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## SYLLABUS FOR THE ACADEMIC SESSION

2016-17

March - May

### SECTION A: ARCHAEOLOGY & ANCIENT INDIA

#### **Chapter 1: The Story of the First Cities: Harappan Archaeology.**

**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.

#### **Chapter 2.: Political and Economic History: How Inscriptions tell a story.**

**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.

#### **Chapter 3: Social Histories: Using the Mahabharata**

**Broad overview:** Issues in social history, including caste, class, kinship and gender.

**Story of discovery:** Transmission and publications of the Mahabharata.

**Excerpt:** from the Mahabharata, illustrating how it has been used by historians.

**Discussion:** Other sources for reconstructing social history.

#### **Chapter 4: A History of Buddhism: Sanchi Stupa**

**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.

July

### SECTION B: MEDIEVAL INDIA

#### **Chapter 5: Medieval Society Through Travellers' Accounts**

**Broad Overview:** Outline of social and cultural life as they appear in travellers' accounts.

**Story of their writings:** A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.

**Excerpts:** from Alberuni, Ibn Batuta, Bernier.

**Discussion:** What these travel accounts can tell us and how they have been interpreted by historians.

#### **Chapter 6: 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

### **Chapter 7: New Architecture: Hampi**

**Broad Overview:** (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system..

**Story of Discovery:** Account of how Hampi was found.

**Excerpt:** Visuals of buildings at Hampi

**Discussion:** Ways in which historians have analyzed and interpreted these structures.

### August

#### **Chapter 8: Agrarian Relations: The *Ain-i- Akbari***

**Broad overview:** (a) Structure of agrarian relations in the 16th and 17th centuries.

(b) Patterns of change over the period.

**Story of Discovery:** Account of the compilation and translation of *Ain-i-Akbari*.

**Excerpt:** from the *Ain-i-Akbari*

**Discussion:** Ways in which historians have used the text to reconstruct history.

### September

#### **Chapter 9: The Mughal Court: Reconstructing Histories through Chronicles**

**Broad Overview:** (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.

**Story of Discovery:** Account of the production of court chronicles, and 'their subsequent translation and transmission.

**Excerpts:** from the *Akbarnama* and *Padshahnama*.

**Discussion:** Ways in which historians have used the texts to reconstruct political histories.

## **SECTION C: MODERN INDIA**

### **Chapter 10: Colonialism and-Rural Society: Evidence from Official Reports**

**Broad overview :** (a). Life of zamindars, peasants and artisans in the late 18 century  
(b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.

**Story of official records:** An account of why official investigations into rural societies were under taken and the types of records and reports produced.

**Excerpts:** From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report,

**Discussion:** What the official records tell and do not tell, and how they have been used by historians.

### October

#### **Chapter 11: Representations of 1857**

**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.

### **Chapter 12: Colonialism and Indian Towns: Town Plans and Municipal Reports**

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

**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.

### November

#### **Chapter 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.

#### **Chapter 14: Partition through 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.

### December

#### **Chapter 15: The Making of the Constitution**

**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.

## CHAPTER - 1

### BRICKS, BEADS AND BONES: The Harappan Civilization

**Answer the following questions in about 30 - 40 words. (2marks)**

How have archaeologists acquired knowledge of the dietary habits of the Harappans?

Give any two differences between utilitarian and luxury artifacts.

On what basis do archaeologists classify artefacts?

List the materials used to make beads in the Harappan civilization.

Describe briefly the burial system of the Harappans.

What were the shortcomings in John Marshall's methodology?

What kind of government did the Harappan civilization have?

Give any two features of Harappan writing.

Give any two distinctive features of the Harappan civilization after 1900 B.C.E.

Do you think literacy was widespread among the Harappans?

Q11. Why did Cunningham miss the significance of Harappa?

**Answer the following questions in about 100 words. (4 marks)**

How do archaeologists identify centres of craft production?

How do we know that Harappans traded with other cultures?

What are seals? What were they used for in the Harappan culture?

Why did the Harappan civilization decline?

What difficulties have been faced by historians in deciphering the Indus script

Who was Cunningham? What were his achievements?

Describe the basic plan of the city of Mohenjodaro. Give one feature of the drainage system.

"The extraordinary uniformity of Harappan artefacts has been remarked on frequently."

Comment.

Describe the trade relations of Harappans with West Asia.

Describe the different arguments given by archaeologists about the central authority of Harappa. (2014)

Explain the difficulties faced by archaeologists in interpreting the religious beliefs of the Harappans. (2014)

Describe the agricultural technologies followed by the Harappans.(2015)

**Answer the following questions in about 500 words.**

**(8 marks)**

Describe the town planning and the drainage system of the Harappans.

“The Harappans used a variety of strategies to procure different materials.” Explain with evidence to support your answer.

Describe the strategies used by archaeologists to track social differences in Harappan society.

### **Passage Based Questions**

Q.1 R.E.M. Wheeler tried to correlate archaeological evidence with that of the *Rigveda*, the earliest text known in the subcontinent. He wrote:

The *Rigveda* mentions *pur*, meaning rampart, fort or stronghold. *Indra*, the Aryan war-god 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 fortifications .... What destroyed this firmly settled civilization? Climatic, economic 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.

What did the *Rigveda* mention about *pur*?

According to Wheeler what did excavations show?

What do you conclude about the destruction of this civilization and why?

Who was R.E.M. Wheeler?

### **Map Question**

On a Map of India, mark and name:

First Indus site to be discovered

Site where the great bath was found

A port settlement

Craft production centre

Site where evidence of ploughed field has been found







## CHAPTER - 2.

### KINGS, FARMERS AND TOWNS: Early States and Economies

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 Why is the 6<sup>th</sup> century B.C. regarded as a major turning point in early Indian history?
- Q.2 What were the two forms of government which prevailed in 6<sup>th</sup> century B.C. India?
- Q.3 What was the role of the *Dhamma Mahamatta*?
- Q.4 Who was Megasthenes? Name the book written by him.
- Q.5 Explain briefly the term *janapada*.
- Q.6 Name the three chiefdoms of the Deccan and South India during the Mauryan age.
- Q.7 Who was Prabhavati Gupta?
- Q.8 Mention any two strategies which were used to increase agricultural production from the 6<sup>th</sup> century B.C.E.
- Q.9 What role did guilds play in the 6<sup>th</sup> century B.C.?
- Q.10 Give any two limitations of inscriptional evidence to reconstruct the past.
- Q.11 Mention any two ways in which the inscriptions of land grants help us to understand rural society in ancient times.
- Q.12 Mention any two principles of Asoka's Dhamma.
- Q.13 Mention any two features of the administration of the Mauryan Empire.

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 What are the different explanations offered by early writers and present day historians for the growth of Magadhan power?
- Q.2 Analyse the various sources which have been used to reconstruct Mauryan history.
- Q.3 Why were land grants given? Who were the recipients of these grants?
- Q.4 Who was James Princep? How did his discovery give a new direction for studying early Indian history?
- Q.5 In what ways did the Mauryan kings encourage trade and commerce?
- Q.6 What are the different explanations offered by early writers and present day historians for the growth of Magadhan power?
- Q.7 Discuss the advantages and problems of using inscriptions to reconstruct history.
- Q.8 Explain the growth of Puranic Hinduism from 600 BCE to 600 CE. (2015)

**III. Passage Based Question (7 marks)**

- Q.1 Here is an excerpt from Megasthenes' *Indica*:

Of the great officers 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 canals into their branches, so that everyone may have an equal supply of it. The same persons have charge also of the huntsmen, 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 blacksmiths and the miners.

1. List the jobs done by the officers of the state.
2. Give any three features of Mauryan administration under Ashoka.
3. To what extent does this extract help us to understand about the Mauryan Empire?
4. What are some of the other sources for studying this empire?

Q.2 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 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 suffering; (he is) resplendent and embodied kindness to mankind; (he is) equal to (the gods) Kubera (the god of wealth), Varuna (god of the ocean), Indra (the god of rains) and Yama (the god of death)....

1. What is a *prashasti*? Who wrote the above *prashasti*?
2. Give any four qualities of the rulers as mentioned in this *prashasti*.
3. Why did rulers identify themselves with a variety of deities?
4. Name two other sources for studying about the Guptas.

#### IV. Map Question

- Q.1 On a map of India, mark and name five major states which existed in the 4<sup>th</sup> century B.C.
- Q.2 On a map of India, mark and name five places where Ashokan inscriptions have been found.





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## CHAPTER - 3

### KINSHIP, CASTE AND CLASS: Early Societies

I. Answer the following questions in about 30-40 words. (2 marks)

- Q.1 What is understood by the word *gotra*? State two important rules of *gotra*.
- Q.2 How was the mother viewed in early Indian society?
- Q.3 Who were referred to as *mlechchhas* ?
- Q.4 How did the brahmanas devise a sharper social divide?

II. Answer the following questions in about 100 words. (4 marks)

- Q.1 Why were texts like the Dharmashastras written?
- Q.2 How far were the gotra rules specified by the brahmanas followed?
- Q.3 How have historians tried to explain the prevalence of polyandry in the Mahabharata?
- Q.4 Discuss the origins of the caste system.
- Q.5 Explain the relationship between varna and occupation according to the Brahmanical texts. How did the Brahmanas reinforce these? Explain any two strategies.
- Q.6 Discuss whether kings in early Indian states were invariably Kshatriyas.
- Q.7 How did the concept of Jati evolve? How was it different from Varna?
- Q.8 What are the elements which historians must take into account while analyzing literary material?
- Q.9 Write a brief note on the status of women in this period.
- Q.10 'Mahabharata is a good source to study the social values of ancient times.' Support this statement with suitable arguments.
- Q.11 Describe the various stages through which Mahabharata was compiled in the 20<sup>th</sup> century.
- Q.12 Explain how access to property sharpened social differences between men and women in ancient times.
- Q.13 "Historians find it particularly a difficult task to understand a text as complicated as the Mahabharata." Justify this statement.
- Q.14 Do you think that modern writers like Mahashweta Devi should have the freedom to rewrite stories from the Mahabharata? Give reasons for your answer.
- Q.15 Why is the Mahabharata said to be a dynamic text?
- Q.16 How important were gender differences in early societies? Give reasons for your answer.

- Q.17 Who composed the original story of Mahabharata in its oral form? Explain any four elements considered by historians while analyzing this text.
- Q.18 Who were categorized as untouchables? Describe the duties prescribed for them in the Manusmriti and Shastras. (2014)
- Q.19 Describe the 'ideal of patriarchy' and rules of marriage in the early societies from 600 BCE to 600 CE.(2015)

**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Who were known as the outcastes? How were they treated?

**IV. Passage Based Question (7 marks)**

Here is an excerpt of a mantra from the Rigveda, which was probably inserted in the text c. 1000 B.C.E, to be chanted by the priest while conducting the marriage ritual. It is used in many Hindu weddings even today:

"I free her from here, but not from there. I have bound her firmly there, so that through the grace of Indra she will have fine sons and be fortunate in her husband's love."

Indra was one of the principal deities, a god of valour, war and rain. "Here" and "there" refer to the father's and husband's house respectively.

- a. Where has this extract been taken from?
  - b. Who was Indra?
  - c. Which are the four forms of marriage acceptably by the Manusmriti?
- Q.2 The Mahabharata describes how, when war between the Kauravas and Pandavas became almost inevitable, Gandhari made one last appeal to her eldest son Duryodhana:
- By making peace you honour your father and me, as well as your well-wishers....it is the wise man in control of his senses who guards his kingdom. Greed and anger drag a man away from his profits; by defeating these two enemies a king conquers the earth... You will happily enjoy the earth, my son, along with the wise and heroic Pandavas.... There is no good in a war, no law (*dharma*) and profit (*artha*), let alone happiness; nor is there (necessarily) victory in the end – don't set your mind on war....
- a. Explain two reasons that Gandhari gave for maintaining peace.
  - b. What does this passage tell you about Duryodhana's relationship with his

mother?

- c. What do you understand by metonymics? Which ruling family followed this system?
- d. Why did Duryodhana not listen to his mother's advice?

**IV. Map Question**

1. On a map of India, mark and name the following: Hastinapur, Sarnath, Indraprastha, Shravasti and Ayodhya







**CHAPTER - 4**  
**THINKERS, BELIEFS AND BUILDINGS: Cultural Developments**

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 Name the two sacrifices performed by kings during the Vedic times.
- Q.2 Name any two types of sources through which we come to know about the Buddha and his teachings.
- Q.3 What are known as the Elliot marbles?
- Q.4 Why has the Sanchi stupa survived while Amaravati has not?
- Q.5 Differentiate between a vihara and a chaitya?
- Q.6 Who built the Sanchi stupa? What was its most distinctive feature?
- Q.7. Why did Buddha lay emphasis on righteous conduct and values ?(2015)

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 Answer the following very briefly:
- a) Who persuaded Buddha to allow women into the sangha?
  - b) Who was the first woman to become a bhikkhuni?
  - c) From which social groups did Buddha's followers come?
  - d) How did the sangha function?
- Q.2 Summarize the main teachings of Buddhism.
- Q.3 Describe how Buddha's first journey into the outside world transformed his life.
- Q.4 Explain the importance of new questions and debates that began from the 6<sup>th</sup> century B.C.E. regarding vedic traditions and practices of sacrifices.
- Q.5 Explain the basic ideas of Jaina philosophy.
- Q.6 Describe the growth of temple architecture in early India.
- Q.7 Explain what happened to the Amaravati stupa and why?
- Q.8 Why did the 19<sup>th</sup> century European scholars find it difficult to understand the Indian sculptures of ancient times? How did they try to solve the problem?
- Q.9 Discuss the importance of the school of Vaishnavism.
- Q.10 Examine the contribution of the begums of Bhopal towards the preservation of the Sanchi Stupa.
- Q.11 "Buddha laid stress on right conduct and values." In the light of this statement, explain his teachings on life.

**III. Passage Based Question (7 marks)**

- Q.1 This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Singala:

In five ways should a master look after his servants and employees...by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting them leave at times...

In five ways should the clansmen look after the needs of *samanas* (those who have renounced the world) and Brahmanas: by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.

There are similar instructions to Singala about how to behave with his parents, teacher and wife.

- a. Which were the five ways through which Buddha wanted a householder to look after his employees?
- b. How should clansmen treat samanans and brahmanas?
- c. What according to you would have been Buddha's instructions about treating teachers?
- d. What was the Buddhist sangha? Give any two features of the sangha.

Q.2 This is an excerpt from the *Mahaparinibbana Sutta*, part of the *Sutta Pitaka*:

As the Buddha lay dying, Ananda asked him:

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

The Buddha replied:

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

But when pressed further, the Buddha said:

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

- a. Where has this excerpt been taken from?
- b. Why did Buddha ask his followers to build stupas?
- c. Describe the main structure of the stupa.

#### IV. Map Question

Q.1 On a map of India mark and name the following:

- a) Place where Buddha was born
- b) Place where Buddha attained enlightenment
- c) Place where Buddha delivered his first sermon.
- d) Place where Buddha died





**CHAPTER - 5**  
**THROUGH THE EYES OF TRAVELLERS: Perceptions of Society**

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 Compare the objectives of Al-Biruni and Ibn Battuta in writing their accounts.
- Q.2 What problems did Al Biruni face in understanding Indian customs and practices?
- Q.3 Name four foreign travellers who came to India.
- Q.4 Name the book written by Al Biruni. Explain briefly the method adopted by him for writing the book.
- Q.5 Mention any two reasons why travel accounts of foreigners are important for the study of medieval times.
- Q.6 How did Bernier view the Mughal empire?
- Q.7 How did Ibn Battuta describe the coconut and the *paan*?

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 Write a short note on the life of Al Biruni.
- Q.2 Write a short biography of Ibn Battuta.
- Q.3 What do you know about the life of Francois Bernier?
- Q.4 Write a short note on the Rihla.
- Q.5 Analyse the evidence for slavery provided by Ibn Battuta.
- Q.6 What is known as the Asiatic mode of production?
- Q.7 Examine Bernier's perception about the ownership of landed property in Mughal India.
- Q.8 Examine Bernier's perceptions about the condition of artisans, merchants and town in Mughal India.
- Q.9 Analyse the evidence for slavery provided by Ibn Battuta.
- Q.10 What is known as the Asiatic mode of production?
- Q.11 Examine Bernier's perception about the ownership of landed property in Mughal India.
- Q.12 Examine Bernier's perceptions about the condition of artisans, merchants and town in Mughal India.
- Q.13 "Bernier's accounts influenced western theorists in the 18<sup>th</sup> century." Give arguments to support the statement.

**III. Passage Based Question**

Q.20 This is an excerpt from the Rihla:

"My departure from Tangier, my birth-place, took place on Thursday.... I set out

alone having neither fellow – traveler..... nor caravan whose party I might join, but swayed by an overmastering impulse within me and a desire long cherished in my bosom to visit these illustrious sanctuaries. So I braced my resolution to quit all my dear ones female and male, and forsook my home as birds forsake their nests.... My age at that time was twenty – two years.”

Ibn Battuta returned home about 30 years after he had set out.

- a. What was Ibn Battuta’s desire that made him leave home?
- b. Where did he travel before and after coming to India?
- c. Why did he find traveling arduous in India?
- d. What did he write about Indian cities?

Q.20 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, thinly populated. Even a considerable portion of the good lands remain 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 this description of Mughal India would serve as a warning to those who did not recognize the “merits” of private property.

- a. What were the problems about cultivating the land, according to Bernier?
- b. Why did the peasantry abandon the land?
- c. Explain the reasons given by Bernier for the exploitation of the peasants.
- d. How did his observations influence thinkers in Europe? Explain.







## CHAPTER - 6

### BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts

**I. Answer the following questions in about 20-30 words. (2 marks)**

- Q.1 Which Tamil text is known as the Tamil Veda?
- Q.2 Who were Andal and Karaikkal Ammaiyar? What were their contributions?
- Q.3 Who were Lingayats? Mention one idea they challenged.
- Q.4 Who were Alvares and Nayanars? In which languages did they sing?
- Q.5 How have the verses attributed to Kabir been compiled?
- Q.6 State two main achievements of Guru Arjan Dev.
- Q.7 What were the main contributions of Guru Gobind Singh?
- Q.8 Describe any two practices associated with the Chishti silsila of the Sufis.
- Q.9 Why did bhakti and sufi saints preach in the local languages?
- Q.10 Why do thousands of devotees visit dargahs of Muslim saints?
- Q.11 Explain the meaning of silsila in Sufism.
- Q.12 By the 11<sup>th</sup> Century, Sufism had become a well developed movement. Give two examples. (2014)
- Q.13 Who was the preceptor of Mira Bai? Mention any one principle of her philosophy.(2014)
- Q.14 Who initiated Kabir into Bhakti? Mention his concept of ultimate reality. (2014)

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 What were the 5 major principles of Islam?
- Q.2 Who started the Virashaiva tradition in Karnataka? What were its main principles?
- Q.3 Analyse the influence that the Tamil bhakti saints had on the Chola rulers.
- Q.4 "The terms 'Hindu' and 'Muslim' were not regarded as labels for religious communities before the 14<sup>th</sup> century." Analyse.
- Q.5 Who was Mirabai? What role did she play in the Bhakti movement?
- Q.6 Describe the main features of life in Sheikh Nizamuddin's *khanqah*.
- Q.7 Why do you think that the traditions of Baba Guru Nanak remain significant even in the 21<sup>st</sup> century?
- Q.8 State the major teachings of Kabir.
- Q.9 "It is a challenge for historians to reconstruct the history of religious traditions such as those of bhakti and sufi." Give arguments to support this statement.
- Q.10 Compare and contrast between the bhakti and sufi movements.

**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Explain giving examples the connection between the state and the bhakti tradition and the state and the sufi tradition.
- Q.2 Explain the importance of the Chishti silsila in the context of Sufism in the Indian subcontinent.

**IV. Passage Based Questions**

Q.1 Here is an excerpt from a letter written by Aurangzeb to a Jogi in 1661-62:

“The possessor of the sublime station, Shiv Murat, Guru Anand Nath Jio!

May Your Reverence remain in peace and happiness ever under the protection of Shri Shi Jio?

...A piece of cloth for the cloak and a sum of 25 rupees which have been sent as an offering will reach (Your Reverence) ... Your Reverence may write to us whenever there is any service which can be rendered by us.”

- a. Who is the deity the Jogi worships? How do you know it?
  - b. How does Aurangzeb show his respect to him?
  - c. Explain briefly the five principles of Islam.
  - d. How did these universal practices accommodate regional influences in India? Give two examples.
- Q.2 This excerpt from a sufi text describes the proceedings at Shaikh Nizamuddin Auliya’s hospice in 1313:

I (the author, Amir Hasan Sijzi) had the good fortune of kissing his (Shaikh a’s) feet ... At this time a local ruler had sent him the deed of ownership to two gardens and much land, along with the provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master ... had not accepted that gift. Instead, he had lamented: “What have I to do with gardens and fields and lands? ... None of ... our spiritual masters had engaged in such activity.”

Then he told an appropriate story: “... Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. Smiling, Shaikh al Islam (Fariduddin) said: ‘Give me the money. I will dispense it to the dervishes. But as for those land deeds, keep them. There are many who long for them. Give them away to such

persons.'"

- a. What aspects of the relationship between the Sufis and the state do you think are best illustrated in this account?
- b. What does the account tell us about the modes of communication between the sheikh and the disciples?
- c. Why were there instances of conflict between the Sultans and the Sufis?





**CHAPTER - 7**  
**AN IMPERIAL CAPITAL: Vijayanagara**

**I. Answer the following questions in about 20-30 words. (2 marks)**

- Q.1 When and by whom was the Vijayanagara Empire founded?
- Q.2 Where were roads laid in the city? How have archaeologists identify them?
- Q.3 What impact did rivers and hills have on communication with Vijayanagara?
- Q.4 State the two types of structures found in the royal centre. Mention one difference that existed between them.
- Q.5 State three features of Indo-Islamic architecture.

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 Trace the rise and fall of the Vijayanagara Empire.
- Q.2 Who was Krishna Deva Raya? State his main achievements.
- Q.3 "The Amara - Nayaka system was a major political innovation of the Vijayanagara Empire." Discuss.
- Q.4 Name the contemporary rulers with whom the Vijayanagara kings had to deal. What was the nature of their interaction?
- Q.5 Explain how Krishnadeva Raya's death affected the Vijayanagara empire.
- Q.6 Who was Colin Mackenzie? What was his contribution in the field of historical reconstruction of the Vijayanagara empire?
- Q.7 Describe the various efforts made by scholars to reconstruct the history of the city and empire from the ruins of Hampi upto the 20<sup>th</sup> century.
- Q.8 What impression of the lives of the ordinary people of Vijayanagara can you cull from the various descriptions in the chapter?
- Q.9 How were the water requirements of the people of Vijayanagara met?
- Q.10 "Domingo Paes has called the Mahanavami Dibba of the Vijayanagara Empire, 'the house of victory'. Justify. (2014)
- Q.11 "Domingo Paes and Abdur Razzaq were highly impressed by the fortifications of the Vijayanagara Empire." Justify the statement. (2014)
- Q.12 Explain the importance of the sacred centre of Vijayanagara with special emphasis on gopurams and mandapas. (2014)
- Q.13 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.(2015)



**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 State the main features of the Virupaksha and the Vitthala temples.
- Q.2 "A wealth of information is available on Vijayanagara." How was it produced?
- Q.3 Explain the importance of the 'sacred centre' in Vijayanagara with special emphasis on *gopurams* and *mandapas*.
- Q.4 Explain the importance of the Royal centre in Vijayanagara with special emphasis on its important structures.
- Q.5 Spell out the reasons for the fortification of the city of Vijayanagara. Explain how water requirements of Vijayanagara were met.

**IV. Passage Based Question**

- Q.1 Krishna Deva Raya (1509-29), the most famous ruler of Vijayanagara, composed a work on statecraft in Telugu known as the *Amuktamalyada*. About traders he wrote:
- A king should improve the harbours of his country and so encourage its commerce that horses, elephants, precious gems, sandalwood, pearls and other articles are freely imported... He should arrange that the foreign sailors who land in his country on account of storms, illness and exhaustion are looked after in a suitable manner.... Make the merchants of distant foreign countries who import elephants and good horses be attached to yourself by providing them with daily audience, presents and allowing decent profits. Then those articles will never go to your enemies.
- Explain the three measures the king suggested for encouraging trade.
  - Which item of import was most important to the king and why?
  - Why was trade important to a king?
  - Mention any two developments during the reign of Krishnadeva Raya.
- Q.2 About a tank constructed by Krishnadeva Raya, Paes wrote:
- The king made a tank..... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometers) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice fields. In order to make this tank the said king broke down a hill.... In the tank I saw so many people at work at that there must have been fifteen or twenty thousand men, looking like ants...
- What was the water from the tank used for?
- What were the other means of irrigation used in Vijayanagara?
- What was the importance of the Hiriya canal and Kamalapuram tank?
- How was the Kamalapuram tank useful?







## CHAPTER - 8

### PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire.

#### I. Answer the following questions in about 20-30 words. (2 marks)

- Q.1 Name the two types of peasants that existed in medieval times. What is the main difference between them?
- Q.2 What was the role played by the jati panchayats?
- Q.3 What was the importance of the hunt in Mughal political ideology?
- Q.4 Mention two main functions of the village panchayats in the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Q.5 Mention two types of technologies that peasants used in agriculture in the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Q.6 Name the two ways in which the village artisans were paid in the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Q.7 What does the term *milkiyat* signify?
- Q.8 How many books make up the Ain? What topics do they deal with?

#### II. Answer the following questions in about 100 words. (4 marks)

- Q.1 Explain the role of the Village artisans in the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Q.2 Explain the composition of the village panchayat. How did it use the funds available to it.
- Q.3 Describe any three strengths and two limitations of the Ain-i-Akbari as an important document in the study of the Mughal period.
- Q.4 What do the different books comprising the Ain talk about?
- Q.5 Describe the life led by the forest dwellers during the Mughal era in the 16<sup>th</sup> and 17<sup>th</sup> centuries. (2014)
- Q.6 "Land revenue was the economic mainstay of the Mughal Empire." Examine the statement.(2015)

#### III. Answer the following questions in about 500 words. (8 marks)

- Q.1 Explain why zamindars were central to the agrarian relations in the Mughal period.
- Q.2 Explain the Mughal land revenue system as devised by Raja Todarmal.
- Q.3 Explain the role of Panchayats in the Mughal rural Indian society during 16<sup>th</sup> -17<sup>th</sup> centuries. (2014)

#### IV. Passage Based Question

1. 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 (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, wooden ware, hawks, falcons, black falcons, merlins ( a kind of bird), and other articles. In exchange they carry back white and coloured cloths, amber, salt, asafetida, ornaments, glass and earthenware.

- a. How were the goods transported from the hills to the plains?
- b. Name the items they sold and the items the hill people bought from the plains to take back.
- c. Why did the Mughal state intrude into the forest areas? Explain.
- d. Mention the cultural influences that penetrated into the forest areas.

2. The Ain on land revenue collection:

Let him ( amil guzar) not make it a practice of taking only in cash but also in kind. The latter is effected in several ways. First, kankut: in the Hindi language kan signifies grain, and kut, estimates.... If any doubts arise, the crops should be cut and estimated in three lots, the good, the middle and the inferior, and the hesitation removed. Often, too, the land taken by appraisalment, gives a sufficiently accurate return. Secondly, batai, also called bhaoli, the crops are reaped and stacked and divided by agreement in the presence of the parties. But in this case several intelligent inspectors are required; otherwise, the evil minded and false are given to deception. Thirdly, khet-batai when they divide the fields after they are sown. Fourthly, lang-batai, after cutting the grain, they form it in heaps and divide it among themselves, and each takes his share home and turns it to profit.

- a. Name the four methods of assessing land revenue.
- b. What are the two forms of paying the land revenue.
- c. Which of the four methods according to you is best suited for the farmer and why?
- d. Explain Jama and Hasil.









**CHAPTER - 9**  
**KINGS AND CHRONICLES: The Mughal Courts**

**Answer the following questions in about 20-30 words. (2 marks)**

When and between whom was the first battle of Panipat fought?

How did the Urdu language come into being?

Who was the founder of the Mughal empire? Where did he come from?

Who built the Buland Darwaza and why?

How did the Mughal rulers treat their non-Muslim subjects?

Mention two steps taken by Akbar to promote harmony in his empire.

Who was Ab'ul Fazal ? What is his major contribution ?(2015)

**Answer the following questions in about 100 words. (4 marks)**

Q.1 Name two important books of the Mughal period. Who wrote them? what information do they give us?

Q.2 Assess the importance of the painted image in Mughal manuscripts.

Q.3 "The portrayal of human beings was a constant source of tension in the Mughal empire." Justify.

Q.4 "The granting of titles to men of merit was an important aspect of Mughal polity." Explain.

Q.5 How did the Mughal empire maintain records and disseminate information?

Q.6 When did the Jesuits come to India? what was the basis of their interaction with Akbar?

Q.7 Describe Akbar's policy of *sulh-i-kul*? How was it implemented?

Q.8 Analyse how the Mughal emperor's court procedures reflected his status and power.

Q.9 Describe the results of India's overseas trade under the Mughals.

Q.10 Describe the ways in which nobles were honoured in the Mughal court. What did they, in turn, do?

Q.11 Assess the role played by women of the imperial household in the Mughal Empire.

Q.12. 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.

**Answer the following questions in about 500 words. (8 marks)**

Trace the development of the Mughal Empire from Babur to Aurangzeb.

Describe the main features of the *mansabdari* system.

"The keeping of records was a major concern of the Mughal administration." Explain.

Explain how Akbar maintained harmonious relations with different ethnic and religious communities. (2014)

### Passage Based Questions

Read the following extract and answer the following questions:

Abu'l Fazl gives a vivid account of Akbar's Darbar:

Whenever His Majesty (Akbar) holds court a large drum is beaten, the sounds of which are accompanied by Divine praise. In this manner, people of all classes receive notice. His Majesty's sons and grandchildren, the grandees of the court and all other men who have admittance, attend to make the kornish and remain standing in their proper places. Learned men of renown and skillful mechanics pay their respects; and the officers of justice present their reports. His Majesty with usual insights, gives orders, and settles everything in a satisfactory manner. During the whole time, skilful gladiators and wrestlers from all countries hold themselves in readiness, and singers, male and female, are in waiting. Clever jugglers and funny tumblers also are anxious to exhibit their dexterity and agility.

- a. How did the people come to know that the Emperor was going to hold court?
- b. What do you understand by the term kornish?
- c. What activities were conducted by the emperor in the Diwan-i-khas?
- d. What forms of salutations were practiced in the court?

Q.2 This is an excerpt from a firman (imperial order) issued by Akbar in 1598:

Whereas it reached our eminent and holy notice that the Padris (fathers) of the Holy Society of Jesus wish to build a house of prayer (church) in the city of Kambayat (Khambat, Gujarat); therefore an exalted mandate ... is being issued,... that the dignitaries of the city of Kambayat should in no case stand in their way but should allow them to build a church so that they may engage themselves in their own worship. It is necessary that the order of the Emperor should be obeyed in every way.

- a. What did the Padris want to do?
- b. How did Akbar ensure that their desire was fulfilled?
- c. Who guided the Muslim rulers?

How was the situation complicated in the subcontinent and how did the rulers adapt to the situation

### Map Question

On an outline map of India mark and name Agra, Delhi, Lahore, Ajmer and Panipat.







**CHAPTER - 10**  
**COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives**

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 What is known as the Sunset Law?
- Q.2 How did the British seek to control the zamindars?
- Q.3 Who were the jotedars? What were the various names they were known by?
- Q.4 What were the shortcomings of the Fifth Report?
- Q.5 What were the duties of the Paharia chiefs?
- Q.6 Why did the Paharias regularly raid the plains?
- Q.7 State two merits of the Permanent Settlement.
- Q.8 Why did the zamindars default on the payment of revenues under the British government? Give two reasons.
- Q.9 Explain any two observations made by Buchanan that helped the English East India Company to expand its trade in India.
- Q.10 How did the British encourage the Santhals to settle in the Rajmahal hills?
- Q.11 Why are revolts useful for historians?
- Q.12 When and why was the Limitatio0n Law passed?
- Q.13 How did the money lenders exploit the peasants in the Deccan?
- Q.14 What were the demerits of the Ryotwari Settlement?
- Q.15 Why was the Permanent Settlement not extended beyond Bengal?

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 How did the East India Company benefit by the introduction of the Permanent Settlement?
- Q.2 Describe the lifestyle of the Paharias in the late 19<sup>th</sup> century.
- Q.3 How did zamindars manage to retain control over their zamindaris?
- Q.4 Why was the jotedar a powerful figure in many areas of rural Bengal?
- Q.5 How did the Paharias respond to the coming of outsiders?
- Q.6 Why did the Santhals rebel against British rule?
- Q.7 Describe the Fifth Report produced by the Select Committee on English East India Company in 1813 in the British Parliament.
- Q.8 How did the revenue and legal system introduced by the British benefit the money lenders?

- Q.9 What explains the anger of the Deccan Ryots against the moneylenders?
- Q.10 How did the American Civil War affect the lives of ryots in India?
- Q.11 Critically examine the policies adopted by the Company to control the paharias.

**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Discuss the reasons for the ruin of old zamindars and spread of landlordism. What were the distinctive features of the new landlordism as opposed to the old zamindari system?
- Q.2 State the changes affected by Lord Cornwallis in the system of land revenue administration in Bengal.
- Q.3 Discuss the impact of British policies on the Indian peasantry. Explain the factors that led to widespread rural poverty and the frequent occurrence of famines in India.
- Q.4. Why did Zamindars of Bengal fail to pay regular revenue to the company during 18 th century ? How did this enhance the power of Jotedars ? Explain.(2015)

**IV. Passage Based Questions**

- Q.1 Buchanan described the ways in which the *jotedars* of Dinajpur in North Bengal resisted being disciplined by the zamindar and undermined his power:

Landlords do not like this class of men, but it is evident that they are absolutely necessary, unless the landlords themselves would advance money to their necessitous tenantry ... The *jotedars* who cultivate large portions of lands are very refractory, and know that the zamindars have no power over them. They pay only a few rupees on account of their revenue and then fall in balance almost every *kist* (instalment), they hold more lands than they are entitled to by their *pottahs* (deeds of contract). Should the zamindar's officers, in consequence, summon them to the *cutcherry*, and detain them for one or two hours with a view to reprimand them, they immediately go and complain at the Fouzdarry Thanna (police station) for imprisonment and at the munsiff 's (a judicial officer at the lower court) *cutcherry* for being dishonoured and whilst the causes continue unsettled, they instigate the petty *ryots* not to pay their revenue consequently ...

- a. Who were the jotedars? By what other names were they known?
- b. State two differences between jotedars and zamindars.
- c. Describe four ways in which the jotedars resisted the authority of the zamindars.



Q.2 On 16<sup>th</sup> May 1875, the District Magistrate of Poona wrote to the Police Commissioner:  
On arrival at Supa on Saturday, 15 May, I learnt of the disturbance.  
One house of a money lender was burnt down; about a dozen were forcibly broken into and completely gutted of their contents. Account papers, 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. 2,000 was recovered. The estimated loss is over Rs. 25,000. Money lenders claim it is over Rs. 1 lakh.

*Deccan Riots Commission*

- a. What happened to the house of the money lender on 15 May, 1875?
- b. Describe the pattern that was seen in places where the revolt spread.
- c. How did the British react?
- d. Why did the Ryotwari system in the Deccan lead to revolts?







## CHAPTER - 11

### REBELS AND THE RAJ: The Revolt of 1857 and its Representations

**I. Answer the following question in about 30-40 words. (2 marks)**

- Q.1 What was the immediate cause of the Revolt of 1857?
- Q.2 Why did the Western educated Indians keep themselves aloof from the Revolt?
- Q.3 How did the revolt bring a formal end to Maratha Peshwas and the Mughal rule?

**II. Answer the following question in about 100 words. (4 marks)**

- Q.1 Describe the causes of economic discontent among Indians before 1857.
- Q.2 Was the Revolt spontaneous or the result of careful planning? Give arguments in support of your answer.
- Q.3 Explain with three examples, Dalhousie's 'Doctrine of Lapse' to annex princely states.
- Q.4 Trace the steps by which Awadh was annexed.
- Q.5 "Rumours circulate only when they resonate with deep fears and suspicion of the people." How was this statement true in the context of the Revolt of 1857?
- Q.6 List any five ways in which the *taluqdars* of Awadh were affected by British policy.
- Q.2 What were the strengths and weaknesses of the Revolt of 1857?
- Q.3 Discuss the role of Indian princes in the Revolt of 1857. How were some of them rewarded by the British?
- Q.4 Discuss the legacy of the Revolt of 1857.
- Q.5 Discuss the significance of the unity between Hindus and Muslims during the Revolt of 1857.
- Q.6 Why did the Revolt of 1857 fail?
- Q.7 Why did Delhi become the focal point of the Revolt of 1857?
- Q.8 Describe how the British celebrated those who, they believed, saved the English and repressed the rebels during the Revolt of 1857.
- Q.9 Describe the alternative power structure that the Rebels tried to establish during the Revolt of 1857.
- Q.10 "Visual images and literature as much as the writing of history have helped in keeping alive the memory of the Revolt of 1857." Assess this statement.
- Q.11 How did the British dispossess the *taluqdars* of Awadh during 1857? Explain with examples. (2014)

- Q.12 Explain how the rebel leaders propagated their ideas and persuaded people to join the Revolt of 1857. (2014)
- Q.13 "The relationship of the Indian sepoys with their superior white officers underwent a significant change in the 1840s and 1850s." Explain. (2014)
- Q.14 What measures were taken to keep the unity among the rebels during 1857 ? How did the British try to suppress the rebellion ? Explain. (2015)

**III. Answer the following question in about 500 words. (8 marks)**

- Q.1 Give evidence to show the popular nature of the Revolt.
- Q.2 What factors led the sepoys to spearhead the revolt against the British?
- Q.3 "The 20<sup>th</sup> century Indian National Movement drew inspiration from the Revolt of 1857." elucidate.
- Q.4 What role did the rumours play in the uprising of 1857 ? What were the circumstances that led the people to believe in the rumours ?(2015)
- Q.5 What measures were taken to keep the unity among the rebels during 1857 ? How did the British try to suppress the rebellion ? Explain. (2015)

**IV. Passage Based Question**

- Q.1 The attitude of the *taluqdars* was best expressed by Hanwant Singh, the Raja of Kalakankar, near Rae Bareilly. During the mutiny, Hanwant Singh had given shelter to a British officer, and conveyed him to safety. While taking leave of the officer, Hanwant Singh told him:
- Sahib, your countrymen came into this country and drove out our King. You sent your officers round the districts to examine the titles to the estates. At one blow you took from me lands which from time immemorial had been in my family. I submitted. Suddenly 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.
- Why were people angry according to Hanwant Singh? What happened to his family?
  - According to you, why did he save the British official?
  - What happened under the Summary Settlement of 1856? Explain.
  - What was the result of the dispossession of taluqdars? Explain.

- Q.1 This is one of the main sources of our knowledge about what the rebels wanted:  
*Section III – Regarding Public Servants.* It is not a secret thing, that under the British Government, natives employed in the civil and military services have little respect, low pay, and no manner of influence; and all the posts of dignity and emolument in both the departments are exclusively bestowed on Englishmen, ... Therefore, all the natives in the British service ought to be alive to their religion and interest, and abjuring their loyalty to the English, side with the Badshahi Government, and obtain salaries of 200 and 300 rupees a month for the present, and be entitled to high posts in the future. ...  
*Section IV – Regarding Artisans.* It is evident that the Europeans, by the introduction of English articles into India, have thrown the weavers, the cotton dressers, the carpenters, the blacksmiths, and the shoemakers, etc., out of employ, and have engrossed their occupations, so that every description of native artisan has been reduced to beggary. But under the Badshahi Government the native artisans will exclusively be employed in the service of the kings, the rajahs, and the rich; and this will no doubt ensure their prosperity. Therefore these artisans ought to renounce the English services, ... .
- a. How did the introduction of English articles affect the artisans?
  - b. How would the conditions of the artisans improve under the badshahi government?
  - c. Why were the public servants dissatisfied with the British government?
  - d. What did the rebel proclamation repeatedly appeal for?

#### IV. Map Question

- Q.1 On an outline map of India, mark and name any 5 centres of the Revolt in North India.







**CHAPTER- 12**  
**COLONIAL CITIES: Urbanisation, Planning and Architecture**

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 How did the British keep track of life in growing cities and towns?
- Q.2 What purpose did mapping serve to the colonial government?
- Q.3 How did the introduction of railways affect towns?
- Q.4 What do the terms 'white' and 'black' towns signify?
- Q.5 Why were hill stations set up? Name any two such towns set up by the British.
- Q.6 What is the difference between towns and cities?
- Q.7 What was the importance of towns like Madurai and Kanchipuram?
- Q.8 State any two difficulties faced by the census commissioners in collecting and classifying data.
- Q.9 State two ways in which urban centres were transformed during the 18<sup>th</sup> century.
- Q.10 Mention any two characteristic features of the 'middle classes in the new colonial cities.
- Q.11 Who were the 'dubashes' in colonial cities? What function did they perform?
- Q.12 What role did the Lottery Committee play in the development of Calcutta?
- Q.13 Why were the British keen to create a familiar landscape in Bombay? Give two examples. (2014)

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 The architectural style of many new buildings was European. Why? Give an example of how the British adapted some Indian styles to suit their needs.
- Q.2 How did the nature of the colonial city change after the Revolt of 1857?
- Q.3 What were the new kinds of public buildings that emerged in the colonial city? What functions did they serve?
- Q.4 To what extent were social relations transformed in colonial cities?
- Q.5 Name the different communities which settled in Madras. What functions did they perform?
- Q.6 Trace the development of Bombay as the most important city of India.

**III. Value Based Questions:**

- Q.1 1.1 "The colonial cities provided new opportunities for women in the 19<sup>th</sup> century."  
Give two examples. (2 marks)
- 1.2 explain any three values which encouraged women for their empowerment. (3 marks) (2014)

**IV. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Explain any four changes that came about in the social life in the new cities under colonial rule.
- Q.2 Explain why hill – stations were a distinctive feature of colonial urban development.
- Q.3 How did concerns of defence and health give shape to Calcutta?
- Q.4 What are the different colonial architectural styles which can be seen in Bombay city?

**IV. Passage Based Question**

- Q.1 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 British) 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 spectacle 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.

- a. Name the three gates still held by the rebels.
- b. Why did the people flee to the countryside?
- c. Name three big cities which were originally fishing and weaving villages. Trace the process of their development.

- Q.1 By the early nineteenth century the British felt that permanent and public rules had to be formulated for regulating all aspects of social life. Even the construction of private buildings and public roads ought to conform to vitalizing rules that were clearly codified. In his Minute on Calcutta (1803) Wellesley wrote:

It is a primary duty of Government to provide for the health, safety and convenience of the inhabitants of this great town, by establishing a comprehensive system for the improvement of roads, streets, public drains, and water courses, and by fixing permanent rules for the construction and distribution of the houses and public edifices, and for the regulation of nuisances of every description.

- a. How does Wellesley define the duty of a government?
- b. What was the work done by the lottery committee?
- c. How did the threat of epidemics give an impetus to town planning in Calcutta?







## CHAPTER - 13

### MAHATMA GANDHI AND THE NATIONALIST MOVEMENT:

#### Civil Disobedience and Beyond

I. Answer the following questions in about 30-40 words. (2 marks)

- Q.1 State two differences between the moderates and the extremists.
- Q.2 What was the significance of Gandhi's speech at Banaras Hindu University in 1916?
- Q.3 Mention two effects of the Non-Cooperation Movement.
- Q.4 What was the important contribution of the Khilafat agitation to the Non-Cooperation Movement?
- Q.5 What was the resolution passed in the Congress Working Committee that met at Bardoli in 1922?
- Q.6 Mention two objectives of the Non-Cooperation Movement.
- Q.7 With what objectives did Gandhi set up the Sabarmati Ashram?
- Q.8 What is the significance of the Jallianwala Bagh Tragedy in the National Movement?
- Q.9 What were the demands of the Ahmedabad mill workers?
- Q.10 Why was Satyagraha organized at Champaran in Bihar?
- Q.11 What technique of resistance did Gandhi evolve in South Africa?
- Q.12 Why did Gandhi call off the Non-Cooperation Movement?
- Q.13 State two features of the Khilafat Movement.
- Q.14 Mention any two rumours spread by the people regarding the miraculous powers of Gandhi.
- Q.15 Why did the Indians boycott the Simon Commission?
- Q.16 What led to the Civil Disobedience Movement?
- Q.17 Why was the Simon Commission appointed?
- Q.18 Who was known as Frontier Gandhi? What were his followers called?
- Q.19 When and where was the Second Round Table Conference held? What was its outcome?
- Q.20 Why did the Congress ministries resign in 1939?
- Q.21 What led to the passing of the Pakistan Resolution in March 1940?
- Q.22 What was the Congress attitude towards the Second World War?
- Q.23 Why was the *charkha* chosen as the symbol of nationalism?
- Q.24 Why did Gandhi start the Quit India Movement?
- Q.25 Describe the constructive programmes of Gandhi during the freedom struggle.

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 What is meant by the Rowlatt Act? Which of its provisions aroused widespread indignation?
- Q.2 What is meant by the Khilafat question? Why did it become an important component of the anti-imperialist struggle in India during the post-war years?
- Q.3 Describe the developments that led to the Non-Cooperation Movement.
- Q.4 How did Mahatma Gandhi seek to identify with the common people?
- Q.5 How was Mahatma Gandhi perceived by the peasants?
- Q.2 Discuss the people's response to the Civil Disobedience Movement.
- Q.3 What was the government's response to the Civil Disobedience Movement?
- Q.4 Why did the British convene the Round Table Conferences? What was the Congress attitude to the conferences and what were their outcomes?
- Q.5 When was the Gandhi-Irwin Pact signed? Examine its main provisions.
- Q.6 What were the decisions taken at the Lahore session of the Congress to achieve Poorna Swaraj? In what way was Poorna Swaraj different from Swaraj?
- Q.7 Examine the main features of the Dandi March and explain the major developments which began after March 1930.
- Q.8 How and what did people come to know about the progress of Gandhi's Dandi March.
- Q.9 How did American magazines interpret the Salt March?
- Q.10 Discuss the aim and programmes of the Civil Disobedience Movement launched under Gandhi. Which sections of the society participated in it?

**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Explain how the coming of Gandhi broadened the base of the Indian National movement.
- Q.2 What do private letters and autobiographies tell us about an individual? How are these sources different from official accounts?
- Q.3 Trace the events that led to the Quit India Movement. Mention four main features of this Movement.
- Q.4 Explain three kinds of sources through which we come to know about Gandhi. Discuss any two problems faced while interpreting them.
- Q.5 "In the history of nationalism, Gandhi is often identified with the making of a nation." Describe his role in the freedom struggle of India. (2014)



#### IV. Passage Based Question

Q.1 Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the *charkha* as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant. What I object to, is the craze for machinery as such. The craze is for what they call labour saving machinery. Men go on “saving labour”, till thousands are without work and thrown on the open streets to die of starvation. I want to save time and labour, not for a fraction of mankind, but for all; I want the concentration of wealth, not in the hands of few, but in the hands of all.

*YOUNG INDIA*, 13 NOVEMBER 1924

Khaddar does not seek to destroy all machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel is itself an exquisite piece of machinery.

*YOUNG INDIA*, 17 MARCH 1927

- a. Why was Mahatma Gandhi in favour of the Charkha?
- b. In what other ways did Gandhi identify with the common people?
- c. How did the UP peasants view Mahatma Gandhi?

Q.2 Why was salt the symbol of protest? This is what Mahatma Gandhi wrote:  
The volume of information being gained daily shows how wickedly the salt tax has been designed. In order to prevent the use of salt that has not paid the tax which is at times even fourteen times its value, the Government destroys the salt it cannot sell profitably. Thus it taxes the nation’s vital necessity; it prevents the public from manufacturing it and destroys what nature manufactures without effort. No adjective is strong enough for evitalizingg this wicked dog-in-the-manger policy. From various sources I hear tales of such wanton destruction of the nation’s property in all parts of India. Maunds if not tons of salt are said to be destroyed on the Konkan coast. The same tale comes from Dandi. Wherever there is likelihood of natural salt being taken away by the people living in the neighbourhood of such areas for their personal use, salt officers are posted for the sole purpose of carrying on destruction. Thus valuable national property is destroyed at national expense and salt taken out of the mouths of people.

The salt monopoly is thus a fourfold curse. It deprives the people of a valuable easy village industry, involves wanton destruction of property that nature produces in abundance, the destruction itself means more national expenditure, and fourthly, to crown this folly, an unheard-of tax of more than 1,000 per cent is exacted from a starving people.

This tax has remained so long because of the apathy of the general public. Now that it is sufficiently roused, the tax has to go. How soon it will be abolished depends upon the strength of the people.

*THE COLLECTED WORKS OF MAHATMA GANDHI (CWMG), VOL. 49*

- a. Why was the salt destroyed by the colonial government?
- b. Why did Gandhi consider the salt tax more oppressive than other taxes?
- c. How did Gandhi break the salt law?

**Q.3** *My Dear Bapu,*

*Allahabad, July 5, 1936*

I arrived here last night. Ever since I left Wardha I have been feeling weak in body and troubled in mind.

... Since my return from Europe, I found that meetings of the Working Committee exhaust me greatly; they have a revitalizing effect on me and I have almost the feeling of being older in years after every fresh experience ...

I am grateful to you for all the trouble you took in smoothing over matters and in helping to avoid a crisis. I read again Rajendra Babu's letter to me (the second one) and his formidable indictment of me ... For however tenderly the fact may be stated, it amounts to this that I am an intolerable nuisance and the very qualities I possess - a measure of ability, energy, earnestness, some personality which has a vague appeal - become dangerous for they are harnessed to the wrong chariot (socialism). The conclusion from all this is obvious.

I have written at length, both in my book and subsequently, about my present ideas. There is no lack of material for me to be judged. Those views are not casual. They are part of me, and though I might change them or vary them in future, so long as I hold them I must give expression to them. Because I attached importance to a larger unity I tried to express them in the mildest way possible and more as an invitation to thought than as fixed conclusions. I saw no conflict in this approach and in anything that the Congress was doing. So far as the elections were concerned I felt that my approach was a definite asset to us as it enthused the masses. But my approach, mild

and vague as it was, is considered dangerous and harmful by my colleagues. I was even told that my laying stress always on the poverty and unemployment in India was unwise, or at any rate the way I did it was wrong ...

You told me that you intended issuing some kind of a statement. I shall welcome this for I believe in every viewpoint being placed before the country.

*Yours affectionately*

*Jawaharlal*

- a. What do the letters tell us about the way Congress ideas developed over time?
- b. What do they reveal about the role of Gandhi within the nationalist movement?
- c. Name the socialists with whom Jawaharlal Nehru worked. What did he do when he became the Congress President?

#### **V. Map Question**

- Q.1 On a map of India mark and name any 5 places where the Indian National Congress sessions took place between 1919 and 1940.









## CHAPTER - 14

### UNDERSTANDING PARTITION: Politics, Memories, Experiences

I. Answer the following questions in about 30-40 words. (2 marks)

- Q.1 Describe the main achievements of the Congress ministries formed in the provinces in 1937.
- Q.2 What was the impact of the INA trials on the Indian people?
- Q.3 State any two causes of the changes in British attitude towards India after 1945?
- Q.4 Give two examples of popular agitation for independence from British rule in 1945-46.
- Q.5 What was the most important provision of the Mountbatten Plan?
- Q.6 What were Gandhi's arguments against partition?
- Q.7 What stereotypes existing in India and Pakistan have generated hatred between the two countries?
- Q.8 Why did communal tensions increase after 1920?
- Q.9 Why did the Congress finally agree to the partition of India?
- Q.10 Name the members who constituted the Cabinet Mission. With what aim was it sent to India?
- Q.11 What were the *tabligh* and *shudhhi* movements?
- Q.12 Why was Pakistan resolution of 1940 considered ambiguous ? Give any two reasons.(2015)

Answer the following questions in about 100 words. (4 marks)

- Q.1 Explain the demands of the Muslim League for Pakistan. When did it raise this demand?
- Q.2 Critically examine the impact of the Cabinet Mission proposals on Indian polity.
- Q.3 What was the attitude of the Muslim League to the Congress led ministries?
- Q.4 What were the main provisions of the Cabinet Mission?
- Q.5 What are the differences and similarities between the German Holocaust and the partition of India?
- Q.6 Analyse the reasons for the growth of communalism in the 1930's and 40's.
- Q.7 "1937 was a turning point in Indian history." Comment.
- Q.8 What was the Muslim League demand in 1940?
- Q.9 "The relationship between India and Pakistan has been shaped by the legacy of partition." Give arguments in favour or against the statement.
- Q.10 What was the 'Direct Action' of 1946?



- Q.11 Why was Gandhi referred to as the one-man army?
- Q.12 Why was there immense bloodshed after March 1947?
- Q.13 What attempts did Gandhi make to restore communal harmony?
- Q.14 "The two nation theory was a total falsification of the entire history of the Indian people." Explain the statement.
- Q.15 Trace the developments from 1942 which led to the partition of India.
- Q.16. "Some people think that partition of India was a very sudden." Justify the statement.  
(2015)

**III. Answer the following questions in about 500 words. (8 marks)**

- Q.1 Was the Partition of India inevitable?
- Q.2 State the main features of partition as it occurred in different regions of India.
- Q.3 Explain the development since March 1946 that led to the partition of India.
- Q.4 Examine the strengths and limitations of oral history. How have oral history techniques furthered our understanding of partition?
- Q.5 Describe the harrowing experience of the ordinary people during the period of the partition of India. (2014)

**V. Passage Based Question**

1. The League's resolution of 1940 demanded:

That geographically contiguous units are demarcated into regions, which should be so constituted, with such territorial readjustments as may be necessary, that the areas in which the Muslims are numerically in a majority as in the north-western and eastern zones of India should be grouped to constitute "Independent States", in which the constituent units shall be autonomous and sovereign.

- a. Mention three things that this resolution wanted.
- b. Does this resolution mention about partition or creation of Pakistan?
- c. What did the poet Muhammad Iqbal visualize?
- d. Would the Cabinet Mission's idea of a loose confederation have helped avoid partition? Give reasons for your answer.

- Q.2 This is what Moon wrote:

For over twenty-four hours riotous mobs were allowed to rage through this great commercial city unchallenged and unchecked. The finest bazaars were burnt to the ground without a shot

being fired to disperse the incendiaries (i.e. those who stirred up conflict). The ... District Magistrate marched his (large police) force into the city and marched it out

again without making any effective use of it at all ...

- a. Which event does this source refer to? Describe what the mobs were doing?
- b. Why did Amritsar become the scene of bloodshed in 1947?
- c. What was the attitude of the soldiers and policemen towards the mob?
- d. Give one example to show how Gandhiji tried to bring about communal harmony.





## CHAPTER - 15

### FRAMING THE CONSTITUTION: The Beginning of a New Era

**I. Answer the following questions in about 30-40 words. (2 marks)**

- Q.1 Why was the Indian Constitution enforced on the 26<sup>th</sup> of January 1950?
- Q.2 What was the composition of the Constituent Assembly?
- Q.3 What are known as "Constituent Assembly Debates"? Why are they important?
- Q.4 Name the two civil servants who played a vital role in the Constituent Assembly?
- Q.5 Why is the Indian Constitution so lengthy and complex?
- Q.1 What measures were taken by the Constituent Assembly for the empowerment of the depressed castes?

**II. Answer the following questions in about 100 words. (4 marks)**

- Q.1 What was the Objectives Resolution? Who prepared it and what did it spell out?

OR

"Pandit Jawaharlal Nehru introduced the 'Objectives Resolution' in the Constituent Assembly on 13<sup>th</sup> December, 1946." Assess the values of objective resolution. (2015)

- Q.2 What historical forces have influenced the making of our constitution?
- Q.3 What difficulties did the framers of our constitution face?
- Q.4 Explain how the constitutional developments before 1946 were different from those made by the Constituent Assembly.
- Q.5 Describe the contribution of six dominant people in making the Indian Constitution.
- Q.6 Describe the general condition of India before the Constituent Assembly met for discussions.
- Q.7 With respect to centre and state relations how were powers and taxes distributed between the centre and state?
- Q.8 Examine any four important questions the Constituent Assembly had to consider when formulating the Constitution of India.
- Q.9 Why did Gandhi think that Hindustani should be the national language?
- Q.10 Explain how the Constituent Assembly reflected the diversity of the people of India and their opinions?
- Q.11 Explain how the Constitution of India protects the rights of the Central Government and the States.
- Q.12 Explain the problems raised in the Constituent Assembly about the tribals. What did they want for them?

Q.13 Explain why many leaders demanded a strong centre during the debates in the Constituent Assembly? How were powers to legislate finally divided?

Q 14. Examine the views of Mahatma Gandhi on the question of a 'National Language' for the country. (2015)

**III. Answer the following questions in about 500 words. (8 marks)**

Q.1 Explain how the Constituent Assembly resolved the 'language issue'.

**IV. Passage Based Questions**

Q.1 This is what Jawaharlal Nehru said in his famous speech of 13 December 1946:

We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic ... Now, some friends have raised the question: "Why have you not put in the word 'democratic' here.?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter. The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope.

- a. What were the three basic features of the Constitution, Nehru was referring to?
- b. Why was he against India copying the constitutions of other countries?
- c. Why did he refer to the past and to the American and French Revolutions in the earlier part of this speech?
- d. Name the document Nehru introduced on 13<sup>th</sup> December, 1946. Give any one guarantee it gave to the citizens of India.

Q.1 During the debate on 27 August 1947, Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them

tremendous harm. If they are isolated for ever, they can never convert themselves into a majority and the feeling of frustration will cripple them even from the very beginning. What is it that you desire and what is our ultimate objective? Do the minorities always want to remain as minorities or do they ever expect to form an integral part of a great nation and as such to guide and control its destinies? If they do, can they ever achieve that aspiration and that ideal if they are isolated from the rest of the community? I think it would be extremely dangerous for them if they were segregated from the rest of the community and kept aloof in an air-tight compartment where they would have to rely on others even for the air they breath ... The minorities if they are returned by separate electorates can never have any effective voice.

*CAD, VOL.II*

- a. What are separate electorates?
- b. Why were some Muslims, like Begum Aizaz Rasul, against it?
- c. Why did G.B.Pant feel separate electorates would be suicidal for the minorities?
- d. Do you think that seats should be reserved for Muslims and other minorities in educational institutions? Give one argument in favour or against it.







### Tips For Exam Preparations

History can be a demanding subject. Students may feel overwhelmed by the sheer number of unfamiliar names and terms that are required to master in the subject. The subject requires one to devote time and study sincerely, right from the beginning.

- ❖ Do not cram, you will face trouble remembering the material. Instead, spread your studying over a week or more and review the material in a more relaxed and thoughtful way.
- ❖ Before you start studying in a concentrated manner, you need to refresh your memory about the material that has been covered in the class over the whole year. Studying in a broad and general way makes students feel more confident. Remember that indepth study always pays.
- ❖ Assemble all the notes you have taken from class and self readings.
- ❖ Use active revision techniques. Do not just read through work, instead make summarised notes of what you are reading, draw mind maps, answer questions and get someone/ parents to test you.
- ❖ Once you are familiar with the entire syllabus and reading material, you can figure out themes and sample questions on various topics. It will be better if you start with major topics.
- ❖ Maps are a must. If you practise them well, you can score a perfect 10.
- ❖ Student must practise CBSE sample papers at length. It will be better if you practise at least three sample questions for each topic.
- ❖ Never ever sit in the night before examination learning all those dates, facts, etc from your history textbooks as you will end up ruining your preparation of months.
- ❖ If you really want to study a day before the D-Day, then practice maps and maps all day. Don't touch your books until and unless you feel there is a need for further revision in a topic.
- ❖ Many of you might be interested to know what H.O.T.S are for History, it is just another name given to make students nervous. You don't need to worry about it and prepare as you are doing now. The only thing you need to do is to concentrate a little on the extra information given in those small boxes in the chapter.

❖

### **During the exam**

- ❖ Be cool and relaxed. It is advisable to take breakfast before the paper.
- ❖ Write legibly, neatness in writing answers is as important as the content.
- ❖ Do not just jump on the answer sheet and start writing the answers. Read the question paper carefully and note marks distribution and choices given.
- ❖ Choose the questions you are most prepared for and quickly jot down dates, facts and details that you are afraid you will forget otherwise.
- ❖ Make an outline for an answer before you start. This will help you stay calm and convey your thoughts in an organised and easy-to-read way.
- ❖ Highlight all the important points of your answer by underlining them in your answer sheets. And also leave two lines gap after each answer so that you can make further changes if necessary.
- ❖ Examiners love neat scripts with easily accessible points. Also try writing your answers in points and stay with the context of the question.
- ❖ Make optimum utilisation of time. If you finish early, use the remaining time to review your answers.

**Practice Paper - 1**

**Time: 3 Hrs.**

**Max. Marks: 80**

*General Instructions*

- i) Answer all the questions. Marks are indicated against each question.
  - ii) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each. Answers to the questions carrying 4 marks should not exceed 250 words each.
  - iii) Answers to the questions carrying 8 marks should not exceed 350 words each.
  - iv) Attach the maps with your answer sheet.
  - v) The number of the question attempted should correspond to the number pattern used in the question paper.
- 

**PART A**

**2x3 =6**

- Q1.** What does Jins -i-kamil mean? Why did the mughal rulers encourage it? 2
- Q2.** Mention any two policies adopted by the rulers of Vijaynagar to control the Amara-nayakas? 2
- Q3.** Assess the contributions of Andal and Karaikkal Ammaiyar in the Bhakti Movement. 2

**PART B ( Section I)**

**Answer any five of the following:**

**4x5=20**

- Q4.** Why is the Harappan script considered enigmatic? 4
- Q5.** Why did the stupa at Amravati did not survive while that of Sanchi did? 4
- Q6.** Describe the life of the forest dwellers and hill tribes during the 16<sup>th</sup> and 17<sup>th</sup> centuries. 4
- Q7.** Discuss whether the term 'Royal Centre' is an appropriate description for the part o the city for which it is used. 4
- Q8.** Compare the objectives of Al Beruni and Ibn Battuta in writing their accounts. How was Bernier's account different? 4
- Q9.** What was the relation between the sufis and the state? 4

**PART B ( Section II)**

**4x1=4**

- Q10.** Asoka was the first ruler who inscribed his message to his subjects and officials on stone surfaces – natural rocks as well as polished pillars, he used the inscriptions to proclaim what he understood to be Dhamma. This included respect towards elders , generosity towards Brahmanas, treating slaves and 4

servants kindly, and cherish respect for religions and traditions other than one's own.

- i. Why was the policy of Dhamma introduced by Asoka? What was the role of the Dhamma Mahamattas?
- ii. What values do we imbibe from Asoka's dhamma?

**PART C**

**8x3=24**

**Q11.** Identify the elements that went into the making of the Mughal ideal of kingship. 8

OR

8

In the light of the daily routine and special festivities associated with the Mughal court, explain how it conveyed a sense of power of the emperor.

**Q12.** The sculptures at Sanchi were inspired by non-Buddhist beliefs and practices and popular traditions. Elaborate. 8

OR

Why is the Mahabharata said to be a dynamic text? With reference to "Kunti O Nishada" explain whether such adaptations are justified or not.

4+4=8

**Q13.** How did the Mughal court ensure control over agricultural production? Do you think that the farmers in the 16<sup>th</sup> and 17<sup>th</sup> centuries practiced subsistence agriculture? 5+3=8

OR

Assess the role played by women of the Imperial household in the Mughal Empire

8

**PART D**

**7x3=21**

**Q14.** **Draupadi's Marriage**

Drupada, the king of Panchala, organized 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 realized 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 reincarnations 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.

- a. Which competition was organized by Drupada, for the marriage of his daughter ? 1
- b. Who convinced Drupada about the marriage of Draupadi with the five Pandavas ? What were the explanations (any 2) given by him? 1+2=3
- c. Draupadi's marriage with the Pandavas is an example of what kind of marriage? How have the present day historians tried to explain this kind of union? ( any 2) 1+2= 3

Q15.

**How tanks were built**

About a tank constructed by Krishnadeva Raya, Paes wrote:

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

- a. Where was the tank constructed and how did it get water? 1+1
- b. What were the other means of irrigation used in the Vijaynagar Empire? 1
- c. Why was it necessary to provide for elaborate irrigation facilities? 2
- d. Who built the Hiriya canal? What was its importance? 1+1

**Q16.** This is what Ibn Juzayy , who was deputed to write what Ibn Battuta dictated, said in his introduction:

A gracious direction was transmitted ( by the ruler) that he ( Ibn Battuta) should dictate an account of the cities which he had seen in his travel , and of the interesting events which had clung to his memory, and that he should speak of those whom he had met of the rulers of countries, of their distinguished men of learning , and their pious saints.

Accordingly, he dictated upon these subjects a narrative which gave entertainment to the mind and delight to the ears and eyes, with a variety of curious particulars by the exposition of which he gave edification and of marvelous things, by referring to which he aroused interest.

- a. Who was Ibn Juzayy? 1
- b. What instructions were given by the king to Ibn battuta? 2
- c. What was the impact of the narrative of Ibn Battuta on the author? 2
- d. From where had Ibn Battuta come? Which places did he visit? Name any one problem that he faced during his travels. 2

**PART E**

**5**

**Q17.** On the given map of India, locate and name the following:

**5**

- a. Rakhigadi
- b. One major Mahajanapada which existed in 6<sup>th</sup> century BCE..
- c. A new kingdom in South India in 2<sup>nd</sup> century BCE
- d. Place where Buddha attained enlightenment
- e. A Major Rock Edict of Asoka

Practice Paper - 2

Time: 3 Hrs.

Max. Marks: 80

General Instructions:

- vi) Answer all the questions. Marks are indicated against each question.
  - vii) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each.  
Answers to the questions carrying 4 marks should not exceed 250 words each.
  - viii) Answers to the questions carrying 8 marks should not exceed 350 words each.
  - ix) Attach the maps with your answer sheet.
  - x) The number of the question attempted should correspond to the number pattern used in the question paper.
- 

**PART A**

**2x3 =6**

- Q4.** Is it justified to call the Mughal village 'a little republic'? 2
- Q5.** Why is the 'Objectives Resolution' introduced by Nehru considered a momentous resolution? Give any 2 reasons. 2
- Q6.** What are the various sources that help us in reconstructing the history of colonial towns? 2

**PART B ( Section I)**

**Answer any five of the following:**

**4x5=20**

- Q4.** Why were women considered an important resource in the agrarian society of Mughal India? 4
- Q5.** Why did Mahatma Gandhi think that Hindustani should be the national language? 4
- Q6.** " A cherry that will drop into our mouth one day."  
What is being referred to as the cherry and why were the British interested in this cherry? Describe the stages in which this became a reality. 1+1+2=4
- Q7.** Why are newspapers an important source for the study of the national movement? 4
- Q8.** How did the santhals settle in the Rajmahal hills? Why did they rebel against the British? 4



- Q9.** To what extent did the Provincial elections of 1937 help in widening the rift between the Congress and the Muslim League? 4

**PART B ( Section II)**

**4x1=4**

- Q10.** *Amar Katha (My Story)*

Binodini Dasi (1863-1941) was a pioneering figure in Bengali theatre in the late nineteenth and early twentieth centuries and worked closely with the dramatist and director Girish Chandra Ghosh (1844-1912). She was one of the prime movers behind the setting up of the Star Theatre (1883) in Calcutta which became a centre for famous productions. Between 1910 and 1913 she serialised her autobiography, *Amar Katha (My Story)*. A remarkable personality, she exemplified the problem women faced in recasting their roles in society. She was a professional in the city, working in multiple spheres – as an actress, institution builder and author – but the patriarchal society of the time scorned her assertive public presence.

- i. What were the achievements of Binodini Das? Why was she regarded with suspicion? **1+1=2**  
**2**
- ii. What values do you infer from this passage?

**PART C**

**8x3=24**

- Q11.** “Gandhiji’s speech at Benaras Hindu University was a statement of fact and a statement of intent.” Discuss the statement with reference to his speech . How did Gandhiji redeem the promise that he had made in February 1916? **3+5=8**
- Q12.** ‘The issue of the greased cartridges was the last straw on the camel’s back.’ Keeping this statement in mind , discuss the causes of the Revolt of 1857. **8**
- Q13.** In the light of the daily routine and special festivities associated with the Mughal court , explain how it conveyed a sense of power of the emperor. **8**

- Q14.** Explain with the example of Bombay, how the British realized their imperial vision as well as legitimized their rule in India by using various architectural styles . 8

**PART D**

**7x3=21**

- Q15.** Charkha

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

What I object to, is the craze for machinery as such. The craze is for what they call labour- saving machinery. Men go on “saving labour”, till thousands are without work and thrown on the open streets to die of starvation. I want to save time and labour, not for a fraction of mankind, but for all; I want the concentration of wealth, not in the hands of few, but in the hands of all.

Khaddar does not seek to destroy all machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel is itself an exquisite piece of machinery.

- |      |   |   |
|------|---|---|
| i.   | Why was Gandhiji in favour of the Charkha?    | 1 |
| ii.  | Why was he against the use of machines?       | 2 |
| iii. | How does Gandhiji justify the use of khaddar? | 2 |
| iv.  | How did the common people view Gandhiji?      | 2 |

- Q16.** “The real minorities are the masses of this country”

Welcoming the Objectives Resolution introduced by Jawaharlal Nehru, N.G. Ranga said:

Sir, there is a lot of talk about minorities. Who are the real minorities? Not the Hindus in the so-called Pakistan provinces, not the Sikhs, not even the Muslims. No, the real minorities are the masses of this country. These people are so depressed and oppressed and suppressed till now

that they are not able to take advantage of the ordinary civil rights. What is the position? You go to the tribal areas. According to law, their own traditional law, their tribal law, their lands cannot be alienated. Yet our merchants go there, and in the so-called free market they are able to snatch their lands. Thus, even though the law goes against this snatching away of their lands, still the merchants are able to turn the tribal people into veritable slaves by various kinds of bonds, and make them hereditary bond-slaves. Let us go to the ordinary villagers. There goes the money-lender with his money and he is able to get the villagers in his pocket. There is the landlord himself, the zamindar, and the malguzar and there are the various other people who are able to exploit these poor villagers. There is no elementary education even among these people. These are the real minorities that need protection and assurances of protection. In order to give them the necessary protection, we will need much more than this Resolution ...

- |      |   |   |
|------|---|---|
| i.   | How is the notion of minority defined by Ranga?   | 2 |
| ii.  | How were the tribal's exploited?  | 2 |
| iii. | How ere the ordinary villagers exploited?   | 2 |
| iv.  | How according to Ranga , can the fundamental rights be made more meaningful for the minorities? | 1 |

**Q17.**

**``Without a shot being fired''**

This is what Moon wrote:

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

- |     |   |   |
|-----|---|---|
|     |   | 1 |
| i.  | Which event does this source refer to?                          | 2 |
| ii. | What was the attitude of the British officials towards the mob? | 2 |

- iii. Why didn't the Indian leaders and civil servants do anything to stop the mob? 2
- iv. How did Gandhiji try to bring about communal harmony?

**PART E**

**Q18.** On the given map of India, locate and name any 2 centres of the Revolt of 1857. 2

Identify the three places marked on the map . These are related to the Indian National Movement. 3

**Practice Paper - 3**

**Time: 3 Hrs.**

**Max. Marks: 80**

**General Instructions:**

- xi) Answer all the questions. Marks are indicated against each question.
  - xii) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each.  
Answers to the questions carrying 4 marks should not exceed 250 words each.
  - xiii) Answers to the questions carrying 8 marks should not exceed 350 words each.
  - xiv) Attach the maps with your answer sheet.
  - xv) The number of the question attempted should correspond to the number pattern used in the question paper.
- 

**PART A**

**2x3 =6**

- Q1. What are the problems encountered by historians when dealing with epigraphic evidence?(Any two) 2
- Q2. Where is the Lotus Mahal to be found? What was its use? 2
- Q3. Why were Kanpur and Jamshedpur known as proper “Industrial Cities”? Give any two reasons. 2

**PART B ( Section I)**

**Answer any five of the following:**

**4x5=20**

- Q4. An understanding of the function of an artifact is often shaped by its resemblance with present day things. Support your answer with suitable evidence. 4
- Q5. Discuss whether the Mahabharata could have been the work of a single author. 4
- Q6. Who started the Virashaiva tradition? What were its main principles? 4
- Q7. How and when were the ruins of Hampi brought to light? 4
- Q8. Despite its limitations, 'the Ain remains an extraordinary document of its times'. Justify the statement. 4
- Q9. How did Mahatma Gandhi seek to identify with the common people? 4

**PART B ( Section II)**

**4x1=4**

- Q10. On 28 November 1947, when Gandhiji went to address a meeting of Sikhs at

Gurdwara Sisganj, he noticed that there was no Muslim on the Chandni Chowk road, the heart of old Delhi. Gandhiji continued to be in Delhi, fighting the mentality of those who wished to drive out every Muslim from the city, seeing them as Pakistani. When he began a fast to bring about a change of heart, amazingly, many Hindu and Sikh migrants fasted with him.

- |      |   |    |
|------|---|----|
| i.   | Why were there no Muslims on the streets of Chandni Chowk?    | 1  |
| ii.  | Do you think Gandhiji was justified in fasting on this issue? | 1½ |
| iii. | What values was he trying to inculcate in his countrymen?     | 1½ |

**PART C**

**8x3=24**

- |      |  |         |
|------|--|---------|
| Q11. | To what extent have the numismatists enriched our knowledge about the ancient Indian economy (6 th century BCE onwards)?   | 8       |
| Q12. | Explain giving examples, how the account of foreign travelers help in reconstructing the history of India from 10 <sup>th</sup> to the 17 <sup>th</sup> century.   | 8       |
| Q13. | How were the members of the Constituent assembly elected? Why did the Muslim League and the Socialist members stay away from the Constituent assembly? To what extent is it justified to say that the discussions within the constituent assembly were also influenced by the opinion expressed by the public? | 2+2+4=8 |
| Q14. | What were the basic objectives of the land revenue policy followed by the British in India? Describe the main features of the land revenue settlements introduced by the British and discuss their impact on the rural economy.  | 2+3+3=8 |

**PART D**

**7x3=21**

Q15.

**The world beyond the palace**

Just as the Buddha's teachings were compiled by his followers, the teachings of Mahavira were also recorded by his disciples. These were often in the form of stories, which could appeal to ordinary people. Here is one example , from a Prakrit text known as *Uttaradhyayana Sutta* , describing how a queen named Kamalavati tried to persuade her husband to renounce the world :

If the whole world and all its treasures were yours, you would not be satisfied, nor would all this be able to save you. When you die, O king and

leave all things behind, dhamma alone, and nothing else, will save you. As a bird dislikes the cage, so do I dislike (the world) , I shall live as a nun without offspring, without desire, without the love of gain, and without hatred ... Those who have enjoyed pleasures and renounced them, move about like the wind, and go wherever they please, unchecked like birds in their flight... Leave your large kingdom ... abandon what pleases the senses, be without attachment and property, then practice severe penance, being firm of energy ...

$\frac{1}{2} + \frac{1}{2} = 1$

- |      |   |   |
|------|---|---|
| i.   | Name the text from which this excerpt has been taken. What is the language of the text? | 2 |
| ii.  | What all did queen Kamalavati ask the king to renounce?                                 |   |
| iii. | Describe the main principles of Jainism.  | 4 |

**Q16. The accessible emperor**

In the account of his experiences, Monserrate, who was a member of the first Jesuit mission, says:

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

- |      |   |       |
|------|---|-------|
| i.   | Who were Jesuits? What was the role of Jesuit Mission in 16 <sup>th</sup> century India?    | 1+1=2 |
| ii.  | What did Akbar do to facilitate meetings for those who wanted to call on him?               | 2     |
| iii. | How did Akbar treat those who came to meet him?   | 1     |
| iv.  | The Jesuits were very close to the Emperor. Give two arguments in favour of this statement. | 2     |

**Q17. Why the Salt Satyagraha?**

Why was salt the symbol of protest? This is what Mahatma Gandhi wrote: The volume of information being gained daily shows how wickedly the salt tax has been designed. In order to prevent the use of salt that has not paid the tax which is at times even fourteen times its value, the Government destroys the salt it cannot sell profitably. Thus it taxes the nation's vital

necessity; it prevents the public from manufacturing it and destroys what nature manufactures without effort. No adjective is strong enough for characterizing this wicked dog-in-the-manger policy. From various sources I hear tales of such wanton destruction of the nation's property in all parts of India. Maunds if not tons of salt are said to be destroyed on the Konkan coast. The same tale comes from Dandi. Wherever there is likelihood of natural salt being taken away by the people living in the neighbourhood of such areas for their personal use, salt officers are posted for the sole purpose of carrying on destruction. Thus valuable national property is destroyed at national expense and salt taken out of the mouths of the people. The salt monopoly is thus a fourfold curse. It deprives the people of a valuable easy village industry, involves wanton destruction of property that nature produces in abundance, the destruction itself means more national expenditure, and fourthly, to crown this folly, an unheard-of tax of more than 1,000 per cent is exacted from a starving people. This tax has remained so long because of the apathy of the general public. Now that it is sufficiently roused, the tax has to go. How soon it will be abolished depends upon the strength the people.

- |  |   |
|--|---|
| i. Why was salt destroyed by the colonial government?                          | 1 |
| ii. Why did Mahatma Gandhi consider salt tax more oppressive than other taxes? | 2 |
| iii. How did he break the Salt Law?  | 2 |
| iv. Why was the salt march notable?(Any 2 reasons)                             | 2 |

**PART E** **5**

- Q18.** On the given map of India, locate and name : 2
- |                                   |  |
|-----------------------------------|--|
| i. A Harappan site in Rajasthan   |  |
| ii. Buddha attained enlightenment |  |
- Identify the three places marked on the map : 3
- |   |  |
|---|--|
| a. Bloodbath in 1919                            |  |
| b. Pakistan Resolution was adopted here in 1940 |  |
| c. Gandhiji led a satyagraha movement here      |  |























