

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

Rationale

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

Objectives

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

- z Each theme for class XII will be organized around four subheads: (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- z While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- z In the textbooks each theme would be located in a specific time and place. But these discussions would be situated within a wider context by (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

Class XII

Time: 3 hours

Paper One

100 Marks

Units	Periods (180)
Themes in Indian History Part-I Units 1 - 4	45
Themes in Indian History Part-II Units 5 - 9	55
Themes in Indian History Part-III Units 10 - 15	70
Unit 16 : Map Work	10

Note: There is no change in the Syllabus Value Based Question can be from Part-1, 2, 3 carry = 05 marks accordingly teacher can reduce weightage of the corresponding question

Class XII: Themes in Indian History		
Themes	Period (45)	Objectives
PART - I		
1. The Story of the First Cities: Harappan Archaeology. (11) 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.		% Familiarize the learner with early urban centres as economic and social institutions. % Introduce the ways in which new data can lead to a revision of existing notions of history. % Illustrate how archaeological reports are analyzed and interpreted by scholars.
2. Political and Economic History: How Inscriptions tell a story. (11) 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.		% Familiarize the learner with major trends in the political and economic history of the subcontinent. % Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
3. Social Histories: Using the Mahabharata (12) Broad overview: Issues in social history, including caste, class, kinship and gender. Story of discovery: Transmission and publications of the Mahabharat. Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.		% Familiarize the learner with issues in social history. % Introduce strategies of textual analysis and their use in reconstructing social history.
4. A History of Buddhism: Sanchi Stupa (11) 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.		% Discuss the major religious developments in early India. % Introduce strategies of visual analysis and their use in reconstructing histories of religion.

Themes	Period (45)	Objectives
PART-II		
5. Agrarian Relations: The <i>Ain-i-Akbari</i> (11)		
Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.		% Discuss developments in agrarian relations.
Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i> .		% Discuss how to supplement official documents with other sources.
Excerpt: from the <i>Ain-i-Akbari</i>		
Discussion: Ways in which historians have used the text to reconstruct history.		
6. The Mughal Court: Reconstructing Histories through Chronicles (11)		
Broad Overview: (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.		% Familiarize the learner with the major landmarks in political history
Story of Discovery: Account of the production of court chronicles, and 'their subsequent translation and transmission.		% Show how chronicles and other sources are used to reconstruct the histories of political institutions.
Excerpts: from the <i>Akbarnama</i> and <i>Padshahnama</i> .		
Discussion: Ways in which historians have used the texts to reconstruct political histories.		
7. New Architecture: Hampi (11)		
Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system..		% Familiarize the learner with the new buildings that were built during the time.
Story of Discovery: Account of how Hampi was found.		% Discuss the ways in which architecture can be analyzed to reconstruct history.
Excerpt: Visuals of buildings at Hampi		
Discussion: Ways in which historians have analyzed and interpreted these structures.		
8. Religious Histories: The Bhakti-Sufi tradition (11)		
Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.		% Familiarize the learner with religious developments.
Story of Transmission: How Bhakti-Sufi compositions have been preserved.		% Discuss ways of analyzing devotional literature as sources of history.
Excerpt: Extracts from selected Bhakti Sufi works.		
Discussion: Ways in which these have been interpreted by historians.		

Themes	Periods	Objectives
9. 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.	(11)	<ul style="list-style-type: none"> ‰ Familiarize the learner with the salient features of social histories described by the travellers. ‰ Discuss how travellers' accounts can be used as sources of social history.
PART - III 10. Colonialism and-Rural Society: Evidence from Official Reports Broad overview : (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century. Story of official records: An account of why official investigations into rural societies were under taken and the types of records and reports produced. Excerpts: From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report, Discussion: What the official records tell and do not tell, and how they have been used by historians.	(70)	<ul style="list-style-type: none"> ‰ Discuss how colonialism affected Zamindars, peasants and artisans. ‰ Understand the problems and limits of using official sources for understanding the lives of people.
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.	(11)	<ul style="list-style-type: none"> ‰ Discuss how the events of 1857 are being reinterpreted. ‰ Discuss how visual material can be used by historians
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.	(11)	<ul style="list-style-type: none"> ‰ Familiarize the learner with the history of modern urban centres.

Themes	Periods	Objectives
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.		% Discuss how urban histories can be written by drawing on different types of sources.
13. Mahatma Gandhi through Contemporary Eyes (13) 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.		% Familiarize the learner with significant elements of the nationalist movement and the nature of Gandhian leadership. % Discuss how Gandhi was perceived by different groups. % Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.
14. Partition through Oral Sources (12) Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition. Focus: Punjab and Bengal. Excerpts: Oral testimonies of those who experienced partition. Discussion: Ways in which these have been analyzed to reconstruct the history of the event.		% Discuss the last decade of the national movement, the growth of communalism and the story of Partition. % Understand the events through the experience of those who lived through these years of communal violence. % Show the possibilities and limits of oral sources.
15. The Making of the Constitution (12) Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution. . Focus: The Constitutional Assembly debates. Excerpts: from the debates. Discussion: What such debates reveal and how they can be analyzed.		% Familiarize students with the history of the early years after independence. % Discuss how the founding ideals of the new nation state were debated and formulated. % Understand how such debates and discussions can be read by historians.
16. Map Work on Units 1-15 (10)		

Recommended text books :

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

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

**DESIGN OF QUESTION PAPER
HISTORY (027)
CLASS – XII (2012-13)**

Time: 3 hrs.

Marks: 100

Subject: History (Theory)

The weightage or the distribution of marks over the different dimensions paper shall be as follows:-

I. Weightage to form of questions

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

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

II. Weightage to content

Themes in Indian History (Part I)	25 Marks
Themes in Indian History (Part II)	30 Marks
Themes in Indian History (Part III)	35 Marks
Map Work	10 Marks
Note:- Value Based Question can be taken from any of the above Part B-Section-4 -----05 Marks	
Total	100 Marks

III. Weightage to Difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E)	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%

Scheme of Option: No internal choice except blind Students.

IV. Division of Question Paper

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

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

V. Scheme of Option

Part A will have no choice

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

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

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

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

There is no change in the list of Maps

VI. Weightage of Marks Book-wise

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

(Note Value Based Question can be from Part-1, 2, 3 carry = 05 marks accordingly teacher can reduce weightage of the corresponding question.)

SAMPLE QUESTION PAPER
HISTORY (027)
CLASS – XII (2012-13)
BLUE PRINT

Marks: 100 marks

Time: 3 hours

Subject: History

Theme	Very Short Answer (2)	Short Answer (5)	Long Answer (10)	Passage Based (8)	Skill (5)	Total
1 and 2	2(1)	5 (1)	-	-	-	30(6)
3 and 4	-	5(2)	-	8(1)	5(1)	
5 and 6	-	5(1)	-	-	-	30(5)
7 and 8	2(1)		10(1)	8(1)	-	
9		5(1)				
10 and 11		5(1)		8(1)		35(6)
12 and 13		5(1)			5(1)	
14 and 15	2(1)		10(1)			
Value based question from any unit 1-15		5(1)				5(1)
Sub Total	6(3)	40(8)	20(2)	24(3)	10(2)	100(18)

There are two map questions – one for identification (no choice) themes 13 and one for location and labeling (choice 2 & 11))

SAMPLE QUESTION PAPER
HISTORY (027)
CLASS – XII (2012-13)

Time: 3 hours

Maximum Marks: 100

GENERAL INSTRUCTIONS

- a) Answer all the questions. Some questions have internal choice. Marks are indicated against each question.
- b) Answer to questions carrying 2 marks (Part A 1 to 3) should not exceed 30 words each.
- c) Answer to questions carrying 5 marks (Part B Section **I, II, III & IV** - Questions 4 to 14 should not exceed 100 words each. **Part B section IV is a value based question**
- d) Answer to questions carrying 10 marks (Part C Questions 15 and 16) should not exceed 500 words each.
- e) Part D questions are based on 3 sources.
- f) Attach maps with the answer scripts (Part E)

सामान्य अनुदेश

- i) सभी प्रश्नों के उत्तर दीजिए । प्रत्येक प्रश्न के अंक उसके सामने लिखे हैं।
- ii) दो अंक वाले प्रत्येक प्रश्न खंड क - अनुभाग 1, 2, 3 प्रश्न संख्या 4 से 100 का उत्तर 14 शब्दों से अधिक नहीं होना चाहिए।
- iii) दस अंक वाले प्रत्येक प्रश्न खंड ग - प्रश्न सं० 500 का उत्तर 16 और 15 शब्दों से अधिक नहीं होना चाहिए ।
- iv) खंड-घ के प्रश्न स्रोतों पर आधारित हैं।
- v) मानचित्रों को उत्तर पुस्तिका के साथ संलग्न कीजिए । खंड- ङ

Part A खंड क

2 x 3 = 6

1. Write a note on the weights and measures used by the Harappa people.

2

हड़प्पा के लोगों के बाटों का परिचय दीजिए।

2. Who was Lord Mackenzie? What was his contribution towards Indian history? 2

लॉर्ड मैकेंगी कौन थे? भारतीय इतिहास में उनके योगदान को लिखिए।

3. How did N.G. Ranga describe the minorities? 2

एन. जी. रंगा ने 'अल्पसंख्यक' को किस प्रकार परिभाषित किया है?

Part B - खंड ख

Section 1 अनुभाग 1

5 x 3 = 15

Answer any three of the following.

निम्नलिखित में से किन्हीं तीन प्रश्नों के उत्तर दीजिए।

4. What were the main teachings of Buddhism? How did it affect the life of people in India?

महात्मा बुद्ध की प्रमुख शिक्षाएँ कौन-कौन सी थीं? भारतीय लोगों के जीवन पर उनका किस तरह प्रभाव पड़ा।

3+2=5

5. Explain how the Magadha kingdom became powerful during the 6th to 4th century B.C?

छठी से चौथी शताब्दी ईसा पूर्व में मगध एक शक्तिशाली राज्य के रूप में किस तरह विकसित हुआ?

5

6. Write a note about the craft production in the Harappan civilization. 5

हड़प्पा सभ्यता में शिल्प उत्पादन पर टिप्पणी लिखिए

7. "The Mahabharata is a good source to study the social values of ancient times".

Support this statement with suitable arguments.

5

“प्राचीन समय के समाजिक मूल्यों को जानने के लिये महाभारत एक अच्छा स्रोत है।”

उपर्युक्त कथन के समर्थन में उपयुक्त तर्क प्रस्तुत कीजिए।

Section 2 खंड ख अनुभाग 2

5x2=10

Answer any two of the following.

किन्हीं दो प्रश्नों के उत्तर दीजिए।

8. Write a note on Kitab-ul-Hind. 5

किताब-उल-हिन्द पर एक टिप्पणी लिखिए।

- 9 Describe the process of making manuscripts at the Mughal court. 5
मुगल दरबार में पांडुलिपि की बनाने की प्रक्रिया का वर्णन करें।
- 10 Discuss the ways in which the Alvars and Nayanars spread the Bhakthi movement? 5
अलवार और नयनार ने किस तरह भक्ति आंदोलन को फैलाया?

Section- 3

खंड ख अनुभाग 3

Answer to Q 11 is compulsory.

प्रश्न सं० 11 अनिवार्य है।

- 11 Read the following '**value-based**' passage given and answer the questions given below

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

इस लिहाज से खुशदेव सिंह हमारे सामने एक बेहतरीन मिसाल हैं। खुशदेव सिंह एक सिख चिकित्सक थे और तपेदिक के विशेषज्ञ थे। वे उस समय धर्मपुर में तैनात थे जो अब हिमाचल प्रदेश में पड़ता है। दिन-रात लग कर डॉक्टर साहब ने असंख्य प्रवासी मुसलमानों, सिखों, हिंदुओं को बिना किसी भेदभाव के एक कोमल स्पर्श, भोजन, आश्रय और सुरक्षा प्रदान की। धर्मपुर के लोगों में उनके इंसानी जज्बे और सहृदयता के प्रति गहरी आस्था और विश्वास पैदा हो गया था। उन पर लागो का वैसा ही भरोसा था जैसा दिल्ली और कई जगह के मुसलमानों को गाँधीजी पर था। उनमें से एक, मुहम्मद उमर ने खुशदेव सिंह को चिट्ठी में लिखा था: "पूरी विनम्रता से मैं यह कहना चाहता हूँ कि मुझे आपके अलावा किसी की शरण में सुरक्षा दिखाई नहीं देती। इसलिए मेहरबानी करके आप अपने अस्पताल में एक सीट दे दीजिए।"

Answer the following questions

2.5x2 = 5

- Q.11.1 Do you think Khushdeva Singh's contribution towards the society during the time of partition was essential?. Justify

क्या आप समझते हैं कि विभाजन के दौरान खुशदेव सिंह का समाज के प्रति योगदान आवश्यक था? औचित्य बताइये।

Q.11.2 What are the values we learn from this passage?

इस उद्धरण से हम क्या मूल्य सीखते हैं?

Answer any one from Q 12-13 of the following.

5 x 2=10

प्रश्न संख्या 12-13 से कोई एक प्रश्न का उत्तर दीजिए ।

12 How were the cities in imperial period different from the cities of other times? 5

औपनिवेशिक काल के शहर अन्य समय के शहरों से किस प्रकार भिन्न थे?

OR

13 Write about the contributions of Mahatma Gandhi in the political and social spheres in India. 5

राजनैतिक एवं सामाजिक क्षेत्रों में महात्मा गांधी के योगदान के बारे में लिखिए ।

Part B - Section -4

14 Value based (Part I –III)

5

Q. 1. The Santhals, however, soon found that the land they had brought under cultivation was slipping away from their hands. The state was levying heavy taxes on the land that the Santhals had cleared, moneylenders (dikus) were charging them high rates of interest and taking over the land when debts remained unpaid, and zamindars were asserting control over the Damin area. By the 1850s, the Santhals felt that the time had come to rebel against zamindars, moneylenders and the colonial state, in order to create an ideal world for themselves where they would rule. It was after the Santhal Revolt (1855-56) that the Santhal Pargana was created, carving out 5,500 square miles from the districts of Bhagalpur and Birbhum. The colonial state hoped that by creating a new territory for the Santhals and imposing some special laws within it, the Santhals could be conciliated.

(Source: NCERT text book, Themes in Indian History Part –III, Page 272)

14.1 How will you justify the Santhal movement of 1855-56? 2 ½

संथाल आंदोलन (1855-56) को आप किस तरह न्यायसंगत ठहरायेंगे?

14.2 What values can you infer from the above paragraph? 2½

उपरोक्त उद्धरण से आप किन मूल्यों का निष्कर्ष लगा सकते हैं?

Part C

10 x 2=20

खंड ग

15 What were the features of the temples built in the Vijayanagar Empire,? Explain with examples?

विजयनगर साम्राज्य में मंदिरों की प्रमुख विशेषताओं का उदाहरण सहित वर्णन कीजिए।

Or (अथवा)

10

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

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

16 What are the merits and demerits of oral history? How does this technique help in understanding the partition of India? 10

मौखिक इतिहास के गुण-दोष क्या होते हैं? भारत के विभाजन को समझने में यह तकनीक किस तरह सहायक है?

Or (अथवा)

10

What were the controversies related to language in India? What were the ways taken out by the constituent assembly to resolve this?

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

Part D खंड घ

Source based questions;

5x1=5

स्रोत पर आधारित प्रश्न:

Read the following extracts (Question Nos.17 to 19) carefully and answer the questions that follow।

निम्नलिखित अनुच्छेदों (प्रश्न सं. 17-19) को ध्यानपूर्वक पढ़िये और अन्त में पूछे गये प्रश्नों का उत्तर दीजिए।

17)

A mother's advice

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

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

माता की सलाह

महाभारत में उल्लेख मिलता है कि जब कौरवों और पांडवों के बीच युद्ध अवश्यभावी हो गया तो गांधारी ने अपने ज्येष्ठ पुत्र दुर्योधन से युद्ध न करने की विनती की:

शांति की संधि करके तुम अपने पिता, मेरा तथा अपने शुभेच्छुकों का सम्मान करोगे..... विवेकी पुरुष जो अपनी इंद्रियों पर नियंत्रण रखता है वहीं अपने राज्य की रखवाली करता है। लालच और क्रोध आदमी को लाभ से दूर खदेड़कर ले जाते हैं: इन दोनों शत्रुओं को पराजित कर राजा समस्त पृथ्वी को जीत सकता है..... हे पुत्र तुम विवेकी और वीर पांडवों के साथ सानंद इस पृथ्वी का भोग करोगे..... युद्ध में कुछ भी शुभ नहीं होता, ना धर्म और अर्थ की प्राप्ति होती है और ना ही प्रसन्नता की: युद्ध के अंत में सफलता मिले यह भी जरूरी नहीं अपने मन की युद्ध में लिप्त मत करो..... दुर्योधन ने माँ को सलाह नहीं मानी, वह युद्ध में लड़ा और हार गया।

- | | |
|--|---|
| a) Name two reasons why Gandhari asked Duryodhana to make peace? | 2 |
| b) Explain the position of women during this period? | 4 |
| c) Why did Duryodhana not listen to his mother's advice? | 2 |

निम्नलिखित प्रश्नों के उत्तर दीजिए ।

- (क) गांधारी ने दुर्योधन को शांति के लिए क्यों कहा? कोई दो कारण बताइये।
 (ख) वर्तमान समय की महिलाओं की स्थिति के बारे में लिखिए।
 (ग) दुर्योधन ने अपनी माँ की सलाह को क्यों नहीं माना?

अथवा OR

Read this short inscription and answer:

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

निम्नलिखित संक्षिप्त अभिलेख को पढ़िए और जवाब दीजिए:

महाराजा हुविष्क (एक कुषाण शासक) के तैतीसवें साल में गर्म मौसम के पहले महीने के आठवें दिन त्रिपिटक जानने वाली बुद्धमिता के बहन की बेटी भिक्षुनी धनवती ने अपने माता-पिता के साथ मधुवनक में बोधिसत्त की मूर्ति स्थापित की।

- | | |
|--|---|
| (a) How did Dhanavati date her inscription? | 3 |
| (क) धनवती ने अपने अभिलेख की तारीख कैसे निश्चित की? | |
| (b) Why do you think she installed an image of the Bodhisatta? | 3 |
| (ख) आपके अनुसार उन्होंने बोधिसत्त की मूर्ति क्यों स्थापित की? | |
| (c) Who were the relatives she mentioned? | 2 |
| (ग) वे अपने किन रिश्तेदारों का नाम लेती हैं? | |

18.

The poor peasant

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

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

In this instance, Bernier was participating in contemporary debates in Europe concerning the nature of state and society, and intended that his description of Mughal India would serve as a

गरीब किसान

यहाँ बर्नियर द्वारा ग्रामीण अंचल में कृषकों के विषय में दिए गए विवरण से एक उद्धरण दिया जा रहा है: हिंदुस्तान के सामान्य के विशाल ग्रामीण अंचलों में से कई केवल रेतीली भूमियाँ या बंजर पर्वत ही हैं। यहाँ की खेती अच्छी नहीं है और इन इलाकों की आबादी भी कम है। यहाँ तक कि कृषियोग्य भूमि का एक बड़ा हिस्सा भी श्रमिकों के अभाव में कृषि विहीन रह जाता है: इनमें से कई श्रमिक गवर्नरों द्वारा किए गए बुरे व्यवहार के फलस्वरूप मर जाते हैं। गरीब लोग जब अपने लोभी स्वामियों की माँगों को पूरा करने में असमर्थ हो जाते हैं तो उन्हें न केवल जीवन-निर्वहन के साधनों से वंचित कर दिया जाता है, बल्कि उन्हें अपने बच्चों से भी हाथ धोना पड़ता है, जिन्हें दास बना कर ले जाया जाता है इस प्रकार ऐसा होता है कि इस अत्यंत निरंकुशता से हताश हो किसान गाँव छोड़कर चले जाते हैं।

इस उद्धरण में बर्नियर राज्य और समाज से संबंधित यूरोप में प्रचलित तत्कालीन वाद-विवादों में हिस्सा ले रहा था, और उसका प्रयास था कि मुगल कालीन भारत से संबंधित उसका विवरण यूरोप में उन लोगों के लिए एक चेतावनी का कार्य करेगा जो निजी स्वामित्व की “अच्छाइयों” को स्वीकार नहीं करते थे।

Answer the following questions :

निम्नलिखित प्रश्नों का उत्तर दीजिए।

- a) What were the problems faced by peasants in the subcontinent? 3
कृषक वर्ग को किन समस्याओं को सामना करना पड़ा?
- b) Why is the land untilled? 2

जमीन पर कृषि कार्य क्यों नहीं हुआ ?

- c) Describe the vast tracks of the empire of Hindustan.

3

हिन्दुस्तान सम्राज्य के विशाल ग्रामीण अंचलों के बारे में लिखिये।

OR अथवा

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

This is how Abul Fazl describes the transactions between the hill tribes and the plains in the suba of Awadh (part of present day Uttar Pradesh):
From the northern mountains quantities of goods are carried on the backs of men, of stout ponies and of goats, such as gold, copper, lead, musk, tails of the *kutas* cow (the yak), honey chuk (an acid composed of orange juice and lemon boiled together), pomegranate seed, ginger, long pepper, *majith* (a plant producing a red dye) root, borax zedoary (a root resembling turmeric), wax, woollen stuffs, wooden ware, hawks, falcons, black falcons, merlins (a kind of bird), and other articles. In exchange they carry back white and coloured clothes, amber, salt, saffron, glass and earthen ware.

**पहाड़ी कबीलों और मैदानों के बीच व्यापार,
लगभग 1595**

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

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

Answer the following Questions

निम्नलिखित प्रश्नों के उत्तर दीजिए।

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

1

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

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

4

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

- c) What do you mean by -

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

3

निम्नलिखित शब्दों से आप क्या समझते हैं?

(1) चुक (2) मजीठ (3) ज़दवार

19)

What Taluqdars thought

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.

तालुकदारों की सोच

तालुकदारों के रवैये को रायबरेली के पास स्थित कालांकड़ के राजा हनवन्त सिंह ने सबसे अच्छी तरह व्यक्त किया था। विद्रोह के दौरान हनवन्त सिंह ने एक अंग्रेज अफसर को शरण दी और उसे सुरक्षित स्थान तक पहुँचाया था। उस अफसर से आखिरी मुलाकात में हनवन्त सिंह ने कहा कि-

साहिब, आपके मुल्क के लोग हमारे देश में आए और उन्होंने हमारे राजाओं को खदेड़ दिया। आप अफसरों को भेज कर जिले-जिले में जागीरों के मालिकाने की जाँच करवाते हैं। एक ही झटके में आपने मेरे पुरखों की जमीन मुझसे छीन ली। मैं चुप रहा। फिर अचानक आपका बुरा वक्त शुरू हो गया। यहाँ के लोग आपके खिलाफ उठ खड़े हुए। तब आप मेरे पास आए, जिसे आपने बर्बाद किया था। मैंने आप की जान बचाई है। लेकिन अब, अब मैं अपने सिपाहियों को लेकर लखनऊ जा रहा हूँ ताकि आपको देश से खदेड़ सकूँ।

- | | |
|---|---|
| a) Explain the reasons for the anger of the people as told by Hanwant Singh? | 3 |
| b) According to your view why did Hanwant Singh save the life of the British officer? | 3 |
| c) What was the result of the dispossession of taluqdars? | 2 |

निम्नलिखित प्रश्नों के उत्तर दिजिए।

- | | |
|---|---|
| प्र० 1. जैसा कि हनवन्त सिंह ने बताया, लोगों के गुस्से के क्या कारण थे? | 3 |
| प्र० 2. आपके दृष्टिकोण में, हनवन्त सिंह ने अंग्रेज अधिकारी की प्राण रक्षा क्यों की? | 3 |
| प्र० 3. तालुकदारों को बेदखल किए जाने का क्या परिणाम हुआ? | 3 |

OR अथवा

Escaping to the countryside

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

Smiting the enemy and driving him before them. The victors (i.e. the 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 spectacles of this vengeful wrath and malevolent hatred the colour fled from men's faces, and a vast concourse of men and women ... took to precipitate flight through these three gates. Seeking the little villages and shrines outside the city. They drew breath to wait until such time as

ग्रामीण भारत की ओर पलायन

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

दुश्मन को पराजित करने और भगा देने के बाद, विजेताओं (ब्रिटिश) ने सभी दिशाओं से शहर को उजाड़ दिया। जो सड़क पर मिले उन्हें काट दिया गया। दो से तीन दिनों तक कश्मीरी गेट से चाँदनी चौक तक शहर की हर सड़क युद्धभूमि बनी रही। तीन द्वार-अजमेरी, तुर्कमान तथा दिल्ली-अभी भी विद्रोहियों के कब्जे में थे। इस प्रतिशोधी आक्रोश तथा घृणा के नंगे नाच से लोगो के चेहरों का रंग उड़ गया, और बड़ी संख्या में पुरुष और महिलाएँ..... इन तीनों द्वारों से हड़बड़ा कर पलायन करने लगे। शहर के बाहर छोटे गाँवों और देवस्थलों में शरण ले अपनी वापसी के अनुकूल समय का इंतजार करते रहे।

Answer the following questions:

निम्नलिखित प्रश्नों के उत्तर दीजिए।

- a) **Name the three gates which were held by the rebels?** 3
उन तीनों द्वारों के नाम बताइए जहाँ विद्रोहियों ने कब्जा कर रखा था?
- b) **How did the Britishers treat the rebels?** 3
अंग्रेजों ने विद्रोहियों के साथ किस तरह का व्यवहार किया?
- c) **How did the rebels save themselves?** 2
विद्रोहियों ने किस तरह से अपने को बचाया?

Part E, खंड-ड

20 On an outline map of India mark and name: 5×1=5

भारत के दिए गए रेखा मानचित्र में निम्न को दर्शाओ:

- | | |
|------------|--------------|
| (a) गांधार | (a) Gandhara |
| (b) पांचाल | (b) Panchala |
| (c) मगध | (c) Magadha |

(d) अवन्ती

(d) Avanti

(e) वाजी

(e) Vaji

Or अथवा

On the given outline political map of INDIA, mark and name the following:

भारत के दिए गए रेखा मानचित्र में निम्न को दर्शाओ:

a) Champaran क) चम्पारण

b) Amritsar ख) अमृतसर

c) Chauri-Chaura ग) चौरी-चौरा

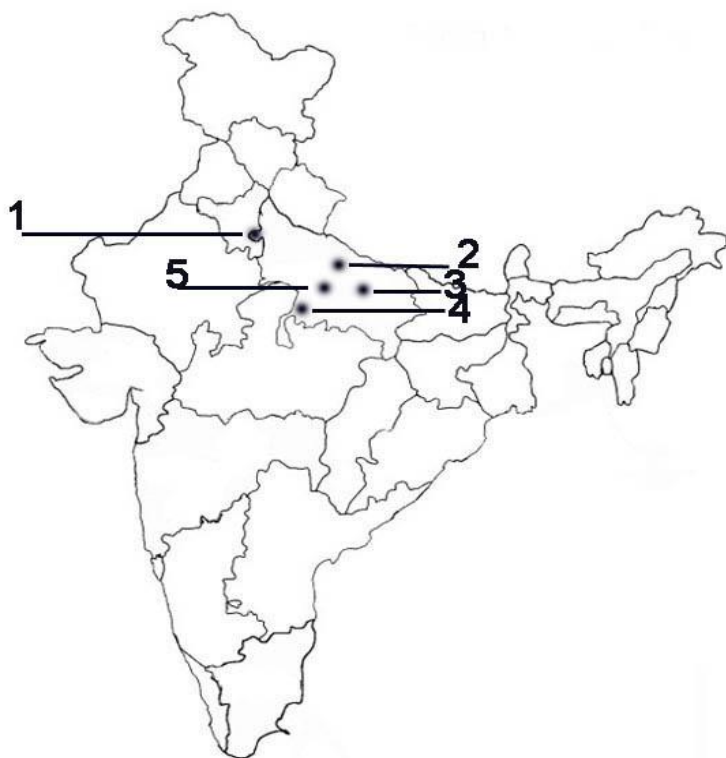
d) Bardoli घ) बारदोली

e) Benaras ड) बनारस

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

5

भारत के राजनैतिक मानचित्र में 1857 के पाँच विद्रोह केन्द्र 1 से 5 के रूप में चिह्नित किये गये हैं। उनके साथ खींची हुई रेखा पर उनका नाम लिखकर पहचानिए।



Note: The following questions are only for the **BLIND CANDIDATES** in lieu of map questions Nos.20 and 21.

नोट: निम्नलिखित प्रश्न नेत्रहीन परीक्षार्थियों के लिए मानचित्र प्रश्न सं0 20-21 के स्थान पर है।

20. Name five important Mahajanapadas

5

पाँच महत्वपूर्ण महाजनपदों के नाम लिखिए।

अथवा

Mention five important centers of national movement.

5

राष्ट्रीय आन्दोलन के पाँच महत्वपूर्ण केन्द्रों के नाम लिखिए ।

21. Mention five centers of revolt of 1857.

5

1857 विद्रोह के पाँच केन्द्रों के नाम लिखिए।

MARKING SCHEME

CLASS XII - HISTORY

Part A

(Any two value points can be taken, Marks 3x2)

- Q1. The weights and measures of the Harappan people:
- a) The weights were cubical and spherical in shape.
 - b) They were made of charts, jasper and agate.
 - c) The weights were in series, 1,2,4,8 and also in decimal multiples.
 - d) They were of both heavy and small weights.
- Q2. Col. Mackenzie contributions
- a) Col. Mackenzie was the first Surveyor General of India.
 - b) He was famous as an engineer, cartographer and surveyor of the East India Company.
 - c) He prepared the first survey map of Hampi in Vijayanagar Empire.
- Q3 According to N.G.Ranga, the minorities are:
- a) The real minorities are the masses of the country who are still depressed even now.
 - b) They have no advantage of their civil rights.
 - c) The people in the tribal areas have no elementary education.
 - d) The lands are snatched away by the land owners, or by the money-lenders.

Part B, Section 1

Answers for 5 marks questions - 100 words.

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

- Q4. The teachings of Lord Buddha are;
- a) There are four noble truths; 1 world is full of sorrow, cause of sorrow, how to end sorrow and d
 - b) Follow the eight fold path.
 - c) Follow the path of non-violence, truth, love to all living creatures.
 - d) Law of karma
- How did it affect the people?
- a) Buddhism was preached to common people in a simple language Pali
 - b) It did not accept Vedic rites and rituals.
 - c) It did not discriminate on the basis of caste.
- Q5. The Magadha empire became powerful in the 6th century B.C. due to the following reasons:

- a) The geographical position surrounded by the Ganges on the north, west by the river Sone, and by Champa in the east.
- b) The huge iron deposits made the kings to equip themselves with effective weapons.
- c) Magadha had a fertile land, producing abundant crops.
- d) Surplus crops encouraged trade and commerce.
- e) The Capitals Rajgir and Pataliputra were of strategic importance.

Q6 Craft production in Harappa:

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

Q7 The Mahabharata is a good source to study the social value of ancient times. Prove it.

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

Part B, Section 2

Answers for 5 marks questions - 100 words.

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

Q8 Kitab-ul –Hind is written by

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

Q9 The production of the manuscripts in the Mughal court are as follows:

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

Q10 The Bhakti movements Alvars ,Nayanars

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

Part B, Section 3

Answers for 5 marks questions - 100 words.

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

Q11 Value based passage (Compulsory to answer, 2-1/2+2-1/2 marks each)

- a) Khushdeva Singh's contribution was essential in helping the people during the partition. It was a time of riots, there was lot of destruction, people were killing each other based on religion, caste, etc. and families were separated. In the circumstances, his work day and night by providing food, shelter to the numerous migrants of all religions helped in giving a rare healing touch.
- b) Values to be learnt from the passage were – humanity, generosity, harmony, caring and sharing

Q12 The towns underwent many significant changess:

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

Q13 Mahatma Gandhi as a leader of political and social spheres:

- a) Social influence of Mahatma Gandhi.

- b) Simple lifestyle
- c) Use of Hindi for communication
- d) Policy of non violence
- e) He identified himself with the common folk and spent most of his time on charkha.
- f) He was the savior for the poor peasants in particular
- g) Abolition of untouchability
- h) Hindu and Muslim unity
- i) Political influence:
- j) Changing the national movement into a Mass movement
- k) Swadeshi and boycott movements
- l) Non- cooperation, civil disobedience, quit India movements organized by Gandhi ji.
- m) Attracted the masses like college students, peasants , educated masses, women, etc.

**Part – B –
Section -4**

Q. No. 14.1

- **Santhals rebellion is justifiable as it is on their land and soil that the Zamindars are asserting control. The Santhals are aggrieved of this action of Zamindars which is unethical. The Santhals rebel against Zamindars to create an ideal world, for themselves where they will rule.**

Q. NO. 14.2 Value Points:

- Patriotism to motherland
- Sensitivity towards to social issues
- explanation in detail of the above points

Part C
(Value points to be explained, 10 marks each)

Q15 Features of the temples of Vijayanagar:

- a) The sacred centre in Vijayanagar had complex of temples having various structures.
- b) Temples functioned as centres of learning and centre of social and cultural centres.
- c) Gopurams and Mandapams: the Gopurams or the royal gateways must have been a mark of imperial authority.
- d) The gopurams dwarfed the towers of the central shrines
- e) Other distinctive features include the mandapas or pavilions and long ,pillared corridors that often ran around the shrines within the temple complex.
- f) The Virupaksha temple dated to ninth tenth centuries was enlarged with the establishment of the Vijayanagar empire.
- g) The hall in front of the main shrine was built by Krishna deva Raya which was decorated with delicately carved pillars.
- h) The Vitthala temple ,Principal deity was Vithala-The temple has several halls and a unique shrine designed as a chariot.

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

or

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

- a) External forces entered the forest in different ways.
- b) The state required elephants for the army so the peshkash levied from forest people often included a supply of elephants.
- c) The spread of commercial agriculture
- d) Forest products like honey, beeswax and gum lac were in great demand.
- e) Gum lac was exported and elephants were captured and sold.
- f) Trade involved an exchange of commodities through barter as well.
- g) Social factors: Many tribal chiefs had become zamindars, some even became kings. Some tribes had armies and some subjugated neighbouring tribes.

Q16 Merits and demerits of Oral history:

- a) Merits: oral history help us greatly in understanding the trials and tribulations of common masses
- b) It helps us grasp experiences and memories in detail.
- c) It helps to write richly textured vivid accounts.
- d) It is impossible to extract this kind of information from government documents.
- a) Demerits: Oral history may lack concreteness and the chronology may be imprecise.
- b) Oral data may not be automatically or easily available.
- c) This technique helps historians to broaden the boundaries of their discipline by rescuing from oblivion the lived experiences of the poor and the process happened during partition.

or

Controversies related to language:

- a) Mahatma Gandhi accepted that Hindustani ought to be the national language.
- b) He thought that it is the ideal language of communication between diverse communities
- c) By the end of the 19th century, Hindustani as a language had been gradually changing.
- d) As communal conflict deepened Hindi and Urdu also started growing apart.
- e) In the earlier sessions of the Constituent Assembly RV Dhulekar made a strong plea that Hindi be used as the language of constitution making.
- f) The Constituent Assembly wanted that Hindi should be accorded the rank of the national language. The Committee on 12 Sept 1947 discussed the issue of national language.
- g) The committee had thought a compromise formula in order to resolve the deadlock between the supporters and opponents of Hindi as the national language.
- h) The committee suggested that Hindi in Devnagari script should be the official language
- i) English would be continued to be used for all official language for the first 15 years.

SOURCE BASED ANSWERS

Q17. Mother's Advice (Mahabharata story)

- 1(a) Gandhari wanted Duryodhana to make peace because that will bring honour to his father and mother.
- 1(b) To put away greed and anger
- 1(c) The evil effects of war
- 2(a) The position of women during this period; According to Manusmriti women had no right in paternal property.
- 2(b) The women did not enjoy high status in society.
- 2(c) Example Yudhishtira staking Draupadi in the game of dice.
- 3(a) Duryodhana did not listen to his mothers' advice because he was jealous of his Pandava brothers.
- 3(b) He wanted to get the throne

Or

Dhanavanti's inscriptions

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

Q18. Problems faced by peasants

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

or

Trade between the hill tribes and the plains

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

Q19. Taluqdars thoughts

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

- b) He saved the British officer because the people rose against him, and requested Hanwant Singh to save him.
- c) The dispossession of the Taluqdars led to the breakdown of the entire social order. The ties of loyalty and patronage that had bound the peasants to the taluqdars was disrupted.

Or

Escaping to the countryside

- a) The gates which were held by the rebels were The Ajmeri Gate, the Turkman Gate and the Delhi Gate.
- b) The Britishers overran the city in all directions; they cut down all whom they found in the street. Every road from the Kashmiri Gate to Chandini Chowk was a battlefield.
- c) The rebels saved themselves by fleeing through the gates to the little villages and shrines outside the city.

Map Question

Q20 Location – choice question, refer to Lesson No.2, Part I & Lesson No.

Q21 Identification of the map 1 Delhi, 2.Lucknow,3.Azamgarh,4.Kanpur,5.Jhanasi.