Annexure - ‘K ’

SYLLABUS
HISTORY (027)
CLASS – XII (2012-13)

Rationale
Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing history.

Objectives
- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable student store late/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic,(ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacement sand marginalization. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in class XI would include (a) an overview of the theme under discussion, (b) a more detailed focus on one region of study, (c)an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the student to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties o f interpreting each type of source, ‘and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.'
Each theme for class XII will be organized around four sub heads: (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.

While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.

In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by (a) plotting the specific event with in time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.
Class XII  

Time: 3 hours

Paper One

100 Marks

<table>
<thead>
<tr>
<th>Units</th>
<th>Periods (180)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes in Indian History Part-I</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>Units 1 - 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes in Indian History Part-II</td>
<td>55</td>
<td>30</td>
</tr>
<tr>
<td>Units 5 - 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes in Indian History Part-III</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Units 10 – 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 16 : Map Work</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: There is no change in the syllabus. Value Based Question can be from Part-1, 2, 3 carry = 05 marks accordingly teacher can reduce weightage of the corresponding question.
<table>
<thead>
<tr>
<th>Themes</th>
<th>Period (45)</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| **PART - I**<br>1. The Story of the First Cities: Harappan Archaeology. | (11) | % Familiarize the learner with early urban centres as economic and social institutions.  
% Introduce the ways in which new data can lead to a revision of existing notions of history.  
% Illustrate how archaeological reports are analyzed and interpreted by scholars. |
| **Broad overview:** Early urban centres. **Story of discovery:** Harappan civilization **Excerpt:** Archaeological report on a major site. **Discussion:** how it has been utilized by archaeologists/historians. | | |
| **2. Political and Economic History: How Inscriptions tell a story.**<br>**Broad overview:** Political and economic history from the Mauryan to the Gupta period. **Story of discovery:** Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history. **Excerpt:** Asokan inscription and Gupta period land grant. **Discussion:** Interpretation of inscriptions by historians. | (11) | % Familiarize the learner with major trends in the political and economic history of the subcontinent.  
% Introduce inscriptive analysis and the ways in which these have shaped the understanding of political and economic processes. |
| **3. Social Histories: Using the Mahabharata**<br>**Broad overview:** Issues in social history, including caste, class, kinship and gender. **Story of discovery:** Transmission and publications of the Mahabharat. **Excerpt:** from the Mahabharata, illustrating how it has been used by historians. **Discussion:** Other sources for reconstructing social history. | (12) | % Familiarize the learner with issues in social history.  
% Introduce strategies of textual analysis and their use in reconstructing social history. |
| **4. A History of Buddhism: Sanchi Stupa**<br>**Broad overview:** (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism. **Story of discovery:** Sanchi stupa **Excerpt:** Reproduction of sculptures from Sanchi. **Discussion:** Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism. | (11) | % Discuss the major religious developments in early India.  
% Introduce strategies of visual analysis and their use in reconstructing histories of religion. |
<table>
<thead>
<tr>
<th>Themes</th>
<th>Period (45)</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART-II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Agrarian Relations: The <em>Ain-i-Akbari</em></td>
<td>(11)</td>
<td>% Discuss developments in agrarian relations.</td>
</tr>
<tr>
<td><strong>Broad overview:</strong> (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.</td>
<td></td>
<td>% Discuss how to supplement official documents with other sources.</td>
</tr>
<tr>
<td><strong>Story of Discovery:</strong> Account of the compilation and translation of <em>Ain-i-Akbari</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excerpt:</strong> from the <em>Ain-i-Akbari</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> Ways in which historians have used the text to reconstruct history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Mughal Court: Reconstructing Histories through Chronicles</td>
<td>(11)</td>
<td>% Familiarize the learner with the major landmarks in political history</td>
</tr>
<tr>
<td><strong>Broad Overview:</strong> (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.</td>
<td></td>
<td>% Show how chronicles and other sources are used to reconstruct the histories of political institutions.</td>
</tr>
<tr>
<td><strong>Story of Discovery:</strong> Account of the production of court chronicles, and <em>their</em> subsequent translation and transmission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excerpts:</strong> from the <em>Akharnama</em> and <em>Padshahnama</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. New Architecture: Hampi</td>
<td>(11)</td>
<td>% Familiarize the learner with the new buildings that were built during the time.</td>
</tr>
<tr>
<td><strong>Broad Overview:</strong> (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system.</td>
<td></td>
<td>% Discuss the ways in which architecture can be analyzed to reconstruct history.</td>
</tr>
<tr>
<td><strong>Story of Discovery:</strong> Account of how Hampi was found.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excerpt:</strong> Visuals of buildings at Hampi</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> Ways in which historians have analyzed and interpreted these structures.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8. Religious Histories: The Bhakti-Sufi Tradition

**Broad Overview:** (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.

**Story of Transmission:** How Bhakti-Sufi compositions have been preserved.

**Excerpt:** Extracts from selected Bhakti Sufi works.

**Discussion:** Ways in which these have been interpreted by historians.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Periods</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Medieval Society Through Travellers’ Accounts</strong></td>
<td>(11)</td>
<td>- Familiarize the learner with the salient features of social histories described by the travellers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Themes</th>
<th>Periods</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10. Colonialism and-Rural Society: Evidence from Official Reports</strong></td>
<td>(11)</td>
<td>- Discuss how colonialism affected Zamindars, peasants and artisans. - Understand the problems and limits of using official sources for understanding the lives of people.</td>
</tr>
</tbody>
</table>
11. **Representations of 1857**

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
</table>
| Discuss how the events of 1857 are being reinterpreted.  
| Discuss how visual material can be used by historians |

**Broad Overview:** (a) The events of 1857-58.  
(b) How these events were recorded and narrated.  
**Focus:** Lucknow.  
**Excerpts:** Pictures of 1857. Extracts from contemporary accounts.  
**Discussion:** How the pictures of 1857 shaped British opinion of what had happened.

12. **Colonialism and Indian Towns:**

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarize the learner with the history of modern urban centres.</td>
</tr>
</tbody>
</table>

**Broad Overview:** The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.

**Themes** | **Periods** | **Objectives** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning. Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</td>
<td>Discuss how urban histories can be written by drawing on different types of sources.</td>
<td></td>
</tr>
</tbody>
</table>

13. **Mahatma Gandhi through Contemporary Eyes**

**Broad Overview:** (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.  
**Focus:** Mahatma Gandhi in 1931. **Excerpts:** Reports from English and Indian language newspapers and other contemporary writings.  
**Discussion:** How newspapers can be a source of history.

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
</table>
| Familiarize the learner with significant elements of the nationalist movement and the nature of Gandhian leadership.  
| Discuss how Gandhi was perceived by different groups.  
| Discuss how historians need to read and interpret newspapers, diaries and letters as historical source. |

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
</table>
| Discuss the last decade of the national movement, the growth of communalism and the story of Partition.  
| Understand the events through the experience of those who lived through these years of communal violence.  
| Show the possibilities and limits of oral sources. |

14. **Partition through Oral Sources**

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
</table>
| Discuss the last decade of the national movement, the growth of communalism and the story of Partition.  
| Understand the events through the experience of those who lived through these years of communal violence.  
| Show the possibilities and limits of oral sources. |

**Broad Overview:** (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.  
**Focus:** Punjab and Bengal.  
**Excerpts:** Oral testimonies of those who experienced partition.  
**Discussion:** Ways in which these have been analyzed to reconstruct the history of the event.
15. The Making of the Constitution (12)

Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution.
Focus: The Constitutional Assembly debates.
Excerpts: from the debates.
Discussion: What such debates reveal and how they can be analyzed.

16. Map Work on Units 1-15 (10)

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

Note: The above textbooks are also available in Hindi medium.
LIST OF MAPS

Book 1


2. P-30. Mahajanapada and cities:
   Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.

3. P-33. Distribution of Ashokan inscriptions:
   (i) Kushans, Shakas, Satvahana, Vakatakas, Gupta
   (ii) Cities/towns: Mathura, Kanauj, Puhar, Brahukachchha
   (iii) Pillar inscriptions - Sanchi, Topra, Meerut, Pillar, Kaushambi.
   (iv) Kingdom of Cholas, Keralaputras and Pandyas.

4. P-43. Important kingdoms and towns:
   (i) Kushans, Shakas, Satvahana, Vakarakas, Gupta
   (ii) Cities/town: Mathura, Kanauj, Puhar, Brahukachchha, Shrivasti, Rajgir, Vaishali, Varanasi, Vidisha

5. P-95. Major Buddhist Sites:
   Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, BodhGaya, Shrivasti, Ajanta.

Book 2

1. P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tiruneveli, Quilon

2. P-214. Territories under Babur, Akbar and Aurangzeb:
   Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.

Book 3

1. P-297. Territories/cities under British Control in 1857:
   Punjab, Sindh, Bombay, Madras, Fort St. David, Masulipatnam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Dacca, Chitagong, Patna, Benaras, Allahabad and Lucknow.
2. P-305. Main centres of the Revolt:
   Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Jabalpur, Agra.

3. P-305. Important centres of the national movement:
   Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.
The weightage or the distribution of marks over the different dimensions paper shall be as follows:-

I. Weightage to form of questions

<table>
<thead>
<tr>
<th>Form of questions</th>
<th>No. of questions</th>
<th>Marks for each question</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long answer (L.A.)</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Short answer (S.A.)</td>
<td>7</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Short answer on Values Part B(Section IV Q. No. 14)</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Very short answer (V.S.A)</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Passage Based Question</td>
<td>3</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Skill (Map Work)</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Note: Each passage based question will have 3-4 questions with marks ranging from 1 to 4.

II. Weightage to content

| Themes in Indian History (Part I) | 25 Marks |
| Themes in Indian History (Part II) | 30 Marks |
| Themes in Indian History (Part III) | 35 Marks |
| Map Work | 10 Marks |

Note:- Value Based Question can be taken from any of the above Part B-Section-4 -----05 Marks

Total 100 Marks

III. Weightage to Difficulty level

<table>
<thead>
<tr>
<th>Estimated Difficulty Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Easy (E)</td>
<td>30%</td>
</tr>
<tr>
<td>(ii) Average (AV)</td>
<td>50%</td>
</tr>
<tr>
<td>(iii) Difficult (D)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Scheme of Option: No internal choice except blind Students.

IV. Division of Question Paper

The Question paper will be divided into A, B, C, D and E.

- Part A will carry 3 questions of 2 marks each.
- Part B will carry 8 questions of 5 marks each out of which one is a value based compulsory question (Part-B Section-4) (No Change in the syllabus)
- Part C will carry 2 questions of 10 marks each.
- Part D will carry three passage-based questions. The number of questions will vary from 3 to 4. The marks will range from 1 to 4. The sources will be taken from the textbooks as directed therein.
- Part E will have 2 maps questions of 5 marks each.

V. Scheme of Option
Part A will have no choice

Part B will be divided into 3 section (books) +1 value based Section. Section 1 will have 4 questions out of which the student will attempt any 3. Section 2 will have 3 questions out of which the student will attempt any 2. Section 3 will have 3 questions out of which the student will attempt any 2 questions. Part-B Section-4. -One question will be a value based question which is a compulsory question

In part C, the question will be from Section 2 (Book 2) and Section 3 (Book 3). There will be an internal choice in each question.

Part D will be passage-based questions. There will be six sources, two from each section followed by question. The student will attempt one source from each section.

In Part E, there will be two map questions – one for identification (no choice) and one for location and labeling (will have a choice).

There is no change in the list of Maps

VI. Weightage of Marks Book-wise

| Book I (Ancient India) = 8+5+5+5+2 = 25 marks |
| Book II (Medieval India) = 10+5+5+8+2 = 30 marks |
| Book III (Modern India) = 10+5+5+5+8+2 = 35 marks |
| Map = 10 marks |
| Total = 100 marks |

(Note: Value Based Question can be from Part-1, 2, 3 carry = 05 marks accordingly teacher can reduce weightage of the corresponding question.)
### Class: XII
### Sample Question Paper – I
#### BLUE PRINT

**Marks: 100 marks**

**Subject: History**

**Time: 3 hours**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Very Short Answer (2)</th>
<th>Short Answer (5)</th>
<th>Long Answer (10)</th>
<th>Passage Based (8)</th>
<th>Skill (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>2(1)</td>
<td>5(1)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25(5)+5(1)(Map work)</td>
</tr>
<tr>
<td>3 and 4</td>
<td>-</td>
<td>5(2)</td>
<td>-</td>
<td>8(1)</td>
<td>5(1)</td>
<td></td>
</tr>
<tr>
<td>5 and 6</td>
<td>-</td>
<td>5(1)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30(5)</td>
</tr>
<tr>
<td>7 and 8</td>
<td>2(1)</td>
<td>10(1)</td>
<td>8(1)</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>5(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 and 11</td>
<td></td>
<td>5(1)</td>
<td>8(1)</td>
<td></td>
<td></td>
<td>30(5) + 5(1)(Map work)</td>
</tr>
<tr>
<td>12 and 13</td>
<td></td>
<td>5(1)</td>
<td></td>
<td>5(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 and 15</td>
<td>2(1)</td>
<td>10(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value based question from any unit 1-15</td>
<td></td>
<td>5(1)</td>
<td></td>
<td></td>
<td></td>
<td>5(1)</td>
</tr>
<tr>
<td>Sub Total</td>
<td>6(3)</td>
<td>40(8)</td>
<td>20(2)</td>
<td>24(3)</td>
<td>10(2)</td>
<td>100(18)</td>
</tr>
</tbody>
</table>

There are two map questions – one for identification (no choice) themes 13 and one for location and labeling (choice 2 &11))
SAMPLE QUESTION PAPER
HISTORY (027)
CLASS-XII (2012-13)

Time: 3 hours
Maximum Marks: 100

General Instructions:

a) Answer all the questions. Some questions have internal choice. Marks are indicated against each question.

b) Answer to questions carrying 2 marks (Part-A, 1 to 3) should not exceed 30 words each.

c) Answer to questions carrying 5 marks (Part-B, Section-I to IV, Question No. 4-14) should not exceed 100 words each. Part B, Section-IV is a value based question.

d) Answer to questions carrying 10 marks (Part C, Questions 15 and 16) should not exceed 500 words each.

e) Part D questions are based on 3 sources.

f) Attach maps with the answer scripts. (Part E)

सामान्य निर्देश:-

(अ) सभी प्रश्नों के उत्तर दें। कुछ प्रश्नों में आंतरिक विकल्प दिये गए हैं। प्रत्येक प्रश्न के अंक उसके सामने अंकित है।

(ब) दो अंकों वाले प्रश्नों के उत्तर (खंड-क, अनुभाग 1-3) 30 शब्दों से अधिक नहीं होने चाहिए।

(स) पौँच अंकों वाले प्रश्नों के उत्तर (खंड-ख, अनुभाग-I to IV, प्रश्न संख्या 4-14) 100 शब्दों से अधिक नहीं होने चाहिए। खंड-ख में अनुभाग-IV मूल्य परक प्रश्न है।

(ट) दस अंकों वाले प्रश्नों के उत्तर (खंड-ग, प्रश्न संख्या 15 एवं 16) 500 शब्दों से अधिक नहीं होने चाहिए।

(ड) खंड-घ वाले प्रश्न तीन स्रोतों पर आधारित हैं।

(फ) उत्तर-पुस्तिका के साथ मानचित्र को संलग्न कीजिए। (खंड-ड)
Part A खंड क  

1. What were the different kinds of weights and measures used by the Harappa people?  
हरप्पा के लोगों द्वारा किस प्रकार के विभिन्न बातों का प्रयोग होता था?

2. Who was Lord Mackenzie? What was his contribution towards Indian history?  
लोर्ड मैकेंजी की जीवनी? भारतीय इतिहास में उनका क्या योगदान था?

3. How did N.G. Ranga describe the minorities?  
एन. जी. रंगा ने ‘अल्पसंख्यक’ की किस प्रकार परिभाषित किया है?

Part B - खंड ख  
Section 1 अनुभाग 1  
5 x 3 = 15

Answer any three of the following.  
निम्नलिखित में से किन्हीं सात प्रश्नों के उत्तर दीजिए।

4. What were the main teachings of Buddhism? How did it affect the life of people in India?  
महात्मा बुद्ध की प्रमुख शिक्षाएँ कौन-कौन सी थीं? भारतीय लोगों के जीवन पर उनका किस तरह प्रभाव पड़ा?

5. Explain how the Magadha kingdom became powerful during the 6th to 4th century B.C.?  
छठी से चौथी शताब्दी ईसा पूर्व में मगध एक शक्तिशाली राज्य के रूप में किस तरह विकसित हुआ?

6. How was the craft production done in the Harappan civilization? Explain?  
हरप्पा सभ्यता में शिल्प उत्पादन किस तरह किया जाता था? व्याख्या करें?

7. “The Mahabharata is a good source to study the social values of ancient times”. Justify this statement with suitable arguments.  
“महाभारत एक अच्छा स्रोत है जो प्राचीन समय के समाजिक मूल्यों का जानने के लिये उपयुक्त है।” उपयुक्त कथन को उपयुक्त तर्क की मदद से सत्यापित कीजिए।

PART-B  
Section II खंड ख अनुभाग 2  
2 x 5 = 10

Answer any two of the following.  
किन्हीं दो प्रश्नों के उत्तर दीजिए।

8. Explain 'Kitab-ul-Hind'.  
‘किताब-उल-हिंद’ को व्याख्या कीजिए।
9 Explain the process of making manuscripts at the Mughal court.
मुगळ दरबार में पांडुलिपि की बनाने की प्रक्रिया का वर्णन करें।

10 How did the Alvars and Nayanars spread the Bhakthi movement?
अल्वर और नयनार ने भक्ति आंदोलन को किस तरह को पैदा किया?

**PART-B, खंड ख
Section-III, अनुभाग 3**

Answer any three of the following from 11 to 14 out of which Question number 14 is compulsory.

प्रश्न संख्या 11 से 14 तक में किन्हीं तीन प्रश्नों का उत्तर दीजिए जिनमें से प्रश्न संख्या 14 अनिवार्य है।

11 Critically evaluate the “Deccan Riots Commission’s report”.
‘डेकन दंगा आयोग’ की रिपोर्ट को आलोचनात्मक मूल्यांकन करें।

12 How were the cities in imperial British period different from the cities of other times?
ब्रिटिश ओपरनिविषिक काल के शहर अन्य समय के शहरों से किस प्रकार भिन्न थे?

13 Which are the most important contributions of Mahatma Gandhi in the political and social spheres in India?
राजनैतिक एवं सामाजिक क्षेत्रों में महात्मा गांधी के महत्वपूर्ण योगदान के बारे में लिखें।

**Part-B, Section –IV
खंड-ख, अनुभाग-4**

14 Value based (Part I –III)
Read the following ‘value-based’ passage given and answer the questions given below:

“Consider, for instance, the work of Khushdeva Singh, a Sikh doctor specialising in the treatment of tuberculosis, posted at Dharampur in present day Himachal Pradesh. Immersing himself in his work day and night, the doctor provided that rare healing touches, food shelter, love and security to numerous migrants, Muslim, Sikh, Hindu alike. The residents of Dharampur developed the kind of faith and confidence in his humanity and generosity that the Delhi Muslims and others had in Gandhiji. One of them, Muhammad Umar, wrote to Khushdeva Singh: “With great humility I beg to state that I do not feel myself safe except under your protection. Therefore in all kindness, be good enough to grant me seat in your hospital.”

इस लिहाज से खुशदेव सिंह हमारे सामने एक बेहतरीन मिसाल हैं। खुशदेव सिंह एक सिख विकल्पक थे और तपेदिक के विशेषज्ञ थे। वे उस समय धर्मपुर में तैनात थे जो अब हिमाचल प्रदेश में पड़ता है। दिन-रात लग कर डॉक्टर साहब ने असंख्य प्रवासी मुसलमानों, सिखों,
235

Answer the following questions

Q. 14.1: Which are the qualities of Khushdeva Singh worth emulating?  
खुशदेव सिंह की कौन-से गुण अनुसरण के लायक हैं?

Q. 14.2: Why do you think the migrants of all religions trusted him? +
आपको ऐसा क्यों लगता है कि सभी धर्मों के प्रवासी उन पर विश्वास करते थे?

Part C खंड ग

Long Answer questions

15 What were the features of the temples built in the Vijayanagar Empire? Explain with examples?  
विजयनगर साम्राज्य में मंदिरों की प्रमुख विशेषताओं का उदाहरण सहित वर्णन कीजिए। 10

Or (अथवा)

How were the lives of the forest dwellers transformed in the 16th and 17th centuries?

16 वीं एवं 17 वीं शताब्दियों में वनवासियों का जीवन किस तरह परिवर्तित हो गया था?

16 What are the limitations of oral History? How does this technique help in understanding the partition of India?  
मौखिक इतिहास की क्या सीमाएँ हैं? भारत के विभाजन को समझने में यह तकनीक किस तरह सहायक है?

Or (अथवा)

What were the controversies related to language issue in India? What were the ways taken out by the Constituent Assembly to resolve this?

भारत में भाषा संबंधी कौन-कौन से विवाद थे? संविधान सभा द्वारा किस प्रकार इस विवाद का समाधान किया गया?
Passage based questions;  

17) **A mother’s advice**

When war between the Kauravas and the Pandavas became almost inevitable. Gandhari made one last appeal to her eldest son Duryodhana:

By making peace you honour your father and me, as well as your well-wishers.... It is the wise man in control of his senses who guards his kingdom. Greed and anger drag a man away from his profits; by defeating these two enemies a king conquers the earth …. You will happily enjoy the earth, my son, along with the wise and heroic Pandavas …… There is no good in a war, no law and profit let alone happiness; nor is there (necessarily) victory in the end – don’t set your mind on war.........

**पाता की सलाह**

महाभारत में उल्लेख मिलता है कि जब कौरवों और पांडवों के बीच युद्ध अवसरभारी हो गया तो गांधारी ने अपने ज्ञेय पुत्र दुर्योधन से युद्ध न करने की विनिमय की:  
शातिर को संभाषण करके तुम अपने पिता, में तथा अपने शुभेच्छाकरों का सम्मान करोगे, ....... विवेकी पुरूष जो अपनी इंतजमों पर निर्भर रहता है वहाँ अपने राज्य की रक्षालाली करता है। ललन और क्रोध आदमी को लाभ से दूर खड़े कर ले जाते है; इन दोनों शख्सों को प्राप्त कर राजा समस्त पृथ्वी का जीत सकता है ......... हे पुत्र तुम विवेकी और वीर पांडवों के साथ सान्निध्य इस पृथ्वी का भोग करोगे..... युद्ध में कुछ भी शुभ नहीं होता, ना धर्म और अर्थ की प्राप्ति होती है और ना ही प्रसन्नता की: युद्ध के अंदर में सफलता मिले वह भी जूहरी नहीं ............. अपने मन की युद्ध में लिंग मत करे .........  
दुर्योधन ने माँ की सलाह नहीं मानी, वह युद्ध में लड़ा और हार गया।

a) Name two reasons why Gandhari asked Duryodhana to make peace?  
   2

b) Explain the position of women during this period?  
   4

c) Why did Duryodhana not listen to his mother’s advice?  
   2

निम्नलिखित प्रश्नों के उत्तर दीजिए।

(क) गांधारी ने दुर्योधन को शाति के लिए क्यों कहा? कोई दो कारण बताइये।

(ख) वर्तमान समय की महिलाओं की स्थिति के बारे में लिखिए।

(ग) दुर्योधन ने अपनी माँ की सलाह को क्यों नहीं माना?

अथवा OR
Read this short inscription and answer:

In the year 33 of the maharaja Huvishka (a Kushana ruler), in the first month of the hot season on the eighth day, a Bodhisatta was set up at Madhuvanaka by the Bhikkhuni Dhanvati, the sister’s daughter of the Bhikkhuni Buddhamita, who knows the Tipitaka, the female pupil of the Bhikkhu Bala, who knows the Tipitaka, together with her father and mother.

निम्नलिखित संदिग्ध आय्या अभिलेख को पढ़िए, और जवाब दीजिए:

महाराजा हुविष्क (एक कुष्णा साधक) के तैतिरियवंश साल में गर्म मौसम के पहले महीने के आठवें दिन त्रिपितक जानने वाली बुद्धमिता की बहन की पत्नी भिक्षुकुमारी धनवती ने अपने माता-पिता के साथ मधुवनक में बोधिसत्त ने मूर्ति स्थापित की।

(a) How did Dhanavati date her inscription?  
(क) धनवती ने अपने आय्या अभिलेख को किस तारीख कैसे निर्धारित की?

(b) Why do you think she installed an image of the Bodhisatta?  
(ख) आपके अनुमान अनुसार उन्होंने बोधिसत्त की मूर्ति किस तरीके स्थापित की?

(c) Who were the relatives she mentioned?  
(ग) वे अपने किन रिश्तेदार का नाम लेती हैं?

18.

The poor peasant

An excerpt from Bernier’s description of the peasantry in the countryside:

Of the vast tracts of country constituting the empire of Hindustan, many are little more than sand, or barren mountains, badly cultivated, and thinly populated. Even a considerable portion of the good land remains untilled for want of labourers; many of whom perish in consequence of the bad treatment they experience from Governors. The poor people, when they become incapable of discharging the demands of their rapacious lords are not only often deprived of the means of subsistence, but are also made to lose their children, who are carried away as slaves. Thus, it happens that the peasantry, driven to despair by so excessive a tyranny, abandon the country.

In this instance, Bernier was participating in contemporary debates in Europe concerning the nature of state and society, and intended that his description of Mughal India would serve as a warning to those who did not recognise the “merits” of private property.
Read the paragraph and answer the following questions:

(a) What were the problems faced by peasants in the subcontinent?

(b) Why is the land untilled?

(c) Describe the vast tracts of the empire of Hindustan.

OR

Trade between the hill tribes and the plains c. 1595

This is how Abul 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) root, woolen stuffs, wooden ware, hawks, falcons, black falcons, merlins (a kind of bird), and other articles. In exchange they carry back white and coloured clothes, amber, salt asafoetida, ornaments, glass and earthen ware.
Answer the following Questions
निम्नलिखित प्रश्नों के उत्तर दीजिए।

a) What are modes of transport described in this passage?

उपर दिये गए उद्देश्य में किस प्रकार के यातायात के साधनों के बारे में बताया गया है?

b) Explain what each of these articles brought from the plains to the hills may have been used for.

मैदानों से पहाड़ों में लायी गयी वस्तुओं के उपयोग के बारे में लिखिए।

c) What do you mean by the following:

(1) Chuk (2) Majith (3) Zedoary

निम्नलिखित शब्दों से आप क्या समझते हैं?

(1) चूक (2) मजीठ (3) जूदवार

What Taluqdar's thought

The attitude of the Taluqdar was best expressed by Hanwant Singh, the Raja of Kalakankar, near Rae Barell. During the mutiny, Hanwant Singh had given shelter to a British officer, and conveyed him to safety, while taking leave of the officer, Hanwant Singh told him:

Sahib, your countrymen came into this country and drove out our King. You sent your officers round the districts to examine the titles to the estates. At one blow you took from me lands which from time immemorial had been in my family. I submitted. Suddenly misfortune fell upon you. The people of the land rose against you. You came to me whom you had despoiled. I have saved you. But now- now I march at the head of my retainers to Lucknow to try and drive you from the country.

Taluqdar's Ko Soch

तालुक्दार की सोच

तालुक्दारों को रेखे को राजबसीली के पास रिस्ता कलालंकड़ के राजा हनवत सिंह ने सबसे अधिक तत्त्व प्रमुख था। विजय के पौरंग सन्नाट को हनवत सिंह ने एक अंग्रेज अफसर को राज्य ने और उसे सुरक्षित स्थान तक पहुँचाया था। उस अफसर से आखिरी मुलाकात में हनवत सिंह ने कहा कि—

साहब, आपके मुक्क के लोग हमारे देश में आए और उन्होंने हमारे राजाओं को खत्म किया। आप अफसरों को पेश कर जिले-जिले में जापों के धारकों को जाँच करवाते हैं। एक और झटक में आपने मेरे पुरानों को जमीन मुझसे छीन ली। मैं बुरा रहा। फिर अव्वाल आपका बुरा वक्त शुरू हो गया। उन्हों के लोग आपको खिलाफ उठ खड़े हुए। तब आप मेरे पास आए, जिससे आपने बचाव किया था। मैंने आप को जान बचाई है। लेकिन अब, अब मैं अपने सिपाहियों को लेकर लड़ना जा रहा हूँ, ताकि आपको देश से खर्दें सको।

Read the above paragraph answer the following questions:

उपर्युक्त गद्यांश किन्नलिखित प्रश्नों के उत्तर दीजिए:

a) Explain the reasons for the anger of the people as told by Hanwant Singh?

जैसा कि हनवत सिंह ने बताया, लोगों के गुस्से के क्या कारण थे?

b) According to your view why did Hanwant Singh save the life of the British officer?

आपके विचार से, हनवत सिंह ने अंग्रेज अधिकारी की प्राण रक्षा क्यों की?
c) What was the result of the dispossession of taluqdars?

तालुकदारों को वेदखल किए जाने का क्या परिणाम हुआ?

OR अथवा

**Escaping to the countryside**

This is how the famous poet Mirza Ghalib described what the people of Delhi did when the British forces occupied the city in 1857:

Smiting the enemy and driving him before them. The victors (i.e. the Britsh) overran the city in all directions. All whom they found in the street they cut down .... For two to three days every road in the city from the Kashmiri Gate to Chandni Chowk, was a battlefield. Three gates – the Ajmeri. The Turcoman and the Delhi-were still held by the rebels ... At the naked spectacles of this vengeful wrath and malevolent hatred the colour fled from men's faces, and a vast concourse of men and women ... took to precipitate flight through these three gates. Seeking the little villages and shrines outside the city. They drew breath to wait until such time as might favour their return.

**Grameen Bharat ki Aur Falayan**

1857 में ब्रिटिश सेना द्वारा शहर पर अधिकार करने के बाद दिल्ली के लोगों ने क्या किया? इसका वर्णन प्रतिप्रसिद्ध शायर गालिब गालिब इस प्रकार करते हैं:

दुर्भाग्य का प्रयाग करने और ध्यान देने के बाद, विजेताओं (ब्रिटिश) ने सभी दिशाओं से शहर का उजागर किया। जो सड़क पर मिले उन्हें काट दिया गया .... दो से तीन दिनों तक क्रमशः गेट से चौथी चौथी तक शहर को हर सड़क युद्धभूमि बनी रही। तीन द्वार-अजमेरी, तुरकमन तथा दिल्ली-अभी भी विद्रोहियों के कब्ज़े में थे। इस प्रतिशोभी आक्रोश किये गए शहर के रंग उड़ गए, और बड़ी संख्या में उच्छात्र और महिलाएँ ...... इन तीनों द्वारों से हड़प्पा कर पलायन करने लगे। शहर के बाहर छोटे गांव में राजस्थान व अपने वापसी के अनुकूल समय का इंतजार करते रहे।

Read the above paragraph and answer the following questions:

उपर्युक्त गद्यांश को पढ़ें एवं निम्नलिखित प्रश्नों के उत्तर दीजिए।

a) Name the three gates which were held by the rebels?

उन तीनों द्वारों का नाम बताएं जहाँ विद्रोहियों ने कब्जा कर रखा था?

b) How did the Britishers treat the rebels?

अंग्रेजों ने विद्रोहियों के साथ किस तरह का व्यवहार किया?

c) How did the rebels save themselves?

विद्रोहियों ने किस तरह से अपने को बचाया?

**Part E, खंड-५**

20 On an outline map of India mark and name the following:

भारत के दिए गए रेखा मान चित्र में निम्नलिखित दर्शाओं को दर्शाइएः 5×1=5

- (a) गंधार (a) Gandhara
- (b) पाँचाल (b) Panchala
- (c) मगध (c) Magadha
- (d) अवती (d) Avanti
- (e) वज्जी (e) Vajji
On the given outline political map of INDIA, mark and name the following:

a) Champaran क) चम्पारण
b) Amritsar ख) अमृतसर
c) Chauri-Chaura ग) चौरी-चौरा
d) Bardoli घ) बार्डोली
e) Benaras ड) बनारस

Note: The following questions are only for the BLIND CANDIDATES in lieu of map question Nos.20.

Name five important Mahajanapadas
पाँच महत्वपूर्ण महाजनपदों के नाम लिखिए।

Mention five important centers of national movement.
राष्ट्रीय आन्दोलन के पाँच महत्वपूर्ण केंद्रों के नाम लिखिए।

21. On the given political outline map of India five centers of the Revolt of 1857 are marked as 1 to 5 identify them on the line given against each in the following map. 5

भारत के राजनैतिक मानचित्र में 1857 के पाँच विद्रोह केंद्र 1 से 5 के रूप में चिन्हित किये गये हैं। उनके साथ खींची हुई रेखा पर उनका नाम लिखकर पहचानिए।
Note: The following questions are only for the **BLIND CANDIDATES** in lieu of map question Nos.21.

नोट: निम्नलिखित प्रश्न पृष्ठ 7 पृष्ठ के स्थान पर है।

Mention five centers of revolt of 1857.

1857 विद्रोह के पाँच केंद्रों के नाम लिखिए।
CLASS XII - HISTORY

Marking scheme

Part A

(Any two value points can be taken)

Ans 1. The weights and measures of the Harappan people:
   
   a) The weights were cubical and spherical in shape.
   b) They were made of charts, jasper and agate.
   c) The weights were in series, 1, 2, 4, 8 and also in decimal multiples.
   d) They were of both heavy and small weights.

Ans 2. Col. Mackenzie’s contributions

   a) Col. Mackenzie was the first Surveyor General of India.
   b) He was famous as an engineer, cartographer and surveyor of the East India Company.
   c) He prepared the first survey map of Hampi in Vijayanagar Empire.

Ans 3 According to N.G.Ranga, the minorities are:

   a) The real minorities are the masses of the country who are still depressed even now.
   b) They have no advantage of their civil rights.
   c) The people in the tribal areas have no elementary education.
   d) The lands are snatched away by the land owners, or by the money-lenders.

Part B, Section 1

Answers for 5 marks questions - 100 words.

(Value points given and these are to be explained by the candidates)

Ans 4. The teachings of Lord Buddha are;

   a) There are four noble truths; 1) Sorrow 2) Cause of sorrow 3) Sorrow ceasing and 4) Way to end sorrow.
   b) Follow the eight fold path.
   c) Follow the path of non-violence, truth, love to all living creatures.
   d) Law of karma

   How did it affect the people?

   a) Buddhism was preached to common people in a simple language Pali
   b) It did not accept Vedic rites and rituals.
   c) It did not discriminate on the basis of caste.
Ans 5. The Magadha Empire became powerful in the 6th century B.C. due to the following reasons:
   a) The geographical position surrounded by the Ganges on the north, west by the river Sone, and by Champa in the east.
   b) The huge iron deposits made the kings to equip themselves with effective weapons.
   c) Magadha had a fertile land, producing abundant crops.
   d) Surplus crops encouraged trade and commerce.
   e) The Capitals Rajgir and Pataliputra were of strategic importance.

Ans 6 Craft production in Harappa:
   a) The place Chanhudaro was totally involved for craft production like bead making, shell cutting, seal making, weight making
   b) Lothal was also one of the important places for craft production
   c) Variety of materials used to make beads is remarkable: stones like carnelian, jasper, crystal, quartz and steatite; copper bronze and gold, shell, faience and terracotta or burnt clay
   d) They established settlements Nageshwar, Shortughai and Balakot
   e) They might have sent expeditions to areas such as Khetri region of Rajasthan (for Copper) and South India (for Gold) for raw materials.

Ans 7 The Mahabharata is a good source to study the social value of ancient times. Prove it.
   a) Yes, the Mahabharata is a good source to study value of ancient times.
   b) Patriarchial succession is emphasized
   c) The Mahabharata reinforces the relations between the caste and the occupation prescribed in the Dharmashastras through stories e.g., the story of Ekalavya
   d) The Mahabharata gives a vivid description of the caste system and interrelation of the different caste group e.g., the story of Hidimba’s marriage with Bhima
   e) The Mahabharata also provides evidence to patriarchal society e.g. Yudhistira staking Draupadi, his wife in the game of dice
   f) It also gives two contrasting social norms in the relationship between the mother and son e.g., relationship between the Pandavas and their mother and the relation between the Kauravas and their mother

Part B, Section 2
Answers for 5 marks questions - 100 words.
(Value points given and these are to be explained by the candidates)

Ans 8 Kitab-ul-Hind is written by Al-Biruni
   a) Al-Biruni who was born in Khwarizm in 973 A.D.
   b) It is written in Arabic, and its language is simple and lucid.
c) The book has 80 chapters which deal with various subjects like religion and philosophy, festivals, astronomy, manners and customs etc.
d) The important feature of the book is that every chapter starts with a question and then a description based in sanskritic traditions
e) He compares the social system of India with that of Persia.
f) He also gave an account of the administrative system of India.

Ans 9 The production of the manuscripts in the Mughal court are as follows:

a) Mughal court manuscripts were written in Persian.
b) All books in Mughal India were manuscripts that were handwritten.
c) The creation of a manuscript involved a number of people performing a variety of tasks.
d) Paper makers were needed to prepare the folios of the manuscript, scribes or calligraphers to copy the text.
e) Gliders to illuminate the pages, painters to illustrate scenes from the text, bookbinders to gather the individual folios and set them within ornamental covers.
f) The centre of manuscript production was the imperial kitabkhana.

Ans 10 The Bhakti movements in South India were started by Alvars, Nayanars

a) The earliest Bhakti movements of the sixth century were led by the Alvars (devotees of Lord Vishnu and Nayanars Devotees of Lord Shiva) travelled from place to place singing hymns in Tamil in praise of their Gods.
b) Alvars and Nayanars initiated the movement of protest against the caste system and the dominance of Brahmanas.
c) The Bhaktas hailed from different social backgrounds and gender.
d) During their travels, they identified certain shrines as abodes of certain deities.
e) The major anthology compositions by the Alvars, the Nalayira Divyaprabandham was described as Tamil Veda.

Part B, Section 3
Answers for 5 marks questions - 100 words.
(Value points given and these are to be explained by the candidates)

11. Answer

A. Deccan Riots Commission’s report:

- The Government Of India put pressure on the Bombay Govt. to set up an enquiry commission to investigate the cause of riots in Deccan
- The commission produced a report in 1878-presented to the British Parliament.
- It provides range of sources for studying the riots.
- The commission held enquiries in the places where the riots spread, recorded statements of riot eyewitnesses etc.
- Collected statistical data, prices & interest rates in different regions.

245
• Collated reports sent by collectors of districts.

B. Critical evaluation

• However it is important to remember that these sources were official ones and reflect official concerns & interpretations.
• The commission was asked to find out if the high revenue demand was the cause of the riot- the commission said it was not the cause of peasant anger.
• The commission placed the blame on the moneylender
• The government’s persistent reluctant to admit a mistake often seen in colonial records
• Official reports like Deccan Riot report have to be studied along with other sources-newspaper, unofficial accounts, legal records etc. –to carefully come to conclusion.

Ans 12 The towns underwent many significant changes:

a) old towns headed towards decline and new towns were developed.
b) The towns associated with the Mughal power, lost their importance.
c) The regional capitals such as Lucknow, Hyderabad, Poona started gaining importance.
d) The changes taking place in the network of trade influenced the rise of urban centres
e) Trading centres of 18th century, like Surat, Masulipatnam, and Dhaka, was replaced by the colonial port cities like Madras, Calcutta and Bombay.

Ans 13. Mahatma Gandhi as a leader of political and social spheres:

a) Social influence of Mahatma Gandhi.
   i) Simple lifestyle
   ii) Use of Hindi for communication
   iii) Policy of non-violence
   iv) He identified himself with the common folk and spent most of his time on charkha.
v) He was the savior for the poor peasants in particular
   vi) Abolition of untouchability
   vii) Hindu and Muslim unity
   viii) Political influence:
   ix) Changing the national movement into a Mass movement
   x) Swadeshi and boycott movements
   xi) Non-cooperation, civil disobedience, quit India movements organized by Gandhi ji.
   xii) Attracted the masses like college students, peasants, educated masses, women, etc.
Q. No. 14.1:

He had many qualities which are worth emulating.
   a) Kindness towards strangers who needed help.
   b) He loved and cared for people who were helpless.
   c) He was selfless and sincere in performing his job as a doctor.

Q. NO. 14.2

a) He provided migrants with shelter, food, care and love irrespective of whether he
   was a hindu, muslim or a sikh by propagating secular feeling.

b) His rare healing touches, sincerity made the people of Dharampur develop the
   kind of faith and confidence in his humanity and generosity and confidence that
   the Delhi Muslims and others had in Gandhiji.

c) One of them, Muhammad Umar, wrote to Khushdeva Singh: “With great humility
   I beg to state that I do not feel myself safe except under your protection. Therefore
   in all kindness, be good enough to grant me seat in your hospital.”

15. Q Ans.: Features of the temples of Vijayanagar:

a) The sacred centre in Vijayanagar had complex of temples having various
   structures.

b) Temples functioned as centres of learning and as social and cultural centres.

c) Gopurams and Mandapams: the Gopurams or the royal gateways were a mark of
   imperial authority.

d) The gopurams dwarfed the towers of the central shrines

e) Other distinctive features include the mandapas or pavilions and long, pillared
   corridors that often ran around the shrines within the temple complex.

f) The Virupaksha temple dated to ninth tenth centuries was enlarged with the
   establishment of the Vijayanagar empire.

g) The hall in front of the main shrine was built by Krishna Deva Raya which was
   decorated with delicately carved pillars.

h) In the Vitthala temple, the Principal deity was Vithala-This temple has several
   halls and a unique shrine designed as a chariot.

i) A characteristic feature of the temple complex is the chariot street that extended
   from the temple gopuram in a straight line.

or

The lives of the forest-dwellers in the 16th and 17th centuries were:

a) External forces entered the forest in different ways.
b) The state required elephants for the army so the peshkash levied from forest people often included a supply of elephants.

c) The spread of commercial agriculture

d) Forest products like honey, beeswax and gum lac were in great demand.

e) Gum and lac was exported and elephants were captured and sold.

f) Trade involved an exchange of commodities through barter as well.

g) Social factors: Many tribal chiefs had become zamindars, some even became kings. Some tribes had armies and some subjugated neighbouring tribes.

Q. 16 Ans. **Limitations of Oral history:**

(i) Oral history help us greatly in understanding the trials and tribulations of common masses

(ii) It helps us grasp experiences and memories in detail.

(iii) It helps to write richly textured vivid accounts.

(iv) It is impossible to extract this kind of information from government documents.

(v) Oral history may lack concreteness and the chronology may be imprecise.

(vi) Oral data may not be automatically or easily available.

(vii) This technique helps historians to broaden the boundaries of their discipline by rescuing from oblivion the lived experiences of the poor and the process happened during partition.

Or

Controversies related to the language issue:

a) Mahatma Gandhi accepted that Hindustani ought to be the national language.

b) He thought that it is the ideal language of communication between diverse communities

c) By the end of the 19th century, Hindustani as a language had been gradually changing.

d) As communal conflict deepened Hindi and Urdu also started growing apart.

e) In the earlier sessions of the Constituent Assembly RV Dhulekar made a strong plea that Hindi should be used as the language of constitution making.

f) The Constituent Assembly wanted that Hindi should be accorded the rank of the national language. The Committee on 12 Sept 1947, discussed the issue of national language.

g) The committee had thought a compromise formula in order to resolve the deadlock between the supporters and opponents of Hindi as the national language.

h) The committee suggested that Hindi in Devnagari script should be the official language

i) English would be continued to be used for all official language for the first 15 years.
Paragraph based answers

Ans 17. Mother’s Advice (Mahabharata story)

1(a) Gandhari wanted Duryodhana to make peace because that will bring honour to his father and mother.
1(b) To put away greed and anger
1(c) The evil effects of war

2(a) The position of women during this period; According to Manusmriti, women had no right in paternal property.
2(b) The women did not enjoy high status in society.
2(c) Example-Yudhishtra staking Draupadi in the game of dice.

3(a) Duryodhana did not listen to his mother’s advice because he was jealous of his Pandava brothers.
3(b) He wanted to get the throne

Or

Dhanavanti’s inscriptions

a) Dhanavanti dated her inscription that a Bodhisatva was set up on the 8th day of the first month of the hot season during the 33rd year of the reign of the contemporary Kushana ruler Huvishka.
b) She installed an image of Bodhisatva to express her deep faith in Buddhism.
c) Dhanavanti mentions her maternal aunt, Buddhhamita, her guru Bhikubala and her parents.

Ans 18. Problems faced by peasants

The problems faced by peasants in the subcontinent were:

a) They were deprived of the means of the subsistence; they were also made to lose their children who were carried as slaves.
b) Most of the land is untilled for want of labourers.
c) The vast tracts of the country constituting the empire of Hindustan, many are little more than sand, or barren mountains, badly cultivated and thinly populated.

Or

Trade between the hill tribes and the plains:

a) The modes of transport described in the passage include on the backs of men, of stout ponies and of goats’.
b) Each of the articles brought from plains to hills like white and coloured cloth for dresses, salt for food, asafoetidia for medicine and spice, glass and earthen ware for storing food articles and water
c) Meanings of chuk-an acid composed of orange juice and lemon boiled together, majith-a plant producing a red dye, zedoary-a root resembling turmeric.
**Ans 19.** Taluqdar’s thoughts

a) According to Hanwant Singh, people were angry because the Britishers had driven the King of our country. They were angry because the officers went round the districts to examine the titles to the estates.

b) He saved the British officer because the people rose against him, and requested Hanwant Singh to save him.

c) The dispossessions of the Taluqdar led to the breakdown of the entire social order. The ties of loyalty and patronage that had bound the peasants to the taluqdar was disrupted.

**Or**

**Escaping the countryside**

a) The gates which were held by the rebels include the Ajmeri Gate, the Turkman Gate and the Delhi Gate.

b) The British overran the city in all directions; they cut down all those found in the street. Every road from the Kashmiri Gate to Chandini Chowk was a battlefield.

c) The rebels saved themselves by fleeing through the gates to the little villages and shrines outside the city.

**Map Question**

Ans 20. Location of a) Gandhar b) Panchal c) Megadh d) Avanti and e) Vajji
Marking in Map of:  
a) Champaran  
b) Amritsar  
c) Chauri-chaura  
d) Bardoli  
e) Benares
(Answers to BLIND CANDIDATES questions)

Ans 20 – Names of five important Mahajanapadas
– Gandhara, Panchala, Avanti, Vajji and Magadha

Or

Five important centres of national Movement – Champaran, Amritsar, Chauri-Chaura, Bardoli and Benares
