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**SYLLABUS FOR THE ACADEMIC SESSION****2021-22****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.**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.**Jun-August****SECTION B: MEDIEVAL INDIA (contd.)****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.

### 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.

### 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.

### September

#### 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 undertaken 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.

### 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.

### October

### 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.

### 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.

## November

### **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.

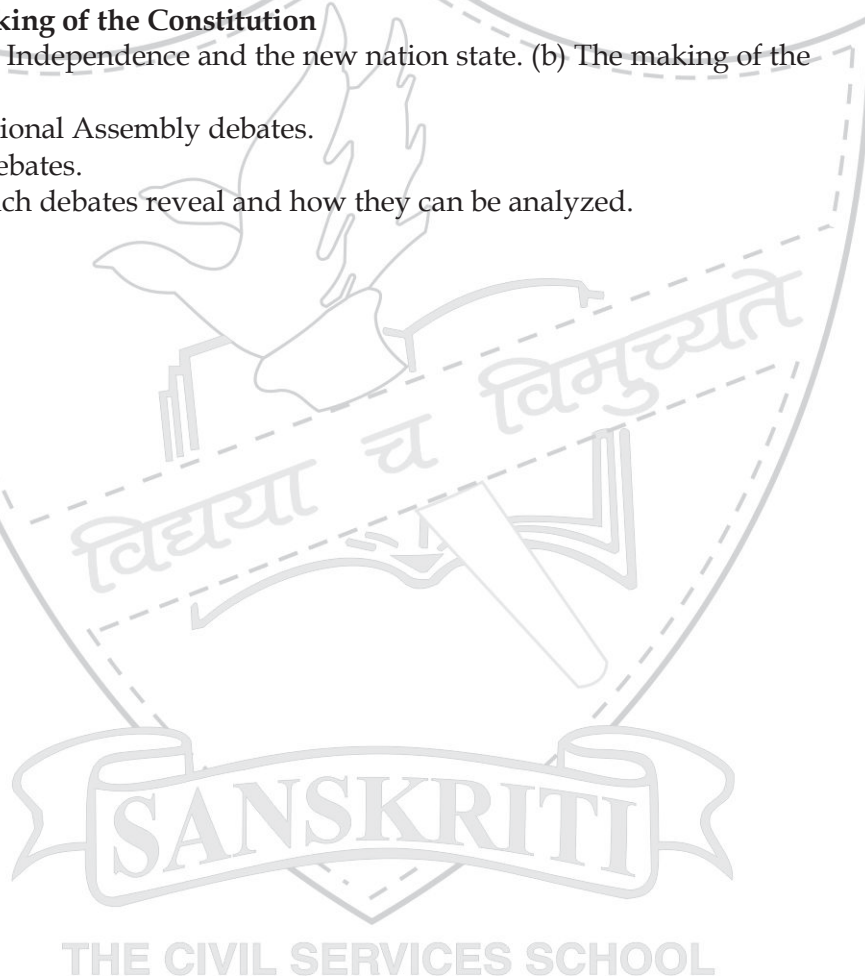
### **Chapter 15: The Making of the Constitution**

**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

**Learning Objectives:****Knowledge:** Students will know about the:

- The location of the civilization
- Town plan
- Economic Life
- How the civilization was discovered.

**Understanding and Application:**

- advantages of town planning
- Significance of seals and weights and measures

**Analysis:**

- how material remains can indicate social stratification
- Archaeological indications of the decline of the Harappan Civilization.
- how do we decipher spiritual/religious beliefs of the period

**Skill:**

- Handling archaeological remains
- Mapwork

**Objective type:**

1. Consider the following statements regarding the identification of Shiva, a figure represented on Harappan seals:

- It is shown in the form of Gajapati
- It is shown seated in Yogic posture.
- It is surrounded by animals.
- It is shown with a female figure identifiable with Parvati.

Which of the above are correct reasons for identifying the figure with Shiva?

- 1 and 4
- 2 and 3
- 2 and 4
- 3 and 4

2. Name any two centres for making shell objects in the Harappan Civilisation.

3. Which of the following statement (s) is/are correct about the subsistence strategies of Harappa?

- Archeologists have reconstructed dietary practices from finds of charred grains and seeds.
- Archaeo-botanists have studied grains found at Harappa like millets, barley, etc.
- Animals were domesticated according to Arche botanists.

Choose the correct option.

- (1) and (2) only
- (2) and (3) only
- (1), (2) and (3)

(D) (2) only

4. Name the author of the book "The Story Of Indian Archaeology".

5. Why is the Harappan script called enigmatic?

- a. It was pictographic and uniform
- b. It was written from left to right
- c. Scholars are not able to read the script
- d. It shows common feature of writing

**I. Answer the following questions in about 30 - 40 words.**

- Q.1 How have archaeologists acquired knowledge of the dietary habits of the Harappans?
- Q.2 Give any two differences between utilitarian and luxury artifacts.
- Q.3 On what basis do archaeologists classify artefacts?
- Q.4 List the materials used to make beads in the Harappan civilization.
- Q.5 Describe briefly the burial system of the Harappans.
- Q.6 What were the shortcomings in John Marshall's methodology?
- Q.7 What kind of government did the Harappan civilization have?
- Q.8 Give any two features of Harappan writing.
- Q.9 Give any two distinctive features of the Harappan civilization after 1900 B.C.E.
- Q.10 Do you think literacy was widespread among the Harappans?
- Q.11 Why did Cunningham miss the significance of Harappa?
- Q.12 Who was John Marshall? How did he bring about a change in Indian Archaeology?  
(2016)
- Q.13 Describe the basis on which archaeologists identified the centres of craft production in the Harappan culture. (2018)

**II. Answer the following questions in about 100 words.**

- Q.1 How do archaeologists identify centres of craft production?
- Q.2 How do we know that Harappans traded with other cultures?
- Q.3 What are seals? What were they used for in the Harappan culture?
- Q.4 Why did the Harappan civilization decline?
- Q.5 What difficulties have been faced by historians in deciphering the Indus script?
- Q.6 Who was Cunningham? What were his achievements?
- Q.7 Describe the basic plan of the city of Mohenjodaro. Give one feature of the drainage system.
- Q.8 "The extraordinary uniformity of Harappan artefacts has been remarked on frequently." Comment.
- Q.9 Describe the trade relations of Harappans with West Asia.

- Q.10 Describe the different arguments given by archaeologists about the central authority of Harappa. (2014)
- Q.11 Explain the difficulties faced by archaeologists in interpreting the religious beliefs of the Harappans. (2014)

OR

“The problems of archaeological interpretation are perhaps most evident in attempts to reconstruct the religious practices of Harappa”. Give suitable arguments in support of your answer. (SQP 2019)

- Q.12 Describe the agricultural technologies followed by the Harappans. (2015)
- Q.13 Mention any two changes that were observed after 1900 BCE in the Harappan Civilization. What could have brought these changes? Explain. (2016)
- Q.14 “There are indications of complex decisions being taken and implemented in the Harappan society.” In light of this statement, explain whether there may have been rulers to rule over the Harappan society

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

- Q.1 Describe the town planning and the drainage system of the Harappans.
- Q.2 “The Harappans used a variety of strategies to procure different materials.” Explain with evidence to support your answer.
- Q.3 Describe the strategies used by archaeologists to track social differences in Harappan society.

**IV. 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?



- c. What do you conclude about the destruction of this civilization and why?
- d. Who was R.E.M. Wheeler?

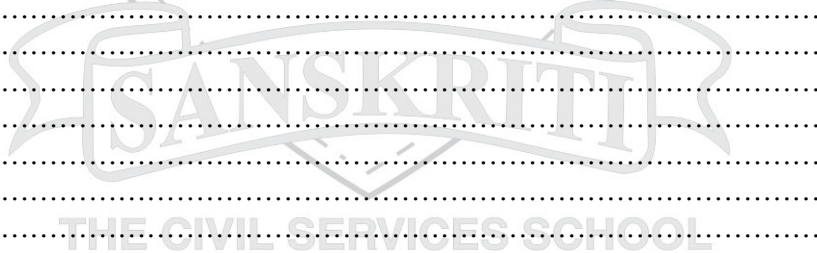
V. **Map Question :** On a Map of India, mark and name:

- a) First Indus site to be discovered
- b) Site where the great bath was found
- c) A port settlement
- d) Craft production centre
- e) Site where evidence of ploughed field has been found





## BRICKS, BEADS AND BONES: The Harappan Civilization



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from archaeological evidence?

(3)

Q 4. Describe briefly what has been found in the burials in the Harappan sites.

3

## CHAPTER – 2.

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

**Learning Objectives:****Knowledge:**

- How James Prinsep deciphered Brahmi
- Types of political systems during the early kingdoms.
- various powerful dynasties which ruled India during the period under study.

**Understanding and Application:**

- Why Magadha emerged as the most powerful empire of its time.
- Legitimising political authority
- Economic life in rural and urban areas

**Analysis:**

- Texts and inscriptions to understand patterns of administration.
- Role of land grants in the larger political and economic context.
- Challenges of using inscriptions for historical reconstruction

**Skill:**

- Map work

**Objective type :**

- The special officers appointed to spread the message of Dhamma by Asoka were known as \_\_\_\_\_
- Define a votive inscription.
- Where was the capital of Magadha shifted in the fourth century BCE?
- Indica was written by
  - Kautilya
  - Kanishka
  - John Marshal
  - Megasthenes
- Harshacharit was composed by
  - Megasthenes
  - Banabhatta
  - Kautilya
  - None of the above
- Differentiate between Inscription and Prashasti.

**I. Answer the following questions in about 30-40 words.**

- Why is the 6<sup>th</sup> century B.C. regarded as a major turning point in early Indian history?
- What were the two forms of government which prevailed in 6<sup>th</sup> century B.C. India?
- What was the role of the *Dhamma Mahamatta*?
- Who was Megasthenes? Name the book written by him.
- Explain briefly the term *janapada*.
- Name the three chiefdoms of the Deccan and South India during the Mauryan age.
- Who was Prabhavati Gupta?
- Mention any two strategies which were used to increase agricultural production from



the 6th century B.C.E.

- Q.9 What role did guilds play in the 6th 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.**

- 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 Prinsep? 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 Discuss the advantages and problems of using inscriptions to reconstruct history.
- Q.7 Explain the growth of Puranic Hinduism from 600 BCE to 600 CE. (2015)
- Q.8 There are limits to what epigraphy can reveal." Justify with suitable arguments. (2020)
- Q.9 Describe the economic and social conditions of the people living in rural areas from c. 600 BCE to 600 CE. (2018)
- Q.10 'From the 6th century BCE land and riverine routes crisscrossed the Indian sub continent.' Substantiate the statement in the context of trade. (2020)

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

- Q1. Explain the system of land grants and trade from c.600 BCE to 600CE. (2016)
- Q2. Explain any four sources to reconstruct the history of the Mauryas. Examine the system of Mauryan administration. (2016)

**IV. Passage Based Question**

- 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.

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

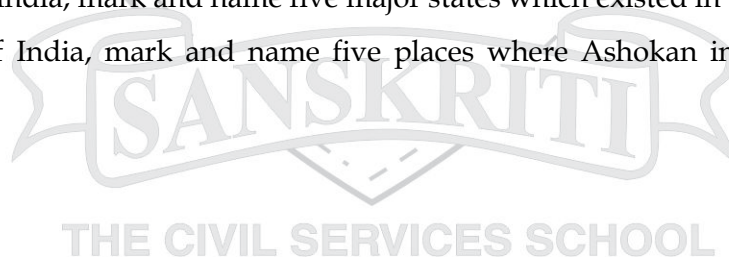
Q.2 This is an excerpt from the *Prayaga Prashasti*:

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)....

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

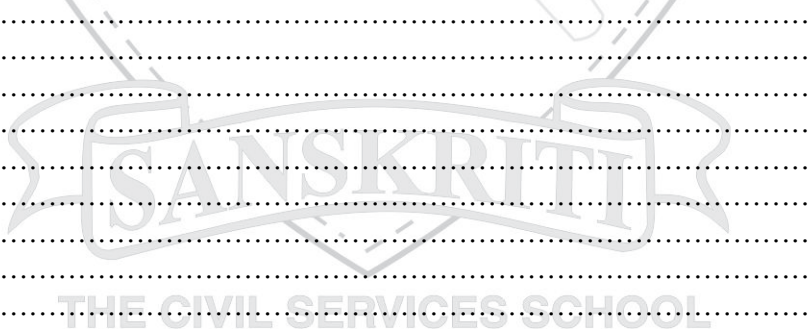
#### V. Map Question

- 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.





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



Q 3. Explain how Kharoshti was deciphered. (3)

A faint, stylized illustration of a mountain range with a central peak and two smaller peaks on either side, all rendered in a light gray line-art style. The mountains are positioned in the lower half of the page, below the horizontal dotted lines. The central peak is the tallest and most prominent, with a jagged, rocky outline. The two side peaks are shorter and more rounded. The entire illustration is composed of simple, clean lines, giving it a minimalist and modern appearance.

Q 4. Name the social classes which issued punch marked coins in this period. What light do these coins throw on the economy of this time? (8)



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## CHAPTER - 3

## KINSHIP, CASTE AND CLASS: Early Societies

**Learning Objectives:**

**Knowledge:** Students will be able to identify the various social structures of the period in terms of the following:

- Kinship
- Marriage rules
- Gender issues
- Caste

**Understanding and Application:** the students will learn how literary sources are used to reconstruct the past.

**Analysis:** students will learn about methods of handling textual material critically.

**Skill:** students will be able to mark and label important urban centres of the Kuru-Panchala region on a map of India.

**Objective type :**

- Differentiate between polygyny and polyandry.
- How long did it take to compile the Critical edition of the Mahabharat by Sukthankar?
  - 44 years
  - 48 years
  - 47 years
  - None of the above
- Kauravas and the Pandavas belonged to which clan?
  - Panchala
  - Kuru
  - Vajji
  - Kosala
- Eklavya belonged to which varna?
  - Brahman
  - Nishada
  - Vaishya
  - Shudra

**I. Answer the following questions in about 30-40 words.**

- What is understood by the word *gotra*? State two important rules of *gotra*.
- How was the mother viewed in early Indian society?
- Who were referred to as *mlechchhas*?
- How did the brahmanas devise a sharper social divide?
- As per Sanskrit legal texts women did not have access to property. With reference to the norm how is the case of Prabhavati Gupta exceptional? Explain. (SQP 2019)

**II. Answer the following questions in about 100 words.**

- Why were texts like the Dharmashastras written?
- 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?
- Q.2 Brahmanical norms regarding marriage and occupation were not universally followed in ancient times." Give arguments in support of your answer. (SQP 2019)

**IV. Passage Based Question**

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

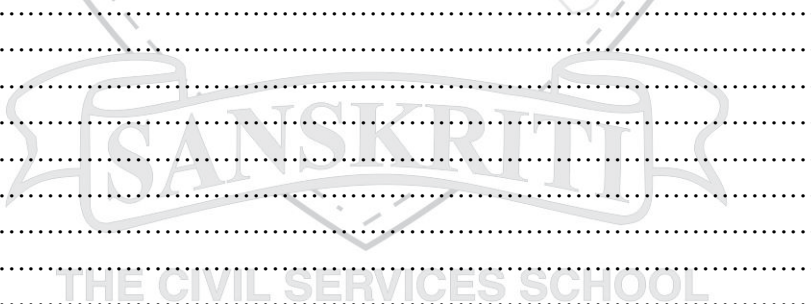
#### IV. Map Question

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





## KINSHIP, CASTE AND CLASS: Early Societies




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Q.3 Who composed the original story of the Mahabharata? Describe the various stages through which the Mahabharata was completed from the 5<sup>th</sup> century BCE to the 3<sup>rd</sup> century CE .

(3)

Q.4 "Historians find it particularly a difficult task to understand a text as complex as The Mahabharata."-Justify this statement. 8



## CHAPTER – 4

## THINKERS, BELIEFS AND BUILDINGS: Cultural Developments

**Learning Objectives :**

**Knowledge:** Students will know the following by the end of the lesson:

- Early efforts at archaeological conservation.
- Religious traditions of the Vedic and Later Vedic periods.
- Teachings of Mahavira and Buddha.
- Organization of the Buddhist Sangha.
- Structure of the stupa
- Puranic Hinduism
- Structure of temples.

**Understanding and Analysis:**

- Students will be able to understand how architecture can help us understand the past.
- They will be able to determine how people in different periods, have a different perception of the past.
- Students will understand how the sculptors related to the ideas that they had to execute on stone and how we, today, can understand their thought processes.

**Application:**

- Students will be able to appreciate the value of the buildings from the past.
- They will be able to draw connections between religious beliefs and its expression in art.
- Women's position in art.

**Skill:** the students will be able to trace the areas where Buddhism spread and the land and sea routes from the sub-continent to these areas.

**Objective type :**

1. Choose the correct option:

Buddhism grew rapidly both during the lifetime of the Buddha and after his death as

- Buddha and his disciples taught in Prakrit.
- Importance was given to rituals in Buddhism.
- People were dissatisfied with existing social practices.
- Only men were allowed into the Sangha

2. The first woman to be ordained as a Bhikkhuni was \_\_\_\_\_.

3. In Jainism the teachers who guide men and women across the river of existence are called \_\_\_\_\_.

4. Who among the following rulers embraced Jainism ?

- |                        |              |
|------------------------|--------------|
| a. Chandragupta Maurya | b. Bindusara |
| c. Ajatashatru         | d. Pulakesin |

**I. Answer the following questions in about 30-40 words.**

- Name the two sacrifices performed by kings during the Vedic times.
- Name any two types of sources through which we come to know about the Buddha and his teachings.
- What are known as the Elliot marbles?
- 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.**

- Q.1 Answer the following very briefly:
- Who persuaded Buddha to allow women into the sangha?
  - Who was the first woman to become a bhikkhuni?
  - From which social groups did Buddha's followers come?
  - 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.

OR

Explain how the Sanchi stupa stands testimony to successful conservation policies taken up in the 19<sup>th</sup> century. Why did this not happen in the case of Amaravati? (2020)

- Q.11 "Buddha laid stress on right conduct and values." In the light of this statement, explain his teachings on life.
- Q.12 "The mid first millennium BCE is often regarded as a major turning point in world history." Justify. (2016)

**III. Answer the following questions in about 250-300 words (8 marks)**

- Q.1 Trace out the growth of Buddhism. Explain the main teachings of Buddha. (2018)
- Q.2. Trace out how stupas were built. Explain why the stupa at Sanchi survived, but not at Amravati. (2018)
- Q.3 'To understand the meanings of Sculptures, historians have to be familiar with the stories behind them'. Support the statement by giving examples from Buddhist and Hindu Art from 600 BCE to 600 CE. (2020)

**IV. Passage Based Question**

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 samanas 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.

**V. 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





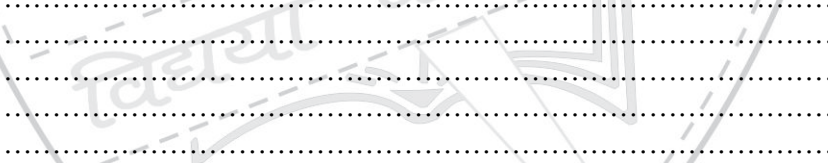
## THINKERS, BELIEFS AND BUILDINGS: Cultural Developments



Q.3 Discuss the development in sculpture and architecture associated with the rise of Shaivism and Vaishnavism. (3)

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Q.4 Explain the role of Walter Elliot in discovering the remains of Amaravati and the Western Gateway in 1854. 3



## CHAPTER – 5

### THOUGHT THE EYES OF TRAVELLERS: Perceptions of Society

#### Learning Objectives:

**Knowledge:** In this lesson students will learn about foreign travelogues as sources of historical reconstruction. They will study about three travelers to India:

- a. Al Beruni
- b. Ibn Batutta
- c. Francois Bernier

**Understanding and Analysis:** The students will understand biases of travelers and how that affects their perception of the places they visit and write about.

**Application:** the student will be able to begin reconstructing some aspects of India's past using the textual material provided in the book.

**Skill:** the students will be able to plot the routes taken by these travelers to reach the Indian Subcontinent and their travels within the region

#### Objective type:

1. Choose the correct option: The European traveller who has given a detailed description of the practice of Sati.

- A. Jean Baptiste Tavernier
- B. Manucci
- C. Francois Bernier
- D. Roberto Nobili

2. Name the traveller for whom the term, globe-trotter, is used.

3. Correct the statements and rewrite :

Al- Biruni was from Tangier and written the Kitab -ul -Hind in Arabic

Muhammad bin Tughluq was impressed by the scholarship of Ibn Juzayy and appointed him as the Qazi of Delhi.

4. Match the following :

- |                  |               |
|------------------|---------------|
| i. Manucci       | a. Samarqand  |
| ii. Tavernier    | b. Italy      |
| iii. Barbosa     | c. France     |
| iv. Abdur Razzak | d. Portuguese |

Options:

- |      |      |       |      |
|------|------|-------|------|
| (i)  | (ii) | (iii) | (iv) |
| A) b | c    | d     | a    |
| B) a | d    | c     | b    |

C) d a b c

D) c b a d

5. Ibn Battuta found Indian cities full of exciting opportunities. Identify the appropriate reason.

- A. Large population , bazaars and efficient communication
- B. Crown ownership of land
- C. Autonomous and equalitarian village command
- D. Traders exported gold and silver

I. Answer the following questions in about 30-40 words.

- 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.

- 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 towns 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.

Q14. State the inherent problems faced by Al-Beruni in the task of understanding Indian social and brahmanical practices. Mention any two sources that provide him the support.

(2016)

Q15. "Ibn Battuta found cities in the Indian subcontinent full of exciting opportunities."

Explain the statement with reference to the city of Delhi. (2018)

### III. Passage Based Question

Q.1 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.

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

Q.2 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.

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



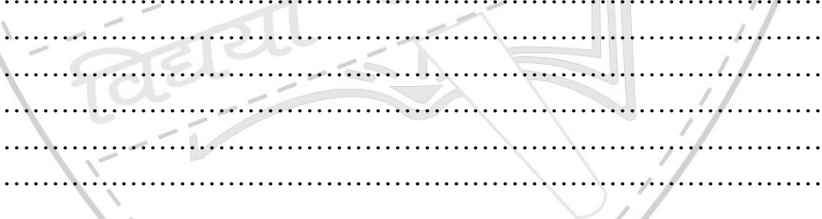


## THROUGH THE EYES OF TRAVELLERS: Perceptions of Society



Q.3 Do you think Ibn Batutta's account is useful in arriving at an understanding of life in contemporary urban centres? Give reasons for your answer. (3)

Q4 Explain giving examples how the accounts of foreign travelers help in reconstructing the history of India from the 10<sup>th</sup> to the 17<sup>th</sup> century. (8)



## CHAPTER – 6

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

**Learning Objectives:****Knowledge:**

- a. the student will be able to identify a number of sects and cults which emerged in India during this period.
- b. They will also know about new literary traditions which emerged in this period.
- c. Students will study the biographies of some important Bhakti and Sufi saints.

**Understanding and Analysis:**

- a. The students will be able to draw connections between great and little traditions and how they interact with each other.
- b. They will understand new religious processes which emerged from synthesis between indigenous religious traditions and Islam.

**Application:** students will see how these religious traditions survive and flourish today and also serve as a source of inspiration for new age Gurus.

**Skill:** students will be able to plot the various centres related to various cults and sects.

**Objective type :**

1. Identify which of the following aspects is NOT common to both Bhakti movement and Sufi movement?
  - a. Personal love for God
  - b. Worship of idols
  - c. Mysticism .
  - d. Visit to holy shrines
2. Name the major anthological composition of the Alvars which is described as the Tamil Veda.
3. Name the composer of Padmavat.
4. Verses of Kabir are compiled in Kabir Bijak, Kabir Granthavali and \_\_\_\_\_ .
5. Who was the preceptor of Mirabai?

**I. Answer the following questions in about 20-30 words.**

- 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 Alvars 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 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)
- Q.15 Point out one similarity and one dissimilarity between Lingayats and Nayanars. (2016)

**II. Answer the following questions in about 100 words.**

- 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.
- Q.11 Sufism evolved as a reaction to the growing materialism of the Caliphate as a religious and political institution." Elucidate. (2018)

**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."

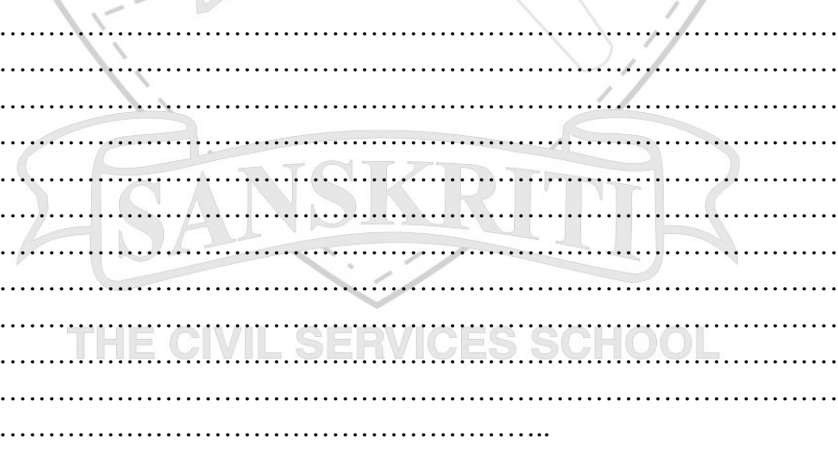
Then he told an appropriate story: "... Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. 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?





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



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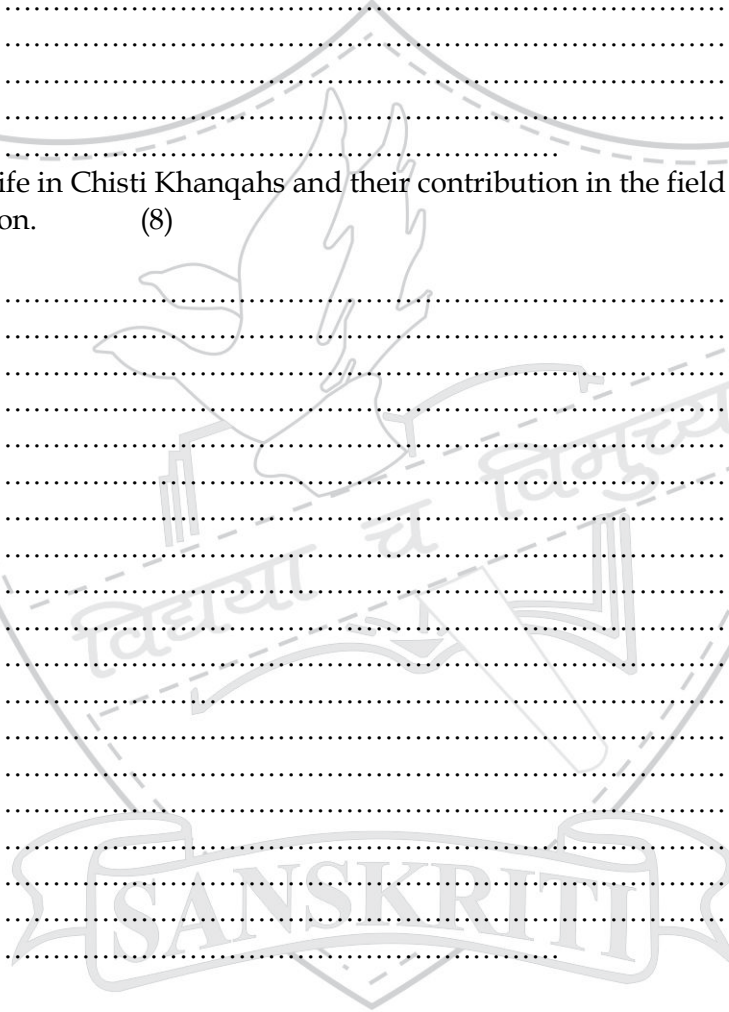
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Q.4 Explain the life in Chisti Khanqahs and their contribution in the field of language and communication. (8)



## CHAPTER - 7

### AN IMPERIAL CAPITAL: Vijayanagara

#### Learning Objectives:

**Knowledge:** In this lesson student will learn about:

- a. The empire of Vijayanagara through architecture
- b. Town plan of Vijayanagara

**Understanding and Analysis:**

- a. Students will learn to understand how town plan can tell us about the economic and political conditions of empires.
- b. Students will also see that 'modern technology' was an integral part of town planning in the distant past.

**Application:** students will be able to draw linkages between architecture and historical reconstruction of the past. They will also see how local architecture in the present day keeps alive local traditions.

**Skill:** students will be able to plot important centres of the historical town of Vijayanagara.

#### Objective type :

1. Vijaynagar was founded on the southern bank of the river
  - a. Godavari
  - b. Krishna
  - c. Narmada
  - d. Tungabhadra
2. Who was the patron deity of Vijaynagar ?
  - a. Narasimha
  - b. Virupaksha
  - c. Pampadevi
  - d. Vittalaswamy
3. What was the bone of contention between Vijaynagar and the Bahmani kingdoms?
  - a. Krishna Delta
  - b. Raichur Doab
  - c. Godavari Delta
  - d. Telengana

#### I. Answer the following questions in about 20-30 words.

- 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.

- 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 Vijaynagara 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)

OR

Describe the main features of the Mahanavami Dibba . (2020)

- 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 Vijaynagara after his death.(2015)
- Q.14 Highlight any four aspects observed by the Portuguese traveler Barbosa on the Urban Core of the Vijayanagara Empire. (2016)
- Q.15 Describe the accounts of foreign travellers about the city of Vijayanagara. (SQP 2019)

**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 Vijayanagar." How was it produced?
- Q.3 Explain the importance of the 'sacred centre' in Vijayanagar with special emphasis on *gopurams* and *mandapas*.
- Q.4 Explain the importance of the Royal centre in Vijayanagar with special emphasis on its important structures.

**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.

- a. Explain the three measures the king suggested for encouraging trade.
- b. Which item of import was most important to the king and why?
- c. Why was trade important to a king?
- d. 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...

- a. What was the water from the tank used for?
- b. What were the other means of irrigation used in Vijayanagara?
- c. What was the importance of the Hiriya canal and Kamalapuram tank?

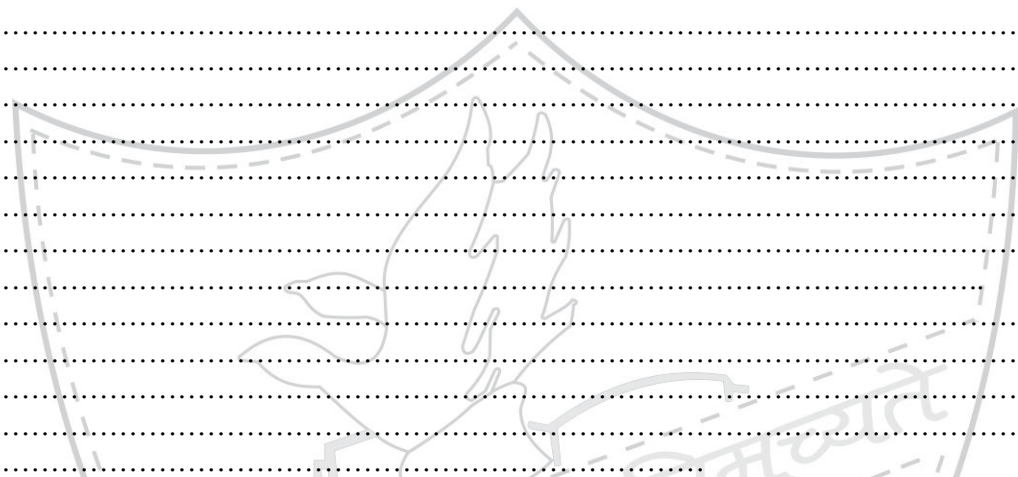
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## AN IMPERIAL CAPITAL: Vijayanagara

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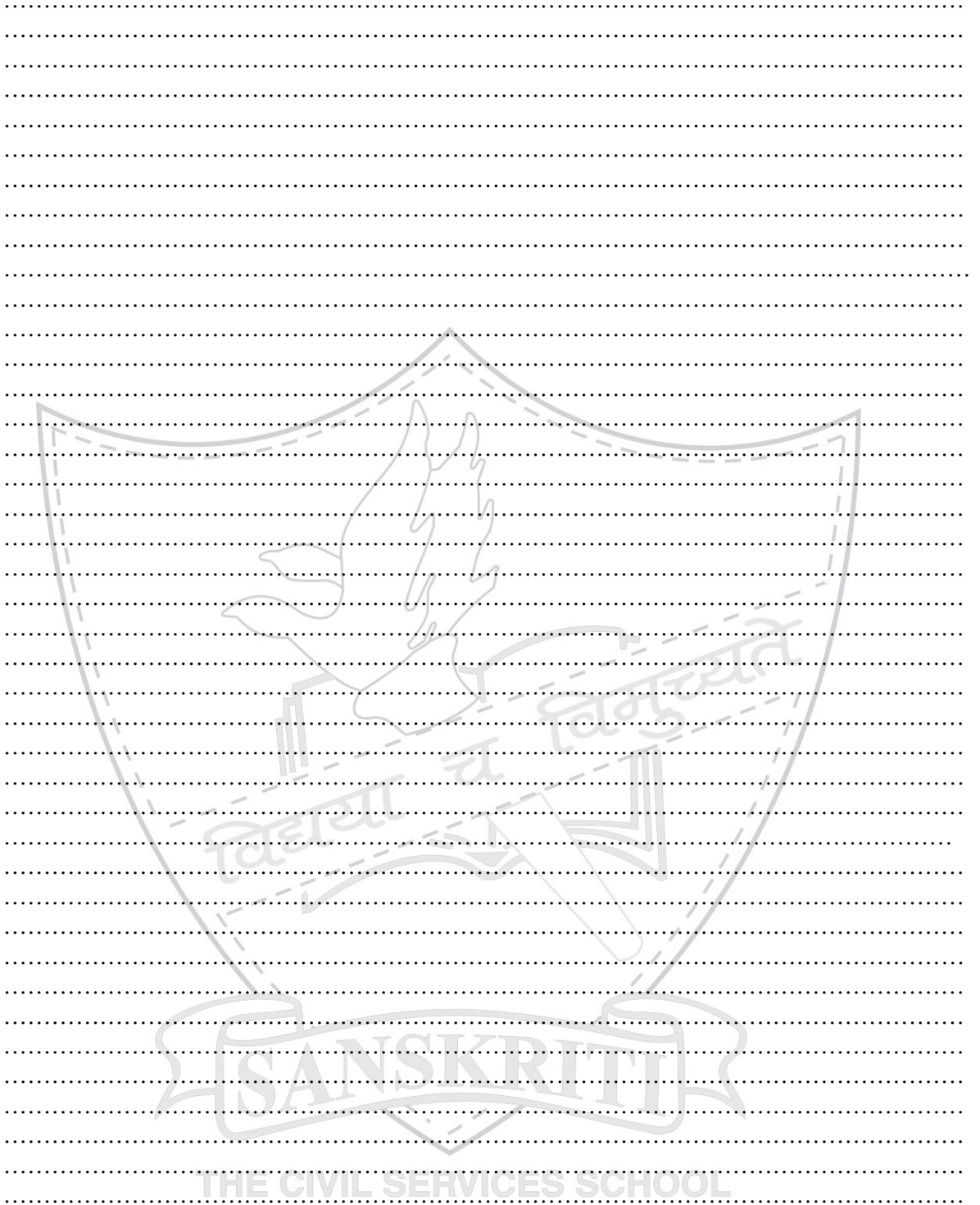
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Q.4 Explain the importance of the Royal Centre in Vijaynagara with special focus on its important structures.





## CHAPTER – 8

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

**Learning Objectives:**

**Knowledge:** in this lesson the students will learn

- a. About rural society in the Mughal period of Indian history.
- b. Technological innovations in agriculture to improve production
- c. The land revenue policy of the Mughals
- d. Condition of metal currency.

**Understanding and Analysis:** students will be able to understand

- a. How the village community was organized, especially the role of the panchayat.
- b. The relationship between the state and the primitive communities
- c. Gender issues
- d. The role of the zamindar

**Application:** the students will be able to look at and use the Ain-Akbari as an important source of Mughal history

**Skill:** students will be able to plot areas which had economic links with the Mughal empire on a world map

**Objective type :**

1.From among the following which one depicts the correct meaning of the term Jins-i-kamil concerning crops in Mughal India?

- |               |                                |
|---------------|--------------------------------|
| a. Paddy crop | b. Perfect crop                |
| c. Pulses     | d. Crop grown in the arid zone |

2.The Jizya was

- |                    |                         |
|--------------------|-------------------------|
| a. Customs duty    | b. Tax on silk products |
| c. Tax on religion | d. Tax on salt          |

3.Jizya was collected from

- |               |                |
|---------------|----------------|
| a. Persians   | b. Muhammadans |
| c. Christians | d. Hindus      |

**I. Answer the following questions in about 20-30 words.**

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?

Q.9 Why were the eighteenth and nineteenth century western theorists influenced by the Bernier's description of landownership? (SQP 2019)

Q.10 Explain the sources of revenue of Village Panchayats during the Mughal rule in India.(2018)

**II. Answer the following questions in about 100 words.**

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 ?

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)

Q.4 "There was more to rural Indian than sedentary agriculture". Explain the statement in the context of Mughal period. (2016)

Q.5 How do we come to know about the rural society of the Mughal period? Which technologies were used by the peasants during this period? Explain. (SQP 2019)

**III 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.


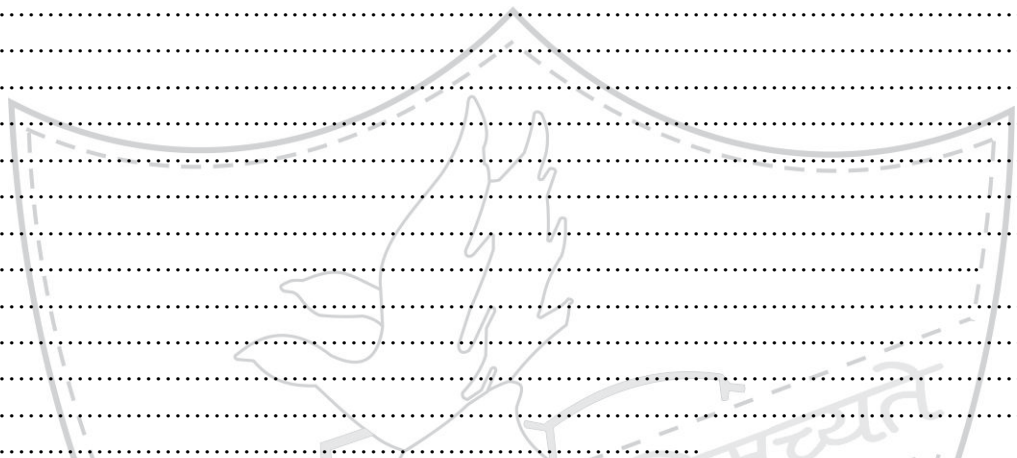
The latter is effected in several ways. First, kankut: in the Hindi language kan signifies grain, and kut, estimates.... If any doubts arise, the crops should be cut and estimated in three lots, the good, the middle and the inferior, and the hesitation removed. Often, too, the land taken by appraisement, 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.





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



Q.3 How were the lives of forest dwellers transformed in the sixteenth and seventeenth centuries? (8)

Q.4 Explain why Ain-i-Akbari remain an extraordinary document of its times even today. Discuss with examples. (8)







## CHAPTER - 9

## KINGS AND CHRONICLES: The Mughal Courts

**Learning Objectives:**

**Knowledge:** In this lesson, students will learn about

- a. the court chronicles of the Mughals.
- b. How the chronicles were made.
- c. Structure of the Mughal court and household
- d. Mughal administration.

**Understanding and Analysis:** the students will

- a. see how Mughal miniature paintings are a powerful tool for storytelling and constructing images and propaganda.
- b. Understand the purpose of commissioning royal chronicles and why such activity would be closely monitored.
- c. Politics within the court and household
- d. Role of women in Mughal politics.

**Application:** the students will see the role of the state in religious affairs of the empire and draw conclusions whether modern-day states can play a similar role.

**Skill:**

- a. read hidden meanings in Mughal art.
- Plot the extent of the Mughal empire and mark its important centres

**Objective type :**

1. With which of the following responsibilities Mir Bakshi was the officer in Akbar's reign?

- a. Revenue Collection
- b. Payment of salaries
- c. Head of the military administration
- d. Head of Nobility

2. Find out from the following pairs which one is correctly matched:

- a. Akbar Nama : Abdul Hamid Lahori
- b. Badshah Nama : Zahiruddin Babur
- c. Humayun Nama : Gulbadan Begum
- d. Babur Nama: Abul Fazl Allami

3. Akbar's concept of Sulh-i-kul means

- a. Friendship and goodwill to all
- b. Common brotherhood
- c. Fraternity and friendship
- d. Harmony and peace to all

4. The Mughal queen whose name was inscribed on the coins and on all royal farmans as well as attached to the imperial signature , was

- a. Jodha Bai                                      b. Nur Jahan  
c. Mumtaz Mahal                                d. Roshanara

**I. Answer the following questions in about 20-30 words.**

- Q.1 When and between whom was the first battle of Panipat fought?  
Q.2 How did the Urdu language come into being?  
Q.3 Who was the founder of the Mughal empire? Where did he come from?  
Q.4 Who built the Buland Darwaza and why?  
Q.5 How did the Mughal rulers treat their non-Muslim subjects?  
Q.6 Mention two steps taken by Akbar to promote harmony in his empire.  
Q.7 Who was Ab'ul Fazl? What is his major contribution?(2015)

**II. Answer the following questions in about 100 words.**

- 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 Analyse the diplomatic and political relationship of the Mughals with the neighbouring empires. (SQP 2019)  
Q.13 Analyse the reasons for the frequent shifting of the capital cities of the Mughals during the sixteenth and seventeenth centuries. (SQP 2019)

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

- Q.1 Trace the development of the Mughal Empire from Babur to Aurangzeb.  
Q.2 Describe the main features of the *mansabdari* system.

- Q.3 “The keeping of records was a major concern of the Mughal administration.” Explain.
- Q.4 Explain how Akbar maintained harmonious relations with different ethnic and religious communities. (2014)
- Q.5 Explain why the nobility was recruited from different races and religious groups by the Mughal rulers in India. (2018)
- Q.6 Explain the role played by women of the imperial household in the Mughal Empire. (2018)
- Q.7 Describe the main features of Akbar Nama. (2020)

#### IV. Passage Based Questions

- Q.1 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.


- How did the people come to know that the Emperor was going to hold court?
  - What do you understand by the term kornish?
  - What activities were conducted by the emperor in the Diwan-i-khas?
  - 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 with to build a house of prayer (church) in the city of Kambayat (Khambhat, 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.
- What did the Padris want to do?

- b. How did Akbar ensure that their desire was fulfilled?
- c. Who guided the Muslim rulers?
- d. How was the situation complicated in the subcontinent and how did the rulers adapt to the situation?

Q.1 On an outline map of India mark and name Agra, Delhi, Lahore, Ajmer and Panipat.



## KINGS AND CHRONICLES: The Mughal Courts



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Q.3 Assess the importance of the painted image in Mughal manuscripts. (3)

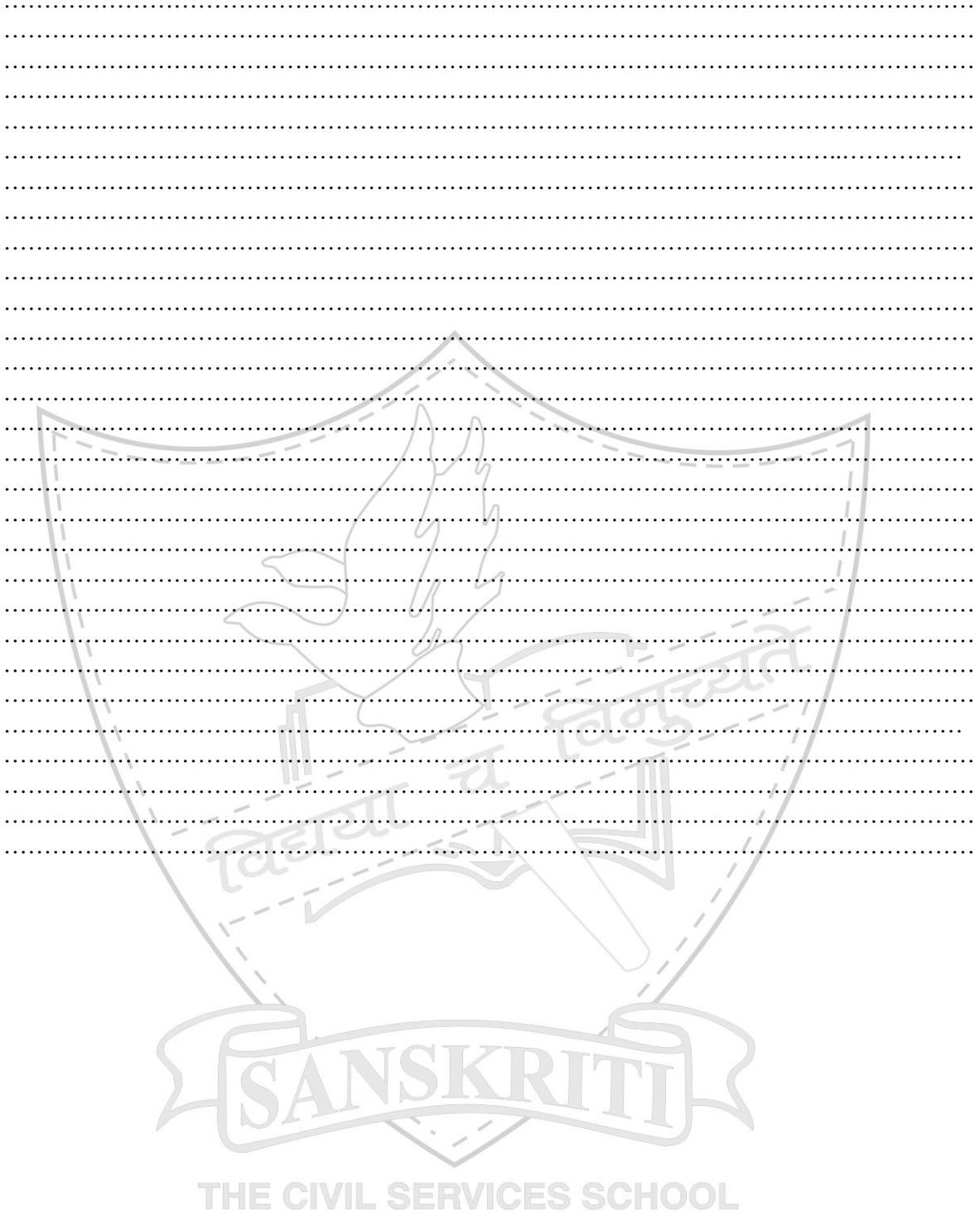
A large, faint, stylized outline of a mountain range with a central peak and two smaller peaks on either side, spanning the width of the page. The mountains are drawn with simple lines, and the area between them is left blank for writing.

Q.4 Discuss with examples, the distinctive features of Mughal chronicles. (3)

Q.5 Identify the elements that went into the making of the Mughal ideal of kingship. (8)

[illegible]







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

**Learning Objectives:**

**Knowledge:** in this lesson the students will learn about

- a. the land revenue systems put in place by British colonial rule in India.
- b. The different levels of land owners in India.

**Understanding and Analysis:** The students will:

- a. Understand the reactions of various classes of Indians to the land revenue systems.
- b. Analyse the conflict between settled agrarian systems and shifting/tribal mode of food production.
- c. British attempts at bringing tribal groups into the tax net.
- d. The anatomy of an agrarian revolt.

**Application:** students will see how historians have attempted to use British official records to reconstruct Indian history of the period.

**Skill:** students will be able to determine what kind of direct information is provided by official records and what can be inferred from them.

**Objective type Questions:**

1. Consider the following statements regarding the establishment of British East India Company in Bengal:

- I. The Permanent Settlement had come into operation in 1793.
- II. In 1797 there was an auction in Burdwan, during which a number of mahals (estates) held by the Raja of Burdwan were being sold.
- III. The estates of those who failed to pay were to be auctioned to recover the revenue.

Which of the following statement(s) is/are correct?

Only I

I and II

I and III

I, II and III

2. Who was the Governor General of Bengal when the Permanent Settlement was introduced in 1793?

- A. Warren Hastings
- B. The Charles Cornwallis
- C. The Lord Minto
- D. The Lord Auckland

3. When did the East India Company acquire a charter from the ruler of England?

- A. 1600                      B. 1602
- C. 1603                      D. 1605

4. Who was the ruler of England at the time when the East India Company got permission to trade

with India?

- A. Anne                      B. Victoria  
C. Queen Elizabeth I      D. George I

**I. Answer the following questions in about 30-40 words.**

- 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 When and why was the Limitation Law passed?  
Q.12 How did the money lenders exploit the peasants in the Deccan?  
Q.13 What were the demerits of the Ryotwari Settlement?  
Q.14 Why was the Permanent Settlement not extended beyond Bengal?  
Q.15 Examine the impact of 'Limitation Laws' passed by the British in 1859. (2018)

**II. Answer the following questions in about 100 words.**

- 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.

- Q.12 By the 1850s, the Santhals felt that the time had come to rebel against zamindars, moneylenders and the colonial state." Identify aspects related with the statement. (SQP 2019)

**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<sup>th</sup> 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 ...

- Who were the jotedars? By what other names were they known?
- State two differences between jotedars and zamindars.
- 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:

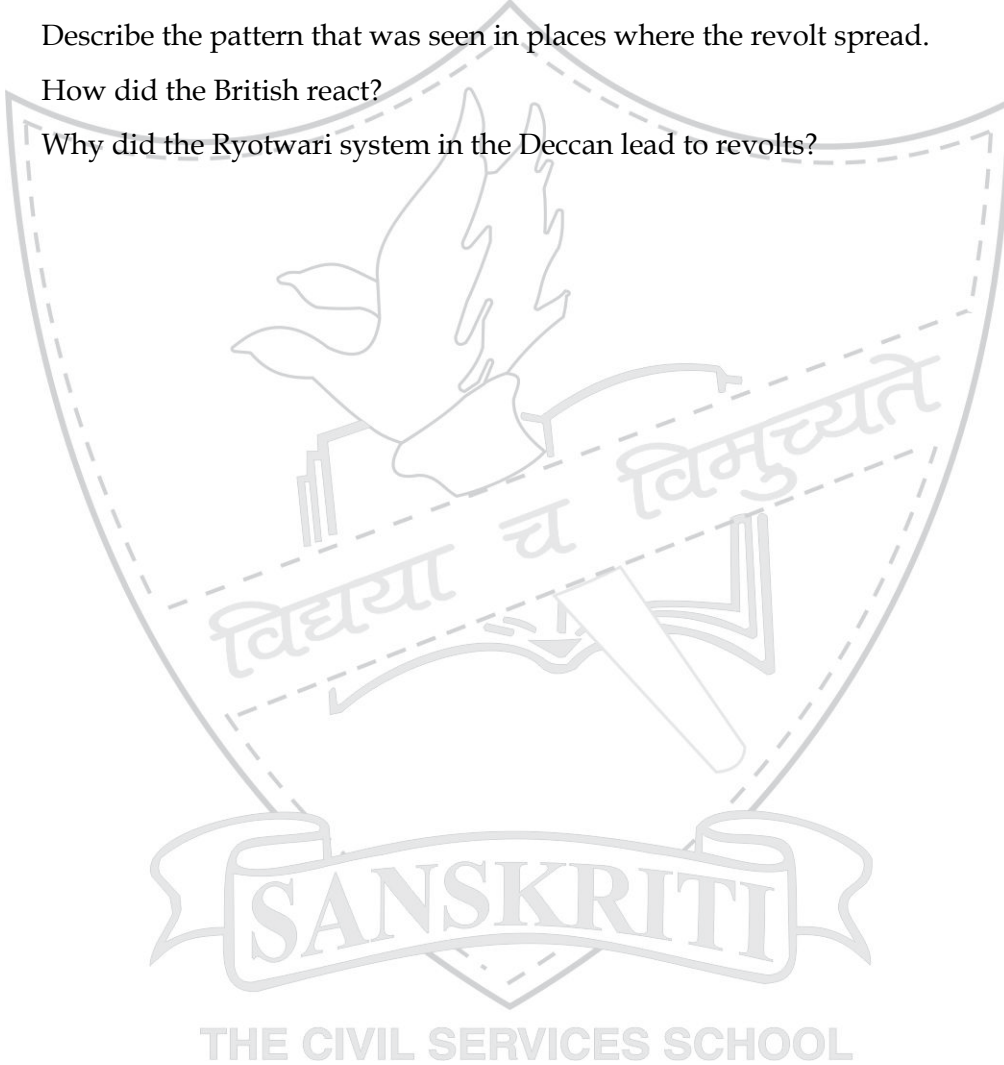
On arrival at Supa on Saturday, 15 May, I learnt of the disturbance.

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?



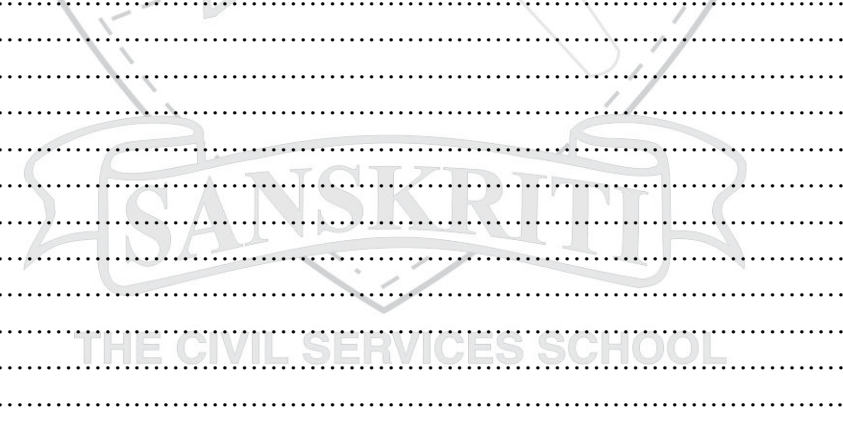


## ASSIGNMENT - 10

Q.1 Critically examine the experiences of injustice felt by ryots on the refusal of extending loans to them after 1830s. (3)



Q.2 Critically examine the Deccan Riots Commission Report (3)



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Q.3 What are the problems of using official sources in writing about the history of peasants? (3)

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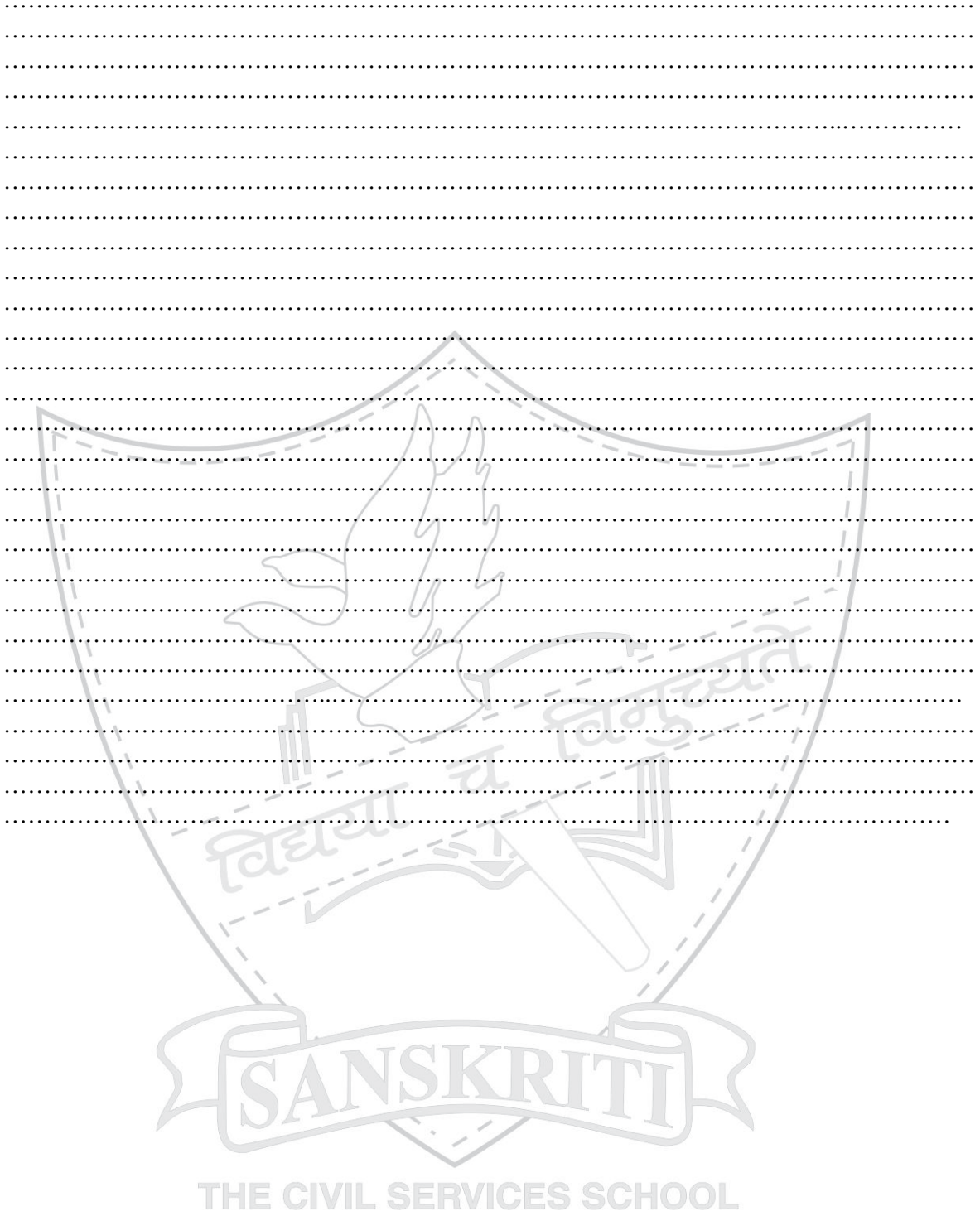
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Q 4. Why was the jotedar a powerful figure in many areas of rural Bengal?

3

Q.5 Describe the main features of the land revenue settlements introduced by the British and discuss their impact on the rural society and economy. (8)





## CHAPTER - 11

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

**Learning Objectives:**

**Knowledge:** the students will learn about what was the Revolt of 1857 and the groups which participated, through the case study of Awadh.

**Understanding and Analysis:** the students will:

- a. Understand the causes of the revolt.
- b. Analyze the progression of a revolt of this magnitude
- c. Analyze why the British mounted a repression of that level.

**Application:** students will attempt to interpret the images created by both Indians and British records of the Revolt

**Skill:** the students will be able to locate and name the important centres of the Revolt of 1857.

**Objective type :**

1. The revolt in Awadh was led by
  - a. Wajid Ali shah
  - b. Begum Zeenat Mahal
  - c. Asaf -ud - Daula
  - d. Begum Hazrat Mahal
2. The Subsidiary Alliance was introduced by
  - a. Lord Cornwallis
  - b. Lord Bentinck
  - c. Lord Wellesley
  - d. Lord Dalhousie
3. In Memoriam" painted by Joseph Noel Paton depicts
  - a. Heroic rescue of the besieged British garrison by Campbell, Outram and Havelock
  - b. Brutal ways in which the rebels were executed.
  - c. An allegorical female figure of justice with a sword
  - d. English women and children huddled in a circle, looking helpless and innocent, waiting for the inevitable – dishonor, violence and death.
4. Assertion(A)- The rebel proclamations in 1857 repeatedly appealed to all sections of the population, irrespective of their caste and creed .  
Reason (R) – The proclamation expressed the widespread fear that the British were bent on destroying the caste and religions of Hindus and Muslims and convert them to Christianity.
  - a. Both A and R are true and R is the correct explanation of A.
  - b. Both A and R are true but R is not the correct explanation of A.
  - c. A is true but R is false.
  - d. A is false but R is true.

**I. Answer the following question in about 30-40 words.**

- 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.**

- 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.7 What were the strengths and weaknesses of the Revolt of 1857?
- Q.8 Discuss the role of Indian princes in the Revolt of 1857. How were some of them rewarded by the British?
- Q.9 Discuss the legacy of the Revolt of 1857.
- Q.10 Discuss the significance of the unity between Hindus and Muslims during the Revolt of 1857.
- Q.11 Why did the Revolt of 1857 fail?
- Q.12 Why did Delhi become the focal point of the Revolt of 1857?
- Q.13 Describe how the British celebrated those who, they believed, saved the English and repressed the rebels during the Revolt of 1857.
- Q.14 Describe the alternative power structure that the Rebels tried to establish during the Revolt of 1857.
- Q.15 "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.16 How did the British dispossess the taluqdars of Awadh during 1857? Explain with examples. (2014)
- Q.17 Explain how the rebel leaders propagated their ideas and persuaded people to join the Revolt of 1857. (2014)
- Q.18 "The relationship of the Indian sepoys with their superior white officers underwent a significant change in the 1840s and 1850s." Explain. (2014)
- Q.19 What measures were taken to keep the unity among the rebels during 1857? How did the British try to suppress the rebellion? Explain. (2015)
- Q.20 Examine how Lord Dalhousie's policy of annexation created dissatisfaction amongst the people of Awadh. (2016)
- Q.21 Through proclamations the rebels of 1857 completely rejected everything associated with



British rule or firangi raj". Cite any four aspects to support this statement. (SQP 2019)

Q.22 Examine the participation of the Taluqdars of Awadh in the Revolt of 1857. (2018)

Q.23 Why did the British annex Awadh in 1856? On what pretext did they carry out the annexation? Explain (2020)

**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 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.2 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.



## ASSIGNMENT - 11

Q.1 Examine the relationship of the Indian sepoy with their superior white officers in the years preceding the uprising of 1857. (3)

Q.2 Describe how art and literature helped in keeping alive the memory of 1857. (3)



Q.3 "The dispossession of taluqdars meant the breakdown of an entire social order." Critically examine the statement. (3)

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The issue of the greased cartridges was the last straw on the camel's back." Keeping this in mind, discuss the causes of the Revolt of 1857. 8

## CHAPTER- 12

### COLONIAL CITIES: Urbanization, Planning and Architecture

**Learning Objectives:**

**Knowledge:** in this lesson students will learn about new colonial cities in India, their plan and architectural styles introduced by the British

**Understanding and Analysis:** the students will

- Understand the linkages between town plan and expressions of political power.
- Analyse how the nature of British colonial rule was different from all other kingdoms and empires set up by invaders in the past, as reflected in colonial town planning in India.
- Understand the complex social structures present in the new colonial towns.

**Application:**

- students will see the expression of a culture through architectural styles.
- Adaptation to local conditions will also be considered.

**Skill:** students will be able to locate on a map of India, the new colonial towns

**Objective type Questions:**

- The important railway towns that developed during the colonial rule were:
  - Jamalpur and Bareilly
  - Waltair and Mirzapur
  - Mirzapur and Jamalpur
  - Bareilly and Kanpur
- Indicate which of the following options is NOT correct. People gave evasive answers to the census officials as
  - They were suspicious of census operations.
  - They thought that enquiries were being conducted to impose new taxes.
  - They were not willing to give any information regarding the women of their household.
  - They were claiming identities associated with lower status
- Which Governor general had done the town planning of Calcutta in his tenure ?
  - Lord Wellesley
  - Lord Warren Hastings
  - Lord Minto
  - Lord Cornwallis
- During the colonial period, the architectural style used in Bombay included geometrical structures fronted with lofty pillars was
  - Neo Gothic
  - Bangla Style
  - Neo Classical
  - Indo Saracenic
- Indicate which of the following options is NOT correct-

The British set up hill stations because:

  - Setting up of hill stations was connected with the needs of the British army.
  - The temperate and cool climate of the Indian hills was seen as an advantage.



- c. The British associated cold weather with epidemics.
  - d. The British sought to recreate settlements that were reminiscent of home.
6. Indicate which of the following options is NOT correct:
- During the 16<sup>th</sup> and 17<sup>th</sup> centuries the towns built by the Mughals were famous for their:
- (a) Monumental buildings
  - (b) Imperial grandeur and wealth
  - (c) New urban settlements-qasbah and ganj
  - (d) Concentration of large population

**I. Answer the following questions in about 30-40 words.**

- 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)
- Q.14 How did Indian hill stations become racial enclaves for the Europeans in the 19<sup>th</sup> century? Explain two reasons. (2016)
- Q.15 Explain why some hill stations were developed during the colonial period in India. (2018)
- Q.16 State any two steps taken by Lord Wellesley to clean up the city of Calcutta. (SQP 2019)
- Q.17 State any two features of Neo-Gothic style of architecture. (SQP 2019)

**II. Answer the following questions in about 100 words.**

- 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.
- Q.7

**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.
- 1.2 explain any three values which encouraged women for their empowerment. (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.2 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 83 revitalizing 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?



## ASSIGNMENT - 12

Q.1 Taking the example of Bombay, explain how the imperial vision of the British was realized through town planning. (8)

Q.2 Why were the towns, built by the Mughals, during 16<sup>th</sup> and 17<sup>th</sup> centuries famous for? Explain with examples. 3

[illegible]

Q.3 "The focus of town in pre-British times was oriented towards the palace and the mosque." Explain. 3

Q.4 "The British government consciously developed the city of Madras to reflect their racial superiority." Justify the statement with suitable examples. 3

## CHAPTER – 13

## MAHATMA GANDHI AND THE NATIONALIST MOVEMENT:

## Civil Disobedience and Beyond

**Learning Objectives:****Knowledge:** the students will

- a. Learn about Gandhi and his leadership of the Indian National movement.
- b. Learn about the sources to reconstruct the life and motivations of Mahatma Gandhi

**Understanding and Analysis:** the students will:

- a. Understand the nature of Gandhi's leadership
- b. The agitational methods devised by Gandhi
- c. Analyse the changes in Gandhi's own approach to activism.

**Application:** the students will argue about the relevance of Gandhi's methods in a nuclear world.**Skill:** students will be able to locate and name the centres important to the nationalist movement in India.**Objective type:**

1. In 1918, Gandhiji organised a satyagraha in support of labors demanding better working conditions at this place:

- a) Champaran                      b) Lahore                      c) Ahmedabad                      d) Calcutta

2. Which of the following statements is incorrect?

- a) The Jallianwala Bagh massacre took place in the year 1919.
- b) In December 1929, the Lahore session of the Congress committed to Purna Swaraj
- c) It was in India that Mahatma Gandhi forged the distinctive technique of satyagraha
- d) The Khilafat Movement was started by Ali Brothers – Muhammad Ali and Shaukat Ali.

3. Which statement cannot be associated with the significance of Civil Disobedience Movement?

- a) It brought Mahatma Gandhi to the world attention .
- b) It was the first nationalist activity in which women participated in large numbers.
- c) The Salt March forced upon the British the realization that their Raj would not last forever and they would have to devolve some power to the Indians.
- d) The Salt March made it clear that the British will have to give independence to India within a month or two.

4. Why did Gandhi make tax on a salt as the major issue for mobilizing people during Civil Disobedience Movement?

- a) Salt was consumed by an average Indian.
- b) It was a major source of employment in village industry.

- c) It was a reflection of the imperialist rule of the British.
- d) It implied destruction of property that nature produces in abundance.

**I. Answer the following questions in about 30-40 words.**

- 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.**

- 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.6 Discuss the people's response to the Civil Disobedience Movement.
- Q.7 What was the government's response to the Civil Disobedience Movement?
- Q.8 Why did the British convene the Round Table Conferences? What was the Congress attitude to the conferences and what were their outcomes?
- Q.9 When was the Gandhi-Irwin Pact signed? Examine its main provisions.
- Q.10 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.11 Examine the main features of the Dandi March and explain the major developments which began after March 1930.
- Q.12 How and what did people come to know about the progress of Gandhi's Dandi March.
- Q.13 How did American magazines interpret the Salt March?
- Q.14 Discuss the aim and programmes of the Civil Disobedience Movement launched under Gandhi. Which sections of the society participated in it?
- Q.15 'Amidst the partition of India, Gandhiji showed his conviction for communal harmony.' Explain the statement with examples. (2020)

**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)
- Q.6 Describe the role of Gandhiji as people's leader from 1917-22. (SQP 2019)

**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 90evitalizing90g 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.

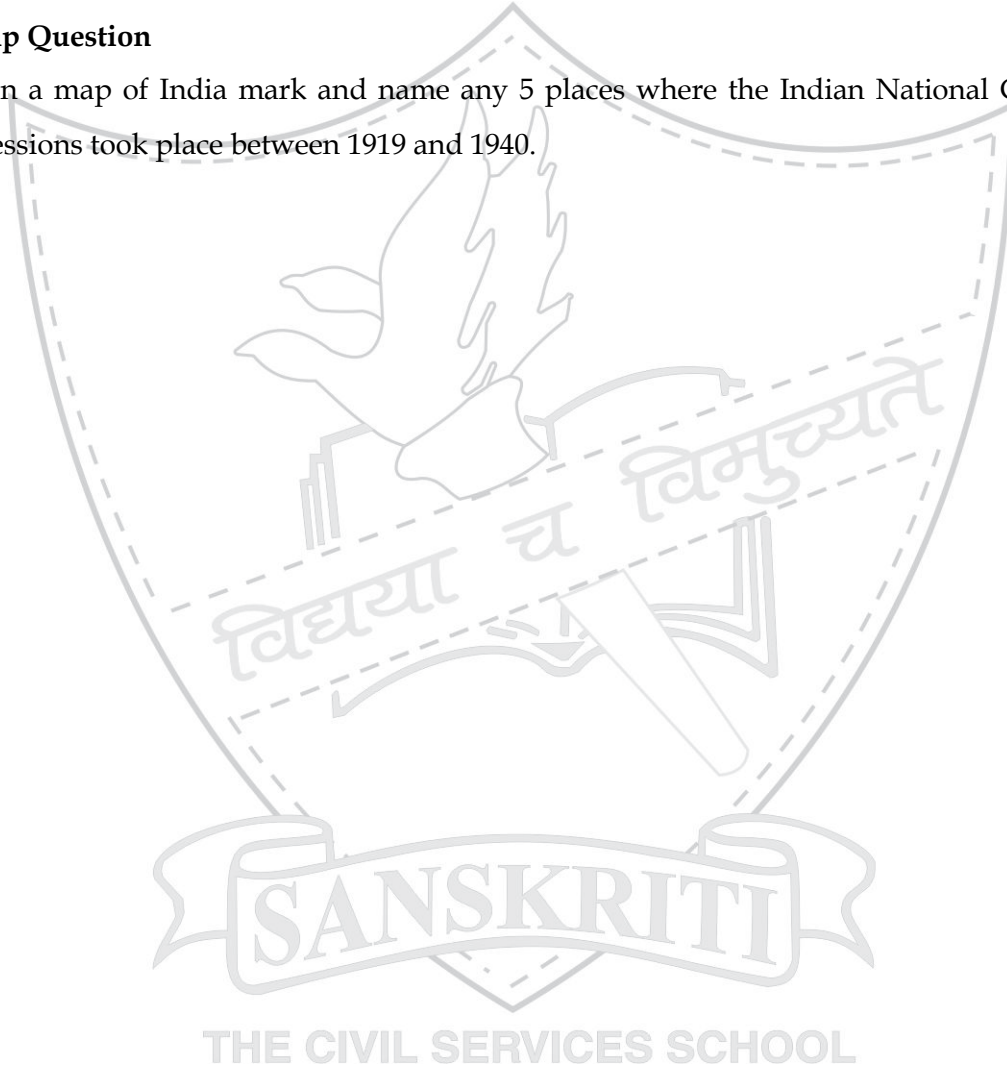
*Yours affectionately*

*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.



Q.1 Explain why many scholars have written off the months after the independence as being Gandhiji's "finest hour". 8

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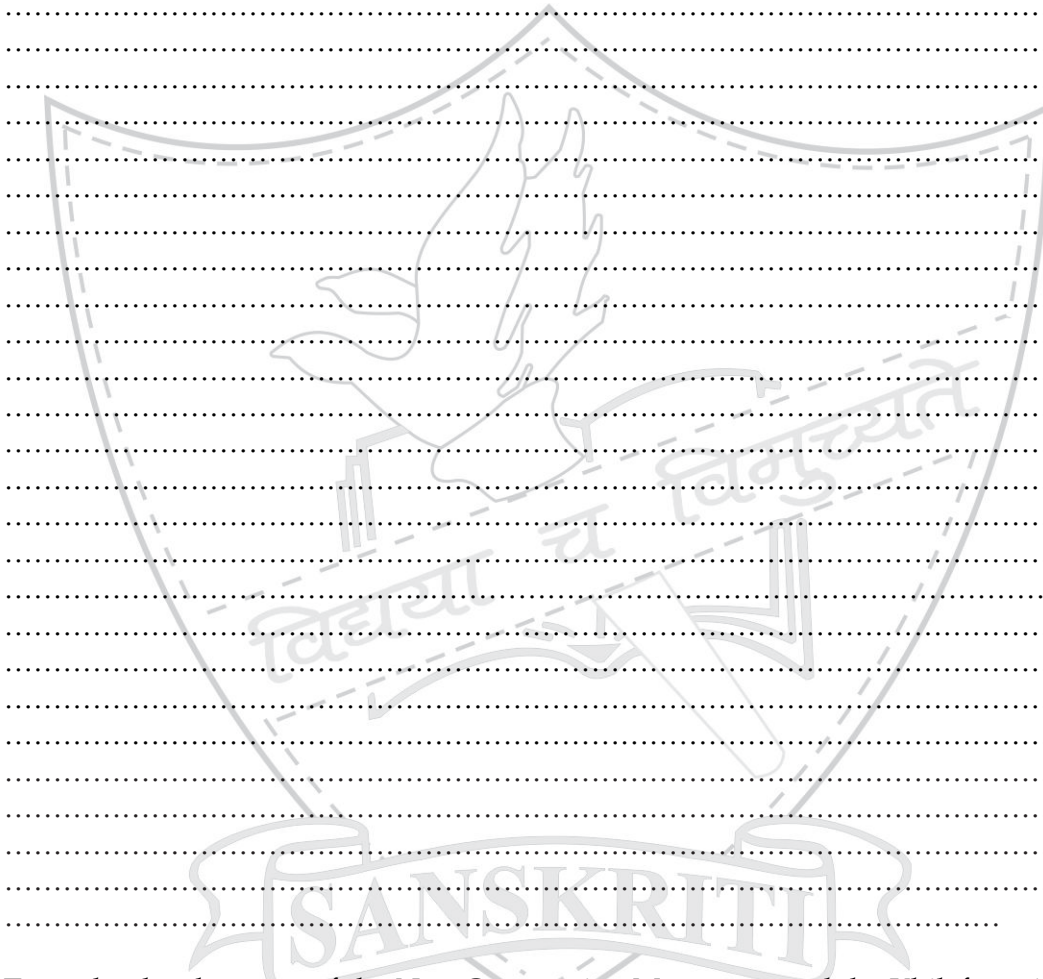
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Q.3 Trace the development of the Non-Cooperation Movement and the Khilafat agitation from 1919 to 1922. How far did the two movements represent a new stage in the growth of the national movement? Why was the Non-Cooperation Movement withdrawn? 8



Q 4. How was Quit India Movement genuinely a Mass Movement? Explain. 3



## CHAPTER - 14

## UNDERSTANDING PARTITION: Politics, Memories, Experiences

**Learning Objectives:**

**Knowledge:** students will learn about the historical developments which led to the partition of India.

**Understanding and Analysis:** Students will:

- Understand the processes and events which made partition 'inevitable'.
- Analyze differentiated experiences based on one's gender.
- Understand the regional variations in the effects of partition.

**Application:** students will learn to use oral testimonies as sources of historical reconstruction.

**Skill:** students will be able to draw the boundaries of post partition India and locate important centres.

**Objective type :**

1. Consider the following events:

Cabinet Mission

Cripps Mission

Khilafat Movement

Pakistan Resolution

The correct chronological order of these events is:

i. 4, 3, 2, 1

ii. 4, 3, 1, 2

iii. 3, 4, 1, 2

iv. 3, 4, 2, 1

2. The book 'Love is Stronger than Hate : A Remembrance of 1947' was written by :

a) Amrita Pritam

b) Bhishma Sahani

c) Kushdeva Singh

d) Narain Bharati

**I. Answer the following questions in about 30-40 words.**

- 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)

**II. Answer the following questions in about 100 words.**

- 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.1 State the main features of partition as it occurred in different regions of India.
- Q.2 Explain the development since March 1946 that led to the partition of India.

- Q.3 Examine the strengths and limitations of oral history. How have oral history techniques furthered our understanding of partition?
- Q.4 Describe the harrowing experience of the ordinary people during the period of the partition of India. (2014)
- Q.5 Analyse the distinctive aspects of oral testimonies to understand the history of the Partition of British India. (2016)
- Q.6 Examine various events that led to the partition of British India. (2016)
- Q.7 “The communal politics that started during the early decades of the 20th century was largely responsible for the partition of the country.” Examine the statement. (2018)

**V. Passage Based Question**

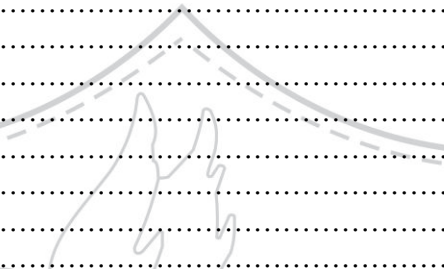
1. The League’s resolution of 1940 demanded:  
That geographically contiguous units are demarcated into regions, which should be so constituted, with such territorial readjustments as may be necessary, that the areas in which the Muslims are numerically in a majority as in the north-western and eastern zones of India should be grouped to constitute “Independent States”, in which the constituent units shall be autonomous and sovereign.
- Mention three things that this resolution wanted.
  - Does this resolution mention about partition or creation of Pakistan?
  - What did the poet Muhammad Iqbal visualize?
  - 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 ...
- Which event does this source refer to? Describe what the mobs were doing?
  - Why did Amritsar become the scene of bloodshed in 1947?
  - What was the attitude of the soldiers and policemen towards the mob?
  - Give one example to show how Gandhiji tried to bring about communal harmony.






## ASSIGNMENT - 14

Q.1 Explain how communal identities were consolidated by a host of developments, other than political in the early twentieth century. 3



Q2How did women experience partition? What ideas led to the suffering of so many innocent women during partition? 3



Q.3 Examine the significance of personal reminiscence as one of the sources for writing the history of the past.

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Q.4 How did the Congress ministries contribute to the widening of the rift between Congress and Muslim League? Explain. 3

## CHAPTER - 15

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

**Learning Objectives:**

**Knowledge:** the students will learn about:

- Background to the framing of the constitution
- The composition of the Constituent Assembly and Drafting Committee.

**Understanding and Analysis:** the students will:

- Understand the vision of the Constitution makers
- Understand the politics of rights based on the experiences during the nationalist struggle and political ambitions.
- Analyse the powers the Constitution gives to the state.
- Understand the debate over the issue of national language.

**Application:** students will compare the current socio-political and economic state of contemporary India with vision of India that the framers of the Constitution had created.

**Skill:** students will be able to determine the languages spoken in various parts of India on a map.

**Objective type:**

1. Assertion (A) : Mahatma Gandhi thought Hindustani would be the ideal language of communication between diverse communities.

Reason (R) : It could unify Hindus and Muslims and the people of the North and the South.

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

2. A member of the Constituent Assembly who supported the statement :

‘Hindi should not only be declared as an Official language, but also the National language.’

- |                              |                   |
|------------------------------|-------------------|
| a) G Durgabai                | b) Shankarrao Deo |
| c) T. A. Ramalingam Chettiar | d) R. V. Dhulekar |

**I. Answer the following questions in about 30-40 words.**

- 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.6 What measures were taken by the Constituent Assembly for the empowerment of the depressed castes?

**II. Answer the following questions in about 100 words.**

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)

Q.15 Why did N G Ranga feel that the minorities should be interpreted in economic terms? Give reasons. (SQP 2019)

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

Q.1 Explain how the Constituent Assembly resolved the ‘language issue’.

Q.2 ‘Partition of India had made nationalists fervently opposed to the idea of separate electorates.’ Examine the statement. (2018)

Q.3 Examine the role of the Congress Party in making the Constituent Assembly. (2020)

- Q.4 Different groups expressed their desires in different ways and made different demands. Support the statement with reference to the problem of separate electorate. (2020)

#### 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.

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

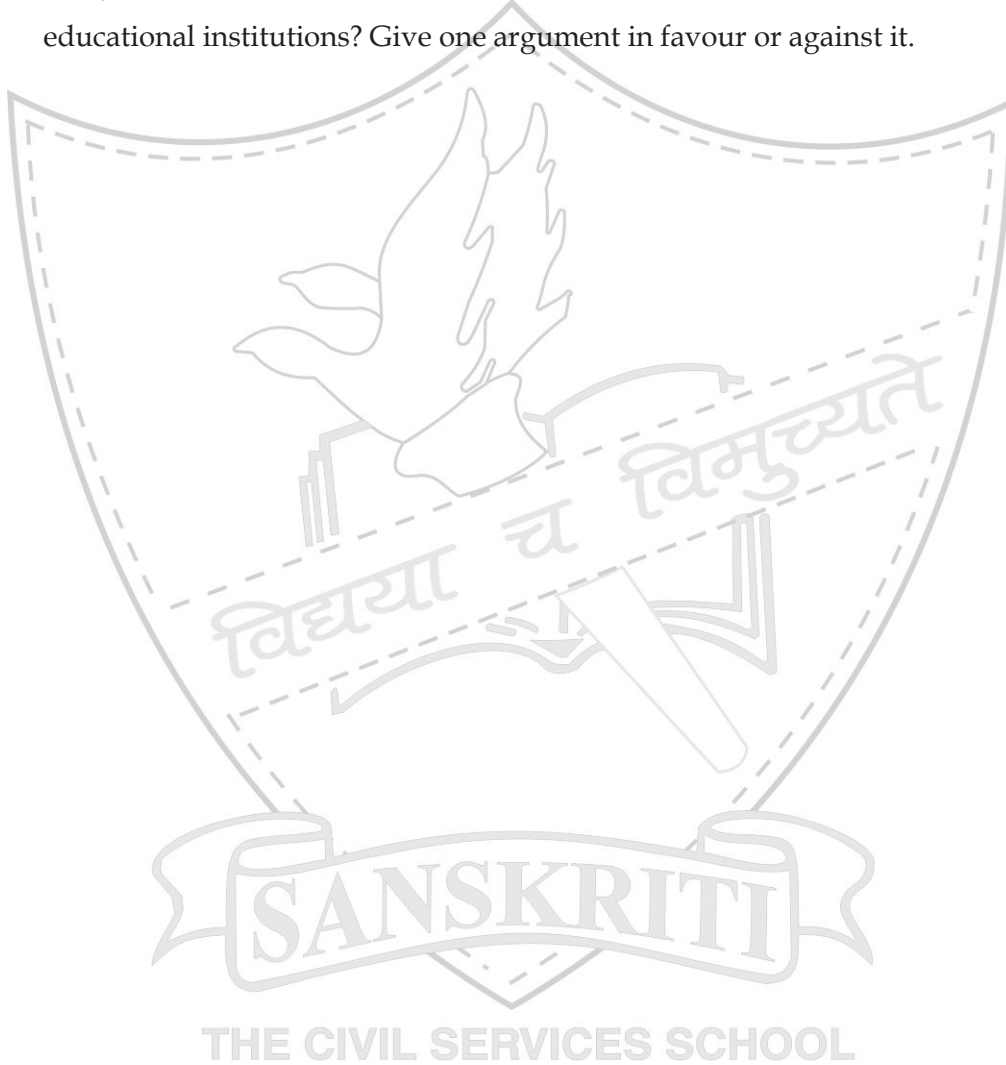
- Q.2 During the debate on 27 August 1947, Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them tremendous harm. If they are isolated forever, 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.

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- 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.

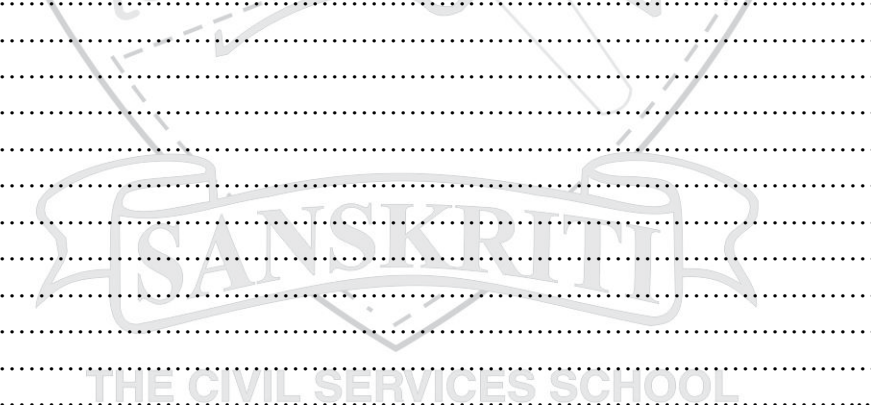




## ASSIGNMENT - 15

Q.1 Why did several members in the Constituent Assembly support the cause of the depressed classes? What did the Assembly finally recommend for them? 3

Q.2 What were the arguments in favour of greater power to the provinces? 3



Q.3 Why is the Indian Constitution acceptable to Indian people even today? 3

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Q.4 What connection did some of the members of the Constituent Assembly make between the political situation of the time and the need for a strong Centre? 3



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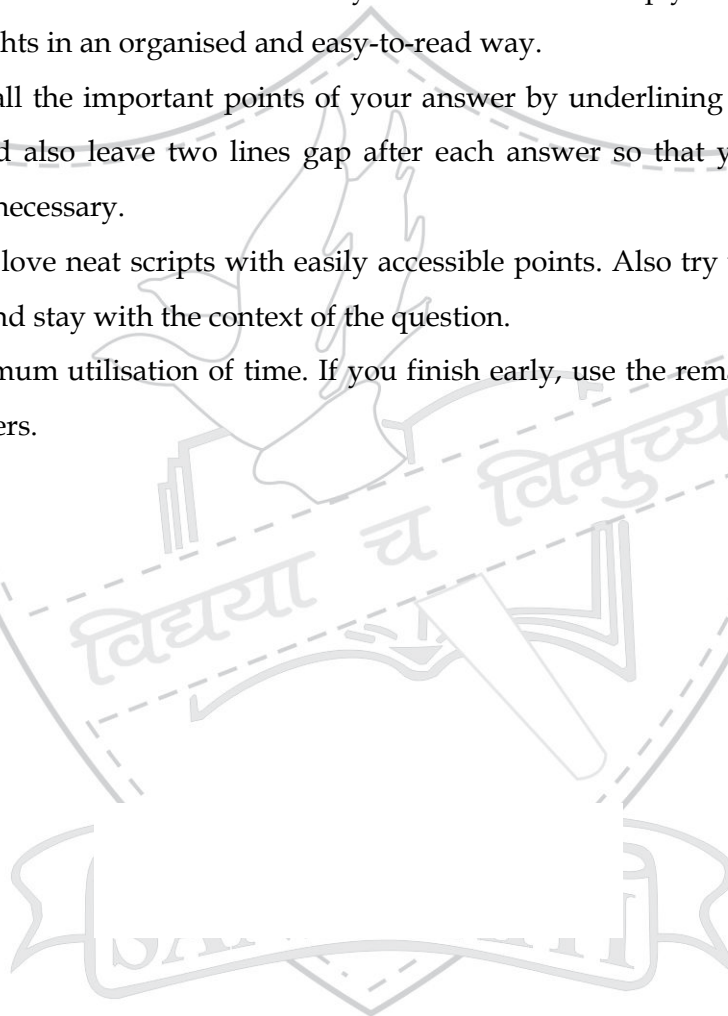
Tips For Exam Preparations

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.



THE CIVIL SERVICES SCHOOL

## Practice Paper 1

Max. Time: 3 Hours

Max Marks: 80

## General Instructions:

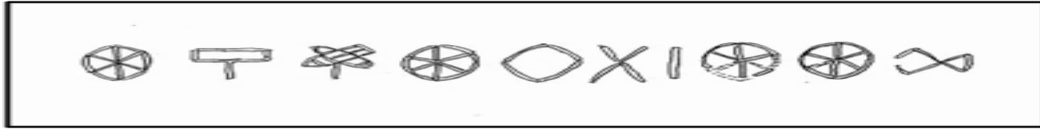
- i) Answer all the questions. Marks are indicated against each question.
- ii) Answers to the questions carrying 1 mark should not exceed 20 – 30 words each. Answers to the questions carrying 3 marks should not exceed 250 words each.
- iii) Answers to the questions carrying 8 marks should not exceed 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		1x20=20
Q 1	Terracotta models of the plough have been found at i. Harappa ii. Kalibangan iii. Banawali iv. Rakhigarhi	1
Q 2	Identify the incorrect options and rewrite the correct ones: i. Kong Zi – Japan ii. Zarathustra -- Iran iii. Plato – Greece iv. Socrates – Italy	1
Q 3	The Lake that was rebuilt by Rudradaman was _____	1
Q 4	Which crops can be categorized as Jins i kamil ? i. Cotton and maize ii. Sugarcane and maize iii. Cotton and Sugarcane iv. Oilseeds and maize	1
Q 5	State whether True or False. If False, correct the statement: Ujjaini was located on a riverine route	1
Q 6	The script used in most Asokan inscriptions was _____	1
Q 7	State whether True or False. If False, correct the statement: Mahapajapati Gotami persuaded Buddha to allow women into the sangha.	1
Q 8	Give one word:	1

A form of government where power is shared by a number of men.

Q 9

1



Whose script is this? How many signs are there in this script?

Q 10

Assertion : Buddhism grew rapidly both during the lifetime of the Buddha and after his death .

1

Reasoning:

- A. It was preached in a simple language
- B. It emphasized on superiority based on birth
- C. People were dissatisfied with existing religious practices
- D. It emphasized on equality

Choose the correct answer

- i. A, B and C are correct
- ii. A, C, and D are correct
- iii. B, C, D are correct
- iv. All are correct

Q 11

Pick the ones who were not involved in the making of manuscripts :

1

- i. Painters
- ii. Scribes
- iii. Ulamas
- iv. Gilders
- v. Traders

Q 12

What is the meaning of Sulh-i-kul?

1

Q 13

Rewrite the dynasties in the proper sequence in which they ruled:

1

Sangama, Tuluvas , Aravidu, Saluvas

Q 14

This book is described as the Tamil Veda \_\_\_\_\_

1

Q 15

Give one word for – *the art of handwriting*

1

Q 16

Match the following :

1

i. Ibn Battuta	Kitab ul-Hind
ii. Abdul Hamid Lahori	Padmavat



iii. Alberuni	Rihla
iv. Malik Muhammad Jayasi	Badshah Nama
	Amuktamalyadaya

Q 17 State whether True or False. If False, correct the statement : 1

Khud Kashta were the peasants who did not reside in the village where they held land.

Q 18 1



Whose image is this? What are his worshippers called – Alvars / Nayanars?

Q 19 Match the following : 1

i. Abdur Razzaq	Italy
ii. Nikitin	Portugal
iii. Nicolo Conti	Persia
iv. Domingo Paes	Russia

Q 20 The preceptor of Mirabai was 1

Ravidas

Tulsidas

Raidas

Kabirdas

### PART B

3x4= 12

Q21. “The Mahabharata is a good source to study the social values of ancient times.” 3

Justify this statement with any three examples from the chapter.

- Q22. What was the reaction of the 19<sup>th</sup> century European scholars when they first saw the Ancient Indian sculptures? How did they try to solve the problem? 3
- Q23. What was the significance of the 'hunt' in the Mughal political ideology? 3

OR

To what extent is it justified to call the Mughal village a 'little republic'?

- Q24. 'The amara nayaka system was a major political innovation of the Vijaynagara empire.' Justify the statement. 3

**PART C**

**8x3=24**

- Q25. Who were the Sufis? Which Sufi tradition became popular in the villages of the Deccan and why? What was the relationship between the Sufi saints and the Kings? 2+3+3

OR

In what way was Bernier's account different from the accounts of Alberuni and Ibn Battuta? Discuss critically his views on crown ownership of land? 3+5

- Q26. What were the various materials used by the people of Harappa for their craft production? What are the various sources from where they procured them? 2+6

OR

'There are indications of complex decisions being taken and implemented in the Harappan society.' What conclusion can we draw from the above statement regarding the government of the Harappan society? 4+4=8

- Q27. 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

OR

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

8

**PART D**

**6x3= 18**

- Q28. This is what Prabhavati Gupta states in her inscription:  
Prabhavati Gupta ... commands the *gramakutumbinas* (householders / peasants living in the village). Brahmanas and the others living in the village of Danguna....

''Be it known to you that on the twelfth (lunar day) of the bright (fortnight) of Karttika, we have, in order to increase our religious merit, donated this village

with the pouring out of water, to the Acharya (teacher) Chanalsvamin.... You should obey all (his) commands....

We confer on him the following exemptions typical of an *agrahara* ... (this village is) not to be entered by soldiers and policemen; (it is) exempt from (the obligation to provide) grass, (animal) hides as seats, and charcoal (to touring royal officers); exempt from (the royal prerogative of) purchasing fermenting liquors and digging (salt); exempt from (the right to) mines and *khadira* trees; exempt from (the obligation to supply) flowers and milk (it is donated) together with (the right to) hidden treasures and deposits (and) together with major and minor taxes...."

This charter has been written in the thirteenth (regnal) year. (It has been) engraved by Chakradasa.

- |   |       |
|---|-------|
| i. Who has issued this inscription and who has engraved it?   | 1     |
| ii. What do you understand by <i>agrahara</i> ? How was an <i>agrahara</i> different from other grants? | 1+2=3 |
| iii. Why did kings in ancient India give land grants?   | 2     |

**Q29.**

**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? 1  
 d. Who built the Hiriya canal? What was its importance? 1+1

Q30.

**Rituals and the real world**

Here is a vachana composed by Basavanna:

When they see a serpent carved in stone  
 they pour milk on it.

If a real serpent comes they say: "Kill. Kill."

To the servant of the god who could eat if served  
 they say: "Go away! Go away!"

But to the image of the god which cannot eat they offer dishes of food.

- a. Who was Basavanna? 1  
 b. What were his followers called and why? 2  
 c. What was their attitude towards the society? 3

**PART E**

6

Q31.

On the given map of India,

3

I. Locate and name the following:

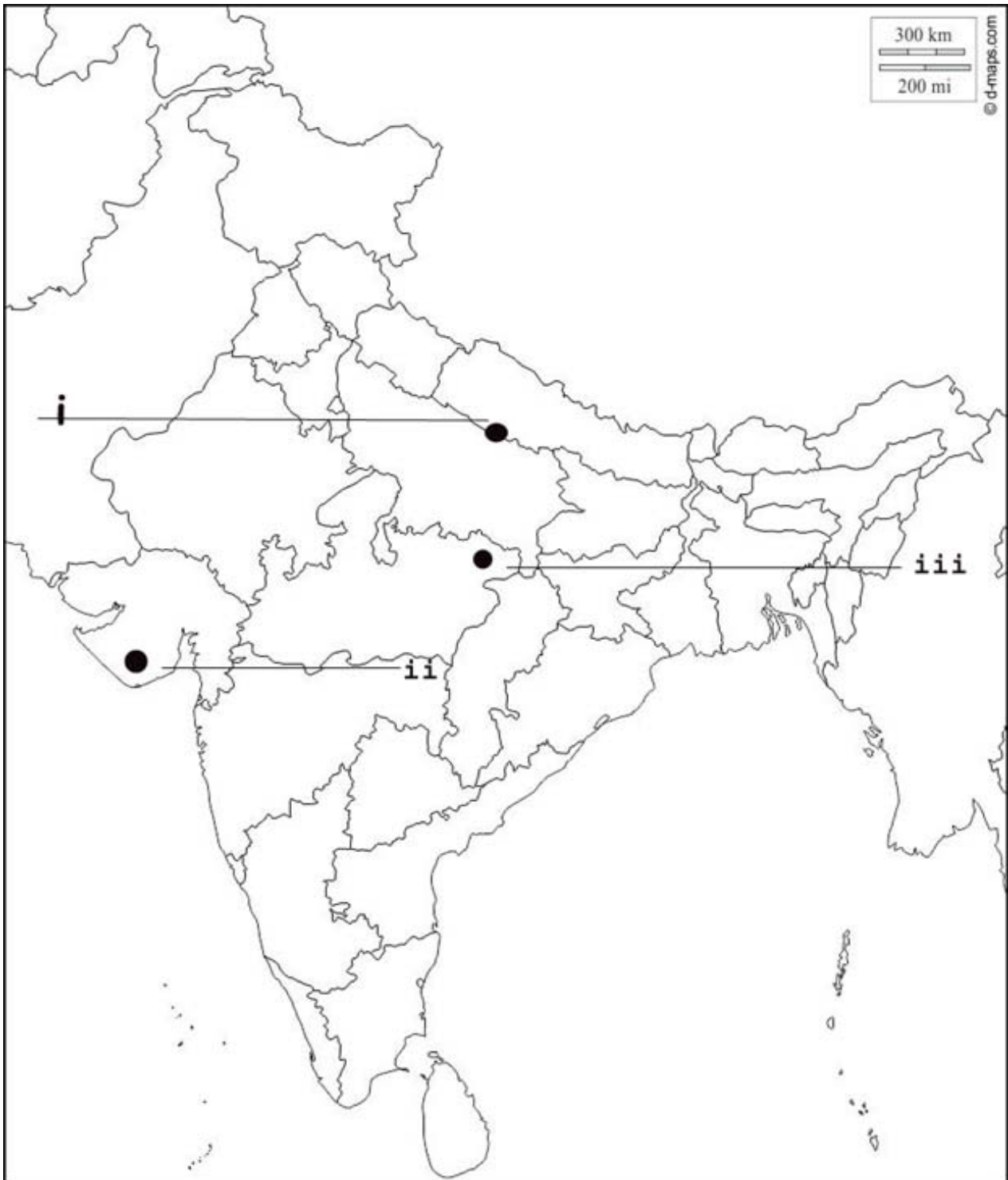
- a. Rakhigadi  
 b. Babur had his capital here  
 c. Kingdom of the Gajapati rulers

II. Identify the places marked

3

- i. Buddha was born here  
 ii. Rock Edict of Asoka  
 iii. A Buddhist Stupa

THE CIVIL SERVICES SCHOOL



## Practice Paper 2

Max. Time: 2 hrs

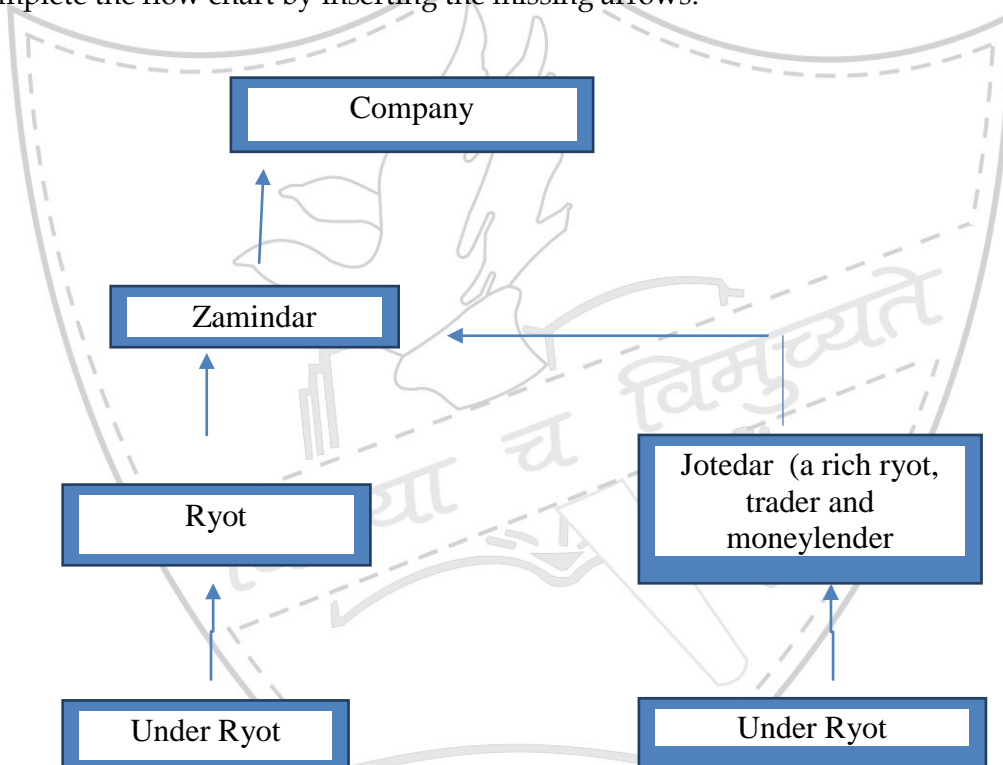
Max Marks: 55

General Instructions:

- vi) Answer all the questions. Marks are indicated against each question.
- vii) Answers to the questions carrying 1 mark should not exceed 20 – 30 words each.
- viii) Answers to the questions carrying 3 marks should not exceed 250 words each.
- ix) Answers to the questions carrying 8 marks should not exceed 350 words each.
- x) Attach the map with your answer sheet.
- xi) The number of the question attempted should correspond to the number pattern used in the question paper.

Q1. Complete the flow chart by inserting the missing arrows:

1



Q2. Two features of Indo Saracenic style of architecture were the \_\_\_\_\_ and \_\_\_\_\_

1

Q3. Which is not an example of the neo Gothic style

1

- a. University of Bombay
- b. Town Hall in Bombay
- c. Bombay Secretariat
- d. Victoria Terminus

Q4. "The Other Side of Silence" is written by \_\_\_\_\_

1

Q5. Who drafted the Pakistan Resolution?

1

- a. Sikander Hayat Khan
- b. Muhammad Iqbal
- c. Muhammad Ali Jinnah
- d. Liaquat Ali



Q6.

1



Which event is captured in this photograph?

Q7. Assertion: Gandhiji was referred to as the Mahatma by the peasants, artisans and the workers 1

Reasoning: a. He dressed like them

b. He spoke like them

c. He stood apart from them

d. He empathized with them

i. A, B and C are correct

ii. A, B and D are correct

iii. B, C and D are correct

iv. All are correct

Q8. Say whether True or False 1

The Revolt in Awadh was led by Begum Hazrat Mahal

Q9. Arrange the following Satyagraha movements in chronological order 1

Kheda , Champaran, Rowlatt ,Ahmedabad

Q10. Which of the following Governor General adopted British policies aimed at reforming Indian society by introducing western education? 3

(a) Robert Clive

(b) William Bentinck

(c) Lord Dalhousie

(d) Lord Canning

Q11. Match Column A with Column B

3

Column A	Column B
a. President of Constituent Assembly	i. B.N.Rau
b. Objectives Resolution	ii. B.R .Ambedkar
c. Drafting Committee	iii. S.N.Mukherjee
d. Chief Draughtsman	iv. Rajendra Prasad
e. Constitutional Advisor to the Govt. of India	v. Jawaharlal Nehru

Q12. Which among these was a French commercial base

3

- a. Masulipatnam                      c. Madras  
b. Pondicherry                      d. Panaji

Q13. Why did the hill stations develop in the Colonial period?

3

OR

How did the Lottery Committee carry out the work of town planning in Calcutta in the early decades of the nineteenth century?

Q14. How did 'Recovering' women and preserving 'Honour' lead to the harrowing experiences for women during the violent times of partition ?

3

Q15. What were the social and religious causes for the Revolt of 1857?

Q16. Critically discuss the revenue system that was implemented in Bombay Deccan.

3

Q17. 'Within the Constituent Assembly of India, the language issue was intensely debated'. Examine the views put forward by the members of the Assembly on this issue.

8

Q18. Examine the causes of the Non-cooperation Movement. Why did Gandhiji combine the Non-cooperation movement with the Khilafat movement? Discuss the Popular nature of the movement.

2+2+4

OR

Explain the sources from which we can reconstruct the political career of Mahatma Gandhi and the history of the National Movement in India.

8

Q19.

**Through the eyes of poor migrants**

This is a swang that was popular amongst the inhabitants of Jelepura

Dil-me ek bhavna se Kalkatta-me aya Kaisan kaisan maja ham hiya dekhne paya Ari-samaj, Brahma-samaj, girja, mahjid Ek lota-me milta – dudh, pani, sab chij Chhota bara admi sab, bahar kar ke dat Jhapat mar ke bolta hai, Angreji-me bat.	With anticipation in my heart I came to Calcutta And what entertaining things I could see here! The Arya Samaj, Brahmo Samaj, church and mosque – In one vessel you get everything – milk, water and all All men big and small show their teeth, And with a flourish they speak in English
---	---

(Fishermen's quarter), Calcutta, in the early twentieth century:

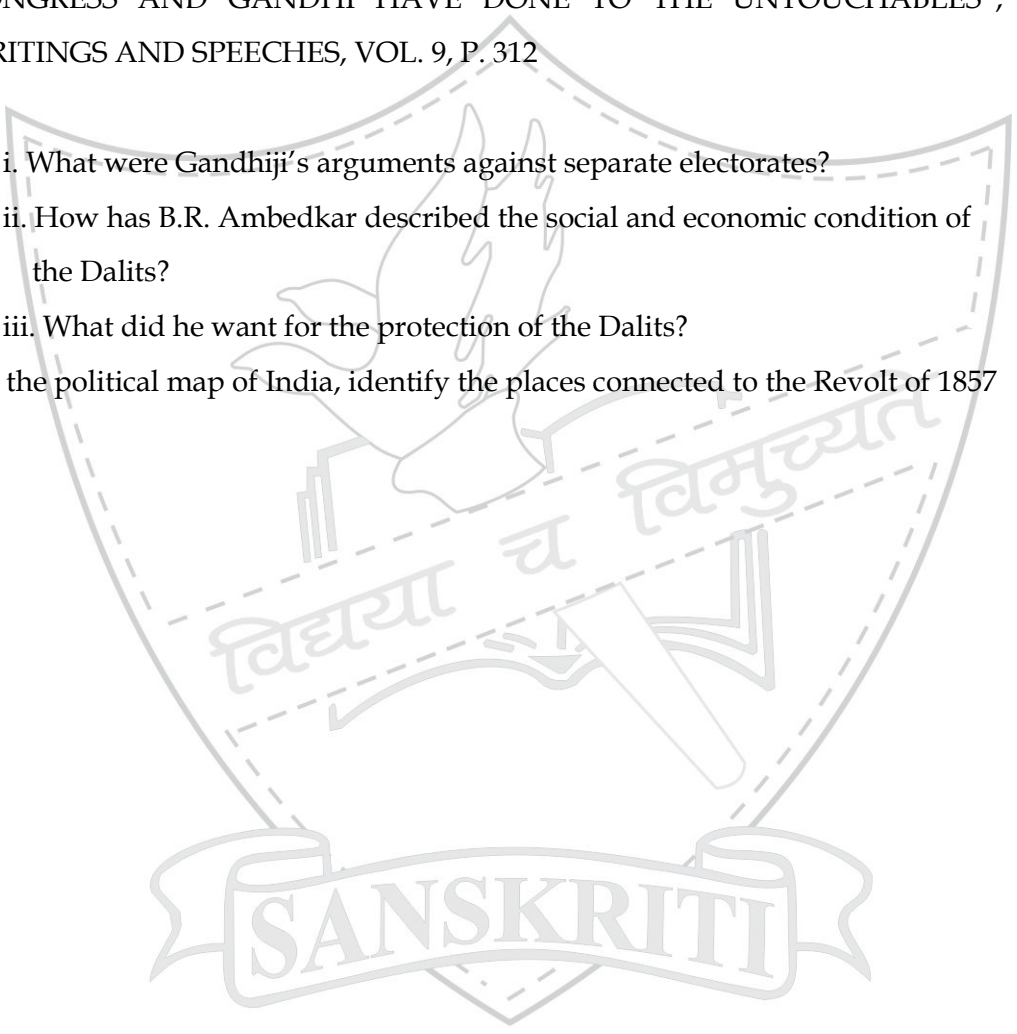
- Name the new forms of entertainment and social interaction set up in the new cities. 2
- What was the contribution of the middle class in changing the outlook of the people living in the cities. 2
- "Life in the city was a struggle for the migrants". Explain. How did they entertain themselves? 2

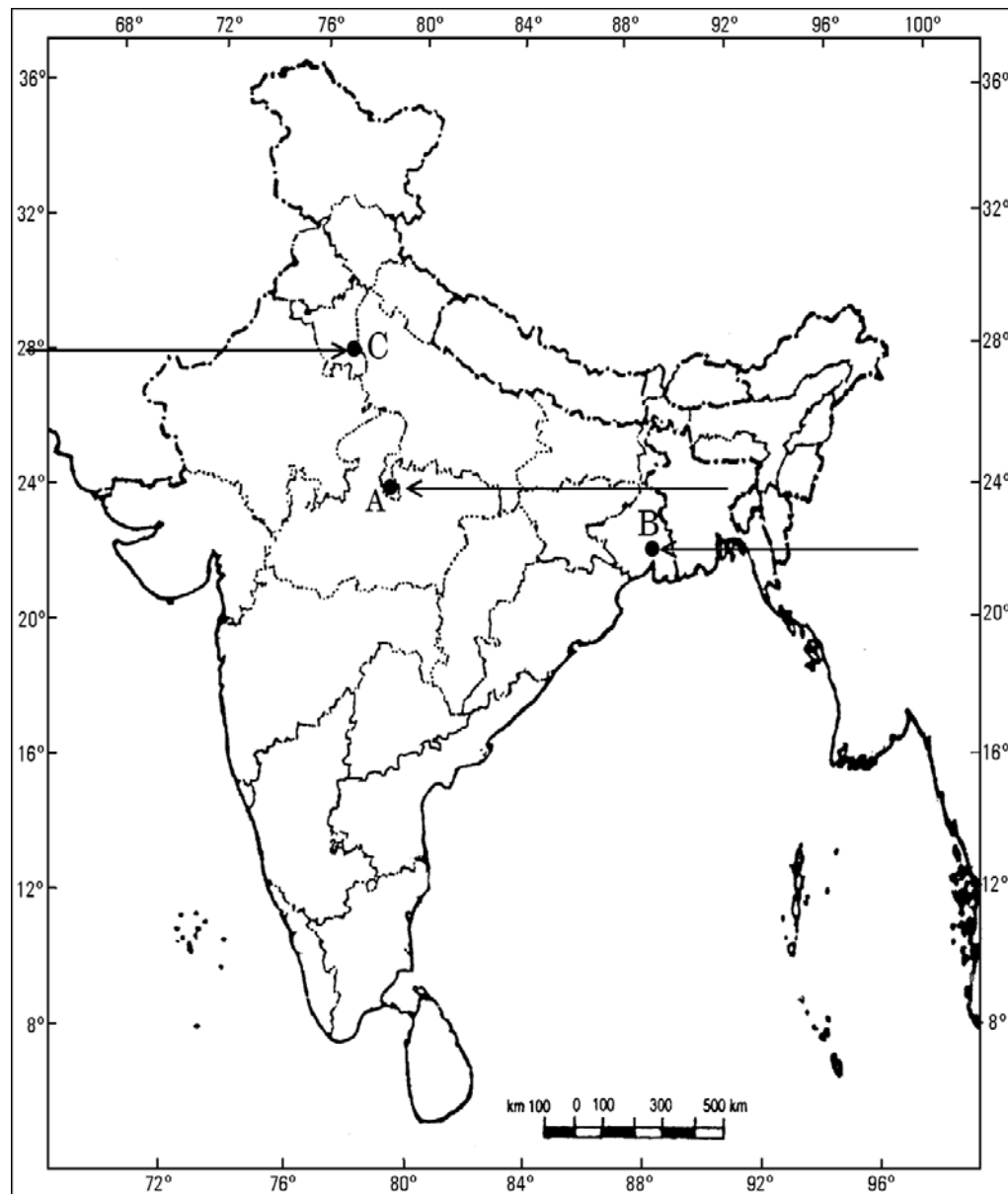
Q20.

**Ambedkar on separate electorates**

In response to Mahatma Gandhi's opposition to the demand for separate electorates for the Depressed Classes, Ambedkar wrote: Here is a class which is undoubtedly not in a position to sustain itself in the struggle for existence. The religion, to which they are tied, instead of providing them an honourable place, brands them as lepers, not fit for ordinary intercourse. Economically, it is a class entirely dependent upon the high-caste Hindus for earning its daily bread with no independent way of living open to it. Nor are all ways closed by reason of

the social prejudices of the Hindus but there is a definite attempt all through our Hindu Society to bolt every possible door so as not to allow the Depressed Classes any opportunity to rise in the scale of life. In these circumstances, it would be granted by all fair- minded persons that as the only path for a community so handicapped to succeed in the struggle for life against organised tyranny, some share of political power in order that it may protect itself is a paramount necessity ... FROM DR BABASAHEB AMBEDKAR, "WHAT CONGRESS AND GANDHI HAVE DONE TO THE UNTOUCHABLES", WRITINGS AND SPEECHES, VOL. 9, P. 312

- 
- |   |   |
|---|---|
| i. What were Gandhiji's arguments against separate electorates?                         | 2 |
| ii. How has B.R. Ambedkar described the social and economic condition of the Dalits?    | 2 |
| iii. What did he want for the protection of the Dalits?                                 | 2 |
| Q21. On the political map of India, identify the places connected to the Revolt of 1857 | 3 |





## Practice Paper 3

Max. Time: 3 Hours

Max Marks: 80

## General Instructions:

- i) Answer all the questions. Marks are indicated against each question.
- ii) Answers to the questions carrying 1 mark should not exceed 20 – 30 words each.
- iii) Answers to the questions carrying 3 marks should not exceed 250 words each.
- iv) Answers to the questions carrying 8 marks should not exceed 350 words each.
- v) Attach the maps with your answer sheet.
- vi) The number of the question attempted should correspond to the number pattern used in the question paper.

PART A		1x20=20
Q 1	Which director General of ASI excavated along horizontal units? a. Cunningham b. Buchanan c. Mortimer Wheeler d. John Marshall	1
Q 2	A tribal republic who issued coins was the _____	1
Q 3	The Satavahana rulers were identified through _____, though their succession to the throne was generally _____.	1
Q 4	Art historian James Ferguson called Sanchi as the centre of – a) Theri worship b) serpent worship c) Vishnu worship d) elephant worship	1
Q 5	The end of the Harappan state is evidenced by: a) Overuse of the landscape b) The decline and the abandonment of cities c) Shifting and drying up of rivers d) Shift from a standardized weight system to metal scale pans	1
Q 6	The name Pakistan was coined by a. Maulana Azad b. Mohammed Iqbal c. Chaudhry Rehmat Ali d. Jinnah	1
Q 7	Give one word: A form of tribute collected by the Mughal state	1
Q 8	Give one word: The Indians who spoke two languages.	1
Q 9	The <i>daftar</i> dealing with imperial household and its maintenance was i. Mulk abadi iii. Manzil abadi	1



ii. Sipah abadi

iv. Ain i Akbari

- Q 10 Assertion: (A) Few Paharia chiefs who accepted British allowances were respected by people of their communities 1

Reasoning: (R) Being in the pay of British government, these chiefs were expected to maintain discipline among their people.

Choose the correct answer

v. Both A and R are correct statements and R is the correct explanation of A

vi. Both A and R are correct but R is not the correct explanation of A

vii. A is correct but R is a wrong statement.

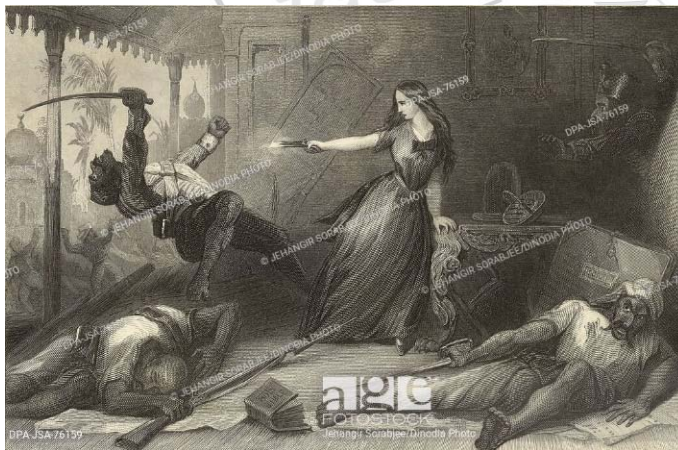
viii. A is wrong but R is a correct statement.

- Q 11 Who said these words: "If the course of events in India should make it possible for the Government to reduce the period and release you, no one will be better pleased than I". 1

- Q 12 Who was the popular leader of the revolt in Arrah? 1

- (a) Birjis Qadr (b) Wajid Ali Shah  
(c) Shuja-ud-Daulah (d) Kunwar Singh

- Q 13 Identify this painting:



- Q 14 Match the Sufi terminology and their meaning and choose the correct answer: 1

1 Futuh	a Spiritual grace
2 Sama	b Unasked for charity
3 Barkat	c Sufi musical gathering
4 Zikr	d Reciting the divine name

[A] 1-b, 2-c, 3-a, 4-d

[C] 1-c, 2-d, 3-a, 4-b

[B] 1-a, 2-b, 3-d, 4-c

[D] 1-c, 2-b, 3-d, 4-a

Q 15 Find out from the following pairs which one is correctly matched: 1

- a) Simla: Conquest after the Gurkha War
- b) Calcutta from the Portuguese
- c) Darjeeling: Wrested from rulers of Sikkim
- d) Bombay taken from the local raja

Q 16 Match the following symbols with the events in the life of the Buddha: 1

Column A	Column B
A An empty seat	i. Enlightenment
B Tree	ii. Mahaparinibbana
C Stupa	iii. Meditation
D Wheel	iv. First sermon

Q 17 State whether True or False. If False, correct the statement: 1

The Vitthala temple was dedicated to Lord Shiva.

Q 18 Which of the following texts mentions that Ashoka ordered the building of stupas over Buddhist relics? 1

- a) Arthashastra
- b) Ashokavadana
- c) Sutta Pitika
- d) Vinaya Pitika

Q 19 After the failure of the Cabinet Mission, partition became inevitable. Who continued to oppose it? 1

- a. Nehru
- b. Gandhi
- c. Patel
- d. Abdul Ghaffar Khan

Q 20 Which of the Statement/s about the Language Committee is not true : 1

- a. Hindi in Devanagari script will be the official language
- b. Hindi will be the national language
- c. English will be used for official purpose for the next ten years
- d. Each province will use one regional language for official work within the province

**PART B****3x4= 12**

- Q21. How did the kings in ancient India claim their social status? 3
- Q22. Write a short note on the religious ferment in North India during the 12<sup>th</sup> century. 3

**OR**

Describe the various sources and methods used by the historians to reconstruct the history of the Vijayanagar Empire.

- Q23. How was the Centre made more powerful than the state by the Constituent Assembly? 3
- Q24. Why did Gandhiji choose salt as a symbol of protest? Why was the Salt March significant? 3

**OR**

Why were the dialogues at the Round Table Conference inconclusive?

**PART C****8x3=24**

- Q25. How was the Buddhist theory of Social contract different from the Brahmanical view of society? Discuss with examples that the Brahmanical prescriptions were not universally followed (any four). 4+4
- Q26. "The keeping of exact and detailed records was a major concern of the Mughal administration". Explain 8

**OR**

Discuss in detail the role of women in the agrarian society of Mughal India. 8

- Q27. Discuss critically the strengths and limitations of using oral testimonies to understand Partition. 8

**OR**

What were the recommendations of the Cabinet Mission? Why did the Congress and the Muslim League reject it? 4+4

**PART D****6x3= 18**

- Q28. **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 ...

i. Name the text from which this excerpt has been taken. What is the language of the text?

ii. What all did queen Kamalavati ask the king to renounce?

iii. Describe the main principles of Jainism.

1

2

3

Q29.

Music in the market

Read Ibn Battuta's description of Daulatabad:

In Daulatabad there is a market place for male and female singers, which is known as Tarababad. It is one of the greatest and most beautiful bazaars. It has numerous shops and every shop has a door which leads into the house of the owner ... The shops are decorated with carpets and at the centre of a shop there is a swing on which sits the female singer. She is decked with all kinds of finery and her female attendants swing her. In the middle of the market place there stands a large cupola, which is carpeted and decorated and in which the chief of the musicians takes his place every Thursday after the dawn prayers, accompanied by his servants and slaves. The female singers come in successive crowds, sing before him and dance until dusk after which he withdraws. In this bazaar there are mosques for offering prayers ... One of the Hindu rulers ... alighted at the cupola every time he passed by this market place, and the female singers would sing before him. Even some Muslim rulers did the same.

1



- a. What was Ibn Battuta's desire that made him leave his home? 3
- b. How does this passage help us to understand the market place of the times? 3
- c. According to Ibn Battuta, the bazaars were places of economic transactions as well as social and cultural activities. What made him say that? 2

Q30.

**We are not just going to copy**

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 he 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. The House will notice that in this resolution, although we have not used the word "democratic" because we thought it is obvious that the word "republic" contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution. Others might take objection to this Resolution on the ground that we have not said that it should be a Socialist State. Well, I stand for Socialism and, I hope, India will stand for Socialism and that India will go towards the constitution of a Socialist State and I do believe that the whole world will have to go that way.

- a. What was the origin of the ideas embodied in Nehru's vision of the Constitution? 1
- b. What did he mean when he said "we are not going to just copy"? 1.5
- c. What explanation does Nehru give for not using the term 'democratic' in the Objective Resolutions? 1.5
- d. What according to him was the objective of the Indian Constitution? 2

**PART E****6**

Q31.

On the given map of India,

3

I. Locate and name the following:

- iv. Buddha attained Nibbana here
- v. A water reservoir found in this Harappan site
- vi. Kingdom of the Cheras

II. Identify the places marked:

3

- A. A satyagraha Movement led by Gandhiji
- B. A railway town in Colonial era
- C. Capital of Tipu Sultan







## Practice Paper – 4

Max. Time: 3 Hours

Max Marks: 80

## Objective questions

1x30 =30

- Q1. Harappan stone statuary of men in an almost standardised posture, seated with one hand on the knee are often called.....
- A. Priests      B. Kings      C. Priest-King      D. Commander
- Q2. What are the principles of classifying archaeological artifacts
- A. religion      B. material  
C. similarity with present day objects      D. function
- Q3. What was the ratio of the bricks in the Harappan Civilization?
- A. 1:2:3      B. 1:2:4      C. 1:2:2      D. 1:2:5
- Q4. The Great Bath was discovered in
- A. Harappa      B. Chanhudaro      C. Dholavira      D. Mohenjodaro
- Q5. Brahmi and Kharoshti were deciphered by
- A. James Stuart      B. James Princep  
C. Colin Mackenzie      D. John Marshall
- Q6. What were ganas/sanghas?
- Q7. Most Ashokan Inscriptions were written in this language
- A. Prakrit      B. Kharoshti      C. Aramaic      D. Brahmi
- Q8. Which of the following were the 5 capitals of Mauryan Magadha?
- A. Tosali, Suvarnagiri, Gaya, Pataliputra and Taxila  
B. Tosali, Suvarnagiri, Rajagaha, Pataliputra and Taxila  
C. Tosali, Suvarnagiri, Ujjayini, Pataliputra and Taxila  
D. Tosali, Suvarnagiri, Shravasti, Pataliputra and Taxila

Q9. Tantrik practices were open only to men.

A. True

B. False

Q10. Define Ulema

Q11. Match the columns:

a. Basavanna	i. Nayanar
b. Andal	ii. Nirguna
c. Karaikkal Ammaiyar	iii. Lingayat
d. Kabir	iv. Alvar

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

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

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

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

Q12. Which Bhakti Movement supported widow remarriage as early as the 12th century? \*

A. Kabirpanthi  
Alvars

B. Sikhism

C. Lingayats

D.

Q13. When did photography first arrive in India?

A. 1856

B. 1857

C. 1858

D. 1859

Q14. Where is the Chennakeshava temple located?

A. Thanjavur  
Belagola

B. Hampi

C. Belur

D. Shravana

Q15. Krishnadeva Raya belonged to the \_\_\_\_\_ dynasty

A. Saluva  
Gajapati

B. Tuluva

C. Sangama

D.

Q16. Who was considered the guardian deity of Vijayanagara

A. Virupaksha

B. Pampadevi

C. Vishnu

D. Jagannatha

- Q17 The Persian translation of Mahabharata is called  
 A. Hamzanama B. Alamgirnama  
 C. Razmnama D. Tuzuk-i-Mahabharata
- Q18 Akbar's favourite style of calligraphy was called \_\_\_\_\_  
 A. Khattati B. Qalam C. Siyahi D. Nastaliq
- Q19 Who wrote the first two daftars of the Badshah Nama?  
 A. Abdul Hamid Lahori B. Abul Fazl  
 C. Sadaullah Khan D. Babur
- Q20 Arrange in correct chronological order  
 1. Akbar abolished Jaziya  
 2. Akbar moves his capital to Fatehpur Sikri  
 3. Akbar abolished pilgrimage tax  
 4. The first Jesuit mission reaches the Mughal court  
 A. 1, 2, 3, 4 B. 1, 3, 2, 4 C. 3, 1, 2, 4 D. 2, 1, 3, 4
- Q21 What is the kutagrashala?  
 A. Where the rajasuya yagna was performed  
 B. Where the ashwamedha yagna was performed  
 C. Where Buddha gave his first sermon.  
 D. Debated between leaders of heterodox sects took place here.
- Q22 Read the Assertion and Reasoning below and select the correct option.  
 A. Buddha allowed women to join the sangha as bhikkhunis  
 B. Buddha's disciple Rahula persuaded Buddha to allow women to join the sangha  
 A. A and R are true and R is the correct explanation for A  
 B. A and R are true but R is not the correct explanation for A

- C. A is true R is false  
D. A is false and R is true

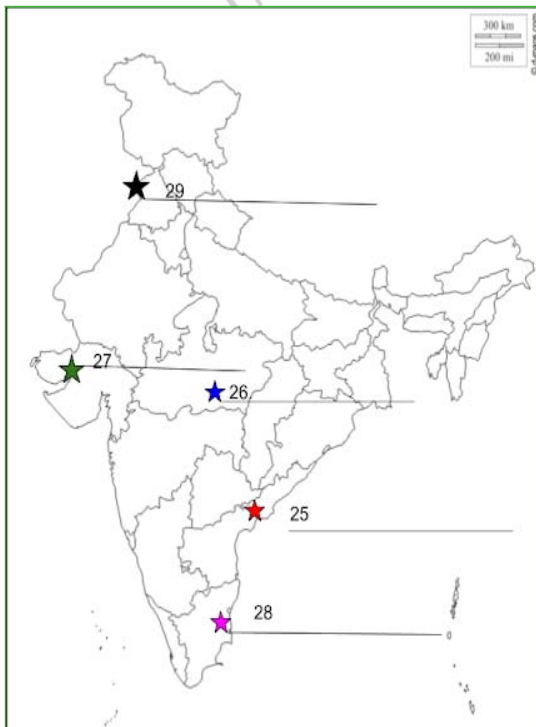
Q23 What does this image represent?



- A. Buddha's symbol  
B. Ashoka's wheel  
C. Buddha setting the wheel of Dhamma in motion  
D. Ashokan Edicts.

Q24 What are the two contradicting stories associated with the Elephant sculpture at Mahabalipuram?

Study this map and answer the following questions.



Q25. The largest stupa in India was found here

- A. Amaravati                      B. Sanchi  
C. Bharhut                        D. Sarnath

Q26 Ashokan Pillar Inscription

- A. Girnar                         B. Sopara  
C. Sanchi                        D. Sannati

Q27 One of the largest Harappan sites in India

- A. Nageshwar                    B. Lothal  
C. Rakhi Garhi                 D. Dholavira

Q28 Brihadeswara Temple is located here:

- A. Thanjavur                    B. Gangaikondacholapuram  
C. Hampi                        D. Belur

Q29 One of the capitals of the Mughals

- A. Delhi                        B. Agra                        C. Fatehpur Sikri                        D. Lahore

Q30 "Four Thousand Sacred Compositions" is the translated name of which anthology?

- A. Sangama                        B. Nalayira Divya Prabandham  
C. Manimekalai                    D. Shilappadikaram

**Answer the following questions :**

**3 x 2 = 6**

Q31. Why did Magadha emerge as the preeminent mahajanapada among the sixteen? 3

Q32. How can we say that the Harappans had established trade relations with other cultures? 3

**Answer any two questions :**

**8 x 2 = 16**

Q33. Why did the Mughal rulers commission chronicles of their reign? Trace the changes in style of these chronicles through the duration of the 2+2+4  
=8



empire. Briefly describe the process of the making of these manuscripts.

Q34. Describe the layout of the Royal Centre at Hampi, with special reference to the Mahanavami Dibba 4+4=8

Q35. "The Chishti silsilah gained in popularity throughout the entire subcontinent since they adapted successfully to the local environment and adopted several features of Indian devotional traditions." 8  
Elaborate.

**Read the passage and answer the following questions :** **4x2= 8**

Q36. This unique Buddhist text, part of the Sutta Pitaka, is a collection of verses composed by bhikkhunis. It provides an insight into women's social and spiritual experiences. Punna, a dasi or slave woman, went to the river each morning to fetch water for her master's household. There she would daily see a Brahmana performing bathing rituals. One morning she spoke to him. The following are verses composed by Punna, recording her conversation with the Brahmana:

I am a water carrier:

Even in the cold I have always gone down to the water  
frightened of punishment

Or the angry words of high class women.

So what are you afraid of Brahmana,

That makes you go down to the water

(Though) your limbs shake with the bitter cold?

The Brahmana replied:

I am doing good to prevent evil; anyone young or old who has  
done something bad is freed by washing in water.

Punna said:

Whoever told you You are freed from evil by washing in the

water?... In that case all the frogs and turtles

Would go to heaven, and so would the water snakes and crocodiles!

(Instead) Don't do that thing, the fear of which leads you to the water.

Stop now Brahmana!

Save your skin from the cold ...

2

a. Name the composer of this verse. Where can we find this and similar verses?

2

b. Which of the teachings of the Buddha are evident in this composition?

Q37. This is an excerpt from the Adi Parvan (literally, the first section) of the Sanskrit Mahabharata, describing why conflicts arose amongst the Kauravas and Pandavas:

The Kauravas were the ... sons of Dhritarashtra, and the Pandavas ... were their cousins. Since Dhritarashtra was blind, his younger brother Pandu ascended the throne of Hastinapura (see Map 1) ...

However, after the premature death of Pandu, Dhritarashtra became king, as the royal princes were still very young. As the princes grew up together, the citizens of Hastinapura began to express their preference for the Pandavas, for they were more capable and virtuous than the Kauravas. This made Duryodhana, the eldest of the Kauravas, jealous. He approached his father and said, "You yourself did not receive the throne, although it fell to you, because of your defect. If the Pandava receives the patrimony from Pandu, his son will surely inherit it in turn, and so will his son, and his. We ourselves with our sons shall be excluded from the royal succession and become of slight regard in the eyes of the world, lord of the earth!"

1

a. List the different criteria suggested for becoming king.

1

b. Of these, how important was birth in a particular family?

1+1

c. Which of these criteria seem justified? Are there any that strike you as unjust?

## Practice Paper – 5

Max. Time: 3 Hours

Max Marks: 80

## Section A

Attempt any 15 questions:

(15 marks)

- Q1 Which of the following Harappan sites was a centre of bead making? 1
- Shortughai
  - Chanhudaro
  - Kalibangan
  - Rakhi Garhi
- Q2 Harappan weights were usually made of ... 1
- Chert
  - Carnelian
  - Limestone
  - marble
- Q3 Most Prakrit Inscriptions of Ashoka were written in Kharoshti script. 1
- True
  - False
- Q4 The Kushanas claimed the divine right to rule by adopting titles like \_\_\_\_\_. 1
- Q5 Assertion (A): It was not easy to enforce Varna rules in ancient society 1
- Reasoning (R): Varna prescriptions were reinforced in stories told in Mahabharata and other texts.
- Both A and R are true and R is the correct explanation of A.
  - Both A and R are true but R is not the correct explanation of A.
  - A is true and R is false.
  - A is false and R is true.
- Q6 What was a kutagrashala? 1
- Q7 Correct and rewrite the following statement: 1
- “The Jagannatha image at Puri is made of stone.”
- Q8 The Chola kings took the initiative to organise Shaiva hymns into a text called \_\_\_\_\_. 1
- Q9 *Karnataka Samrajyamu* is more commonly known as: 1
- Vakataka Empire

- b. Vijayanagara Empire
- c. Satavahana Empire
- d. Chola Empire

Q10 Where can we find this relief?

1



Q11 Arrange the following in correct chronological order:

1

- i. Abul Fazl starts working on Akbarnama
- ii. Qandahar lost by Mughals forever
- iii. Mughal household and court moves from Agra to Shahjahanabad
- iv. Jaziya abolished

- a. i, iv, ii, iii
- b. i, ii, iv, iii
- c. iv, ii, i, iii
- d. iv, i, ii, iii

Q12 What was the full name for the Jesuits?

1

Q13 The Permanent Settlement was introduced in the year:

1

- a. 1792
- b. 1793
- c. 1794
- d. 1795

Q14 Select the odd one out:

1

- a. Jotedar
- b. Haoladar
- c. Talukdar
- d. Gantidar

Q15 Why was the Congress Session of 1929 significant?

1

Q16 Name the Chief Draughtsman of the Indian Constitution.

1

## Section B

(9 Marks)

- Q17 Read the following excerpt carefully and answer any three questions : 1+1+1=3  
Here are the first, fourth, fifth and sixth forms of marriage from an ancient text:

First: The gift of a daughter, after dressing her in costly clothes and honouring her with presents of jewels, to a man learned in the Veda whom the father himself invites.

Fourth: The gift of a daughter by the father after he has addressed the couple with the text, "May both of you perform your duties together", and has shown honour to the bridegroom.

Fifth: When the bridegroom receives a maiden, after having given as much wealth as he can afford to the kinsmen and to the bride herself, according to his own will.

Sixth: The voluntary union of a maiden and her lover ... which springs from desire ...

- a. Which text has this excerpt been taken from \_\_\_\_\_
  - i. Rigveda
  - ii. Sutta Pitaka
  - iii. Mahabharata
  - iv. Manusmriti
- b. How many types of marriages have been listed in this text?
  - i. 4
  - ii. 5
  - iii. 6
  - iv. 8
- c. Which types of marriage does this text not approve?
  - i. First and Fourth
  - ii. First and Fifth
  - iii. Fifth and Sixth
  - iv. Fourth and Sixth
- d. Why were texts like this one written?
  - i. To control women.
  - ii. To ensure everyone got married the right way
  - iii. To allow fathers greater control over the family
  - iv. To set some norms for a rapidly changing society.



Q18

1+1+1



Study this image and answer any 3 of the following questions:

- a. Which God is this deity identified with?
  - i. Brahma
  - ii. Vishnu
  - iii. Shiva
  - iv. Shakti
- b. Where is the temple of this deity located?
  - i. Thanjavur
  - ii. Gangaikondacholapuram
  - iii. Deoghar
  - iv. Puri
- c. This deity's identification with a mainstream god is seen as an example of:
  - i. Integration of great and little traditions
  - ii. Conflict between cults
  - iii. Cultural Appropriation
  - iv. Evolution of Puranic Hinduism.
- d. What is meant by 'great' traditions?
  - i. Buddhism
  - ii. Jainism
  - iii. Sanskritic traditions
  - iv. Tantricism

Q19 Read the following excerpt carefully and answer any three questions :

1+1+1=  
3

A Communist member, Somnath Lahiri saw the dark hand of British imperialism hanging over the deliberations of the Constituent Assembly. He thus urged the members, and Indians in general, to fully free themselves from the influences of imperial rule. In the winter of 1946-47, as the Assembly deliberated, the British were still in India. An interim administration headed by Jawaharlal Nehru was in place, but it could only operate under the directions of the Viceroy and the British Government in London.



Lahiri exhorted his colleagues to realise that the Constituent Assembly was British-made and was “working the British plans as the British should like it to be worked out”.

- a. India was independent by the time the Constituent Assembly was formed
  - i. True
  - ii. False
- b. What reservations did Somnath Lahiri have against the Constituent Assembly?
  - i. The Constituent Assembly was British made.
  - ii. The Interim Government was led by the British.
  - iii. The Interim Government was led by Nehru.
  - iv. The Constituent Assembly was a sovereign organisation in 1946.
- c. The election to the Constituent Assembly was held following the principle of Universal Adult Franchise.
  - i. True
  - ii. False
- d. When did Somanth Lahiri make this speech?
  - i. At an election speech in 1946
  - ii. Winter Session of Constituent Assembly 1946-47
  - iii. Winter Session of Constituent Assembly 1947-48
  - iv. Winter Session of Constituent Assembly 1948-49

### Section C

Answer the following Questions briefly.

(4x3=12)

- |      |  |   |
|------|--|---|
| Q20. | Describe the military administration of the Mauryas.                             | 3 |
| Q21. | How important was trade in the Vijayanagara Empire? Explain with examples.       | 3 |
| Q22. | Why is it said that the Indian Constitution was written during tumultuous times? | 3 |
| Q23. | What statement of intent did Gandhiji declare at the BHU inaugural speech?       | 3 |

### Section D

Answer the following questions (Acc. to CBSE sample paper you will get the choice questions from the same chapter. However, to cast a wider net, here we are asking you questions from separate chapters) :

(8 x 3 = 24)

- Q24. "Can we SEE everything?" In the light of this question, discuss the developments in sculpture and architecture in the context of religion in the period between 600 BCE to 600 CE. 8

OR

How did dynasties with obscure origins try to gain legitimacy and high social status? How did the ordinary people view the kings?

4+4

- Q25. Write a brief description of the progression of the Mughal Empire from the time of Babur to Aurangzeb. 8

OR

Discuss the main threads of the Bhakti Movement in Southern India.

- Q26. Give an account of the developments that took place in India after the failure of the Cripps Mission till 1947. 8

OR

Describe the life of the Pahariyas before their contact with the British. How did their life change later? 4+4

### Section E

Read the passage and answer the following questions : (3x 5 = 15)

- Q27. This is a summary of a story from the Adi Parvan of the Mahabharata:

The Pandavas had fled into the forest. They were tired and fell asleep; only Bhima, the second Pandava, renowned for his prowess, was keeping watch. A man-eating rakshasa caught the scent of the Pandavas and sent his sister Hidimba to capture them. She fell in love with Bhima, transformed herself into a lovely maiden and proposed to him. He refused. Meanwhile, the rakshasa arrived and challenged Bhima to a wrestling match. Bhima accepted the challenge and killed him. The others woke up hearing the noise. Hidimba introduced herself, and declared her love for Bhima. She told Kunti: "I have forsaken my friends, my dharma and my kin; and good lady, chosen your tiger-like son for my man ... whether you think me a fool, or your devoted servant, let me join you, great lady, with your son as my husband."

Ultimately, Yudhisthira agreed to the marriage on condition that

they would spend the day together but that Bhima would return every night. The couple roamed all over the world during the day. In due course Hidimba gave birth to a rakshasa boy named Ghatotkacha. Then the mother and son left the Pandavas. Ghatotkacha promised to return to the Pandavas whenever they needed him.

a. Which of the practices in this passage seem non-brahmanical?

b. Is this an example of varna integration or conflict? Explain why

2

3

Q28. The following is an excerpt from Jahanara's biography of Shaikh Muinuddin Chishti, titled *Munis al Arwah* (The Confidant of Spirits):

After praising the one God ... this lowly faqira (humble soul) Jahanara ... went from the capital Agra in the company of my great father (Emperor Shah Jahan) towards the pure region of incomparable Ajmer ... I was committed to this idea, that every day in every station I would perform two cycles of optional prayer ...

For several days ... I did not sleep on a leopard skin at night, I did not extend my feet in the direction of the blessed sanctuary of the revered saving master, and I did not turn my back towards him. I passed the days beneath the trees.

On Thursday, the fourth of the blessed month of Ramzan, I attained the happiness of pilgrimage to the illuminated and the perfumed tomb ... With an hour of daylight remaining, I went to the holy sanctuary and rubbed my pale face with the dust of that threshold. From the doorway to the blessed tomb I went barefoot, kissing the ground. Having entered the dome, I went around the light-filled tomb of my master seven times ... Finally, with my own hand I put

the finest quality of itar on the perfumed tomb of the revered one, and having taken off the rose scarf that I had on my head, I placed it on the top of the blessed tomb ...

- a. What do we know about Jahanara's attitude towards Sufiism? 1
- b. What was one of the important practices of Sufism that Jahanara was performing here? 1
- c. What were some of the other practices of the Chishti Silsila? 3

Q29. 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. Which question was G.B. Pant speaking on? 1
- b. What isolation did he refer to? 1
- c. What were some of the other opinions that were discussed in this context? 3

## Section F

Q30. 30.1 In the given map of India locate and name the following: 3

a. Dholavira

**OR**

Sarnath

b. Vijaynagara

**OR**

Thanjavur

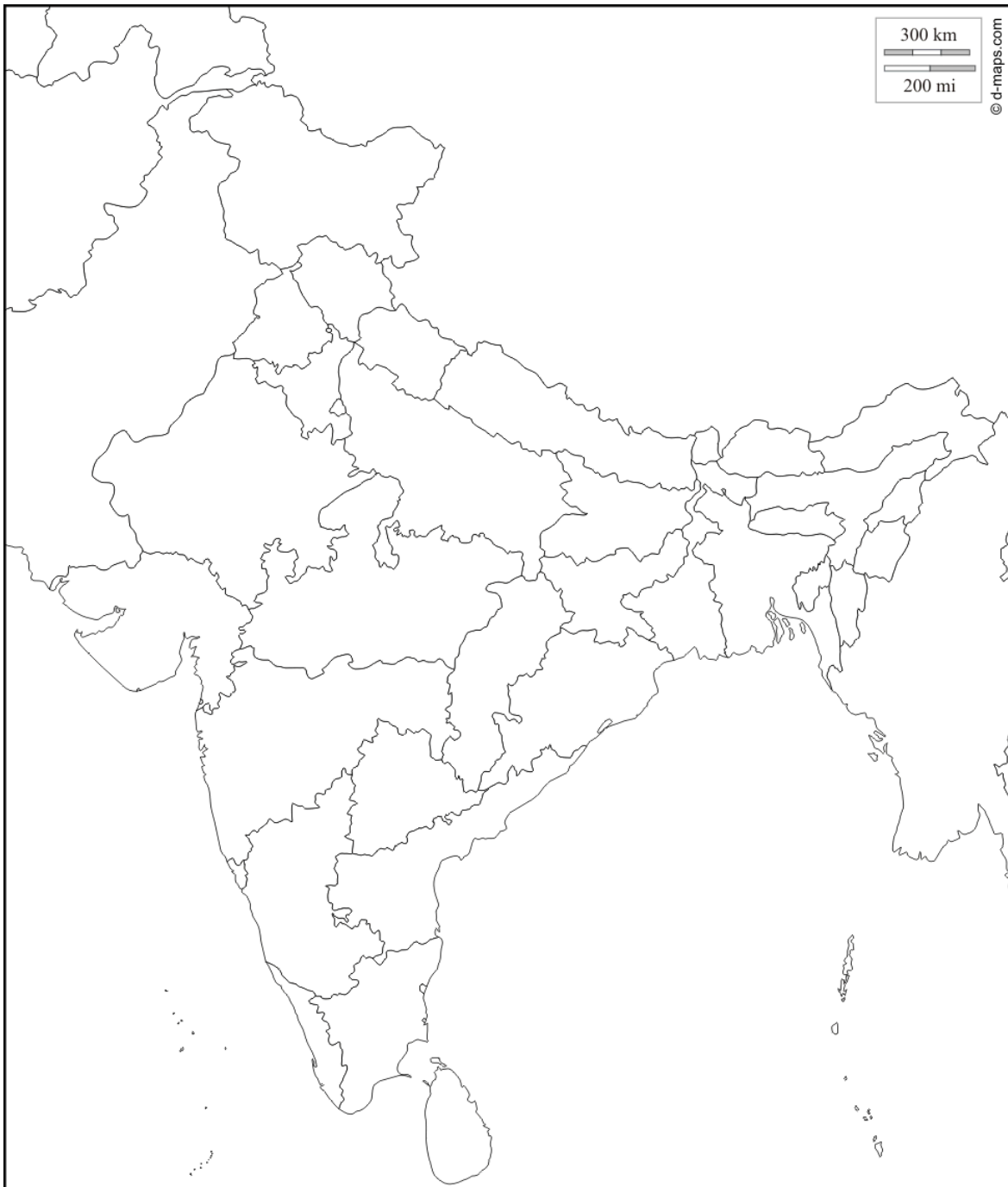
c. Bombay

30.2 Identify the places marked on the map as A and B. These places are associated with the Revolt of 1857. 2

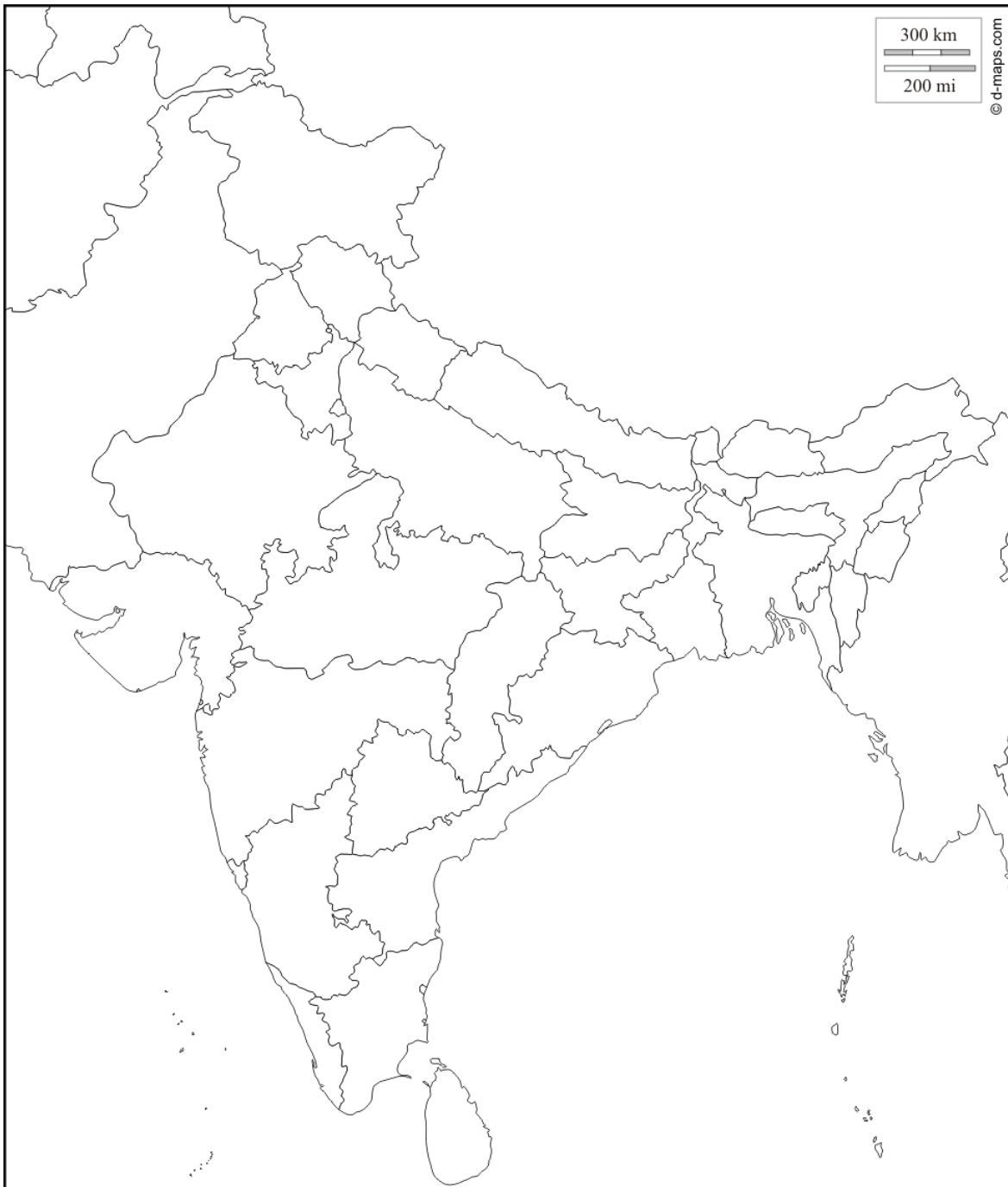


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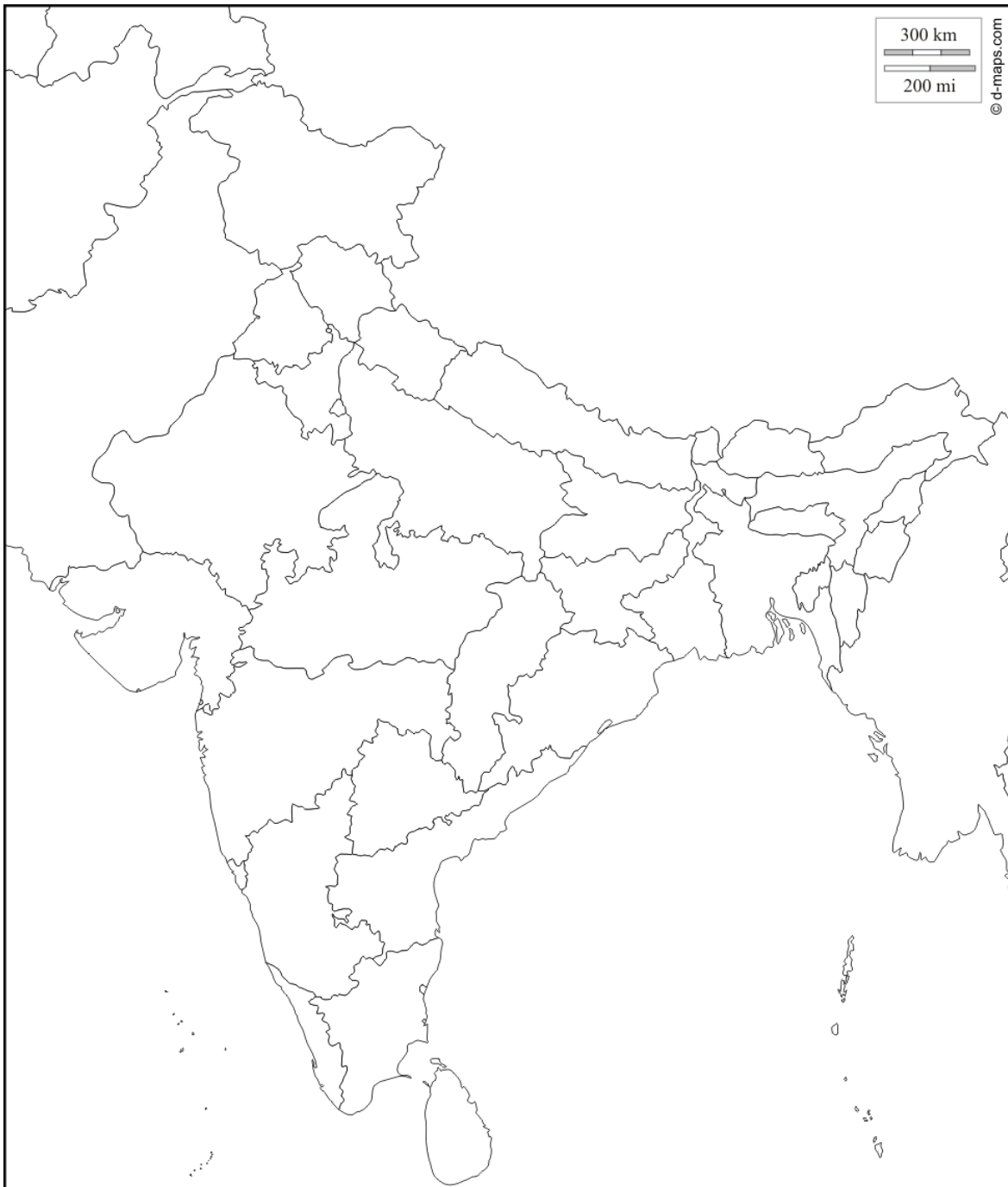
## Practice Maps



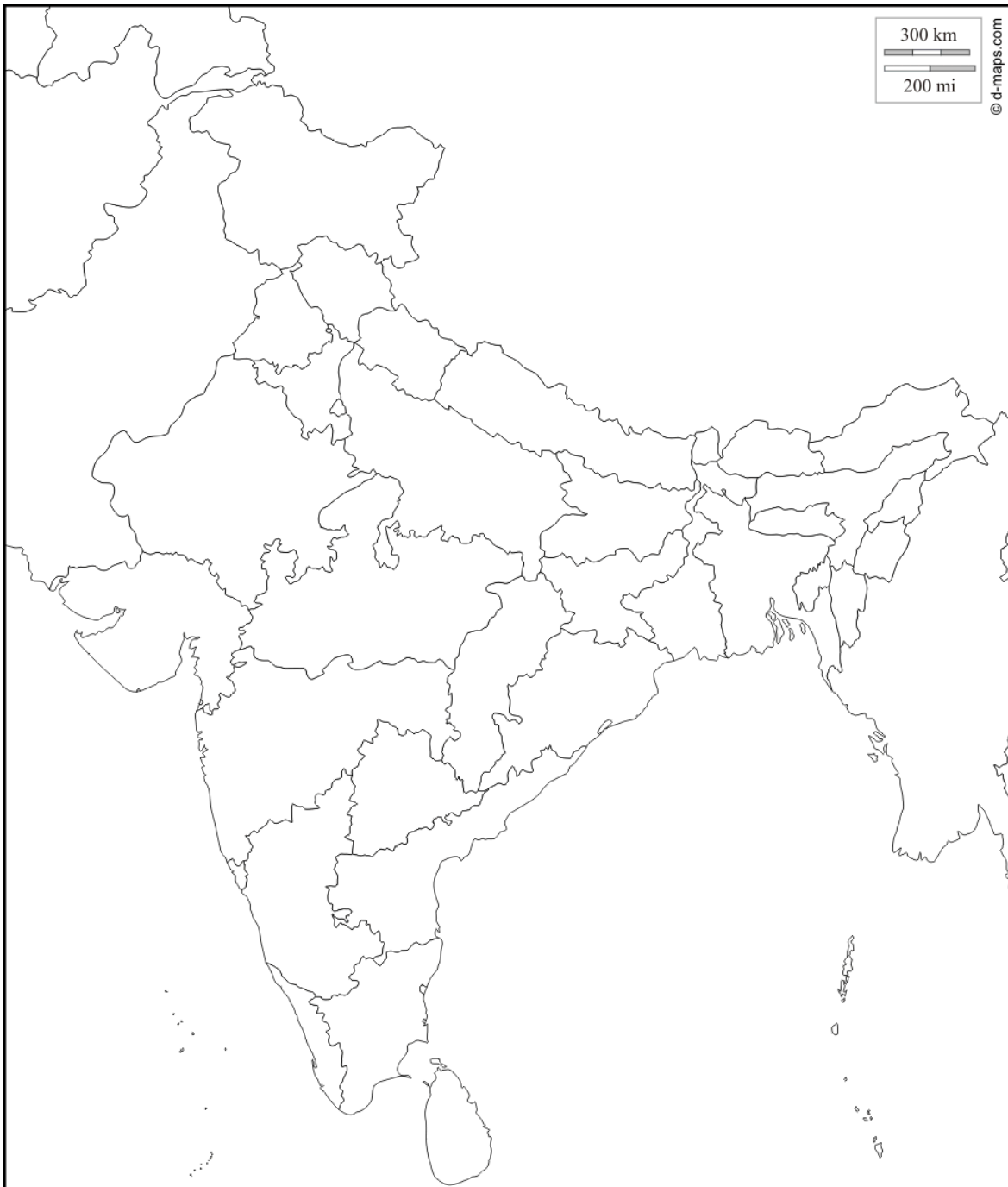




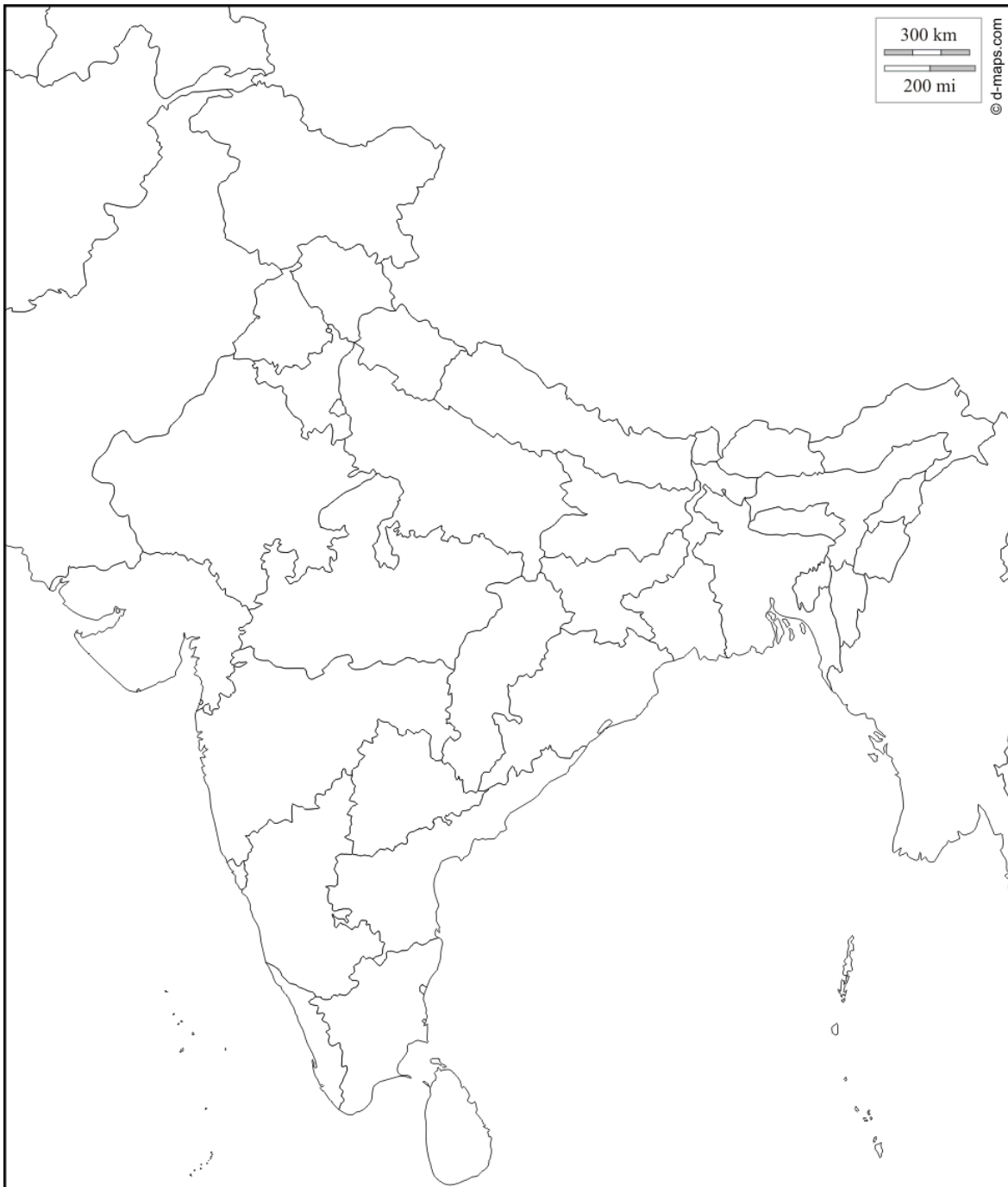
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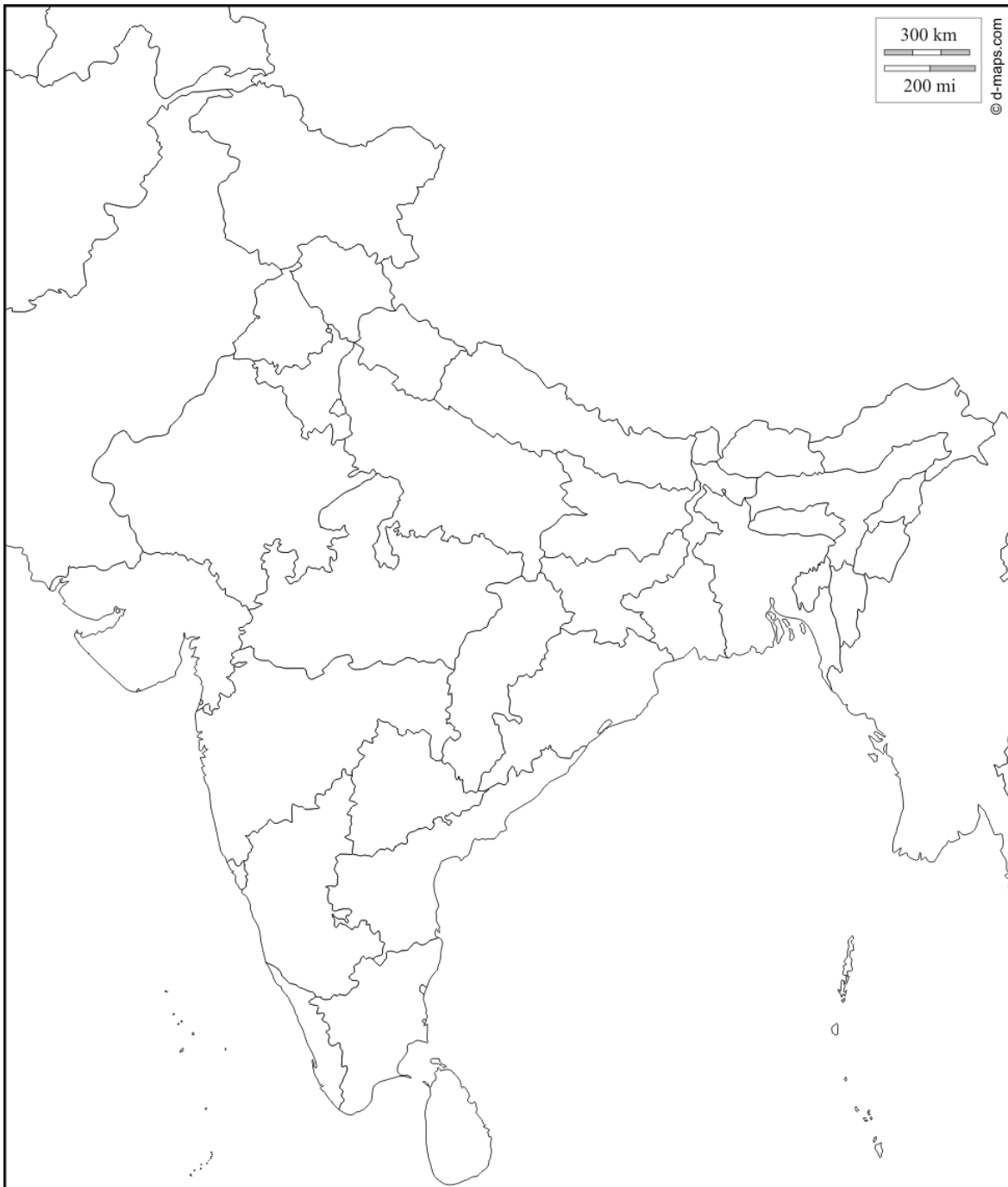
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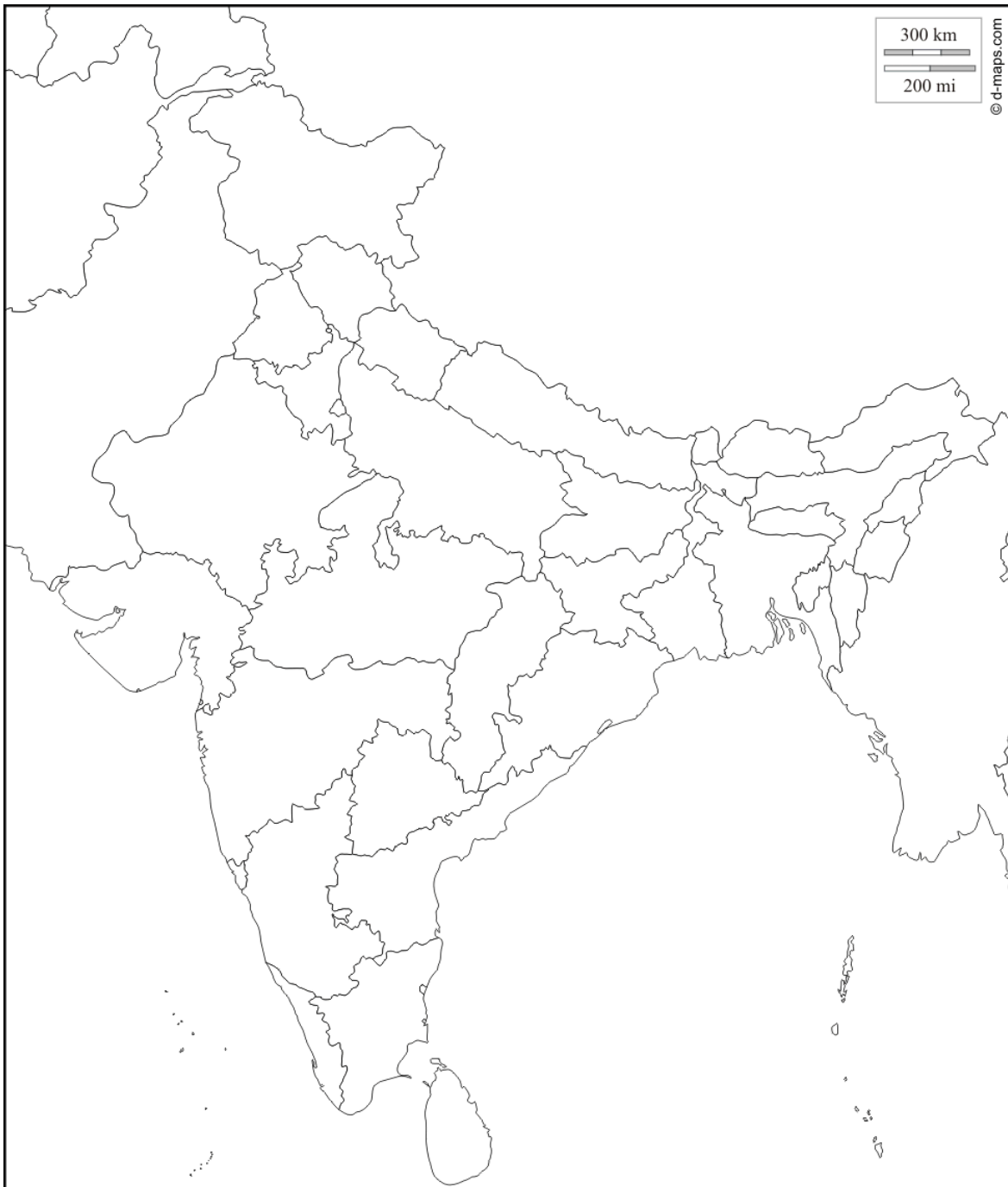
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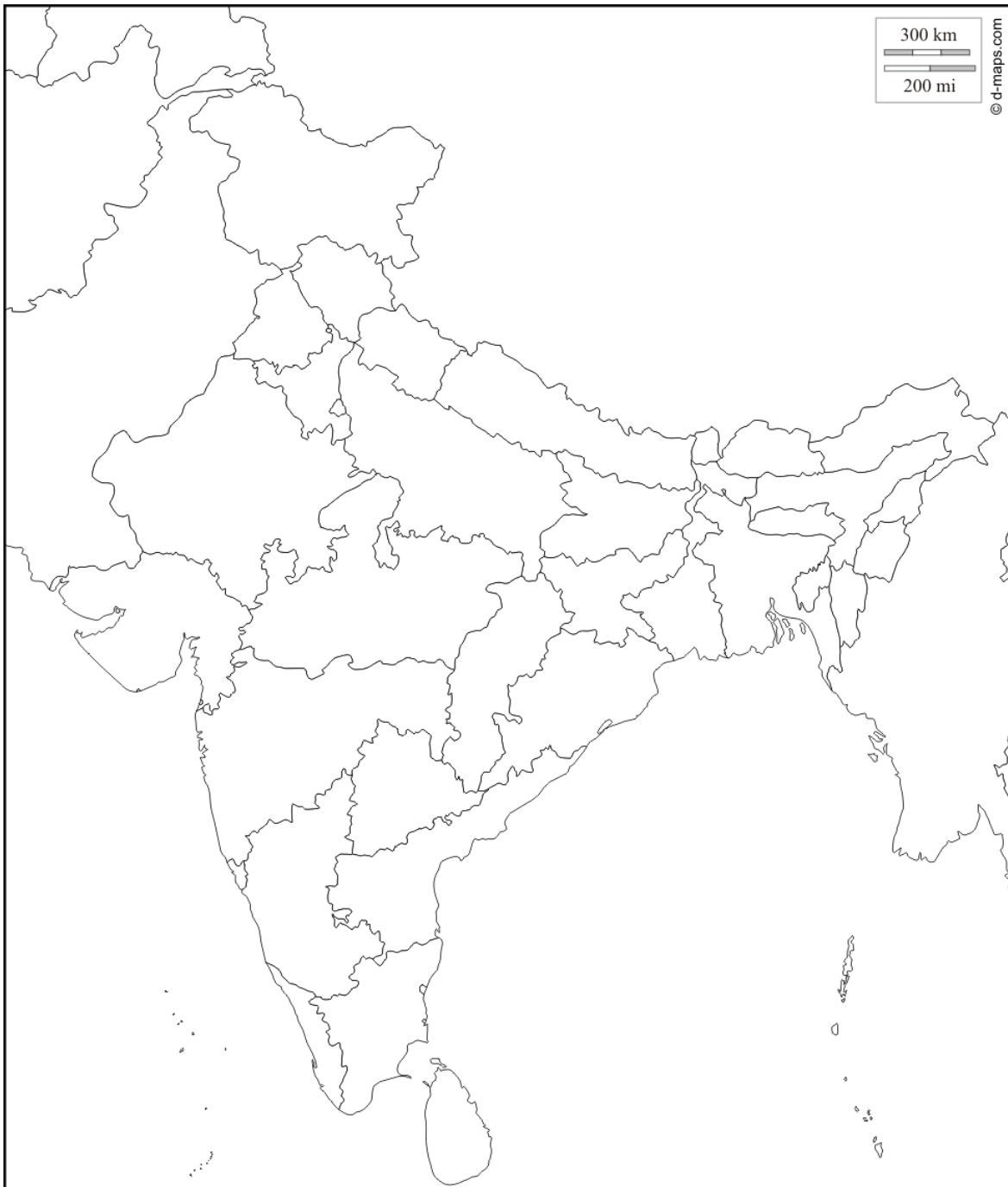


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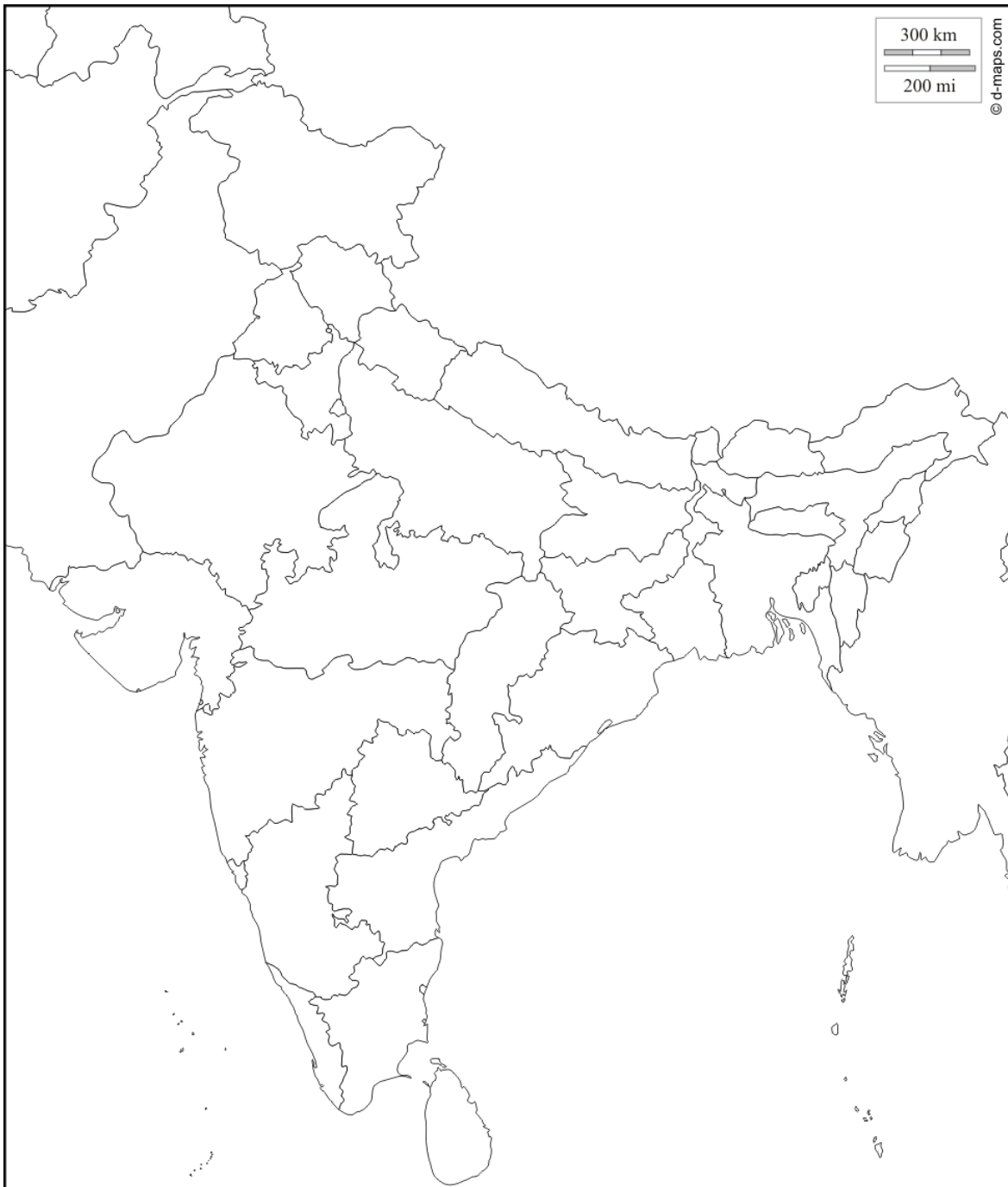


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