QB365 - Question Bank Software

SET – 2

Series : BVM/1

कोड नं.
Code No. 61/1/2

रोल नं.
Roll No.

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

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ **10 + 1** मानचित्र है ।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में **16** प्रश्न हैं ।
- **कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें ।**
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।
- Please check that this question paper contains **10** printed pages + **1** Map.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **16** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

इतिहास

HISTORY

निर्धारित समय : 3 घण्टे | *अधिकतम अंक : 80*

Time allowed : 3 hours | *Maximum Marks : 80*

सामान्य निर्देश :

(1) सभी प्रश्नों के उत्तर दीजिए । कुछ प्रश्नों में आंतरिक विकल्प दिए गए हैं । प्रत्येक प्रश्न के अंक उसके सामने अंकित किए गए हैं ।

(2) प्रश्न संख्या 1 से 3 दो अंकों वाले हैं । प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए ।

(3) प्रश्न संख्या 4 से 9 चार अंकों वाले हैं । प्रत्येक प्रश्न का उत्तर 100 शब्दों से अधिक नहीं होना चाहिए ।

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(4) *प्रश्न संख्या **10** से **12** आठ अंकों वाले हैं । इनमें से प्रत्येक प्रश्न का उत्तर **350** शब्दों से अधिक नहीं होना चाहिए ।*

(5) *प्रश्न संख्या **13** से **15** स्रोत आधारित हैं ।*

(6) *प्रश्न संख्या **16** मानचित्र सम्बन्धी है, जिसमें लक्षणों को पहचानना तथा महत्त्वपूर्ण मदों को दर्शाना शामिल है । मानचित्र को उत्तर-पुस्तिका के साथ नत्थी कीजिए ।*

General Instructions :

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

(2) *Answer to question nos. **1** to **3** carrying **2** marks should not exceed **30** words each.*

(3) *Answer to question nos. **4** to **9** carrying **4** marks should not exceed **100** words each.*

(4) *Answer to question nos. **10** to **12** carrying **8** marks should not exceed **350** words each.*

(5) *Questions Nos. **13** to **15** are source based questions.*

(6) *Question No. **16** is a **Map question** that includes identification and location of significant test items. Attach the map with the answer-book.*

खण्ड – क

PART – A

(अति लघु उत्तरीय प्रकार के प्रश्न) **2 × 3 = 6**

(Very Short Answer Type Questions)

1. "भारतीय इतिहास की अवधि निर्धारित करने में सिक्के एक महत्त्वपूर्ण भूमिका निभाते हैं ।" दो बिन्दुओं के साथ कथन को न्यायसंगत ठहराइये । **2**

"Coinage plays a valuable role in determining certain period of Indian history." Justify the statement giving two points.

2. अल-बिरुनी की कृति 'किताब-उल-हिन्द' को एक विस्तृत ग्रंथ क्यों माना जाता है ? **2**

Why is Al-Biruni's text "Kitab-ul-Hind" considered as a Voluminuous text ?

3. सोलहवीं और सत्रहवीं शताब्दियों में मुगलों द्वारा भारत में बनाए गए शहरों के किन्हीं दो चारित्रिक लक्षणों का उल्लेख कीजिए । **2**

अथवा

मद्रास में औपनिवेशिक काल के दौरान विकसित किए गये 'नया ब्लैक टाउन' के किन्हीं दो चारित्रिक लक्षणों का उल्लेख कीजिए ।

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State any two characteristic features of the towns built by the Mughals in India during sixteenth and seventeenth centuries.

OR

State any two characteristic features of the 'new Black Town' developed during the colonial period in Madras.

खण्ड – ख

PART – B

(लघु उत्तरीय प्रकार के प्रश्न) **4 × 6 = 24**

(Short Answer Type Questions)

4. उदाहरणों की मदद से सिद्ध कीजिए कि हड़प्पाई लोगों ने पुरावस्तुओं को खरीदने/आदान-प्रदान के लिए, उन्होंने पश्चिम एशिया के साथ सम्पर्क स्थापित किए। **4**

Prove with the help of examples that the Harappans had established their contacts with Western Asia for purchase/exchange of artifacts.

5. मौर्य साम्राज्य के प्रशासन की विशेषताओं का वर्णन कीजिए। **4**

Describe the administrative features of the Mauryan Empire.

6. 'विजयनगर का महानवमी डिब्बा विस्तृत अनुष्ठान का केन्द्र था।' उपयुक्त उदाहरणों के साथ कथन को स्पष्ट कीजिए। **4**

'Mahanavami Dibba of Vijaynagara was the centre of elaborate rituals.' Explain the statement with suitable examples.

7. एन.जी. रंगा ने संविधान सभा में अल्पसंख्यक शब्द की व्याख्या आर्थिक स्तर पर किए जाने का आह्वान क्यों किया ? स्पष्ट कीजिए। **4**

Why did N.G. Ranga urge to interpret minorities in the economic terms in the Constituent Assembly ? Explain.

8. दक्कन के देहाती इलाकों में रैयतों के जीवन पर अमेरिकी गृहयुद्ध के प्रभाव का विश्लेषण कीजिए। **4**

अथवा

1857 के विद्रोह के दौरान हिन्दुओं और मुसलमानों के बीच धार्मिक भेद के लक्षण क्यों दिखाई नहीं दिए ? परख कीजिए।

Analyse the impact of American Civil War on the lives of the Ryots in Deccan country-side.

OR

Examine why were the religious divisions between Hindus and Muslims hardly noticeable during the uprising of 1857.

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9. "अकबर ने सोच-समझकर फ़ारसी को दरबार की मुख्य भाषा बनाया ।" इस कथन की परख उसके द्वारा किए गए प्रयासों के साथ कीजिए । **4**

अथवा

"मुग़ल शक्ति का सुस्पष्ट केन्द्र बादशाह का दरबार था ।" उपयुक्त तर्कों के साथ इस कथन को न्यायसंगत ठहराइये ।

"Akbar consciously made Persian the leading language of the Mughal Court." Justify the statement with the efforts made by him.

OR

"The visible centre of Mughal power was the King's Court." Justify the statement with suitable arguments.

खण्ड – ग

PART – C

दीर्घ उत्तरीय प्रश्न

(Long Answer Questions)

8 × 3 = 24

10. सोलहवीं और सत्रहवीं सदियों के कृषि इतिहास को समझने में ऐतिहासिक ग्रंथ 'आइन-ए-अकबरी' किस प्रकार एक प्रमुख स्रोत है, व्याख्या कीजिए । इसके साथ इस काल में प्रयुक्त सिंचाई और तकनीक के तरीकों को भी स्पष्ट कीजिए । **8**

अथवा

सोलहवीं और सत्रहवीं सदियों के दौरान भारत में जमींदारों द्वारा निभाई गई भूमिका की व्याख्या कीजिए ।

Explain how the chronicle 'Ain-i-Akbari' is the major source to understand agararian history of sixteenth and seventeenth centuries. Also, explain the method of irrigation and technology used during that period.

OR

Explain the role played by Zamindars during sixteenth and seventeenth centuries in India.

11. 600 ई.पू. से 600 ईसवी के दौरान प्रचलित 'पितृवंशिक व्यवस्था के आदर्श' तथा 'संपत्ति पर स्त्री और पुरुष के भिन्न अधिकार' का वर्णन कीजिए । **4 + 4 = 8**

अथवा

महाभारत का विश्लेषण करने के लिए इतिहासकारों द्वारा विचार किए गए पहलुओं का वर्णन कीजिए । महाभारत का समालोचनात्मक संस्करण तैयार करने में वी.एस. सुथांकर और अनेक विद्वानों के प्रयासों का वर्णन कीजिए ।

Describe the 'ideal of Patriliny' and 'Gendered access to Property' prevailing during sixth century B.C.E. to sixth century C.E.

OR

Describe the elements considered by historians to analyse Mahabharata. State the efforts of V.S. Suthankar and his team for the preparation of the critical edition of Mahabharata.

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12. "'भारत छोड़ो आंदोलन' सही मायने में एक जन-आंदोलन था जिसमें लाखों आम हिन्दुस्तानी शामिल थे।" कथन का विश्लेषण कीजिए **8**

अथवा

"बुरी घड़ी बीत चुकी है पर भारतीयों को सभी वर्गों और धर्मों की समानता के लिए कार्य करने की जरूरत है।" भारत के विभाजन के बाद साम्प्रदायिक शांति बनाए रखने के लिए गांधीजी के इस कथन को प्रमाणित कीजिए।

"'Quit India Movement' was genuinely a mass movement bringing into its ambit hundreds of thousands of ordinary Indians." Analyse the statement.

OR

"The worst is over but Indians need to work collectively for the equality of all classes and creeds." Substantiate the statement of Gandhiji for bringing communal peace after the partition of India.

खण्ड – घ

PART – D

(स्रोत आधारित प्रश्न) **7 × 3 = 21**

(Source Based Questions)

13. निम्नलिखित उद्धरण को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए : **2 + 3 + 2 = 7**

मुस्लिम लीग का प्रस्ताव : 1940

मुस्लिम लीग के 1940 वाले प्रस्ताव की माँग थी –

'कि भौगोलिक दृष्टि से सटी हुई इकाइयों को क्षेत्रों के रूप में चिह्नित किया जाए, जिन्हें बनाने में जरूरत के हिसाब से इलाकों का फिर से ऐसा समायोजन किया जाए कि हिंदुस्तान के उत्तर-पश्चिम और पूर्वी क्षेत्रों जैसे जिन हिस्सों में मुसलमानों की संख्या ज्यादा है, उन्हें इकट्ठा करके 'स्वतंत्र राज्य' बना दिया जाए, जिनमें शामिल इकाइयाँ स्वाधीन और स्वायत्त् होंगी।'

(13.1) मुस्लिम लीग की प्रमुख माँग की पहचान कीजिए। **2**

(13.2) मुस्लिम लीग की स्वायत्तता की माँग के कारणों का विश्लेषण कीजिए। **3**

(13.3) "1940 के मुस्लिम लीग के प्रस्ताव" के विभिन्न पहलुओं का विश्लेषण कीजिए। **2**

अथवा

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निम्नलिखित उद्धरण को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

अंगूरों की एक छोटी सी टोकरी

कराची हवाई अड्डे पर 1949 में हुई मुलाक़ात का ब्योरा : डॉ. खुशदेव सिंह की ज़बानी :

'मेरे दोस्त मुझे हवाई अड्डे के एक कमरे में ले गए जहाँ हम सब बैठकर गपशप करने लगे... (और) साथ ही दोपहर का खाना भी खाया । मुझे कराची से रात 2:30 बजे की उड़ान से लंदन जाना था । .... शाम को 5:00 बजे..... मैंने अपने दोस्तों से निवेदन किया कि उन्होंने बड़ी फ़राख़दिली से मुझे अपना समय दिया है । मेरी समझ से अब उनसे सारी रात रुकने की उम्मीद करना तो बड़ी ज़्यादती होगी और वे यह तकलीफ़ न ही उठाएँ । मगर रात के खाने तक कोई भी नहीं उठा .... फिर उन्होंने कहा कि वे लोग जा रहे हैं और मैं जहाज़ पर चढ़ने से पहले थोड़ा आराम कर लूँ । .... मैं रात के क़रीब पौने दो बजे उठा और जब दरवाज़ा खोला तो पाया कि वे सबके सब तब तक वहीं थे । .... वे सब जहाज़ तक मेरे साथ आए और बिछुड़ने के पहले उन्होंने मुझे अंगूरों की एक छोटी सी टोकरी भेंट की । मेरे लिए प्यार के इस उमड़ते सैलाब और इस पड़ाव से मुझे मिली खुशी के लिए कृतज्ञता व्यक्त करने को मेरे पास शब्द नहीं थे ।'

(13.1) खुशदेव सिंह के प्रति कराची के लोगों के दृष्टिकोण का विश्लेषण कीजिए । **2**

(13.2) कराची में खुशदेव की भावनाओं को व्यक्त कीजिए । **2**

(13.3) "प्रेम नफरत से ज्यादा ताकतवर होता है ।" इस कथानात्मक के संदर्भ में इस कथन को स्पष्ट कीजिए । **3**

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

The Muslim League resolution of 1940

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.

(13.1) Identify the major demands of the Muslim League.

(13.2) Analyse the reasons for the demand of autonomy by the Muslim League.

(13.3) Analyse the distinctive aspects of the Muslim League Resolution of 1940.

OR

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

A small basket of grapes

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

My friends took me to a room at the airport where we all sat down and talked... (and) had lunch together, I had to travel from Karachi to London... at 2.30 am... At 5.00. p.m. ... I told my friends that they had given me so generously of their time, I thought it would be too much for them to wait the whole night and suggested they must spare themselves the trouble. But nobody left until it was dinner time.... Then they said they were leaving and that I must have a little rest before emplaning. .... I got up at about 1.45 a.m. and, when I opened the door, I saw that all of them were still there.... They all accompanied me to the plane, and, before parting, presented me with a small basket of grapes. I had no words to express my gratitude for the overwhelming affection with which I was treated and the happiness this stopover had given me.

(13.1) Analyse the attitude of the people of Karachi towards Khushdeva Singh.

(13.2) Express the feelings of Khushdeva Singh at Karachi.

(13.3) "Love is stronger than hate." Elucidate the statement in the context of this narrative.

14. निम्नलिखित उद्धरण को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

अग्नि की प्रार्थना

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

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

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

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

(14.1) वैदिक संस्कृत क्यों महत्त्वपूर्ण थी ? **2**

(14.2) वैदिक परम्पराओं के किन्हीं दो धार्मिक विश्वासों और रिवाजों को स्पष्ट कीजिए । **2**

(14.3) वैदिक काल के दौरान आहुतियाँ क्यों दी जाती थी ? **3**

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

A prayer to Agni

Here are two verses from the *Rigveda* invoking Agni, the god of fire :

Bring, O strong one, this sacrifice of ours to the gods, O wise one, as a liberal giver. Bestow on us, O priest, abundant food. Agni, obtain, by sacrificing, mighty wealth for us.

Procure, O Agni, for ever to him who prays to you (the gift of) nourishment, the wonderful cow, May a son be ours, offspring that continues out line...

Verses such as these were composed in a special kind of Sanskrit, known as Vedic Sanskrit. They were taught orally to men belonging to priestly families.

(14.1) Why was Vedic Sanskrit significant ?

(14.2) Explain any two Vedic traditions of religious beliefs and practices.

(14.3) Why were sacrifices performed during Vedic Period ?

15. निम्नलिखित उद्धरण को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए : **2 + 2 + 3 = 7**

एक ईश्वर

यह रचना कबीर की मानी जाती है :

हे भाई यह बताओ, किस तरह हो सकता है
कि संसार के एक नहीं दो स्वामी हों ?
किसने तुम्हें भ्रमित किया है ?
ईश्वर को अनेक नामों से पुकारा जाता है : जैसे अल्लाह, राम, करीम, केशव, हरि तथा हज़रत ।
सोने को अँगूठी और चुड़ियों का आकार दिया जा सकता है ।
क्या यह सब समान नहीं है ?
विभिन्नताएँ तो केवल शब्दों में हैं जिनका आविष्कार हम स्वयं करते हैं ।
कबीर कहते हैं दोनों ही भुलावे में हैं ।
इनमें से कोई एक राम को प्राप्त नहीं कर सकता ।
एक बकरे को मारता है और दूसरा गाय को ।
वे पूरा जीवन विवादों में ही गँवा देते हैं ।

(15.1) कबीर ने परमात्मा के साथ एकत्व की प्राप्ति पर बल किस प्रकार दिया है ? स्पष्ट कीजिए । **2**

(15.2) आप यह कैसे सोचते हैं कि लोग अपना जीवन वाद-विवाद में बरबाद करते हैं ? **2**

(15.3) उनकी कविता की गीतात्मक सुंदरता ने उन्हें किस तरह अंतर-धार्मिक सद्भाव का प्रतीक बनाया ? स्पष्ट कीजिए । **3**

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

The One Lord

Here is a composition attributed to Kabir :

Tell me, brother, how can there be
No one lord of the world but two ?
Who led you so astray ?
God is called by many names :
Names like Allah, Ram, Karim, Keshav, Hari and Hazrat.
Gold may be shaped into rings and bangles.
Isn't it gold all the same ?
Distinctions are only words we invent....
Kabir says that are both mistaken.
Neither can find the only Ram. One kills the goat, the other cows.
They waste their lives in disputation.

(15.1) How has Kabir laid emphasis on the attainment of oneness with the divine ? Explain.

(15.2) How do you think the people waste their lives in disputation ?

(15.3) How has the lyrical beauty of his poem made him a figure of inter-religious harmony ? Explain.

खण्ड – ङ

PART – E

(मानचित्र प्रश्न) **2 + 3 = 5**

(Map Question)

16. (16.1) भारत के दिए गए राजनीतिक रेखा-मानचित्र पर, निम्नलिखित को उपयुक्त चिह्नों से दर्शाइए तथा उनके नाम लिखिए : **2**

(a) आगरा – मुगलों के अधीन एक क्षेत्र

अथवा

विजयनगर

(b) चम्पारन – राष्ट्रीय आंदोलन का एक केन्द्र

अथवा

ग्वालियर – 1857 के विद्रोह का एक केन्द्र

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(16.2) भारत के दिए गए इसी राजनीतिक रेखा-मानचित्र पर, तीन विकसित हड़प्पा पुरास्थलों को A, B और C से अंकित किया गया है । इन पुरास्थलों की पहचान कीजिए और उनके सही नाम उनके पास खींची गई रेखाओं पर लिखिए । **3**

(16.1) On the given political outline map of India, locate and label the following with appropriate symbols :

(a) Agra, a territory under Mughals

OR

Vijaynagara

(b) Champaran, a centre of National Movement

OR

Gwalior – a centre of the Revolt of 1857

(16.2) On the same outline map three places have been marked as A, B, C which are related to the mature Harappan sites. Identify them and write their correct names on the lines marked near them.

नोट : निम्नलिखित प्रश्न केवल **दृष्टिबाधित परीक्षार्थियों** के लिए प्रश्न संख्या **16** के स्थान पर है : **2 + 3 = 5**

(16.1) बाबर के अधीन किन्हीं दो इलाकों का उल्लेख कीजिए ।

अथवा

भारतीय राष्ट्रीय आंदोलन के किन्हीं दो केन्द्रों का उल्लेख कीजिए ।

(16.2) किन्हीं तीन विकसित हड़प्पा पुरास्थलों के नाम लिखिए ।

Note : The following questions are for the **visually-impaired candidates** only in lieu of Q. No. **16**.

(16.1) Mention any two territories under Babur.

OR

Mention any two centres of Indian National Movement.

(16.2) Name any three mature Harappan sites.

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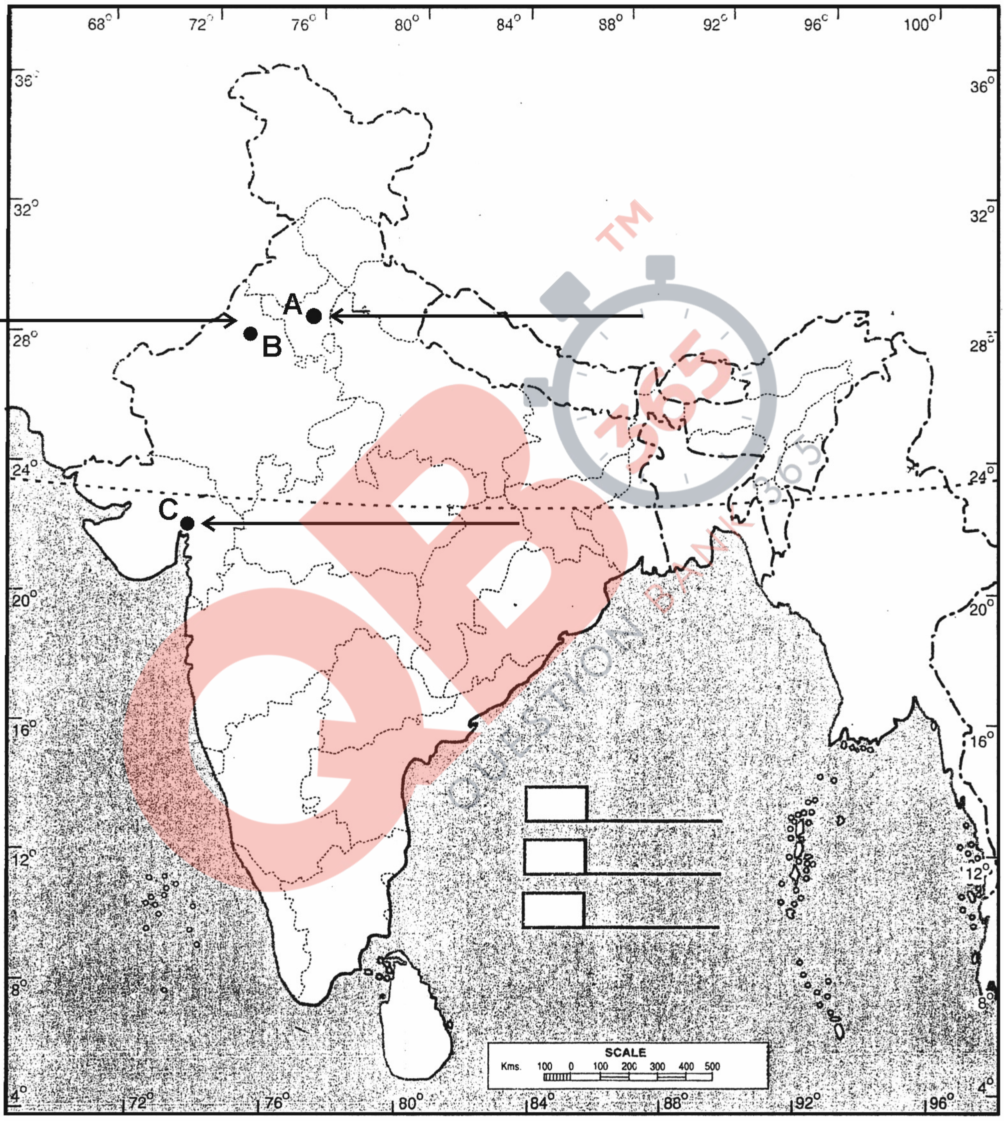
प्रश्न सं. 16 के लिए मानचित्र

Map for Q. No. 16

भारत का रेखा-मानचित्र (राजनीतिक)

Outline Map of India (Political)



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MARKING SCHEME
HISTORY-027 CLASS XII
A I S S C E-March 2019
CODE NO. 61/1/2

Q. NO.	EXPECTED ANSWERS/VALUE POINTS	Page No.	Marks
1.	**PART A** **Coinage plays a valuable role in determining certain period of Indian history :** 1. Punch marked coins made of Silver and Copper were the earliest coins to be minted and used. 2. Coins were used to reconstruct commercial networks. 3. Symbols on punch marked coins can be identified with specific ruling dynasties like Mauryas or merchants, bankers.. etc. 4. Indo-Greeks issued coins with the name and image of rulers. 5. 1st gold coins were used by Kushanas. 6. Hoards of Roman coins have been found in South India. 7. The Roman coins found South India tell us about trade links/ networks. 8. Pure Gold coins were issued by Guptas. 9. Gold coins used by Guptas facilitated long distance trade. 10. Gold coins issued by the Gupta rulers taper off in the 6th century indicating collapse of trade with Roman Empire. 11. Any other relevant points 12. (Any Two)	Pg44-45	2
2.	**Al-Biruni's text 'Kitab-ul-Hind' was considered a voluminous text :** 1. It was divided into 80 chapters. 2. It included subjects like philosophy, festivals, astronomy, archery, Manners, customs, social life etc. 3. Al-Biruni adopted a distinctive structure in each chapter starting with question,a description on Sanskrit traditions and a comparison with other cultures. 4. Any other relevant points	Pg 117	2

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	5. (Any two)		
3.	**Features of towns built by Mughals in India during the 16th and the 17th Century:** 1. The Mughal towns were centres of imperial administration and control. 2. The monumental buildings in the towns were famous for their imperial grandeur and wealth. 3. Residence in Mughal cities was a symbol of status and prestige. 4. Emperor lived in a fortified palace. 5. These towns had mosques, tombs, gardens, bazars etc. 6. The Mughal mansabdars and jagirdars lived in these cities. 7. They were centres for the production of exclusive handicrafts for the king and the nobles. 8. They were markets for the people and the army. 9. The imperial army was located in the imperial capital. 10. Important Mughal cities were Agra, Delhi, Lahore, Fatehpur Sikri etc. 11. Any other relevant point. 12. (Any two points) **OR** **New Black Town:** 1. This town housed native weavers, artisans and middlemen and interpreters who played a role in company's trade. 2. This town resembles traditional Indian town. 3. The town had living quarters, temple and bazaar. 4. It had narrow lanes and by lanes. 5. The black town was inhabited by Native Indians. 6. The Black Town was located outside the Fort. 7. The Black Town was dirty, overcrowded, unplanned, unhealthy. 8. No attention was paid to public health in Black Towns.	Pg 318 Pg 332-335 and 343	1+1=2 1+1=2

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	9. Chawls 10. Any other relevant point. 11. (Any two points)		
4.	**PART B** **Harappans had contacts with West Asia:** 1. Harappans got their copper from Oman 2. Chemical analysis shows that Omani copper and Harappan artifacts had traces of nickel.This suggests they have a common origin. 3. A large Harappan jar has also been found at Omani sites. 4. Mesopotamian texts tell us about to copper coming from Magan (Oman) 5. Other archaeological finds suggest of long distance contact eg Harappan seals, beads, dice.. etc. 6. Communication with Oman and other west Asian countries was by sea route. 7. Any other relevant point. 8. (Any Four)	Pg 13-14	4
5.	**Administrative features of Mauryan Empire :** 1. Mauryan Empire was a Monarchy. 2. There were 5 major political centres. 3. The capital was Pataliputra and provincial centres were Taxila, Ujjajini, Tosali and Suvarnagiri. 4. The Empire extended from North West India to Andhra Pradesh,Orissa and Uttarakhand. 5. The administration was strongest around the capital and provincial centres. 6. The provincial centres like Taxila and Ujjain were located on long distance trade routes and Suvarnagiri was near Gold mine in Karnataka. 7. The army protected long distance movement of people and food. 8. Megasthenes mentions a committee for coordinating military activity. 9. There were officials to superintendent rivers, measure land, inspect canals, monitor huntsmen..etc	Pg32-35	4

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	10. The officials collected taxes. 11. The officials superintended occupations connected with land.. etc. 12. The officials were given power to reward and punish those under their supervision. 13. Arthashastra gives details of administrative set up. 14. Special officers called the Dhamma Mahamattas were appointed to spread the message of Dhamma. 15. Any other relevant points (Any 4)		
6.	**Mahanvami Dibba of Vijaynagara was a centre of elaborate rituals.** 1. Mahanavami Dibba is a platform with a base of 11,000 sq ft and a height of 40 ft. 2. It supported a wooden structure. 3. The base of the platform is covered with relief carvings. 4. Rituals associated with the structure concluded with the Dussehra, Durga Puja or Navaratri. 5. The kings displayed their prestige, power on the occasion. 6. The images were worshipped. 7. The state horse was worshipped. 8. A ceremony of sacrificing animals. 9. Dances, Wrestling matches. 10. Processions of decorated horses, elephants, Chariots, Soldiers, 11. Ritual presentations of Nayakas before the king. 12. The king inspected the armies of Nayakas. 13. Gifts, tributes were given by Nayakas to the king. 14. The Mahanavami Dibba remains an enigma for many scholars. 15. Any other relevant points (To be assessed as a whole)	Pg 180-181	4

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7.	**N G Ranga interpretation of minorities in economic terms in the Constituent Assembly.** 1. N G Ranga was a socialist leader. 2. He wanted the minorities to be interpreted in economic terms. 3. The real minorities were the poor and downtrodden. 4. Legal rights given by the constitution were meaningless for the poor people in the villages. 5. He said it was essential to create conditions where rights could be enjoyed. 6. The poor are depressed and suppressed. 7. The tribal traditional laws are violated and their lands are snatched by merchants. 8. The tribals are treated like slaves. 9. The money lenders exploited the poor tribals. 10. The zamindars exploited poor villagers. 11. The poor peasant and the tribals do not get even basic education. 12. Poor people need protection. 13. Poor people need a ladder. 14. Any other relevant points (To be assessed as a whole)	Pg419-20	
8.	**American Civil War :** 1. Because of American Civil War, the American export of cotton to Britain fell short. 2. Britons sent messages to India to grow cotton. 3. The ryots in Bombay Deccan promised loan for growing cotton. India was suitable for cotton growth. 4. The Ryots had access to limitless credit 5. Cotton production expanded in Bombay Deccan. 6. Some Rich peasants did gain but poor peasants fell into heavy debt. 7. Moneylenders made the lives of ryots miserable.	Pg 280-282	4

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	8. The poor peasants became dependent on the moneylender. 9. The moneylender was devious and deceitful and exploited the peasant. 10. The moneylenders violated the customary norms.. 11. The credit flow to the ryots was stopped after the civil war. 12. Many ryots lost their lands, homes and resources to the moneylender. 13. Any other relevant point. 14. (To be assessed as a whole) **OR** **The religious divisions were hardly noticeable during the uprising** 1. The 1857 rebellion was seen as war in which both Hindus and Muslims equally to lose or gain. 2. The proclamations appealed to all sections of people irrespective of their caste or creed. 3. The proclamations issued by the Muslim princes or in their names addressed the Hindu sentiments. 4. The Ishtahars harked back to pre-British days when Hindu-Muslim unity and coexistence was glorified. 5. The proclamations issued in the name of Bahadur Shah appealed both to the people to join the fight under the standard of both Mahavir and Mohammad. 6. The British tried to create a rift among them but failed. 7. The religious divisions were hardly noticeable during the uprising. 8. Any other relevant point. (To be assessed as a whole)	Pg 301	4

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9.	**Akbar consciously made Persian the leading language of the Mughal Court:** 1. Mughals had cultural and intellectual contacts with Iran. 2. Persian was used in the court of Iran. 3. Iranians and Central Asian migrants sought positions in the Mughal Courts. 4. Persian was elevated to a language of the Mughal empire. 5. The use of persian language became a symbol of power and prestige. 6. It was the language of the elite. 7. It was spoken by the king and royal household. 8. It was language of the administration at all levels. 9. Official histories were written in persian eg.Akbar Namah ..etc. 10. Persian became indianised by absorbing from indian languages. 11. Urdu sprang from Persian. 12. Many texts were translated into Persian eg. Babur Namah, Mahabharata..etc 13. Any other relevant point. (To be assessed as a whole) **OR**	Pg 227	4
	Centre of Mughal Power was the King's Court: 1. The physical arrangement of the court focused on the king 2. The takht was the Axis Mundi. 3. The canopy on the throne was the symbol of kingship. 4. Status and hierarchy was well defined. 5. Specific places were assigned to countries according to their importance in the eyes of the emperor. 6. No one was allowed to move from his allocated position without permission. 7. Forms of address, courtesies and speech were specified. Any violation was punished. 8. Forms of salutation indicated a person's status in the hierarchy.	Pg237	4

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	9. Protocols were to be strictly followed by the envoys. 10. Jharokha Darshan. 11. Meetings with nobles in the Diwan-i-Khas. 12. Special occasions and festivals were celebrated in the court. 13. Titles were granted to men of merit. 14. Awards and gifts were given by the king to nobles and others in the court. 15. The countries visited the king empty handed. 16. The king negotiated with the ambassadors of different countries in the court. 17. Mansabdars were an important part of the Mughal court. 18. In Mughal court, political alliances and relations were forged. 19. Status and hierarchies were well defined. 20. Political system was devised by the Mughal courts. 21. Imperial structure of military power was defined by the Mughal Courts. 22. Any other relevant point. (To be assessed as a whole)		
10.	**PART C** **The Chronicle of Ain-i-Akbari :** 1. Ain is a mine of information regarding agricultural aspects of Mughal rule. 2. It recorded meticulously the arrangements made by the state to develop agriculture. 3. It explains the ways to collect land revenue. 4. It records the arrangements made by the state to ensure cultivation. 5. The aim of Ain was to present a vision of Akbar's empire where social harmony prevailed. 6. It gives the arrangements made by the state to regulate the relation between the landowners and the state. 7. Any revolt against the Mughal State was predestined to fail. 8. It gives a view of the peasants from the top.	Pg 197-200	4

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	9. The accounts of Ain can be supplemented by details of revenue records from Gujarat, Maharasthra, Rajasthan.. etc. 10. Any other relevant point. 11. Any two points **Irrigation and Technology:** 1. Monsoons remained the backbone of Indian economy. 2. Artificial system of irrigation was devised. 3. Canal irrigation was developed along with Persian wheels. 4. Wooden plough with iron tip was used to till the land. 5. A drill was used to plant seeds. 6. Any other relevant point. 7. Any Two points **OR** **The Role of Zamindars :** 1. The Zamindars were landowners and enjoyed certain social and economic privileges. 2. Milkiyat 3. They performed certain services to the state. 4. Caste was one factor the elevated their status. 5. Zamindars often collected revenue on behalf of the state. 6. They also had control over military resources. 7. Most of the Zamindars had fortresses. 8. They had small military contingents. 9. They belonged to Brahmin,Rajput,Intermediate castes,and Muslims as well. 10. Zamindaris were consolidated in a slow process 11. Zamindars spearheaded the colonization of agricultural lands. 12. They monetized the economy of the countryside.	Pg211-13	

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	13. Zamindars also acted as money lenders to the poor peasants. 14. Zamindars often received support from the peasant in their struggle against the state. 15. The Zamindars are seen as paternal figures and patrons. 16. The bhakti saints do not see them as exploiters of peasants. 17. Any other relevant point. 18. To be assessed as a whole.		
11	**Ideal of Patriliny and gendered Access to property from 6th Cent BCE to 6th Cent CE :** 1. Under patriliny, sons could claim the resources (including the throne in the case of the kings) of their fathers when the latter died. 2. The war of Mahabharata was a fought over the issue of patriliny. 3. It was feud over land and power between two warring cousins of the Kuru family. 4. This ideal existed even before war. 5. Most of the dynasties followed this rule. 6. Sometimes when there was no son, then brothers succeeded. 7. If there were no brothers, kinsmen claimed the throne. 8. In exceptional cases women such as Prabhavati Gupta exercised power. 9. Any other relevant point. **Gendered Access to property :** 1. After the death of the father, paternal estate was equally divided among sons. 2. Women could not claim any share. 3. Women could have only Stridhan. 4. Prabhavati Gupta was an exception when a woman claimed the resources of her father. 5. Manusmriti warned women against honouring wealth, family property and valuables without husband's permission. 6. Women acquired wealth during the ritual of marriage, bridal processions, as a token of affection from her brother, mother or father as a gift from her	Pg 55, 56, 58	4

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	husband. 7. Any other relevant point. (to be assessed as a whole) **OR** **Elements considered by historians to analyse Mahabharata:** 1. Language – Sanskrit used in Mahabharata is simpler than the Vedas. 2. Narrative section contains perceptions about social norms. 3. Didactic sections include stories. 4. Narrative section may have a social message. 5. The didactic and the narrative sections are not water tight. 6. Didactic sections were added later. 7. The historians give consideration to the kind of texts-whether meant for chanting rituals or telling stories. 8. They find out the author and the ideas that shaped the text. 9. They study the intended audience for the text. 10. They find out the possible date of the text. 11. They find out the place where the text was composed. 12. They study the content of the text and undertstand their historical significance. 13. The historians agree that the Mahabharata was meant to be dramatic. 14. It is a difficult task to analyse the complex text of Mahabharata. Under the leadership of a noted Indian Sanskritist, V.S. Sukthankar, team of scholars started preparing a critical edition of the Mahabharata. 15. It meant collecting Sanskrit manuscripts of the text, written in a variety of scripts, from different parts of the country. 16. The team worked out a method of comparing verses from each manuscript. 17. Common verses from most sections were selected and published in several volumes, 18. The project took 47 years to complete. They found out that there were		

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	several common elements in the Sanskrit versions of the story, 19. The manuscripts were found from Kashmir and Nepal to Kerala and Tamil Nadu studied. 20. Regional variations in the ways in which the text had been transmitted over the centuries were documented in footnotes.. etc. 21. The variations are reflective of the complex processes that shaped early (and later) social histories 22. When issues of social history were explored, the belief that everything that was laid down in these texts was actually practiced was not always true and that they were also questioned and occasionally even rejected. 23. Any other relevant point. (to be assessed as a whole)		
12	**Quit India Movement was a mass movement bringing into its ambit hundreds of thousands of ordinary Indians.** 1. The Quit India Movement was launched in August 1942 by Gandhiji. 2. The slogan was Do or Die and British leave India. 3. It was the third major movement against British Rule. 4. Gandhiji was jailed. 5. Strikes and acts of sabotage were organized all over the country. 6. Jayaprakash Narayan organized resistance. 7. Independent governments were set up at Satara and Medinipur. 8. The British suppressed the movement with force. 9. It took more than a year to suppress the movement. 10. Thousands of Indians joined the mass movement. 11. Large number of students left their colleges to go to jail. 12. Congress leaders were sent to jail. 13. Jinnah expanded his influence over Muslims in Punjab and Sind. 14. In 1944, Gandhiji was released from prison. 15. Congress started negotiations with the League.	Pg 363-364	8

	16. Any other relevant points 17. (To be assessed as a whole) **OR** **The worst is over but Indians need to work collectively for the equality of all classes and creeds:** 1. On 26th Jan 1948, Gandhiji spoke these words at a prayer meeting. 2. He had the hope that geographically and politically India was divided into two but the people will remain friends and brothers forever and respect and help each other. 3. The months after Independence was called as the 'finest hour' of Gandhiji by many scholars. 4. He went to the riot ridden areas of Bengal, Calcutta and Delhi. 5. His meetings were disrupted by angry refugees. 6. Gandhi was concerned about minorities in India as well as Pakistan. 7. He appealed to the Sikhs, the Hindus and the Muslims to forget their past and live in peace. 8. Due to the initiative of Gandhiji and Nehru, the Rights of Minorities Resolution was passed by the Congress. 9. Gandhiji was a one man army in his efforts to restore communal harmony. 10. Gandhiji believed that people's hearts could be changed with Non-Violence. 11. Gandhiji came to Delhi in Sep 1947 and addressed the Sikhs at Sisganj Gurudwara to bring peace. Gandhiji started a fast to bring about a change in the hearts of people. 12. Any other relevant points (To be assessed as a whole)	Pg363-64	
13	**PART D** **The Muslim League Resolution of 1940:** 13.1 (a) Major demand of league was autonomy for Muslim majority areas of the subcontinent. (b) The areas of Muslim majority in North West and Eastern Zone should be grouped together to constitute independent states.		

	(c) The constituent units shall be autonomous and sovereign. (d)Any other relevant point (e)(To be assessed as a whole) 13.2 (a)The outcome of provincial elections of 1937 and the attitude of congress thereafter. (b) They wanted autonomous and sovereign zones for Muslims (c) They wanted geographically contiguous units demarcated into regions. (d) Muslim majority areas can be made autonomous. (e)Two nation theory (f) They felt that only a Muslim majority province will ensure the protection and preservation of Muslim culture. (e)Any other relevant point (f)(To be assessed as a whole) 13.3 (a)This was an ambiguous resolution because it never demanded Pakistan in clear terms. Muslim League Resolution of 1940 (a) They wanted autonomous for Muslims and sovereign zones for Muslims (b) They wanted geographically contiguous units demarcated into regions. (c) Muslim majority areas can be made autonomous. **OR** **A small basket of grapes:** 13.1 Khushdeva Singh was a doctor,specialist in curing T.B and posted at Dharampur (H.P). Attitude of the people of Karachi towards Kushdeva Singh: i. They loved them. ii. They had respect for him.	Pg 387	2+3+2= 7 2+2+3= 7

	iii. They wanted to be with him till he left the city. iv. They were generous with their hospitality. v. They presented him with a small basket of grapes. 13.2 On Karachi airport many people came to receive him . They gave much of their time to him and had lunch with him. He was very happy. 13.3 He was overwhelmed with love and generosity he received at Karachi airport. Kushdeva Singh had showered love and compassion on the people and return he got love and respect from his friends at Karachi.		
14	**A prayer to Agni:** 14.1 There were tradition of thought , religious belief and practices (a) Rigveda consists of hymns in praise of various deities especially Agni , Indra and Soma. (b) Hymns (Mantras) were chanted (c) Sacrifices were performed . 14.2 The people prayed to Agni for cattle, sons, good health, long life ..etc. 14.3 Vedic Sanskrit is a special type of Sanskrit in which verses are composed. 14.1 Vedic Sanskrit is significant because : i. It was used to compose verses from the Vedas. ii. It was a special kind of Sanskrit taught to men belonging to priestly families. (Two points) 14.2 Two Vedic traditions of religious beliefs and practices : i. Sacrifices or Yajnas ii. Ashwamedha iii. Vajapeya iv. Rajasuya v. Chanting of mantras vi. Prayers to Gods, Agni, Varuna and Indra (Any two points)	Pg 84	2+2+3=7

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	14.3 Sacrifices were performed i. To appeal to Gods for abundant food. ii. To appeal to Gods for cows. iii. To appeal to Gods for abundant wealth. iv. To appeal to God for nourishment. v. To append to God for Sons. vi. To appeal to God for long life. (Any two points)		
15	**The One Lord:** 15.1 (a) Kabir described ultimate reality as Allah, Pir , Khuda , Hazrat, Ram, Rahim, Karim, Kishan, Hari. (b) God is called by many names but he is one and the same. (c) To him the ultimate reality is Alakh and Nirakar. (d) He used terms like Atman and Brahman. (e)He used words with mystical connnotation like Shabda or Shunya (f) He is a Nirguna Bhakti saint. (g) Any other relevant point (To be assessed as a whole) 15.2 People waste their lives in disputation between Allah and Ram. In fact he is one. (a) People think that there are many Gods. (b) Kabir says that there is one God who is called by many names. (c) Some think that their God is pleased when a Goat is killed and other feel that his is pleased when a Cow is killed. Both are wasting their lives in disputation. (d) Any other relevant point. (To be assessed as a whole) 15.3Kabir believed in one God who prevails everywhere . God can be realized through recitation of Namsimran, Zikr, Ishq. (Any other relevant point on lyrical beauty of the poem withor without example or	Pg 387	2+2+3= 7

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	otherwise should be given due weightage) (To be assessed as a whole)		
16	**PART E** **Filled in map attached** **For the Visually Impaired** 16.1 Territories under Babur Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa 16.2 Important centres of the national movement : Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi. **OR** 16.2 Mature Harappan sites : Harappa, Banawali, Kalibangan, Balakat, Rakhigadi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.		

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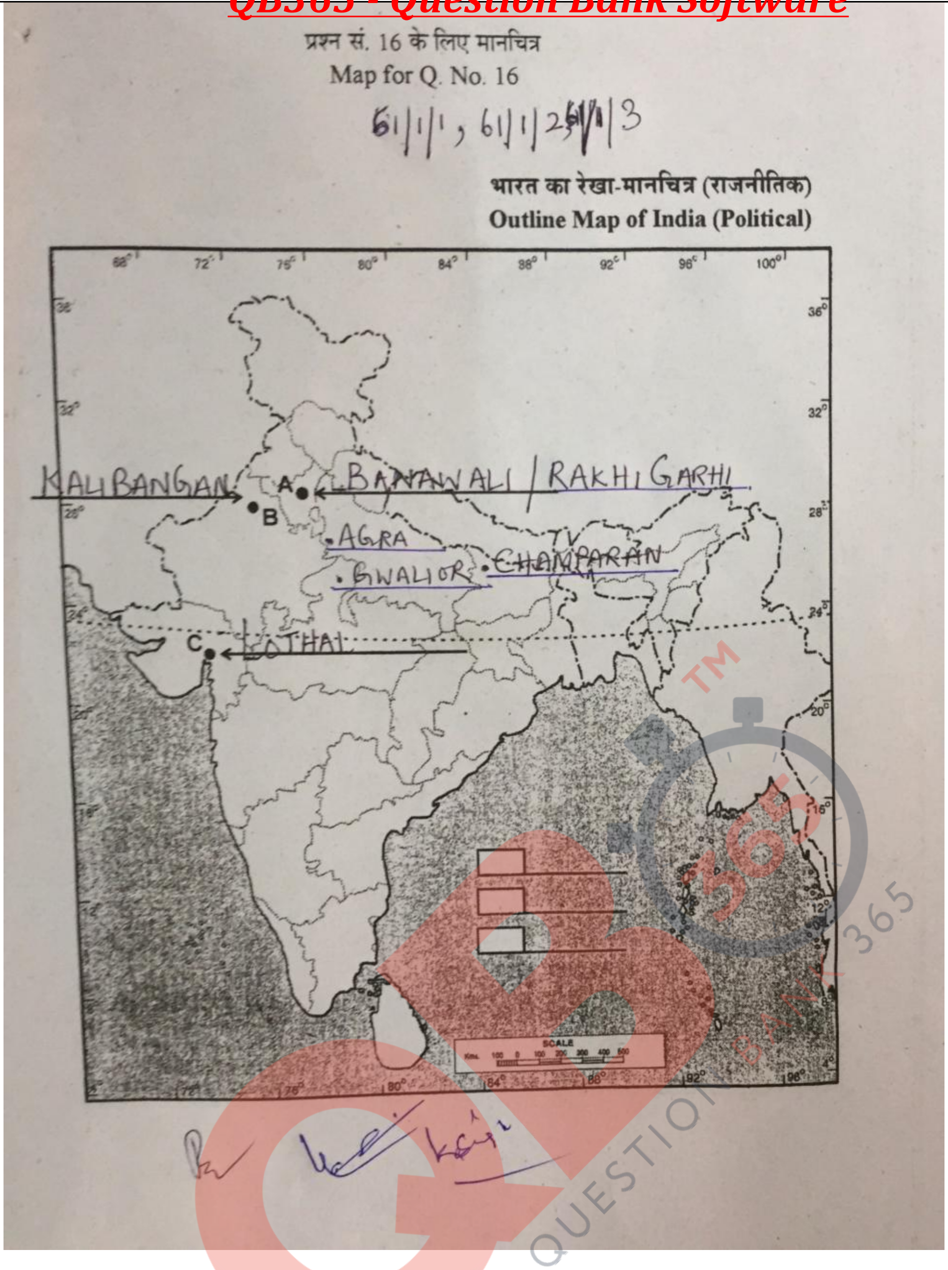
प्रश्न सं. 16 के लिए मानचित्र
Map for Q. No. 16
भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)
KALIBANGAN
A
B
BANAWALI / RAKHI GARHI
AGRA
GWALIOR
CHAMPARAN
C
LOTHAL
SCALE