahatma Gandhi believe that Hindustani should be the official language of India?

And.1.Because it was the official language of common people.

2. Most of the regional language of India was very close to the Hindustani.
3. It was a combination of sensitized Hindi and Persianised Urdu.
4. It was a multi-cultural language.



Q5. Why was Govind Ballabh Pant against the separate electorate?

Ans.1. Because this will isolate the minorities from the rest of the community.

2. Majorities will never convert to majority.
3. He was against the divide loyalties.

Q6. Give some arguments in favor of a strong center.

Ans.1. For peace, law and order.

2. Strong position of country in the international sphere.
3. To stop communal powers and terrorism.
4. National Security.

L. A. (8 Marks)

Q7. What were the challenges before the constituent assembly?

Ans.1. In India there was different languages, religiousness cultures.

2. Country was going through constitution turmoil.
3. The problem with separate electorates.
4. The division of rights between state and central government.
5. The language of the Nation (National Language).
6. The problem of SC/CT and other depressed castes.



Model Question Paper with Blue Print and Marking Scheme



BLUE PRINT

Subject : History Class : XII Marks : 80 Time : 3 Hours 80

| S. No | Theme | VSA (2) Marks | SA (04) Marks | LA (08) Marks | Passage Based Questions | Map | Total |
|-------|----------|------------------|------------------|------------------|-------------------------------|--------|-------|
| 01 | 1 to 4 | 2(1) | 4+4 | 8(1) | 7(1) | - | 25 |
| 02 | 5 to 9 | 2(1) | 4+4 | 8(1) | 7(1) | - | 25 |
| 03 | 10 to 15 | 2(1) | 4+4 | 8(1) | 7(1) | - | 25 |
| | Map | | | | | 5(2+3) | 05 |
| | Total | 2x3=6 | 4x6 = 24 | 8x3=24 | 7x3 = 21 | 5 | 80 |

- * Value based question from any book (out of three)
- * One 4 marks optional question given (Extra)
- * One 8 marks optional question (Extra)



Model Question Paper 2016-17 History

Time allotted : 3 Hour

M.M. : 80

General Instructions :

1. Answer all the questions. Marks are indicated against each question.
2. Answer to questions No.1 to 3 carrying 2 marks should not exceed 30 words each.
3. Answer to questions No.4 to 9 carrying 4 marks should not exceed 100 words each. Students should attempt only five questions in this section.
4. Question 10 (For 4 Marks) is a value based question and compulsory Question.
5. Answer to questions No.11 to 13 carrying 8 marks should not exceed 350 words each.
6. Questions 14 to 16 are source based questions and have no internal choice.
7. Question 17 is a map question which includes identification and significant test items. Attach the map with the answer sheet.

[k. M+ %w½

PART-A

नीचे दिए गए सभी प्रश्नों के उत्तर दीजिए –

Answer all the questions given below .

2X3=6

1. छठी से चौथी शताब्दी ई.पू. में मगध सबसे अधिक शक्तिशाली महाजनपद किस प्रकार बन गया ? दो कारण बताइए । 2

How did Magadha become the most powerful Mahajanapada between Sixth to Fourth century BCE? Give two reasons.

2. अलवार और नयनार कौन थे ? 2

Who were Alawar and Nayanars?

3. अंग्रजों द्वारा नियुक्त जनगणना आयोग के सामने आंकड़ों के एकत्रीकरण तथा वर्गीकरण में आने वाली किन्हीं दो कठिनाइयों का वर्णन करें । 2

State any two difficulties faced by the Census Commission appointed by the British in collecting and classifying census data.

[k. M+ %c½

vu#kkx&1

निम्नलिखित में से किन्हीं पाँच प्रश्नों के उत्तर दीजिए –

PART-B

Section -I

Answer any five of the following questions:

4X5=20

4. "हड़प्पा शहरों की सबसे अनूठी विशेषताओं में से एक सावधानी पूर्वक नियोजित जल निकास प्रणाली थी"। स्पष्ट कीजिए कीजिए । 4

One of the most distinctive features of the Harappan Cities was the carefully planned drainage system Elaborate.



5. छठी शताब्दी ई.पू. में भारत में पौराणिक हिन्दू धर्म के उदय के बारे में संक्षेप में वर्णन कीजिए । 4
Describe in brief about the growth of Puranic Hinduism in India during sixth century BCE.
6. "मुगलशासकों ने बड़े प्रभावशाली तरीके से विजातीय जनसाधारण को शाही संरचना के अन्तर्गत सम्मिलित किया", इस कथन की पुष्टि कीजिए ? 4
"Mughal Rulers efficiently assimilated heterogeneous population within an imperial edifice". Support the statement.
7. "विजय नगर एक विशिष्ट स्थापत्य शैली में अभिलक्षित था।" इस कथन की विजय नगर के धार्मिक स्थापत्य के उदाहरणों सहित पुष्टि कीजिए । 4
"Vijayanagara was characterized by a distinctive building style". Support this statement with the sacred architectural examples of Vijayanagara.
8. अमरावती स्तूप की नियति साँची स्तूप से कैसे भिन्न थी ? 4
How was the fate of Amravati Stupa different from the Sanchi Stupa ? Explain.
9. 1830 के बाद रैयत समुदाय की ऋण दाताओं द्वारा ऋण न दिये जाने के अनुभवों की आलोचनात्मक परख कीजिए । 4
Critically examine the experience of the Ryats on the refusal of money lenders to extend loans to them after 1830.

[k. M+ %C½

अनुभाग-2

PART-B

Section -II

मूल्य आधारित प्रश्न (अनिवार्य)

Value based questions (compulsory)

10. साम्प्रदायिकता को हल करने के लिए समकालीन भारत में कबीर और नानक की शिक्षाएँ कहाँ तक प्रासंगिक हैं? 4

How far true the teachings of Kabir and Nanak are relevant in contemporary India to resolve communalism ?

[k. M+ %A ½

अनुभाग-3

PART-C

Section -III

Long Answer Questions

किन्हीं तीन प्रश्नों के उत्तर दीजिए –

Answer any three questions given below:

8X3=24



11. सूफी मत की मुख्य धार्मिक विश्वासों और आचारों की व्याख्या कीजिए ? 8
Discuss the major beliefs and practices that characterized Sufism.
12. मौर्य प्रशासन की मुख्य विशेषतायें क्या थीं ? 8
What are major features of Mauryan Administration?
13. उन साक्ष्यों के बारे में चर्चा कीजिए जिनसे पता चलता है कि विद्रोही योजनाबद्ध और समन्वित ढंग से काम कर रहे थे । 8
Discus the evidence that indicates planning and coordination on the part of the rebels.
14. अंग्रेजों से असहयोग के सन्दर्भ में सितम्बर 1920 में हुए कलकत्ता अधिवेशन में भारतीय राष्ट्रीय कांग्रेस द्वारा क्या निर्णय लिए गये ? इन निर्णयों को लागू करने में नागपुर वार्षिक अधिवेशन में किस प्रकार गति प्रदान की गयी । 8
Explain the decisions taken by the Indian National Congress at the Calcutta Session of September 1920 regarding Non-co operation with the British. How did the Annual Session at Nagpur gear itself for implementing these?

खण्ड ड़ PART-D

Source Based Questions

7X3=21

15. सम्राट के अधिकारी क्या-क्या कार्य करते थे ?
- मेगस्थनीज के विवरण का एक अंश दिया गया है । साम्राज्य के महान अधिकारियों में से कुछ नदियों की देखरेख और भूमि मापन का काम करते हैं जैसा कि मिस्र में होता था । कुछ प्रमुख नहरों से उपनहरों के लिए छोड़े जाने वाली पानी के मुखद्वार का निरीक्षण करते हैं ताकि हर स्थान पर पानी की समान पूर्ति हो सके । यही अधिकारी अधिकारियों का संचालन करते हैं और अधिकारियों के कृत्यों के आधार पर उन्हें इनाम या दंड देते हैं । वे कर वसूली करते हैं और भूमि से जुड़े सभी व्यवसायों का निरीक्षण करते हैं, साथ ही लकड़हारों, बढ़ई, लुहारों और खनन कर्ताओं का भी निरीक्षण करते हैं ।
1. राज्य के महान अधिकारियों के कर्तव्यों के बारे में बताएं । 3
 2. सैन्य गतिविधियों के समन्वय के लिए उप समितियों की भूमिका के बारे में बताएं । 2
 3. अशोक ने साम्राज्य की एकजुटता के लिए क्या किया ? 2

Read the following paragraph carefully and answer the questions that follows -

What the king's officials did?

Here is an paragraph from the account of Megasthenes:

Of the great officers of state, some..... Superintend the rivers, measures of the land, as is done in Egypt, and inspect the sluices by which water is let out from the main canals into their branches, so that everyone may have an equal supply of it. The same person have charge also of the hunts man, and are entrusted with the power of rewarding or punishing them according to their deserts. They collect the taxes and superintend the occupations connected with land; as those of the woodcutters, the carpenters, the blacksmith and miners.

- (i). Explain the duties of the great officers of the state.



(ii). Explain the roll of sub-committees for coordinating military activities.

(iii) What did Ashoka do to hold the Empire together?

16. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए ।

I rñ ckydk

यह संभवतः बर्नियर के वृत्तांत के सबसे मार्मिक विवरणों में से एक है :

लाहौर में मैंने एक बहुत ही सुन्दर अल्पव्यस्क विधवा जिसकी आयु मेरे विचार से बारह वर्ष से अधिक नहीं थी, की बोलि होते हुए देखी । उस भयानक नर्क की ओर जाते हुए वह असहाय छोटी बच्ची जीवित से अधिक मृत प्रतीत हो रही थी, उसके मस्तिष्क की व्यथा का वर्णन नहीं किया जा सकता, वह कौपते हुए बुरी तरह से रो रही थी, लेकिन तीन या चार ब्राह्मण, एक बूढ़ी औरत, जिसने उसे अपनी आस्तीन के नीचे दबाया हुआ था, की सहायता ये उस अनिच्छुक पीड़िता को जबरन घातक स्थल की ओर ले गए, उसे लकड़ियों पर बैठाया, उसके हाथ और पैर बाँध दिए ताकि वह भाग न जाए और इस स्थिति में उस मासूम प्राणी को जिन्दा जला दिया । मैं अपनी भवनाओं को दबाने में और उनके कोलाहलपूर्ण तथा व्यर्थ के क्रोध को बाहर आने से रोकने में असमर्थ था ।

1. बर्नियर ने सती प्रथा का विवरण किस प्रकार दिया ? 3
2. बर्नियर की अनुच्छेद में अभिव्यक्त भावनाओं का वर्णन कीजिए । 2
3. बर्नियर ने महिलाओं के साथ किए जाने वाले बर्ताव को पश्चिमी और पूर्वी समाजों के बीच भिन्नता का एक महत्वपूर्ण संकेतक कैसे माना है ? स्पष्ट कीजिए । 2

Read the following paragraph carefully and answer the questions that follows -

The child Sati

This is perhaps one of the most Poignant descriptions by Bernier:

At Lahore I saw a most beautiful young widow sacrificed, who could not, I think, have been more than 12 years of age, The poor little creature appeared more dead alive who see approached the dreadful pit : the agony of her mind cannot be described ; she trembled and wept bitterly ; but three or four Brahmans, assisted by an old women who held her under the arm, forced the unwilling victim towards the fatal spot, seated her on the wood, tied her hands and feet, lest she should run away, and in that situation the innocent creature was burned alive. I found it difficult to express my feelings and to prevent their bursting forth into clamorous and unavailing rage.....

1. How has Bernier describe the practice of Sati?
2. Describe the feelings of Bernier that he has expressed in the passage.
3. Explain how Bernier has highlighted the treatment of women as a crucial marker of difference between western and Eastern societies.

17. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए एवं नीचे दिए गए प्रश्नों के उत्तर दीजिए –

अंगूर की एक छोटी सी टोकरी

करांची हवाई अड्डे पर 1949 में हुई मुलाकात का व्योरा –खुशदेव सिंह की जुबानी : मेरे दोस्त मुझे हवाई अड्डे के एक कमरे में ले गये जहाँ हम सब बैठकर गपशप करने लगे (और) साथ ही दोपहर का खाना भी खाया । मुझे करांची से रात 2:30 बजे की उड़ान से लंदन जाना था । शाम को 5:00 बजे मैंने अपने दोस्तों से निवेदन



किया कि उन्होंने वड़ी फराखदिली से मुझे अपना समय दिया है । मेरी समझ से अब उनसे सारी रात रुकने की उम्मीद करना तो बड़ी ज्यादाती होगी और वे यह तकलीफ न ही उठाये । मगर रात के खाने तक कोई भी नहीं उठा । फिर उन्होंने कहा कि वे लोग जा रहे हैं और मैं जहाज पर चढ़ने से पहिले थोड़ा आराम कर लूँ । मैं रात के करीब पौने दो बजे उठा और जब दरवाजा खोला तो पाया कि वे सबके सब तब तक वहीं थे । वे सब जहाज तक मेरे साथ आए और विछुड़ने के पहिले उन्होंने मुझे अंगूरों की एक छोटी सी टोकरी भेंट की । मेरे लिये प्यार के इस उमड़ते सैलाव और इस पड़ाव से मुझे मिली खुशी के लिये कृतज्ञता व्यक्त करने को मेरे पास शब्द नहीं थे ।

- | | |
|---|---|
| 1.खुशदेव सिंह कौन थे ? | 1 |
| 2.वह अन्य समुदायों के प्रिय क्यों थे । | 3 |
| 3.अब्दुल लतीफ ने अपने पिता का कर्ज किस तरह उतारा था । | 3 |

Read the following passage carefully and answer the questions that follows -

A small basket of Grapes

This is what Khushdeva Singh writes about his experience during one of his visit to Karachi in 1949.

My friends took me to a room at the airport where we all sat down and talked (and) had lunch together. I had to travel from Karachi to London at 2:30 PM. At 5:00 PM I told my friends that they had given me so generously of their time. I thought it would be too much for them to wait the whole night and suggested that they must spare themselves from the trouble. But nobody left until it was dinner time. Then they said they were leaving and that I must have a little rest before emplaning. I got up about 1:45 AM and when I opened the door I saw that all of them were still there. They all accompanied me to the plane and before parting presented me with a small basket of grapes. I had no words to express my gratitude for the overwhelming affection which I was treated and the happiness this stop overhead given me.

- (i).Who was Khushdeva Singh?
 (ii).Why was he loved by all communities?
 (iii).How Abdul Latif discharged his father's debt?

खण्ड : (घ)

PART-E

Map Questions: 2+3=5

18.दिए गए भारत के राजनीतिक रेखा मानचित्र पर निम्न लिखित को दर्शाएं— 2

- (1) अमृतसर
 (2) लखनऊ

उसी मानचित्र पर भारतीय राष्ट्रीय आंदोलन से संबंधित तीन स्थानों को अ, ब, स के रूप में चिन्हित किया गया है । उन्हें पहचानें और उनके पास दी गई रेखा पर उनके नाम लिखें । 3

On the given political outline map of India locate and label the following -

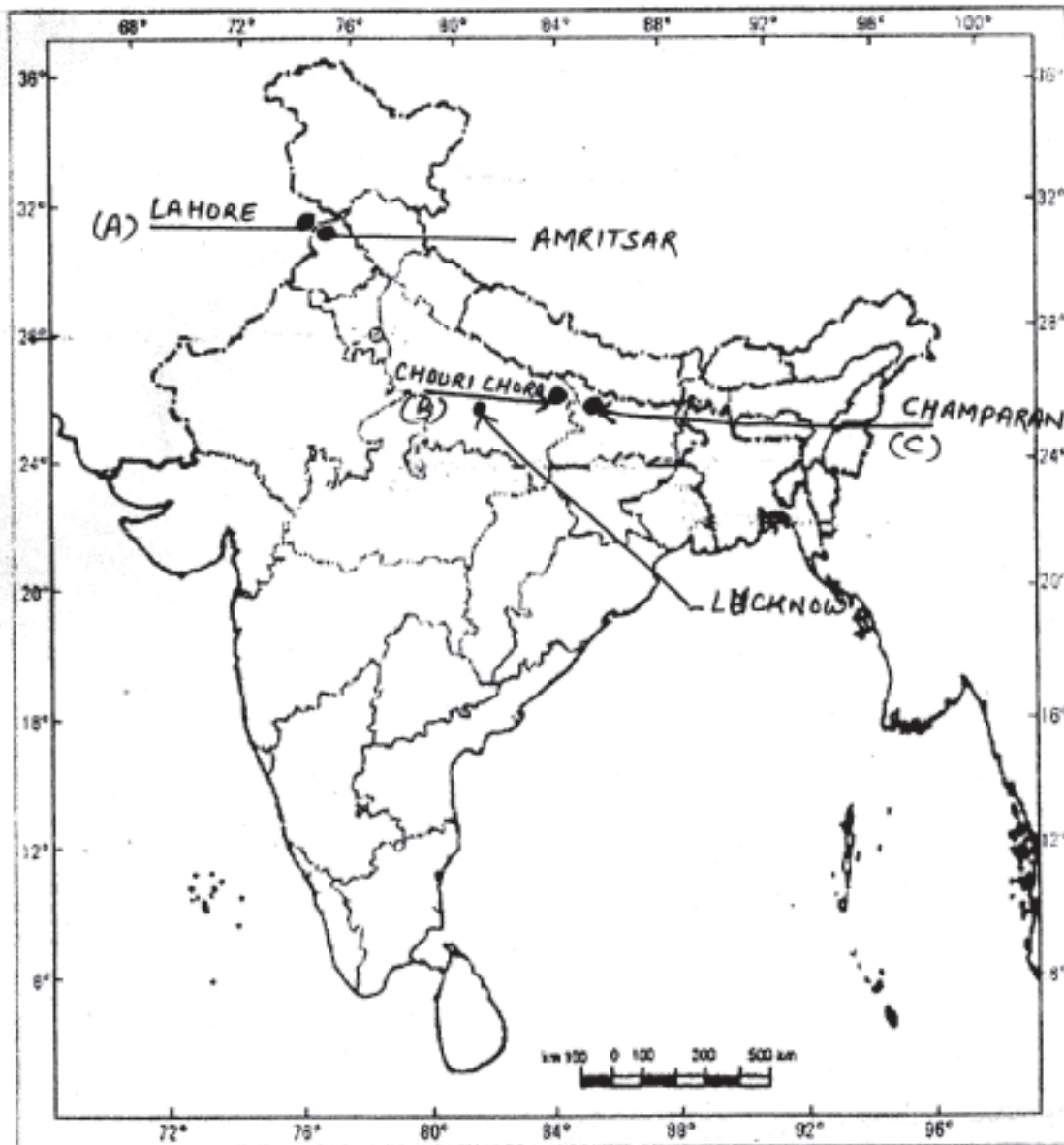
- a) Amritsar
- b) Lucknow

On the same map three places related to Indian National Movement have been marked as A, B, C. Identify them and write their names on the lines drawn near them.

प्रश्न सं. 18.1 और 18.2 के लिए

For question no. 18.1 and 18.2

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)





Marking Scheme

Class : XII (History)

- Q1. A. Availability of Iron
B. Fertile and productive land.
- Q2. Alwar - Devotee of Vishnu
Nayanar - Devotee of Shiva
- Q3. 1. People refused to co-operate or gave proper answer.
2. People were not entrusted to give any information of their household/women.
- Q4. 1. Road and streets were laid out as grid pattern.
2. Every house had at least one wall along a street.
3. Drains were covered properly.
4. There was a provision of main hole (any other relevant point)
- Q5. 1. During this period there was a bond between the devotee and the God.
2. The head was visualized as one of love and devotion/Bhakti.
3. Concept of Incarnation (ten avatars)
4. Worship of mother goddess.
- Q6. 1. The nobility was recruited from diverse ethnic and religious groups.
2. Turani and Iranian nobles had accompanied Humayun.
3. Rajputs were giving services in the court of Akbar.
4. Akbar got married to daughter of Rajput Chief Raja Bharmal.
- Q7. 1. Water resources - e.g. - Hiriya Canal
2. Fortification and Road.
3. The royal center - About thirty building complexes have been identified as palaces.
4. Mahanavmi Dehli, Hazararama Temple, Lotus Temple. (Any other relevant point)
- Q8. 1. Amaravati was discovered before scholars understood to preserve things, where they had been found instead of removing them from site.
2. Rulers of Bhopal - Shahjahan Begum provided money for the preservation of Sarnath but Amaravati could not (explanation)
- Q9. 1. The Ruler found very difficult to pay their loans back.
2. Peasants' dependence on money lenders increased.
3. They now needed loans even to buy their daily needs.
4. Peasant economy was collapsed (Any other relevant point)
- Q10. 1. Kabir and Nanak promoted the unity of Hindu and Muslim.
2. Kabir described intimate reality - as Allah.

Part : C

- Q11. Major beliefs and Practices of Sufism:



- i). They believed on God, equality, brotherhood.
- ii). One could reach God through personal devotion.
- iii). All religions are different path for reaching the same God.
- iv). They favoured religious toleration and opposed to forcible conversion to Islam.
- v). They were organized into twelve silsilsas, which means a chain, signifying a continuous link between a master and disciple.
- vi). After the death of Shaikh or Pir, his tomb (dargah) attracted a lot of followers. This resulted in the Practice of ziyarat to his grave on his death anniversary.
- vii). Dance and music are essential part of the ziyarat. This included mystical chants performed by qawwals.
- viii). They remember God by reciting zikr.

Q12. Main feature of Mauryan Administration :

- i). There were five major Provinces.
- ii). Administrative control was strongest in areas around the capital and the provincial centers.
- iii). Communication along both land and riverine.
- iv). There were six committees, e.g. - military activity, navy, transport, food committee, arranging for bullock carts to carry equipment, food for soldiers and fodder for animals.

Q13. Evidence that:

- i). The sequence of events of every cantonment followed a similar pattern.
- ii). The rebels would capture the bell of arms and plunder the treasury, Govt. building - jails, courts, Post-offices etc. were also destroyed and plundered.
- iii). Common people also joined the rebels.
- iv). Peasants also attacked the moneylenders and rich people.
- v). Evidence exists that - there was communication between the rebel line of various cantonments.
- vi). Rebels lined together in the rebel line, shared a common lifestyle and mostly came from the same caste.

Q14. Decisions taken by INC at the Calcutta session

- i). It supported non-co-operation till the Punjab and khilafat wrongs were removed and swaraj established.
- ii). To boycott govt. educational institutions, law courts and legislature.
- iii). To surrender titles and honors and to practice hand spinning and hand weaving to produce Khadi,



iv).Resignation from govt. service and mass civil disobedience including refusal to pay taxes.

Nagpur Session -

i)It endorsed the decision to defy the govt. peacefully and made changes in the constitution of the congress.

ii).Provincial congress committee was reorganized.

iii).Congress led by a working committee of 15 members.

iv).The membership of the congress was reduced to four annas to enable the rural and urban poor's to become members.

v).This was enable to reach down to the villages, small towns & Mohallas.

vi).It became an organizer and leader of masses.

Q15. i).Some of the officers measured the lands and collected taxes. They also supervised those whose work was connected with the land notably woodcutters, carpenters and blacksmith. Others supervised the dams and rivers to ensure that everyone got an equal supply of water. Others were in charge of hunts man who were entrusted with the power of rewarding or punishing as required.

ii) The military administration was interested to the war office consisting of 30 members and of 6 sub-committees consisting 5 members each infantry, cavalry, war elephant and transport.

iii).Ashoka introduced dhamma. He preached moral values. He appointed Dharm Mahamatra. He constructed Stupas & Viharas. He asked for good behave with slaves.

Q16. i).He had described that some women seemed to embrace death cheerfully others were forced to die.

ii).He was surprised to see the beautiful young widow's sacrifices. She was crying and looking like dead.

iii).Burnier was comparing social traditions of East & West. He wanted to show that there was no such type of any social evil in Europe.

Q17. i).Khushdev Singh was a Sikh doctor.

ii).He was a doctor by profession and was kind hearted to other communities members for example he provided protection, shelter, love and security to many migrants irrespective their religions.

iii).By providing photocopy by facility and books to research scholar.

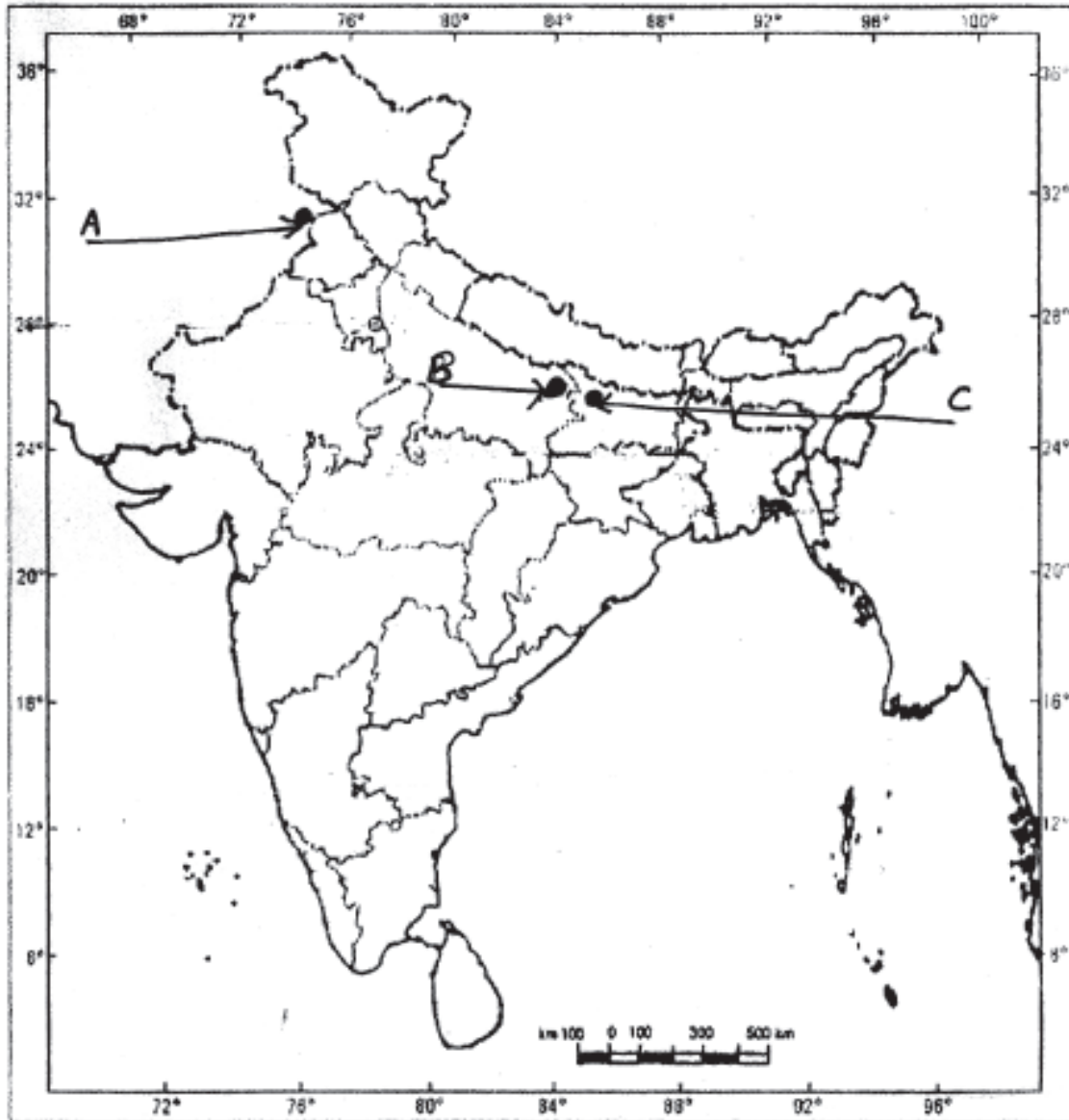
Q18. i).By the student

ii). (A) Lahore (B) Chauri-Chaura (C) Champaran

सं. 18.1 और 18.2 के लिए

For question no. 18.1 and 18.2

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)





HISTORY

Last Four Years CBSE Question Papers for Practice

Note: - (The Students will follow the pattern of question paper-2016 only.
The others CBSE question papers are only for practice.)

SET-2

2016

कोड नं. 61/2
Code No.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 13+1 मानचित्र हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 17 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 13 printed pages and 1 Map
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 17 questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

इतिहास

HISTORY

निर्धारित समय : 3 घण्टे
Time allowed : 3 hours

अधिकतम अंक : 80
Maximum Marks : 80

61/2

1

P.T.O.

सामान्य निर्देश :

- (i) सभी प्रश्नों के उत्तर दीजिए। कुछ प्रश्नों में आंतरिक विकल्प दिए गए हैं। प्रत्येक प्रश्न के अंक उसके सामने अंकित किए गए हैं।
- (ii) प्रश्न संख्या 1 से 3 दो अंकों वाले हैं, प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए।
- (iii) प्रश्न संख्या 4 से 9 चार अंकों वाले हैं। प्रत्येक प्रश्न का उत्तर 100 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से केवल पाँच प्रश्नों को हल करना चाहिए।
- (iv) प्रश्न संख्या 10 मूल्य आधारित प्रश्न है और अनिवार्य है, यह प्रश्न भी चार अंक का है।
- (v) प्रश्न संख्या 11 से 13 आठ अंकों वाले हैं। इनमें से प्रत्येक प्रश्न का उत्तर 350 शब्दों से अधिक नहीं होना चाहिए।
- (vi) प्रश्न संख्या 14 से 16 स्रोत आधारित हैं। इनमें कोई आन्तरिक विकल्प नहीं है।
- (vii) प्रश्न संख्या 17 मानचित्र सम्बन्धी है, जिसमें लक्षणों को पहचानना तथा महत्वपूर्ण मदों को दर्शाना शामिल है। मानचित्र को उत्तर-पुस्तिका के साथ नत्थी कीजिए।

General Instructions :

- (i) Answer **all** the questions. Some questions have choice. Marks are indicated against each question.
- (ii) Answer to questions no. 1 to 3 carrying 2 marks should not exceed 30 words each.
- (iii) Answer to questions no. 4 to 9 carrying 4 marks should not exceed 100 words. Students should attempt only **five** questions in this section.
- (iv) Question 10 (for 4 marks) is a value based question and **compulsory** question.
- (v) Answer to questions no. 11 to 13 carrying 8 marks should not exceed 350 words.
- (vi) Questions 14 to 16 are source based questions and have no internal choice.
- (vii) Question 17 is a **Map question** includes identification and significant test items. Attach the map with the answer-sheet.

खण्ड - क**PART - A**

नीचे दिए गए सभी प्रश्नों के उत्तर लिखिए :

2x3=6

Answer all the questions given below :

1. उन्नीसवीं शताब्दी में यूरोपवासियों को स्तूपों में दिलचस्पी क्यों थी? दो कारण लिखिए। 2
Why were the Europeans during the nineteenth century interested in the Stupas ? Give two reasons.
2. कराइक्काल अम्मयार किस प्रकार नयनार परंपरा की महान आकृति बनी? स्पष्ट कीजिए। 2
How did Karaikkal Ammaiyar become the greatest figure of Nayanar tradition ? Explain.
3. ईस्ट इंडिया कंपनी द्वारा मद्रास में स्थापित किलेबंदी का नाम लिखिए। इसकी किसी एक विशेषता का उल्लेख कीजिए। 2
Name the fortification of East India Company in Madras. Mention any one feature of it.

खण्ड - ख**PART - B****अनुभाग - I****SECTION - I**

निम्नलिखित में से किन्हीं पाँच प्रश्नों के उत्तर लिखिए :

4x5=20

Answer any five of the following questions :

4. 'हड़प्पा शहरों की सबसे अनूठी विशिष्टताओं में से एक सावधानीपूर्वक नियोजित जल निकास प्रणाली थी'। स्पष्ट कीजिए। 4
'One of the most distinctive features of the Harappan cities was the carefully planned drainage system'. Elaborate.

5. “मुगल शासकों ने बड़े प्रभावशाली तरीके से विजातीय जनसाधारण को शाही संरचना के अंतर्गत सम्मिलित किया” इस कथन की पुष्टि कीजिए।

“Mughal rulers efficiently assimilated heterogeneous populace within an imperial edifice”. Support the statement.

6. ‘सटीक और विस्तृत आलेख तैयार करना, मुगल प्रशासन की मुख्य चुनौती थी’। उदाहरणों के साथ कथन की पुष्टि कीजिए। 4

‘The keeping of the exact and detailed record was the major concern of the Mughal administration.’ Support the statement with examples.

7. अमरावती स्तूप की नियति साँची स्तूप से कैसे भिन्न थी? स्पष्ट कीजिए। 4

How was the fate of Amravati stupa different from the Sanchi stupa ? Explain.

8. ‘परिसीमन कानून’ क्या था? इसे 19 वीं शताब्दी का रैयतों के खिलाफ अत्याचार का प्रतीक क्यों माना गया था? कोई तीन कारण लिखिए। 1+3=4

What was the Limitation Law ? Why was this considered as a symbol of oppression against the ryots of the 19th Century ? Give three reasons.

9. 1857 के विद्रोह में अंग्रेजों के विरुद्ध उभरे भारतीय नेतृत्व के स्वरूप की उदाहरणों की मदद से परख कीजिए। 4

With the help of specific examples examine the nature of Indian leadership that emerged against the British in the revolt of 1857.

अनुभाग - II

SECTION - II

मूल्य आधारित प्रश्न (अनिवार्य)

4x1=4

VALUE BASED QUESTION (Compulsory)

10. निम्नलिखित अनुच्छेद को पढ़िए और उसके नीचे दिए गए प्रश्न का उत्तर लिखिए : 4

'आर्य समाज, 19 वीं सदी के आखिरी दशकों और प्रारंभिक 20 वीं शताब्दी का यह उत्तर भारतीय हिंदू सुधार आंदोलन (किसी अन्य धर्म में परिवर्तित हुए लोगों को वापस हिंदू बनाना) खास तौर पर पंजाब में सक्रिय था। वह वैदिक शिक्षा को पुनर्जीवित कर उसे विज्ञान की आधुनिक शिक्षा से जोड़ना चाहता था।'

आधुनिक भारत के वैज्ञानिक विकास मार्ग को प्रशस्त करने में मूल्य किस प्रकार समृद्ध भारतीय साहित्य से जुड़े हैं? स्पष्ट कीजिए।

Read the following passage and answer the question that follows :

'Arya Samaj, A North Indian Hindu reform organisation of the late nineteenth and early twentieth centuries, particularly active in Punjab (tried to bring back Hindus who had converted to some other religion) which sought to revive Vedic learning and combine it with modern education in the sciences'.

Illustrate how the values integrated with the rich Indian literature paved way for the scientific development of modern India.

खण्ड - ग

PART - C

दीर्घ उत्तरीय प्रश्न

LONG ANSWER QUESTIONS

नीचे दिए गए सभी प्रश्नों के उत्तर लिखिए :

8x3=24

Answer all the questions given below :

11. मुगल काल के दौरान गाँवों में पंचायतों की भूमिका की परख कीजिए। 8

अथवा

- मुगल काल के दौरान कृषि समाज में महिलाओं की भूमिका और स्थिति की परख कीजिए। 8

Assess the role played by Panchayats in the villages during Mughal period.

OR

Examine the status and role played by the women in the agrarian society during Mughal period.

12. भारत की संविधान सभा में भाषा के मुद्दे पर काफी बहस हुई। सभा के सदस्यों द्वारा इस विषय पर दी गई दलीलों की परख कीजिए। 8

अथवा

भारत की संविधान सभा ने केन्द्र सरकार की शक्तियों का संरक्षण किस प्रकार किया ? स्पष्ट कीजिए। 8

“Within the Constituent Assembly of India the language issue was intensely debated”. Examine the views put forward by the members of the Assembly on this issue.

OR

How did the Constituent Assembly of India protect the powers of the central government ? Explain.

13. अशोक के अभिलेखों में मौर्यों का क्या वर्णन मिलता है ? अभिलेख साक्ष्यों की सीमाओं का वर्णन कीजिए। 3+5=8

अथवा

महाजनपदों की किन्हीं तीन विशेषताओं का उल्लेख कीजिए। मगध किस प्रकार सबसे शक्तिशाली महाजनपद बना ? स्पष्ट कीजिए। 3+5=8

What does Ashokan inscriptions tell about the Mauryas ? Describe the limitations of the inscriptional evidences.

OR

State any three features of Mahajanpadas. How did Magadha become the powerful Mahajanpada ? Explain.

खण्ड - घ

PART - D

स्रोत आधारित प्रश्न

7x3=21

SOURCE BASED QUESTIONS

14. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

यूरोप के लिए एक चेतावनी

बर्नियर चेतावनी देता है कि यदि यूरोपीय शासकों ने मुगल ढाँचे का अनुसरण किया तो :

उनके राज्य इस प्रकार अच्छी तरह से जुते और बसे हुए, इतनी अच्छी तरह से निर्मित, इतने समृद्ध, इतने सुशिष्ट तथा फलते-फूलते नहीं रह जाएँगे जैसा कि हम उन्हें देखते हैं। दूसरी दृष्टि से हमारे शासक अमीर और शक्तिशाली हैं; और हमें यह स्वीकार करना चाहिए कि उनकी और बेहतर और राजसी ढंग से सेवा हो। वे जल्द ही रेगिस्तान तथा निर्जन स्थानों के, भिखारियों तथा क्रूर लोगों के राजा बनकर रह जाएँगे जैसे कि वे जिनके विषय में मैंने वर्णन किया है। (मुगल शासक) ... हम उन महान शहरों और नगरों को खराब हवा के कारण न रहने योग्य अवस्था में पाएँगे, तथा विनाश की स्थिति में, जिनके जीर्णोद्धार की किसी को चिंता नहीं है, व्यक्त टीले और झाड़ियों अथवा घातक दलदल से भरे हुए खेत, जैसा कि पहले ही बताया गया है।

- (14.1) बर्नियर ने मुगल शासकों को दोषी क्यों ठहराया है? 3
- (14.2) अबुल-फजल की आईने-अकबरी और बर्नियर के विवरण में क्या अंतर है? 2
- (14.3) 'गर्व का अंत होता ही है जब कोई कार्य की उपेक्षा और शक्ति का प्रयोग अन्य पर करता है? कथन के संदर्भ में बर्नियर की चेतावनी को स्पष्ट कीजिए। 2

Read the following extract carefully and answer the questions that follow :

A warning for Europe

Bernier warned that if European kings followed the Mughal model :
Their kingdoms would be very far from being well-cultivated and peopled, so well built, so rich, so polite and flourishing as we see them. Our kings are otherwise rich and powerful; and we must avow that they are much better and more royally served. They would soon be kings of deserts and solitudes, of beggars and barbarians, such as those are whom I have been representing (the Mughals) ... We should find the great Cities and the great Burroughs (boroughs) rendered uninhabitable because of ill air, and to fall to ruine (ruin) without any bodies (anybody) taking care of repairing them; the hillocks abandon'd, and the fields overspread with bushes, or fill'd with pestilential marishes (marshes), as hath been already intimated.

- (14.1) In what ways did Bernier condemn Mughal rulers ?
(14.2) What contrasts do the account of Bernier and Abul Fazl's Ain-i-Akbari ?
(14.3) Pride has its fall if power and negligence of duty rules any one'.

15. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

'कल हम नमक कर क़ानून तोड़ेंगे'

5 अप्रैल, 1930 को महात्मा गाँधी ने दाण्डी में कहा था :

जब मैं अपने साथियों के साथ दाण्डी के इस समुद्रतटीय टोले की तरफ चला था तो मुझे यकीन नहीं था कि हमें यहाँ तक आने दिया जाएगा। जब मैं साबरमती में था तब भी यह अफ़वाह थी कि मुझे गिरफ़्तार किया जा सकता है। तब मैंने सोचा था कि सरकार मेरे साथियों को तो दाण्डी तक आने देगी लेकिन मुझे निश्चय ही यह छूट नहीं मिलेगी। यदि कोई यह कहता कि इससे मेरे हृदय में अपूर्ण आस्था का संकेत मिलता है तो मैं इस आरोप को नकारने वाला नहीं हूँ। मैं यहाँ तक पहुँचा हूँ, इसमें शांति और अहिंसा का कम हाथ नहीं है ; इस सत्ता को सब महसूस करते हैं। अगर सरकार चाहे तो वह अपने इस आचरण के लिए अपनी पीठ थपथपा सकती है क्योंकि सरकार चाहती तो हम में से हरेक को गिरफ़्तार कर सकती थी। जब सरकार

यह कहती है कि उसके पास शांति की सेना को गिरफ्तार करने का साहस नहीं था तो हम उसकी प्रशंसा करते हैं। सरकार को ऐसी सेना की गिरफ्तारी में शर्म महसूस होती है। अगर कोई व्यक्ति ऐसा काम करने में शर्मिदा महसूस करता है जो उसके पड़ोसियों को भी रास नहीं आ सकता, तो वह एक शिष्ट-सभ्य व्यक्ति है। सरकार को हमें गिरफ्तार न करने के लिए बधाई दी जानी चाहिए भले ही उसने विश्व जनमत का खयाल करके ही यह फैसला क्यों न लिया हो। कल हम नमक कर कानून तोड़ेंगे। सरकार इसको बर्दाश्त करती है कि नहीं, यह सवाल अलग है। हो सकता है सरकार हमें ऐसा न करने दे लेकिन उसने हमारे जत्थे के बारे में जो धैर्य और सहिष्णुता दिखायी है उसके लिए वह अभिनंदन की पात्र है.....।

यदि मुझे और गुजरात व देश भर के सारे मुख्य नेताओं को गिरफ्तार कर लिया जाता है तो क्या होगा? यह आंदोलन इस विश्वास पर आधारित है कि जब एक पूरा राष्ट्र उठ खड़ा होता है और आगे बढ़ने लगता है तो उसे नेता की जरूरत नहीं रह जाती।

(CWMG) कलेक्टेड वर्क्स ऑफ महात्मा गाँधी खंड 49

- | | | |
|--------|--|---|
| (15.1) | गाँधी जी ने दांडी मार्च की शुरुआत क्यों की? | 2 |
| (15.2) | 'नमक यात्रा' उल्लेखनीय क्यों थी? | 3 |
| (15.3) | 'शांति और अहिंसा को सब महसूस करते हैं।' गाँधी जी ने ऐसा क्यों कहा? स्पष्ट कीजिए। | 2 |

Read the following excerpt carefully 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 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..... 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.

(CWMG), vol. 49 Collected works of Mahatma Gandhi

- (15.1) Why did Gandhiji start the Dandi March ?
 (15.2) Why was Salt March notable ?
 (15.3) 'The power of peace and non-violence are universally felt'. Why did Gandhiji said so ?

16. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

द्रौपदी का विवाह

पांचाल नरेश द्रुपद ने एक स्वयंवर का आयोजन किया जिसमें यह शर्त रखी गई कि धनुष की चाप चढ़ा कर निशाने पर तीर मारा जाए; विजेता उनकी पुत्री द्रौपदी से विवाह करने के लिए चुना जाएगा। अर्जुन ने यह प्रतियोगिता जीती और द्रौपदी ने उसे वरमाला पहनाई। पांडव उसे लेकर अपनी माता कुंती के पास गए जिन्होंने बिना देखे ही उन्हें लाई गई वस्तु को आपस में बाँट लेने को कहा। जब कुंती ने द्रौपदी को देखा तो उन्हें अपनी भूल का एहसास हुआ, किंतु उनकी आज्ञा की अवहेलना नहीं की जा सकती थी। बहुत सोच-विचार के बाद युधिष्ठिर ने यह निर्णय लिया कि द्रौपदी उन पाँचों की पत्नी होगी।

जब द्रुपद को यह बताया गया तो उन्होंने इसका विरोध किया। किंतु ऋषि व्यास ने उन्हें इस तथ्य से अवगत कराया कि पांडव वास्तव में इंद्र के अवतार थे और उनकी पत्नी ने ही द्रौपदी

के रूप में जन्म लिया था। अतः नियति ने ही उन सबका साथ निश्चित कर दिया था।

व्यास ने यह भी बताया कि एक बार युवा स्त्री ने पति प्राप्ति के लिए शिव की आराधना की और उत्साह के अतिरेक में एक के बजाय पाँच बार पति प्राप्ति का वर माँग लिया। इसी स्त्री ने द्रौपदी के रूप में जन्म लिया तथा शिव ने उसकी प्रार्थना को परिपूर्ण किया है। इन कहानियों से संतुष्ट होकर द्रुपद ने इस विवाह को अपनी सहमति प्रदान की।

- (16.1) यह कहानी किस प्रकार दर्शाती है कि माता को सबसे बड़ा गुरु माना जाता था? 2
- (16.2) कुंती ने द्रौपदी को भीषण परिस्थिति से क्यों नहीं बचाया? 3
- (16.3) ऋषि व्यास और द्रुपद ने पाँच पुरुषों के साथ द्रौपदी के अनोखे विवाह को क्यों मान्यता दी? 2

Read the following excerpt carefully and answer the questions that follow :

Draupadi's Marriage

Drupada, the king of Panchala, organised a competition where the challenge was to string a bow and hit a target; the winner would be chosen to marry his daughter Draupadi. Arjuna was victorious and was garlanded by Draupadi. The Pandavas returned with her to their mother Kunti, who, even before she saw them, asked them to share whatever they had got. She realised her mistake when she saw Draupadi, but her command could not be violated. After much deliberation, Yudhisthira decided that Draupadi would be their common wife. When Drupada was told about this, he protested. However, the seer Vyasa arrived and told him that the Pandavas were in reality incarnations of Indra, whose wife had been reborn as Draupadi, and they were thus destined for each other. Vyasa added that in another instance a young woman had prayed to Shiva for a husband, and in her enthusiasm, had prayed five times instead of once. This woman was now reborn as Draupadi, and Shiva had fulfilled her prayers. Convinced by these stories, Drupada consented to the marriage.

- (16.1) How does this story reveal that mother was considered as the highest guru ?
- (16.2) Why didn't Kunti save Draupadi from the dire situation ?
- (16.3) Why did Drupada and Sage Vyasa decide Draupadi's strange marriage with five men ?

खण्ड ड
PART E

(मानचित्र प्रश्न / Map Question)

18. (18.1) भारत के दिए हुए राजनीतिक रेखा-मानचित्र (पृष्ठ 11 पर), पर निम्नलिखित को उपयुक्त चिह्नों से दर्शाइए तथा उनके नाम लिखिए : 2
- (क) मोहन-जो-दाड़ो
(ख) दाड़ी
- (18.2) भारत के दिए गए इसी राजनीतिक रेखा-मानचित्र पर, बौद्ध धर्म से से संबंधित तीन केन्द्र A, B और C अंकित किए गए हैं। उन्हें पहचानिए तथा उनके सही नाम उनके समीप खींची गई रेखाओं पर लिखिए। 3
- (18.1) On the given political outline map of India (on Page 11), locate and label the following with appropriate symbols :
- (a) Mohan-Jo-Daro
(b) Lahore
- (18.2) On the same outline map of India, three centres related Buddhism have been marked as A, B and C. Identify them and write their correct names on the lines drawn near them.

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 18 के स्थान पर हैं :

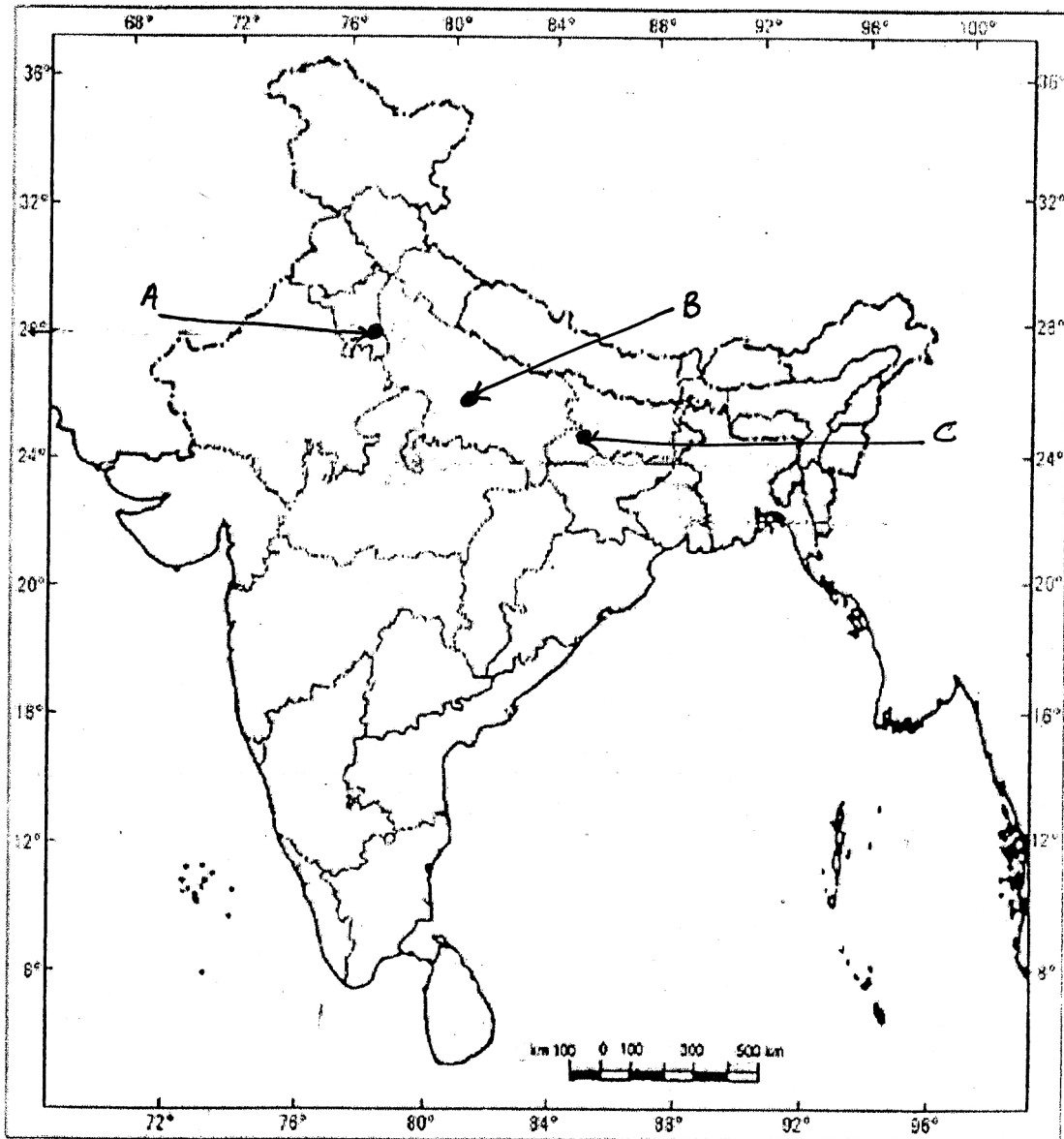
Note : The following questions are for Visually Impaired Candidates only in lieu of Q. No. 18 :

- (18.1) मुगल साम्राज्य के किन्हीं दो राजधानी शहरों का उल्लेख कीजिए। 2
- (18.2) 1857 के विद्रोह से संबंधित किन्हीं तीन महत्वपूर्ण स्थानों का उल्लेख कीजिए। 3
- (18.1) Mention any two capital cities of the Mughal Empire.
- (18.2) Mention any three important places related with the Revolt of 1857.

प्रश्न सं. 18.1 और 18.2 के लिए

For question no. 18.1 and 18.2

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)



HISTORY



Series SSO

SET-2

कोड नं. **61/2**
Code No.

रोल नं.

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Roll No.

परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ **10 + 1** मानचित्र हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में **18** प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains **10** printed pages and **1** Map.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **18** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

इतिहास HISTORY

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

61/2

अधिकतम अंक : 80

Maximum Marks : 80

P.T.O.

सामान्य निर्देश :

- (i) सभी प्रश्नों के उत्तर दीजिए। कुछ प्रश्नों में आंतरिक विकल्प दिए गए हैं। प्रत्येक प्रश्न के अंक उसके सामने अंकित किए गए हैं।
- (ii) प्रश्न संख्या 1 से 3 दो अंकों वाले हैं, प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए।
- (iii) प्रश्न संख्या 4 से 9 चार अंकों वाले हैं। प्रत्येक प्रश्न का उत्तर 100 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से केवल पाँच प्रश्नों को हल करना चाहिए।
- (iv) प्रश्न संख्या 10 मूल्य आधारित प्रश्न है और अनिवार्य है, यह प्रश्न भी चार अंक का है।
- (v) प्रश्न संख्या 11 से 14 आठ अंकों वाले हैं। इनमें से प्रत्येक प्रश्न का उत्तर 350 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से किन्हीं तीन प्रश्नों को हल करना चाहिए।
- (vi) प्रश्न संख्या 15 से 17 स्रोत आधारित हैं। इनमें कोई आन्तरिक विकल्प नहीं है।
- (vii) प्रश्न संख्या 18 मानचित्र सम्बन्धी है, जिसमें लक्षणों को पहचानना तथा महत्वपूर्ण मदों को दर्शाना शामिल है। मानचित्र को उत्तर-पुस्तिका के साथ नत्थी कीजिए।

General Instructions :

- (i) Answer **all** the questions. Some questions have choice. Marks are indicated against each question.
- (ii) Answer to questions no. 1 to 3 carrying 2 marks should not exceed 30 words each.
- (iii) Answer to questions no. 4 to 9 carrying 4 marks should not exceed 100 words each. Students should attempt only **five** questions in this section.
- (iv) Question no. 10 (for 4 marks) is a value based question and **compulsory**.
- (v) Answer to questions no. 11 to 14 carrying 8 marks should not exceed 350 words each. Students should attempt only **three** questions from this section.
- (vi) Questions no. 15 to 17 are source based questions and have no internal choice.
- (vii) Map question 18 includes identification and significance test items. Attach the map with the answer-book.

खण्ड क
PART A

नीचे दिए गए सभी प्रश्नों के उत्तर लिखिए :

Answer **all** the questions given below :

1. प्रथम शताब्दी ई. में सिक्कों का इस्तेमाल कैसे किया जाता था ? दो उदाहरण दीजिए । 2
How were the coins used in the first century CE ? Give two examples.
2. कबीर बीजक और कबीर ग्रंथावली दो विशिष्ट किन्तु परस्पर व्यापक परम्पराएँ हैं । इनको किस प्रकार सुरक्षित रखा गया है ? 2
Kabir Bijak and Kabir Granthavali are the two distinct but overlapping traditions. How are they preserved ?
3. उस क्षेत्र का नाम लिखिए जहाँ 18वीं शताब्दी के दौरान लॉटरी कमेटी द्वारा नगर-नियोजन की शुरुआत की गई थी । उसकी किसी एक विशेषता का उल्लेख कीजिए । 2
Name the region where the Lottery Committee initiated town planning during the 18th century. Mention any one feature of it.

खण्ड ख
PART B

अनुभाग I
SECTION I

निम्नलिखित में से किन्हीं पाँच प्रश्नों के उत्तर दीजिए :

Answer any **five** of the following questions :

4. विजयनगर का विट्ठल मन्दिर अनूठा क्यों था ? 4
Why was Vitthala temple of the Vijayanagara unique ?
5. '1820 के दशक में बम्बई दक्कन राजस्व प्रणाली' का दूसरा नाम क्या था ? उसकी किन्हीं तीन विशेषताओं का उल्लेख कीजिए । 1+3=4
What was the other name of 'Bombay Deccan revenue system of 1820s'.
Mention any three features of it.

6. पुरातत्त्वविदों द्वारा हड़प्पा सभ्यता की केन्द्रीय सत्ता के विषय में दिए गए विचारों का वर्णन कीजिए । 4
Describe the opinions of the archaeologists over the central authority of the Harappan civilization.
7. “सटीक और विस्तृत आलेख तैयार करना, मुगल शासन के लिए मुख्य रूप से महत्वपूर्ण था ।” न्यायसंगत ठहराइए । 4
“The keeping of exact and detailed records was a major concern of the Mughal administration.” Justify.
8. इतिहासकारों ने मौर्य साम्राज्य के इतिहास की पुनर्रचना के लिए विभिन्न प्रकार के स्रोतों का उपयोग किया है । ऐसे किन्हीं चार स्रोतों का उल्लेख कीजिए । 4
Historians have used a variety of sources to reconstruct the history of the Mauryan Empire. State any four such sources.
9. 1798 में लॉर्ड वेलेज़्ली द्वारा भारत के लिए तैयार की गई ‘सहायक संधि प्रणाली’ के प्रावधानों की परख कीजिए । 4
Examine the provisions of ‘Subsidiary Alliance system’ devised by Lord Wellesley in 1798 for India.

अनुभाग II

SECTION II

मूल्य आधारित प्रश्न (अनिवार्य)

Value Based Question (Compulsory)

10. निम्नलिखित अनुच्छेद को पढ़िए और उसके नीचे दिए गए प्रश्न का उत्तर लिखिए :
डॉ. खुशदेव सिंह ने अपने कामों का बयान करते हुए लिखा है कि “एक इन्सान होने के नाते बिरादर इन्सानों के प्रति अपनी ज़िम्मेदारी का निर्वाह करते हुए मेरी छोटी सी कोशिश ।”
“प्रेम द्वेष से मज़बूत होता है ।” इस मूल्य का सत्य भारत के विभाजन के समय किस प्रकार सिद्ध हुआ ? वे कौन-से मूल्य हैं, जिनके अविरत प्रयास से सिखाने और विकसित करने से द्वेष से बचा जा सकता है ? स्पष्ट कीजिए । 1+3=4
Read the following passage and answer the question that follows :
Dr. Khushdeva Singh describes his work as “humble efforts I made to discharge my duty as a human being to fellow human beings.”
“Love is stronger than hate.” How true is this value which was proved at the time of the partition of India ? What are the values one needs to instill and nurture to avoid hatred ? Explain.

तीर चलाने में सिद्धहस्त हो गया। एक दिन कुरु राजकुमार अपने कुत्ते के साथ जंगल में शिकार करते हुए एकलव्य के समीप पहुँच गए। कुत्ता काले भृंग की चमड़ी के वस्त्र में लिपटे निषाद को देखकर भौंकने लगा। क्रोधित होकर एकलव्य ने एक साथ सात तीर चलाकर उसका मुँह बंद कर दिया। जब वह कुत्ता लौटा तो पांडव तीरंदाजी का यह अद्भुत दृश्य देखकर आश्चर्यचकित हो गए। उन्होंने एकलव्य को तलाशा, उसने स्वयं को द्रोण का शिष्य बताया।

द्रोण ने अपने प्रिय शिष्य अर्जुन से एक बार यह कहा था कि वह उनके सभी शिष्यों में अद्वितीय तीरंदाज बनेगा। अर्जुन ने द्रोण को उनका यह प्रणय दादा दिलाया। द्रोण एकलव्य के पास गए जिसने उन्हें अपना गुरु मानकर प्रणाम किया। तब द्रोण ने गुरु दक्षिणा के रूप में एकलव्य से उसके दाहिने हाथ का अँगूठा माँग लिया। एकलव्य ने फौरन गुरु को अपना अँगूठा काट कर दे दिया। अब एकलव्य तीर चलाने में उतना तेज़ नहीं रहा। इस तरह द्रोण ने अर्जुन को दिए वचन को निभाया : कोई भी अर्जुन से बेहतर धनुर्धारी नहीं रहा।

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| (15.1) द्रोण ने एकलव्य को अपना शिष्य बनाने के लिए मना क्यों किया ? | 2 |
| (15.2) एकलव्य की अपने गुरु की माँग पर क्या प्रतिक्रिया थी ? | 2 |
| (15.3) दिए गए अनुच्छेद में उल्लिखित गुरु-शिष्य परम्परा के दो वृत्तांतों का उल्लेख कीजिए। | 3 |

Read the following extract carefully and answer the questions that follow :

“Proper” social roles

Here is a story from the *Adi Parvan* of the *Mahabharata* :

Once Drona, a Brahmana who taught archery to the Kuru princes, was approached by Ekalavya, a forest-dwelling *nishada* (a hunting community). When Drona, who knew the *dharma*, refused to have him as his pupil, Ekalavya returned to the forest, prepared an image of Drona out of clay, and treating it as his teacher, began to practise on his own. In due course, he acquired great skill in archery. One day, the Kuru princes went hunting and their dog, wandering in the woods, came upon Ekalavya. When the dog smelt the dark *nishada* wrapped in black deer skin, his body caked with dirt, it began to bark. Annoyed, Ekalavya shot seven arrows into its mouth. When the dog returned to the Pandavas, they were amazed at this superb display of archery. They tracked down Ekalavya, who introduced himself as a pupil of Drona.

Drona had once told his favourite student Arjuna that he would be unrivalled amongst his pupils. Arjuna now reminded Drona about this. Drona approached Ekalavya, who immediately acknowledged and honoured him as his teacher. When Drona demanded his right thumb as his fee, Ekalavya unhesitatingly cut it off and offered it. But thereafter, when he shot with his remaining fingers, he was no longer as fast as he had been before. Thus, Drona kept his word : no one was better than Arjuna.

- (15.1) Why did Drona refuse to have Ekalavya as his pupil ?
 (15.2) How did Ekalavya react to the demand of his Guru ?
 (15.3) Mention two versions of *Guru-Shishya Parampara* mentioned in the given extract.

16. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

सती बालिका

यह संभवतः बर्नियर के वृत्तांत के सबसे मार्मिक विवरणों में से एक है :

लाहौर में मैंने एक बहुत ही सुन्दर अल्पवयस्क विधवा जिसकी आयु मेरे विचार में बारह वर्ष से अधिक नहीं थी, की बलि होते हुए देखी। उस भयानक नर्क की ओर जाते हुए वह असहाय छोटी बच्ची जीवित से अधिक मृत प्रतीत हो रही थी; उसके मस्तिष्क की व्यथा का वर्णन नहीं किया जा सकता; वह काँपते हुए बुरी तरह से रो रही थी; लेकिन तीन या चार ब्राह्मण, एक बूढ़ी औरत, जिसने उसे अपनी आस्तीन के नीचे दबाया हुआ था, की सहायता से उस अनिच्छुक पीड़िता को जबरन घातक स्थल की ओर ले गए, उसे लकड़ियों पर बैठाया, उसके हाथ और पैर बाँध दिए ताकि वह भाग न जाए और इस स्थिति में उस मासूम प्राणी को ज़िन्दा जला दिया गया। मैं अपनी भावनाओं को दबाने में और उनके कोलाहलपूर्ण तथा व्यर्थ के क्रोध को बाहर आने से रोकने में असमर्थ था ...

- (16.1) बर्नियर ने इस व्यवहार को पूर्वी और पश्चिमी समाजों की भिन्नताओं का अत्यंत महत्त्वपूर्ण पहलू क्यों माना है ? 3
 (16.2) भारतीय पितृत्मक समाज इस सामाजिक कुप्रथा में क्या भूमिका अदा करता है ? 2
 (16.3) उपर्युक्त उल्लिखित काल में औरतों की स्थिति की तुलना आज के सन्दर्भ में कीजिए। 2

कॉलिन मैकेन्ज़ी

1754 ई. में जन्मे कॉलिन मैकेन्ज़ी ने एक अभियंता, सर्वेक्षक, तथा मानचित्रकार के रूप में प्रसिद्धि हासिल की। 1815 में उन्हें भारत का पहला सर्वेयर जनरल बनाया गया और 1821 में अपनी मृत्यु तक वे इस पद पर बने रहे। भारत के अतीत को बेहतर ढंग से समझने और उपनिवेश के प्रशासन को आसान बनाने के लिए उन्होंने इतिहास से सम्बन्धित स्थानीय परंपराओं का संकलन तथा ऐतिहासिक स्थलों का सर्वेक्षण करना आरंभ किया। वे कहते हैं, “ब्रिटिश प्रशासन के सुप्रभाव में आने से पहले दक्षिण भारत खराब प्रबंधन की दुर्गति से लंबे समय तक जूझता रहा।” विजयनगर के अध्ययन से मैकेन्ज़ी को यह विश्वास हो गया कि कंपनी, “स्थानीय लोगों के अलग-अलग कबीलों, जो इस समय भी जनसंख्या का एक बड़ा हिस्सा थे, को अब भी प्रभावित करने वाले इनमें से कई संस्थाओं, कानूनों तथा रीति-रिवाजों के विषय में बहुत महत्त्वपूर्ण जानकारियाँ” हासिल कर सकती थी।

- (14.1) भारत का पहला सर्वेयर जनरल कौन था ? उसका भारत में आने का उद्देश्य क्या था ? 1+2=3
- (14.2) विजयनगर साम्राज्य के अध्ययन के पीछे कॉलिन मैकेन्ज़ी का उद्देश्य क्या था ? स्पष्ट कीजिए। 3
- (14.3) मैकेन्ज़ी ने ब्रिटिश प्रशासन के आने से विजयनगर साम्राज्य पर सुप्रभावों का वर्णन किस प्रकार किया है ? स्पष्ट कीजिए। 2

Read the following extract carefully and answer the question that follow :

The child sati

This is perhaps one of the most poignant descriptions by Bernier :

At Lahore, I saw a most beautiful young widow sacrificed, who could not, I think, have been more than twelve years of age. The poor little creature appeared more dead than alive when she approached the dreadful pit: the agony of her mind cannot be described; she trembled and wept bitterly; but three or four of the Brahmanas, assisted by an old woman who held her under the arm, forced the unwilling victim toward the fatal spot, seated her on the wood, tied her hands and feet, lest she should run away, and in that situation the innocent creature was burnt alive. I found it difficult to repress my feelings and to prevent their bursting forth into clamorous and unavailing rage ...

- (16.1) Why did Bernier consider this treatment as a crucial marker of the difference between western and eastern societies ?
- (16.2) What role did the Indian patriarchal society play towards this social evil ?
- (16.3) Compare the condition of the women of the era mentioned above to that of today.
17. निम्नलिखित अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

“अंग्रेज़ तो चले गए, मगर जाते-जाते शरारत का बीज बो गए”

सरदार वल्लभ भाई पटेल ने कहा था :

यह दोहराने का कोई मतलब नहीं है कि हम पृथक निर्वाचिका की माँग इसलिए कर रहे हैं क्योंकि हमारे लिए यही अच्छा है। यह बात हम बहुत समय से सुन रहे हैं। हम सालों से यह सुन रहे हैं और इसी आंदोलन के कारण अब हम एक विभाजित राष्ट्र हैं ...। क्या आप मुझे एक भी स्वतंत्र देश दिखा सकते हैं जहाँ पृथक निर्वाचिका हो ? अगर आप मुझे दिखा दें तो मैं आपकी बात मान लूँगा। लेकिन अगर इस अभागे देश में विभाजन के बाद भी पृथक निर्वाचिका की व्यवस्था बनाए रखी गई तो यहाँ जीने का कोई मतलब नहीं होगा। इसलिए मैं कहता हूँ कि यह सिर्फ मेरे भले की बात नहीं है बल्कि आपका भला भी इसी में है कि हम अतीत को भूल जाएँ। एक दिन हम एकजुट हो सकते हैं ...। अंग्रेज़ तो चले गए, मगर जाते-जाते शरारत का बीज बो गए हैं। हम इस शरारत को और बढ़ाना नहीं चाहते। (सुनिए, सुनिए)। जब अंग्रेज़ों ने यह

विचार पेश किया था तो उन्होंने यह उम्मीद नहीं की थी कि उन्हें इतनी जल्दी भागना पड़ेगा। उन्होंने तो अपने शासन की सुविधा के लिए यह किया था। खैर, कोई बात नहीं। मगर अब वे अपनी विरासत पीछे छोड़ गए हैं। अब हम इससे बाहर निकलेंगे या नहीं ?

संविधान सभा बहस, खंड 5

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|---|---|
| (17.1) पृथक निर्वाचिका को एक बुराई क्यों माना गया है ? | 2 |
| (17.2) सरदार वल्लभ भाई पटेल द्वारा राजनीतिक एकता और राष्ट्र की स्थापना करने के लिए दिए गए तर्कों का उल्लेख कीजिए। | 3 |
| (17.3) पृथक निर्वाचिका की धारणा ने पृथक देश को कैसे अंजाम दिया ? | 2 |

Read the following extract carefully and answer the questions that follow :

“British element is gone but they have left the mischief behind”

Sardar Vallabh Bhai Patel said :

It is no use saying that we ask for separate electorates, because it is good for us. We have heard it long enough. We have heard it for years, and as a result of this agitation we are now a separate nation ... Can you show me one free country where there are separate electorates ? If so, I shall be prepared to accept it. But in this unfortunate country if this separate electorate is going to be persisted in, even after the division of the country, woe betide the country; it is not worth living in. Therefore, I say, it is not for my good alone, it is for your own good that I say it, forget the past. One day, we may be united ... The British element is gone, but they have left the mischief behind. We do not want to perpetuate that mischief. (Hear, hear). When the British introduced this element they had not expected that they will have to go so soon. They wanted it for their easy administration. That is all right. But they have left the legacy behind. Are we to get out of it or not ?

CAD, VOL V

- (17.1) Why are separate electorates considered as a mischief ?
- (17.2) State the arguments given by Sardar Vallabh Bhai Patel for building political unity and forging a nation.
- (17.3) How did the philosophy of separate electorates result in a separate nation ?

**खण्ड ड
PART E**

(मानचित्र प्रश्न / Map Question)

18. (18.1) भारत के दिए हुए राजनीतिक रेखा-मानचित्र (पृष्ठ 11 पर), पर निम्नलिखित को उपयुक्त चिह्नों से दर्शाइए तथा उनके नाम लिखिए : 2
- (क) धोलावीरा
(ख) आगरा – मुगलों का राजधानी शहर
- (18.2) भारत के दिए गए इसी राजनीतिक रेखा-मानचित्र पर, 1857 के विद्रोह से संबंधित तीन केन्द्र A, B और C अंकित किए गए हैं। उन्हें पहचानिए तथा उनके सही नाम उनके समीप खींची गई रेखाओं पर लिखिए। 3
- (18.1) On the given political outline map of **India** (on Page 11), locate and label the following with appropriate symbols :
- (a) Dholavira
(b) Agra – the capital city of Mughals
- (18.2) On the same outline map of **India**, three centres related to the Revolt of 1857 have been marked as A, B and C. Identify them and write their correct names on the lines drawn near them.

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 18 के स्थान पर हैं :

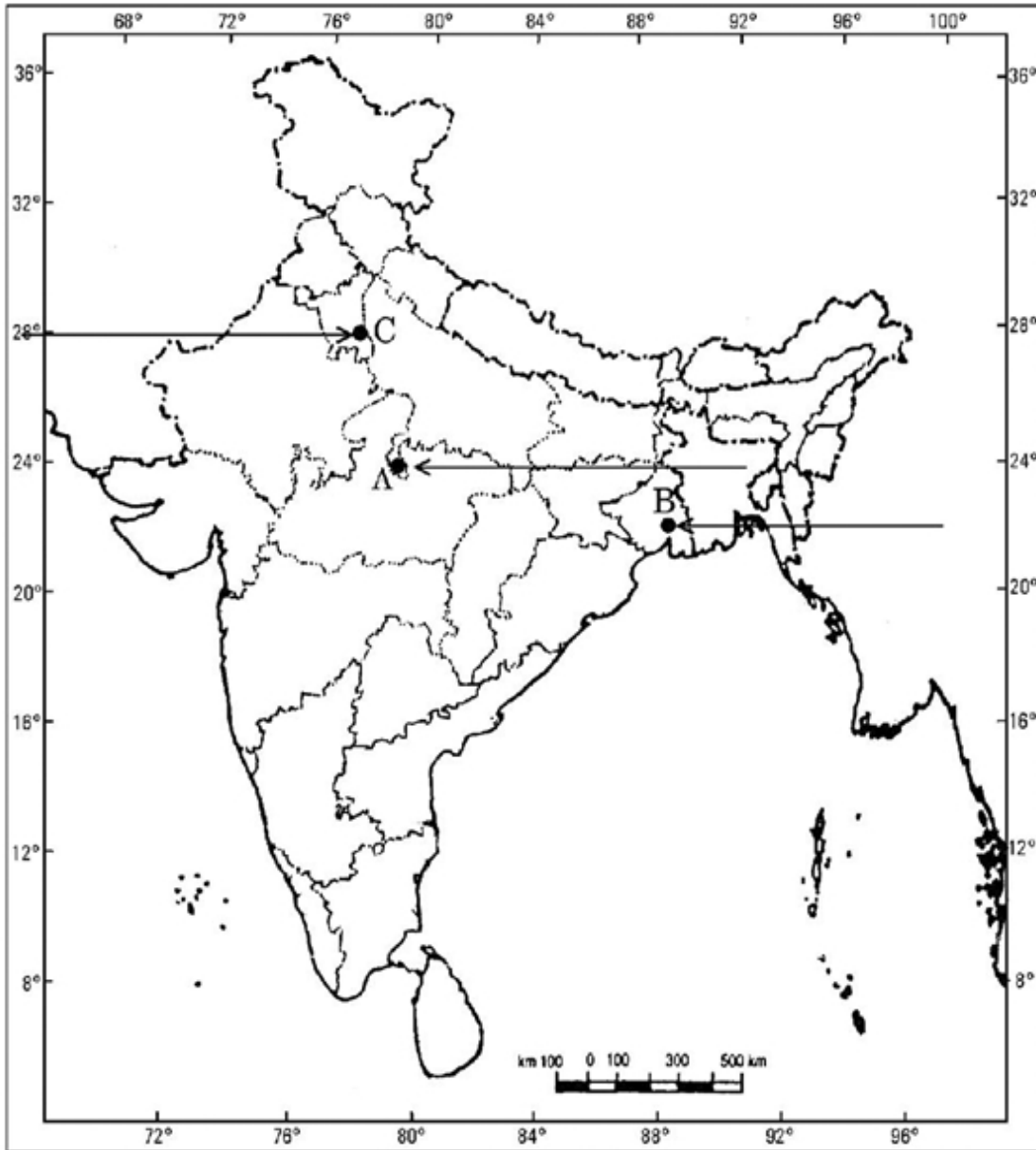
Note : The following questions are for **Visually Impaired Candidates only** in lieu of Q. No. 18 :

- (18.1) मुगल साम्राज्य के किन्हीं दो राजधानी शहरों का उल्लेख कीजिए। 2
- (18.2) 1857 के विद्रोह से संबंधित किन्हीं तीन महत्वपूर्ण स्थानों का उल्लेख कीजिए। 3
- (18.1) Mention any two capital cities of the Mughal Empire.
- (18.2) Mention any three important places related with the Revolt of 1857.

प्रश्न सं. 18.1 और 18.2 के लिए

For question no. 18.1 and 18.2

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)





HISTORY

SET - 2

Series :SSO/C

कोड नं.
Code No. 61/2

रोल नं.
Roll No.

परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।
Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 10 + 1 मानचित्र हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 18 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 10 printed pages + 1 Map.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 18 questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

इतिहास

HISTORY

निर्धारित समय : 3 घंटे]

[अधिकतम अंक : 80

Time allowed : 3 hours]

[Maximum Marks : 80

सामान्य निर्देश :

- (i) सभी प्रश्नों के उत्तर दीजिए। कुछ प्रश्नों में आंतरिक विकल्प दिये गए हैं। प्रत्येक प्रश्न के अंक उसके सामने अंकित किए गए हैं।
- (ii) प्रश्न संख्या 1 से 3 दो अंक वाले हैं। प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए।
- (iii) प्रश्न संख्या 4 से 9 चार अंक वाले हैं। प्रत्येक प्रश्न का उत्तर 100 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से केवल पाँच प्रश्नों को हल करना चाहिए।
- (iv) प्रश्न संख्या 10 मूल्य आधारित प्रश्न है और अनिवार्य है, यह प्रश्न भी चार अंक का है।

61/2

1

[P.T.O.]

- (v) प्रश्न संख्या 11 से 14 आठ अंक वाले हैं। इनमें से प्रत्येक प्रश्न का उत्तर 350 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से किन्हीं तीन प्रश्नों को हल करना चाहिए।
- (vi) प्रश्न संख्या 15 से 17 स्रोत आधारित हैं। इनमें कोई आन्तरिक विकल्प नहीं है।
- (vii) प्रश्न संख्या 18 मानचित्र सम्बन्धी है, जिसमें लक्षणों को पहचानना तथा महत्वपूर्ण मद्दों को दर्शाना शामिल है। मानचित्र को उत्तर-पुस्तिका के साथ नत्थी कीजिए।

General Instructions :

- (i) Answer all the questions. Some questions have choice. Marks are indicated against each question.
- (ii) Answer to questions no. 1 to 3, carrying 2 marks should not exceed 30 words each.
- (iii) Answer to questions no. 4 to 9, carrying 4 marks, should not exceed 100 words each. Students should attempt only 5 questions in this section.
- (iv) Question 10 (for 4 marks) is a value based question and compulsory.
- (v) Answer to questions no. 11 to 14, carrying 8 marks should not exceed 350 words each. Students should attempt only 3 questions from this section.
- (vi) Questions no. 15 to 17 are source based questions and have no internal choice.
- (vii) Map Question 18 includes 'identification' and 'significance' test items. Attach the map with the answer-book.

खण्ड – क

PART – A

निम्नलिखित सभी प्रश्नों के उत्तर लिखिए :

2 × 3 = 6

Answer all questions given below :

1. 'दक्कन दंगा आयोग' का गठन क्यों किया गया था ? स्पष्ट कीजिए।

2

Explain why 'Deccan Riots Commission' was set up.



HISTORY

2. हड़प्पन स्थलों की जल-निकास प्रणाली की दो विशेषताओं का उल्लेख कीजिए । 2
Mention two features of drainage system of the Harappan cities.
3. अकबर को मुगल बादशाहों में महानतम क्यों माना जाता है ? दो कारण लिखिए । 2
Why is Akbar considered to be the greatest of all the Mughal Emperors ? Give two reasons.

खण्ड - छ

PART - B

अनुभाग - I

SECTION - I

निम्नलिखित प्रश्न में से किन्हीं पाँच के उत्तर दीजिए : 4 × 5 = 20
Answer any five of the following questions :

4. भारतीय पुरातत्त्व सर्वेक्षण के डायरेक्टर जनरल कनिंघम, हड़प्पा के महत्त्व को समझने में क्यों चूक गए ? स्पष्ट कीजिए । 4
Why did Cunningham as the Director General of Archaeological Survey of India (ASI) miss the significance of Harappa ? Explain.
5. 'महानवमी डिब्बा' से जुड़े अनुष्ठानों (धार्मिक रीति-रिवाजों) के महत्त्व की परख कीजिए । 4
Examine the significance of rituals associated with 'Mahanavami Dibba'.

61/2

3

[P.T.O.]

6. "शास्त्रों के अनुसार केवल क्षत्रिय राजा हो सकते थे।" यह बात सार्वभौमिक रूप से स्वीकार्य नहीं थी, यह सिद्ध करने के लिए प्रमाण प्रस्तुत कीजिए। 4

"According to shastras only Kashatriyas could be the Kings." Provide evidence to prove that this was not universally followed.

7. फतेहपुर सीकरी के इबादत खाने में की गई धार्मिक चर्चाओं का अकबर के धार्मिक दर्शन पर पड़े प्रभाव की व्याख्या कीजिए। 4

Explain the value of interfaith debates which were held in Ibadat Khana at Fatehpur Sikri to shape the religious philosophy of Akbar.

8. भारत की संविधान सभा के दमित वर्ग के विषय में सुरक्षा देने के लिए दिए गए सुझावों को परख कीजिए। 4

Examine the recommendations of the Constituent Assembly of India regarding the protection to be given to the depressed castes.

9. भारत के विभाजन के कारणों को स्पष्ट कीजिए। 4

Explain the causes that led to the partition of India.

अनुभाग – II

SECTION – II

मूल्य आधारित प्रश्न (अनिवार्य)

Value based Question (Compulsory)

10. "शताब्दियों से मीराबाई प्रेरणा का स्रोत रही हैं।" मीराबाई की सामाजिक-धार्मिक विचारधारा से, जिन नैतिक मूल्यों को आपने सीखा है, उनका वर्णन कीजिए। 4

"Mirabai has been recognized as a source of inspiration for centuries." Identify the moral values that you have learnt from her socio-religious ideology.

खण्ड – घ

PART – D

(स्रोत आधारित प्रश्न) (Source Based Questions)

7 × 3 = 21

15. निम्नलिखित उद्धरण को सावधानीपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

विद्रोही ग्रामीण

ग्रामीण अवध क्षेत्र से रिपोर्ट भेजने वाले एक अफसर ने लिखा :

अवध के लोग उत्तर से जोड़ने वाली संचार लाइन पर जोर बना रहे हैं... । अवध के लोग गोंव वाले हैं... । ये गोंव वाले यूरुपियों की पकड़ से बिलकुल बाहर हैं । पल में बिखर जाते हैं, पल में फिर जुट जाते हैं । शासकीय अधिकारियों का कहना है कि इन गोंव वालों की संख्या बहुत बड़ी है और उनके पास बाकायदा बंदूकें हैं ।

- | | |
|---|----------|
| (15.1) विद्रोहियों से निपटने के लिए अंग्रेजों के समक्ष आई समस्याओं का वर्णन कीजिए । | 2 |
| (15.2) 1857 के विद्रोह में अवध की भूमिका का विश्लेषण कीजिए । | 2 |
| (15.3) अवध में विद्रोह के दमन के लिए अंग्रेजों ने क्या-क्या उपाय किए थे ? | 3 |

Read the following excerpt carefully and answer the questions that follow :

Villagers as rebels

An officer reporting from rural Awadh (spelt as Oude in the following account) noted :

The Oude people are gradually pressing down on the line of communication from the North ... the Oude people are villagers ... these villagers are nearly intangible to Europeans melting away before them and collecting again. The Civil Authorities report these villagers to amount to a very large number of men, with a number of guns.

- | | |
|---|--|
| (15.1) Outline the problems faced by the Britishers in dealing with the rebels. | |
| (15.2) Analyse the role of Awadh in the revolt of 1857. | |
| (15.3) What measures were taken by the British to suppress the rebellion in Awadh ? | |

10. निम्नलिखित उद्धरण का सावधानापूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

अग्नि की प्रार्थना

यहाँ पर ऋग्वेद से लिए गए दो छंद हैं जिनमें अग्निदेव का आह्वान किया गया है :

हे शक्तिशाली देव, आप हमारी आहुति देवताओं तक ले जाएँ । हे बुद्धिमंत, आप तो सबके दाता हैं । हे पुरोहित, हमें खूब सारे खाद्य पदार्थ दें ।

हे अग्नि यज्ञ के द्वारा हमारे लिए प्रचुर धन ला दें । हे अग्नि, जो आपकी प्रार्थना करता है उसके लिए आप सदा के लिए पुष्टिवर्धक अद्भुत गाय ला दें । हमें एक पुत्र मिले जो हमारे वंश को आगे बढ़ाएँ ...

इस तरह के छंद एक खास तरह की संस्कृत में रचे गए थे जिसे वैदिक संस्कृत कहा जाता था । ये स्रोत पुरोहित परिवारों के लोगों को मौखिक रूप में सिखाए जाते थे ।

- | | |
|---|---|
| (16.1) ऋग्वेद किसे कहते हैं ? | 2 |
| (16.2) वैदिक काल में बलि देने की परम्परा के उद्देश्यों को स्पष्ट कीजिए । | 2 |
| (16.3) "ऋग्वेद में विभिन्न देवी-देवताओं की प्रशंसा में भजन शामिल हैं ।" विवरण दीजिए । | 3 |

Read the following excerpt carefully and answer the questions that follow :

A Prayer to Agni

Here are two verses from the *Rigveda* invoking Agni, the god of fire, often identified with the sacrificial fire, into which offerings were made so as to reach the other deities :

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 our 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.

- | | |
|--|--|
| (16.1) What is the 'Rigveda' ? | |
| (16.2) Outline the objectives of the sacrificial traditions prevailing during vedic age. | |
| (16.3) "The Rigveda consists of hymns in praise of a variety of deities." Elaborate. | |

17. निम्नलिखित उद्धरण को सावधानीपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

पहाड़ी कबीलों और मैदानों के बीच व्यापार, लगभग 1595

अवध सुबे (आज के उत्तर प्रदेश का हिस्सा) के मैदानी इलाकों और पहाड़ी कबीलों के बीच होने वाले लेन-देन के बारे में अबुल फ़ज़ल ने कुछ इस तरह लिखा है :

उत्तर के पहाड़ों से इंसानों, मोटे-मोटे घोड़ों और बकरों की पीठ पर लादकर बेशुमार सामान ले जाए जाते हैं, जैसे कि सोना, ताँबा, शीशा, कस्तूरी, सुरागाय (याक) की पूँछ, शहद, चुक (संतरे के रस और नींबू के रस को साथ उबालकर बनाया जाने वाला एक अम्ल), अनार दाना, अदरक, लंबी मिर्च, मजीठ (जिससे लाल रंग बनाया जाता है) की जड़ें, सुहागा, जदवार (हल्दी जैसी एक जड़), मोम, ऊनी कपड़े, लकड़ी के सामान, घोल, बाज़, काले बाज़, मर्लिन (बाज़ पक्षी की ही एक किस्म) और अन्य वस्तुएँ। इसके बदले, वे सफ़ेद और रंगीन कपड़े, कहरुबा (एक पीला-भूरा धातु जिससे गहने बनाए जाते थे), नमक, हींग, गहने और शीशे व मिट्टी के बरतन वापिस ले जाते हैं।

- (17.1) मैदानी और पर्वतीय क्षेत्रों के लोगों के बीच आदान-प्रदान की जाने वाली किन्हीं चार वस्तुओं के नाम लिखिए। 2
- (17.2) व्यापार की वस्तुओं को लाने-ले जाने के लिए यातायात के किन साधनों का उपयोग किया जाता था ? 2
- (17.3) मुग़ल काल में जंगल निवासियों पर वाणिज्यिक कृषि के पड़े प्रभाव का वर्णन कीजिए। 3

Read the following excerpt carefully and answer the questions that follow :

Trade between the hill tribes and the plains, c. 1595

This is how Abu'l Fazl describes the transactions between the hill tribes and the plains in the *suba* of Awadh (part of present-day Uttar Pradesh) :

From the northern mountains quantities of goods are carried on the backs of men, of stout ponies and of goats, such as gold, copper, lead, musk, tails of the *kutas* cow (the yak), honey, *chuk* (an acid composed of orange juice and lemon boiled together), pomegranate seed, ginger, long pepper, *majith* (a plant producing a red dye) root, borax, zedoary (a root resembling turmeric), wax, woolen stuffs, woodenware, hawks, falcons, black falcons, merlins (a kind of bird), and other articles. In exchange they

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र.सं. 18 के स्थान पर है :

- (18.1) उस स्थान का नाम लिखिए जो गुजरात में भारतीय राष्ट्रीय आंदोलन से जुड़ा था । 1
- (18.2) पश्चिम बंगाल के उस स्थान का नाम लिखिए जो 1857 में अंग्रेजों के अधिकार क्षेत्र में था । 1
- (18.3-18.5) भारत के किन्हीं तीन बौद्ध स्थलों के नाम लिखिए । 3

Note : The following questions are for the **visually impaired candidates** only, in lieu of Q. No. 18.

- (18.1) Name a place in Gujarat associated with Indian National Movement.
- (18.2) Name any place in West Bengal which was under the control of British in 1857.
- (18.3-18.5) Name any three Buddhist sites in India:
-

खण्ड ड
PART E

(मानचित्र प्रश्न / Map Question)

18. (18.1) भारत के दिए हुए राजनीतिक रेखा-मानचित्र (पृष्ठ 11 पर), पर निम्नलिखित को उपयुक्त चिह्नों से दर्शाइए तथा उनके नाम लिखिए : 2
- (क) लोथल
(ख) दाड़ी
- (18.2) भारत के दिए गए इसी राजनीतिक रेखा-मानचित्र पर, बौद्ध धर्म से संबंधित तीन केन्द्र A, B और C अंकित किए गए हैं। उन्हें पहचानिए तथा उनके सही नाम उनके समीप खींची गई रेखाओं पर लिखिए। 3
- (18.1) On the given political outline map of India (on Page 11), locate and label the following with appropriate symbols :
- (a) Lothal
(b) Dandi
- (18.2) On the same outline map of India, three centres related Buddhism have been marked as A, B and C. Identify them and write their correct names on the lines drawn near them.

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 18 के स्थान पर हैं :

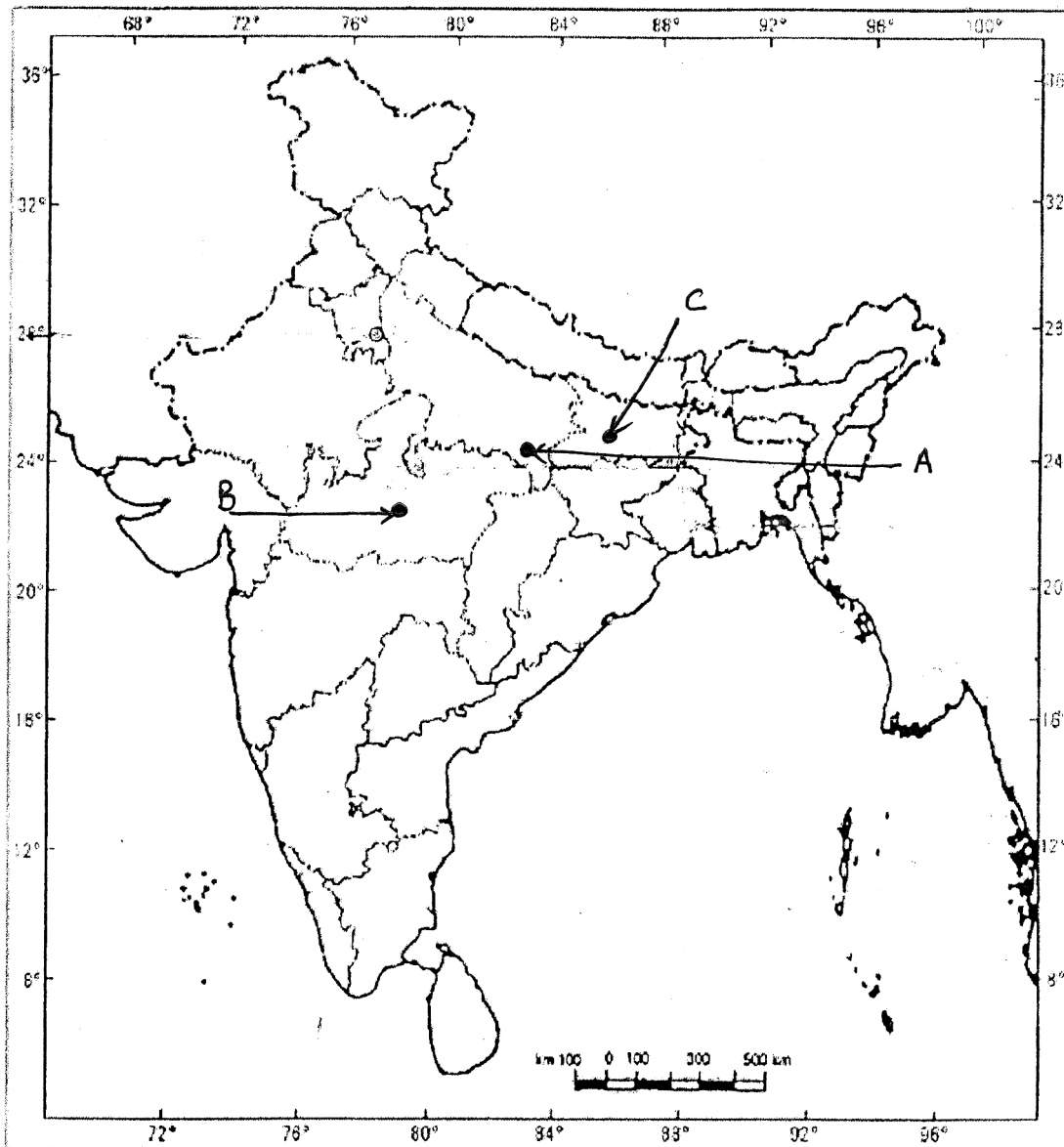
Note : The following questions are for Visually Impaired Candidates only in lieu of Q. No. 18 :

- (18.1) मुगल साम्राज्य के किन्हीं दो राजधानी शहरों का उल्लेख कीजिए। 2
- (18.2) 1857 के विद्रोह से संबंधित किन्हीं तीन महत्वपूर्ण स्थानों का उल्लेख कीजिए। 3
- (18.1) Mention any two capital cities of the Mughal Empire.
- (18.2) Mention any three important places related with the Revolt of 1857.

प्रश्न सं. 18.1 और 18.2 के लिए

For question no. 18.1 and 18.2

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)



HISTORY



SET - 1

Series :SSO/1/C

कोड नं.
Code No. 61/1/1

रोल नं.
Roll No.

परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।
Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 10 + 1 मानचित्र हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 18 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जायेगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 10 printed pages + 1 Map.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 18 questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

इतिहास

HISTORY

निर्धारित समय : 3 घंटे]

[अधिकतम अंक : 80

Time allowed : 3 hours]

[Maximum Marks : 80

सामान्य निर्देश :

- (i) सभी प्रश्नों के उत्तर दीजिए। कुछ प्रश्नों में आंतरिक विकल्प दिये गए हैं। प्रत्येक प्रश्न के अंक उसके सामने अंकित किए गए हैं।
- (ii) प्रश्न संख्या 1 से 3 दो अंक वाले हैं। प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए।
- (iii) प्रश्न संख्या 4 से 9 चार अंक वाले हैं। इनमें से प्रत्येक प्रश्न का उत्तर 100 शब्दों से अधिक नहीं होना चाहिए। परीक्षार्थियों को इस खण्ड से किन्हीं पाँच प्रश्नों को हल करना चाहिए।
- (iv) प्रश्न संख्या 10 मूल्य आधारित प्रश्न है और अनिवार्य है, यह प्रश्न भी चार अंक का है।

61/1/1

1

[P.T.O.]

- (v) प्रश्न संख्या 11 से 14 आठ अंक वाले हैं। इनमें से प्रत्येक प्रश्न का उत्तर 350 शब्दों से अधिक नहीं होना चाहिए। विद्यार्थियों को इस खण्ड से किन्हीं तीन प्रश्नों को हल करना चाहिए।
- (vi) प्रश्न संख्या 15 से 17 स्रोत आधारित हैं। इनमें कोई आन्तरिक विकल्प नहीं है।
- (vii) प्रश्न संख्या 18 मानचित्र सम्बन्धी है, जिसमें लक्षणों को पहचानना तथा महत्वपूर्ण मदों को दर्शाना शामिल है। मानचित्र को उत्तर-पुस्तिका के साथ नत्थी कीजिए।

General Instructions :

- (i) Answer all the questions. Some questions have choice. Marks are indicated against each question.
- (ii) Answer to questions no. 1 to 3, carrying 2 marks should not exceed 30 words each.
- (iii) Answer to questions no. 4 to 9, carrying 4 marks, should not exceed 100 words each. Students should attempt only 5 questions in this section.
- (iv) Question 10 (for 4 marks) is a value based question and compulsory.
- (v) Answer to questions no. 11 to 14, carrying 8 marks should not exceed 350 words each. Students should attempt only 3 questions from this section.
- (vi) Questions no. 15 to 17 are source based questions and have no internal choice.
- (vii) Map Question 18 includes 'identification' and 'significance' test items. Attach the map with the answer-book.

खण्ड – क

PART – A

निम्नलिखित सभी प्रश्नों के उत्तर लिखिए :

2 × 3 = 6

Answer all questions given below :

1. 'दक्कन दंगा आयोग' का गठन क्यों किया गया था ? स्पष्ट कीजिए।

2

Explain why 'Deccan Riots Commission' was set up.

HISTORY



2. अबुल फज़ल कान था ? उसका प्रमुख योगदान क्या है ? 2
Who was Ab'ul Fazal ? What is his major contribution ?
3. 1940 का पाकिस्तान का प्रस्ताव अस्पष्ट क्यों था ? कोई दो कारण लिखिए । 2
Why was Pakistan resolution of 1940 considered ambiguous ? Give any two reasons.

खण्ड – ख

PART – B

अनुभाग – I

SECTION – I

निम्नलिखित प्रश्नों में से किन्हीं पाँच के उत्तर दीजिए : 4 × 5 = 20
Answer any five of the following questions :

4. हड़प्पा निवासियों द्वारा अपनाई गई कृषि प्रौद्योगिकियों का वर्णन कीजिए । 4
Describe the agricultural technologies followed by the Harappans.
5. ईसा पूर्व 600 से ईसा संवत् 600 तक पौराणिक हिन्दू धर्म के उदय को स्पष्ट कीजिए । 4
Explain the growth of Puranic Hinduism from 600 BCE to 600 CE.
6. "जमीन से मिलने वाला राजस्व मुगल साम्राज्य की आर्थिक बुनियाद थी ।" इस कथन की परख कीजिए । 4
"Land revenue was the economic mainstay of the Mughal Empire." Examine the statement.
7. "सुलह-ए-कुल (पूर्ण शान्ति) के आदर्श प्रबुद्ध शासन की आधारशिला है ।" ऊपर दिए गए कथन के संदर्भ में अकबर की सुलह-ए-कुल की नीति का मूल्यांकन कीजिए । 4
"The ideal of Sulh-i-kul was the corner stone of enlightened rule." In the light of the above statement, make an assessment of the Akbar's policy of Sulh-i-kul.

61/1/1

3

[P.T.O.]



HISTORY

12. कृष्णदेव राय अपने साम्राज्य विजयनगर के विस्तार और दृढ़ीकरण करने में किस प्रकार समर्थ हुआ था ? स्पष्ट कीजिए । कृष्णदेव राय की मृत्यु के पश्चात् विजयनगर के पतन के कारणों की व्याख्या कीजिए । $4 + 4 = 8$
Explain how Krishnadeva Raya was able to expand and consolidate his empire of Vijayanagara ? Explain the causes of the decline of Vijayanagara after his death.
13. अठारहवीं सदी के दौरान बंगाल के ज़मींदार कम्पनी को नियमित रूप से राजस्व का भुगतान क्यों नहीं कर पाये ? इससे जोतेदार किस प्रकार सशक्त हुए ? स्पष्ट कीजिए । $4 + 4 = 8$
Why did Zamindars of Bengal fail to pay regular revenue to the company during 18th century ? How did this enhance the power of Jotedars ? Explain.
14. 1857 के दौरान विद्रोहों के बीच एकता बनाए रखने के लिए क्या-क्या उपाय किए गए थे ? विद्रोह को दबाने के लिए अंग्रेजों ने किस प्रकार प्रयास किए ? स्पष्ट कीजिए । $4 + 4 = 8$
What measures were taken to keep the unity among the rebels during 1857 ? How did the British try to suppress the rebellion ? Explain.

खण्ड - घ

PART - D

(स्रोत आधारित प्रश्न)

(Source Based Questions)

$3 \times 7 = 21$

15. निम्नलिखित उद्धरण को सावधानीपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

समुद्रगुप्त की प्रशस्ति

यह प्रयाग प्रशस्ति का एक अंश है :

धरती पर उनका कोई प्रतिद्वंद्वी नहीं था । अनेक गुणों और शुभकाम्यों से संपन्न उन्होंने अपने पैर के तलवे से अन्य राजाओं के यश को मिटा दिया है । वे परमात्मा पुरुष हैं, साधु (भले) की समृद्धि और असाधु (बुरे) के विनाश के कारण हैं । वे अज्ञेय हैं । उनके कोमल हृदय को भक्ति और विनय से ही वश में किया जा सकता है । वे करुणा से भरे हुए हैं । वे अनेक सहस्र गायों के दाता हैं । उनके मस्तिष्क की दीक्षा दीन-दुखियों, विरहणियों और पीड़ितों के उद्धार के लिए की गई है । वे मानवता के लिए दिव्यमान उदारता की प्रतिमूर्ति हैं । वे देवताओं में कुबेर (धन-देव), वरुण (समुद्र-देव), इंद्र (वर्षा के देवता) और यम (मृत्यु-देव) के तुल्य हैं ।

(15.1) प्रशस्ति का अर्थ लिखिए ।

(15.2) 'समुद्रगुप्त की तुलना देवताओं से की जाती है ।' तुलना को न्यायसंगत ठहराइए ।

(15.3) गुप्त शासकों के इतिहास की पुनःरचना करने वाले दो स्रोतों के नाम लिखिए । $(1 + 4 + 2) = 7$

Read the following excerpt carefully and answer the questions that follow :

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)....

- (15.1) Give the meaning of Prashasti.
 (15.2) 'Samudragupta is compared to gods.' Justify the comparison.
 (15.3) Name two sources used to reconstruct the history of Gupta rulers.

16. निम्नलिखित उद्धरण को सावधानीपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

मुगल शहजादी जहाँआरा की तीर्थयात्रा 1643

निम्नलिखित गद्यांश जहाँआरा द्वारा रचित शेख मुइनुद्दीन चिश्ती की जीवनी *मुनिस-अल-अरवाह* (यानी आत्मा का विश्वस्त) से लिया गया है ।

अल्लाहताला की तारीफ़ के बाद यह फकीरा जहाँआरा.... राजधानी आगरा से अपने पिता (बादशाह शाहजहाँ) के संग पाक और बेजोड़ अजमेर के लिए निकली... मैं इस बात के लिए वायदापरस्त थी कि हर रोज़ और हर मुकाम पर मैं दो बार की अछितयारी नमाज़ अदा करूँगी.... बहुत दिन.... मैं रात को बाघ के चमड़े पर नहीं सोई और अपने पैर मुकद्दस दरगाह की तरफ नहीं फैलाए, न ही मैंने अपनी पीठ उनको तरफ की । मैं पेड़ के नीचे दिन गुज़ारती थी ।

वीरवार को रमज़ान के मुकद्दस महीने के चौथे रोज़ मुझे चिराग और इतर में डूबे दरगाह की ज़ियारत की खुशी हासिल हुई... चूँकि दिन की रोशनी की एक छड़ी बाकी थी मैं दरगाह के भीतर गई और अपने जर्द चेहरे को उसकी चौखट की धूल से रगड़ा। दरवाज़े से मुकद्दस दरगाह तक मैं नंगे पाँव वहाँ की ज़मीन को चूमती हुई गई। गुम्बद के भीतर रोशनी से भरी दरगाह में मैंने मज़ार के चारों ओर सात फेरे लिए। आखिर में अपने हाथों से मुकद्दस दरगाह पर मैंने सबसे उमदा इतर छिड़का। चूँकि गुलाबी दुपट्टा जो मेरे सिर पर था, मैं उतार चुकी थी इसलिए उसे मैंने मुकद्दस मज़ार के ऊपर रखा।...

(16.1) ज़ियारत का अर्थ लिखिए।

(16.2) जहाँआरा ने शेख मुइनुद्दीन चिश्ती के प्रति किस प्रकार अपनी भक्ति प्रदर्शित की? उदाहरण दीजिए।

(16.3) ख्वाजा मुइनुद्दीन की दरगाह भक्तजनों में लोकप्रिय क्यों थी? 1 + 4 + 2 = 7

Read the following excerpt carefully and answer the questions that follow :

The Pilgrimage of the Mughal Princess Jahanara, 1643

The following is an excerpt from Jahanara's biography of Shaikh Muinuddin Chisti, titled *Munis al Arwah* (The Confident 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 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 extent 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 timesFinally, 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.

- (16.1) Give the meaning of Ziyarat.
- (16.2) How did Jahanara show her devotion to Shaikh Muinuddin Chisti ? Give examples.
- (16.3) Why was dargah of Khwaja Muinuddin popular amongst devotees ?

17. निम्नलिखित उद्धरण को सावधानीपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

चमत्कारिक व अविश्वसनीय

संयुक्त प्रांत के स्थानीय समाचार-पत्रों में उस समय फैली कई अफवाहें दर्ज हैं । ये अफवाहें थीं कि जिस किसी भी व्यक्ति ने महात्मा की शक्ति को परखना चाहा उसे अचंभा हुआ :

1. बस्ती गाँव के सिकंदर साहू ने 15 फरवरी को कहा कि वह महात्मा जी में तब विश्वास करेगा जब उसके कारखाने (जहाँ गूड़ का उत्पादन होता था) में गन्ने के रस से भरा कड़ाहा (उबलता हुआ) दो भाग में टूट जाएगा । तुरंत ही कड़ाहा वास्तव में बीच में से दो हिस्सों में टूट गया ।
2. आजमगढ़ के एक किसान ने कहा कि वह महात्मा जी की प्रामाणिकता में तब विश्वास करेगा जब उसके खेत में लगाए गए गेहूँ तिल में बदल जाएँ । अगले दिन उस खेत का सारा गेहूँ तिल बन गया ।

- (17.1) गांधीजी भारतीय किसानों के लिए किस प्रकार उद्धारक के रूप में दिखाई दिए ?
- (17.2) अफवाहें फैलाने में स्थानीय समाचार-पत्रों की भूमिका का मूल्यांकन कीजिए ।
- (17.3) सिकंदर साहू की परख ने महात्मा गांधीजी की चमत्कारिक शक्तियों को किस प्रकार सिद्ध किया ? 3 + 2 + 2 = 7

Read the following excerpt carefully and answer the questions that follow :

The Miraculous and the Unbelievable

Local newspapers in the United Provinces recorded many of the rumours that circulated at that time. There were rumours that every person who wanted to test the power of the Mahatma had been surprised.

1. Sikandar Sahu from a village in Basti said on 15th February that he would believe in the Mahatmaji when the *karah* (boiling pan) full of sugarcane juice in his *karkhana* (where gur was produced) split into two. Immediately the *karah* actually split into two from the middle.
 2. A cultivator in Azamgarh said that he would believe in the Mahatmaji's authenticity if sesamum sprouted on his field planted with wheat. Next day all the wheat in that field became sesamum.
- (17.1) Why did Gandhiji appear as saviour to the Indian peasants ?
- (17.2) Assess the role of local Newspapers in the spreading of rumours.
- (17.3) How did the test of Sikandar Sahu prove Mahatma Gandhiji's miraculous power ?

खण्ड - ड

PART - E

मानचित्र प्रश्न / Map Question

18. (18.1) भारत के दिए गए राजनीतिक रेखा-मानचित्र पर निम्नलिखित को उपयुक्त चिह्नों से दर्शाएँ और उनके नाम लिखिए : 2
- (a) आज़मगढ़ - 1857 के विद्रोह का केन्द्र
- (b) सुरत - 1857 में ब्रिटिश नियंत्रण के अन्तर्गत एक नगर
- (18.2) इसी मानचित्र में विकसित हड़प्पन स्थलों के तीन स्थान 1, 2 और 3 के रूप में अंकित किए गए हैं। इनको पहचानिए और उनके निकट खींची गई रेखाओं पर उनके नाम लिखिए। 3

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 18 के स्थान पर है :

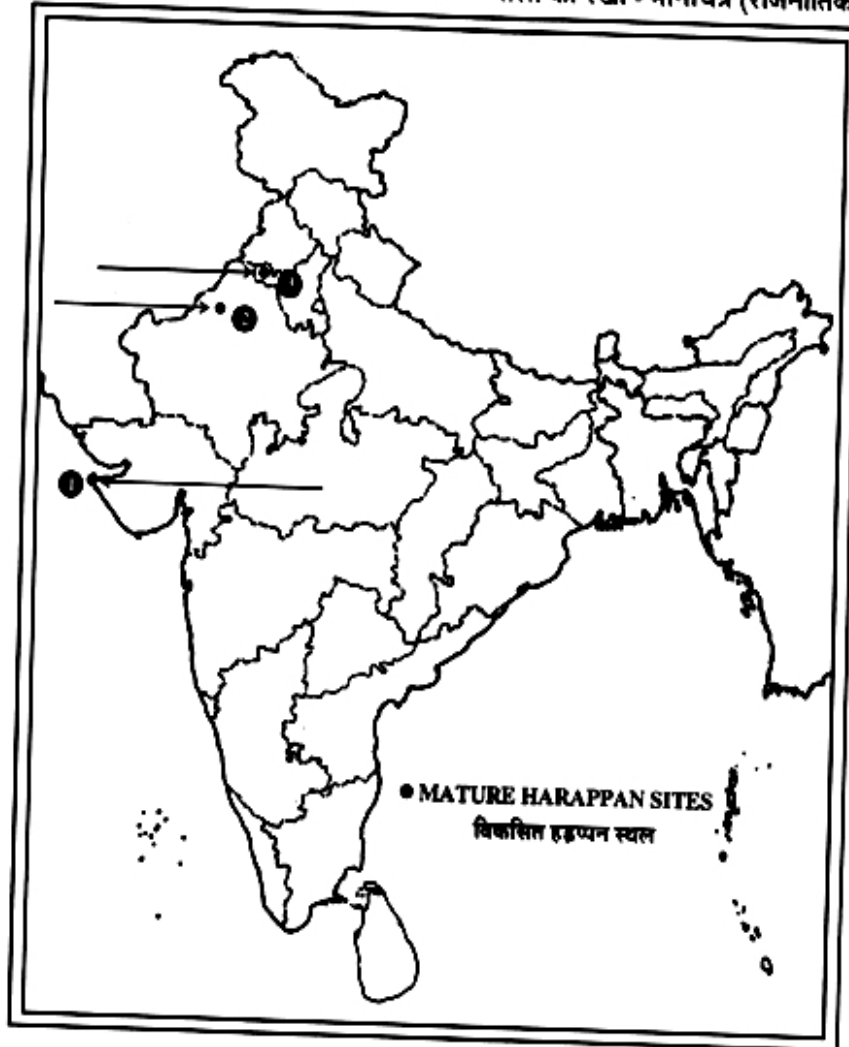
- (18.1) उत्तर प्रदेश में 1857 के विद्रोह के किसी एक केन्द्र का नाम लिखिए । 1
- (18.2) 1857 में ब्रिटिश शासन के अधीन गुजरात में स्थित एक महत्वपूर्ण नगर का नाम लिखिए । 1
- (18.3 से 18.5) विकसित हड़प्पन स्थलों में से किन्हीं तीन स्थानों के नाम लिखिए । 3
- 18.1 On the given political outline map of India locate and label the following with appropriate symbols :
- (A) Azamgarh – the centre of revolt of 1857
- (B) Surat – a town under British control in 1857.
- 18.2 On the same map three places of Mature Harappan sites are marked as A, B and C. Identify them and write their names on the lines drawn near them.

Note : The following questions are for the **visually impaired candidates** in lieu of Q. No. 18.

- 18.1 Name any one centre of the revolt of 1857 in Uttar Pradesh.
- 18.2 Name an important town in Gujarat which was under British control in 1857.
- 18.3 to 18.5 : Name any three places of Mature Harappan sites.

प्रश्न सं. 18 के लिए मानचित्र
Map for Q. No. 18

Outline Map of India (Political)
भारत का रेखा - मानचित्र (राजनीतिक)



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Frequently Asked Questions on Maps :

Note: - For Map questions see all the maps given in your text books

- 1- रेखा मानचित्र में निम्नलिखित को अंकित कीजिए और उनके नाम लिखिए ।
On the given political outline map of India locate and label the following -
हड़प्पा, मोहनजोदड़ो, लोथल, नागेश्वर, बालाकोट, कालीबंगा, धौलावीरा ।
Harappa, Mohen Jodaro, Lothal, Nageshwar, BalaKot, Dholavira, Kalibangan,
- 2- भारत के रेखा मानचित्र में निम्नलिखित को अंकित कीजिए और उनके नाम लिखिए ।
On the given political outline map of India locate and label the following -
कुरु, मगध, कोशल, अवन्ति, पांचाल, काशी ।
Kuru, Magadha, Koshal, Avanti, Panchal, Kashi.
- 3- भारत के रेखा मानचित्र में निम्नलिखित को अंकित करो और उनके नाम लिखो ।
On the given political outline map of India locate and label the following -
साँची, सारनाथ, लुम्बिनी, बोधगया, कुषीनारा ।
Sanchi, Sarnath, Lumbini, Bodhgaya, Kushinara.
- 4- भारत के दिये गए रेखा मानचित्र में निम्नलिखित को अंकित कीजिए और उनके नाम लिखिए ।
On the given political outline map of India locate and label the following -
आगरा, दिल्ली, लाहौर, लखनऊ, अमृतसर, कलकत्ता, मुम्बई, मद्रास ।
Agra, Delhi, Lahore. Amritsar, Calcutta, Mumbai, Madras, Lucknow.
- 5- भारत के दिये गए रेखा मानचित्र में निम्नलिखित को अंकित कीजिए और नाम लिखिए (1857 के विद्रोह के केन्द्र)
On the given political outline map of India locate and label the following -
(Centers of the revolt of 1857)
ग्वालियर, दिल्ली, लखनऊ, झाँसी, बरेली, मेरठ, कानपुर, सतारा, बैरकपुर ।
Lucknow, Kanpur, Jhansi, Gwalior, Meerut, Bareli, Delhi, Barak-pore, Satara.
- 6- भारत के दिये गये रेखा मानचित्र में निम्नलिखित को दिखाओ और अंकित करो ।
On the given political outline map of India locate and label the following -
लाहौर, लखनऊ, चौरीचौरा, चम्पारन, डांडी, बम्बई, सूरत, खेड़ा, कलकत्ता ।
Lahore, Champaran, Chauri-Chaura, Dandi, Mumbai, Surat, Kheda, Calcutta.

IMPORTANT TIPS FOR EXAMINATION

1. Attempt all the questions given in question paper.
2. Time management should be applied during the Exam.
3. Focus on proper Map Practice.
4. Summarise each lesson in your own words.
5. Memorise the questions through writing.
6. Attempt the scoring questions carrying 2 marks and source based questions carrying 7 marks.
7. Read each lesson of your NCERT Text Book.
8. Go through the last five years CBSE Question Papers/Model Papers.
9. Regular Study is must and important.
10. Make notes of long answer questions.
11. Discuss your difficult area with your Subject Teachers.
12. Answer your questions within given word limit.
13. Understand and write the meaning of difficult terms.
14. Prepare your lessons in parts not as a whole.
15. Give your answers according to the order of the questions.
16. Prepare your own notes.
17. Apply various methods to learn and opt the way you get easy to learn.