

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL

(2022-2023)

Class : XII

HISTORY

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**ASHOK KUMAR
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MESSAGE

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself, I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of School and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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MESSAGE

“A good education is a foundation for a better future.”

- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)



Govt. of NCT of Delhi

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D.O. No. PS/Addl-DE/Sch/2022/131

Dated: 01 सितम्बर, 2022

संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमि समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई के नवीनतम दिशा-निर्देशों के अनुसार पाठ्यक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शनो में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्ज्वल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा
(रीता शर्मा)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

HISTORY

Class : XII

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और
- (ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।



Constitution of India

Part IV A (Article 51 A)


Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- * (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ¹[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को
अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

SUPPORT MATERIAL (2021-2022)

HISTORY (027)

CLASS-XII

Review Committee

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HISTORY
COURSE STRUCTURE
CLASS XII (2022-23)
(Code No. 027)

One Theory Paper

Max. Marks-80
Time:3 Hours

THEMES	Periods	Marks
Themes in Indian History Part-I		25
Theme 1 Bricks, Beads and Bones	15	
Theme 2 Kings, Farmers and Towns	15	
Theme 3 Kinship, Caste and Class	15	
Theme 4 Thinkers, Beliefs and Buildings	15	
Themes In Indian History Part-II		25
Theme 5 Through the Eyes of Travellers	15	
Theme 6 Bhakti –Sufi Traditions	15	
Theme 7 An Imperial Capital: Vijayanagar	15	
Theme 8– Peasants, Zamindars and the State	15	
Themes In Indian History Part-III		25
Theme 10 Colonialism and The Countryside	15	
Theme 11 Rebels and the Raj	15	
Theme 13 Mahatma Gandhi and the Nationalist Movement	15	
Theme 15 Framing the Constitution	15	
Including Map Work of The Related Themes	15	5
Total		80
Project work	25	20
Total	220	100

COURSE CONTENT

Class XII: Themes in Indian History		
Themes	<p>NOTE- This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.</p>	
	Learning Objective	Learning Outcomes
Part-I BRICKS, BEADS AND BONES The Harappan Civilization: Broad overview: Early urban centers Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site Discussion: How it has been utilized by archaeologists/ historians	<ul style="list-style-type: none"> Familiarize the learner with early urban centers as economic and social institution. Introduce the ways in which new data can lead to a revision of existing notions of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. Develop an ability to use and analyze socio- economic, political aspects of Harappa <ul style="list-style-type: none"> Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
KINGS, FARMERS AND TOWNS: Early States and Economies (c. 600 BCE-600 CE) 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: Ashokan inscription and Gupta period land grant Discussion: Interpretation of inscriptions by historians.	<ul style="list-style-type: none"> Familiarize the learner with major trends in the political and economic history of the subcontinent. Introduce inscrip-tional analysis and the ways in which these have shaped the understanding of political and economic processes. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent. Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
KINSHIP, CASTE AND CLASS Early Society Societies (C. 600 BCE-600 CE) Broad overview: Social Histories: Using the	<ul style="list-style-type: none"> Familiarize the learners with issues in social history. Introduce the 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> Analyze social norms in order to understand the perspectives of society given in the scriptures of

<p>Mahabharata Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharata Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.</p>	<p>strategies of textual analysis and their use in reconstructing social history.</p>	<p>ancient India.</p> <ul style="list-style-type: none"> ● Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.
<p>THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE - 600 CE) Broad overview: A History of Buddhism: Sanchi Stupa A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism) 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.</p>	<ul style="list-style-type: none"> ● Discuss the major religious developments in early India. ● Introduce strategies of visual analysis and their use in reconstructing the theories of religion. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Compare the distinct religious facets in order to understand the religious developments in ancient India ● Elucidate the rich religious sculpture and infer the stories hidden in it.
<p>Part-II THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth century)</p>	<ul style="list-style-type: none"> ● Familiarize the learner with the salient features of social histories described by the travellers. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Identify the accounts of foreign travellers in order to

<p>Broad Overview: outlines of social and cultural life as they appear in traveller's account.</p> <p>Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p>Excerpts: from Al Biruni, Ibn Battuta, Francois Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Discuss how traveller's accounts can be used as sources of social history. 	<p>understand the social political and economic life during the tenure of different rulers in the medieval period</p> <ul style="list-style-type: none"> • Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
<p>BHAKTI –SUFİ TRADITIONS:</p> <p>Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p> <p>Broad overview:</p> <ol style="list-style-type: none"> Outline of religious developments during this period saints. Ideas and practices of the Bhakti-Sufi <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the religious developments. • Discuss ways of analyzing devotional literature as sources of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. • Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.
<p>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p> <p>Broad Over View: New Architecture: Hampi</p> <ol style="list-style-type: none"> Outline of new buildings 	<ul style="list-style-type: none"> •Familiarize the learner with the new buildings that were built during the time. Discuss the ways in 	<p>At the completion of this unit students will be able to:</p>

<p>during Vijayanagar period-temples, forts, irrigation facilities.</p> <p>b. Relationship between architecture and the political system</p> <p>Story of Discovery: Account of how Hampi was found.</p> <p>Excerpt: Visuals of buildings at Hampi</p> <p>Discussion: Ways in which historians have analyzed and interpreted these structures.</p>	<p>which architecture can be analyzed to reconstruct history.</p>	<ul style="list-style-type: none"> • Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India • Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.
<p>PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries) Broad overview: The Ain-i-Akbari</p> <p>a. Structure of agrarian relations in the 16th and 17th centuries.</p> <p>b. Patterns of change over the period.</p> <p>Story of Discovery: Account of the compilation and translation of Ain I Akbari</p> <p>Excerpt: from the Ain-i-Akbari.</p> <p>Discussion: Ways in which historians have used texts to reconstruct history.</p>	<ul style="list-style-type: none"> • Discuss the developments in agrarian relations. • Discuss how to supplement official documents with other sources. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. <p>Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</p>

<p style="text-align: center;">Part-III</p> <p>COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives</p> <p>Broad overview:</p> <p>Colonialism and Rural Society: Evidence from Official Reports</p> <p>a) Life of zamindars, peasants and artisans in the late 18th century</p> <p>b). Permanent Settlement, Santhals and Paharias</p> <p>Story of official records: An account of why official investigations in rural societies were undertaken and the types of records and reports produced.</p> <p>Excerpts: From Fifth Report</p> <p>Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> ● Discuss how colonialism affected zamindars, peasants and artisans. ● Comprehend the problems and limits of using official sources for understanding the lives of the people 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India. ● Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.
<p>REBELS AND THE RAJ: 1857 Revolt and its Representations-</p> <p>Broad overview:</p> <p>a. The events of 1857-58.</p> <p>b. Vision of Unity</p> <p>c. How these events were recorded and narrated.</p> <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> ● Discuss how the events of 1857 are being interpreted. ● Discuss how visual material can be used by historians. 	<p>At the completion of this unit students will be able to:</p> <p>Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.</p> <ul style="list-style-type: none"> ● Examine the momentum of the revolt to understand its spread. ● Analyze how revolt created vision of unity amongst Indians. ● Identify and interpret visual images to understand the emotions portrayed by the nationalist and British

<p>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</p> <p>Broad overview:</p> <ol style="list-style-type: none"> The Nationalist Movement 1918 -48. The nature of Gandhian politics and leadership. <p>Focus: Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> 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 a historical so 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. Analyze the significant contributions of Gandhiji to understand his mass appeal for nationalism. Analyze the perceptions and contributions of different communities towards the Gandhian movement. Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.
<p>FRAMING THE CONSTITUTION: The Beginning of a New Era</p> <p>Broad overview: The Making of the Constitution an overview:</p> <ol style="list-style-type: none"> Independence and then new nation state. The making of the Constitution <p>Focus: The Constituent Assembly Debates</p> <p>Excerpts: from the debates</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> 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. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.

LIST OF MAPS

Book 1		
1	Page 2	Mature Harappan sites: <ul style="list-style-type: none"> • Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	Page 30	Mahajanapada and cities: <ul style="list-style-type: none"> • Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	Page 33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	Page 43	Important kingdoms and towns: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5	Page 95	Major Buddhist Sites: <ul style="list-style-type: none"> • Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Ajanta.
Book 2		
6	Page 174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	Page 214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
Book 3		
8	Page 297	Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras, Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Patna, Benaras, Allahabad and Lucknow.
9	Page 305	Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh.
10		Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.

HISTORY -027
Class XI & XII (2022-23)
Project work

PROJECT WORK

MM-20

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know 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 helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- To learn to work on diverse cultures, races, religions, and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- The teachers must ensure that the students submit original work.
- Project report should be **Handwritten** only. (Eco-friendly materials can be used by students)

The following steps are suggested:

- 1) Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- 2) The project must be done individually / In-groups.
- 3) The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- 4) The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
- 5) The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated **Activities** , experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
- 6) Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- 7) Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

Note: *The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.*

FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism
9. Global legacy of Gandhian ideas

10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)

Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines

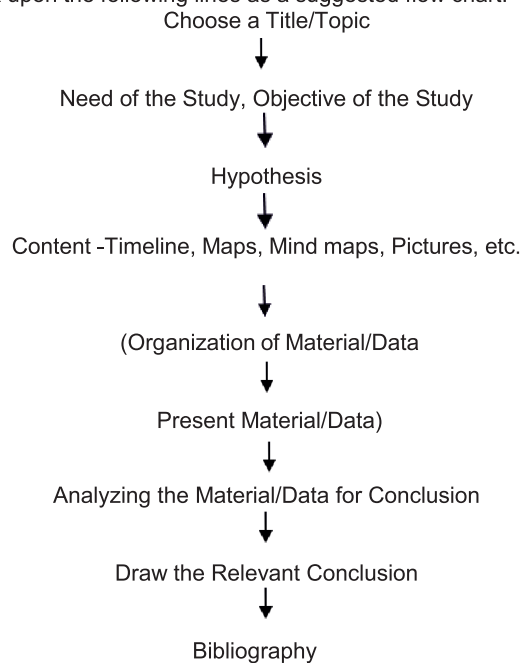
Note: Kindly refer to the guidelines on project work for classes XI and XII given below: -

Guidelines for History Project Work: 20 Marks

One Project to be done throughout the session, as per the existing scheme.

1. Steps involved in the conduct of the project:

Students may work upon the following lines as a suggested flow chart:



2. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested during research
- Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

3. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
April -July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

4. Viva-Voce

- At the end, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

In case of any doubt, authenticity should be checked and verified. *****

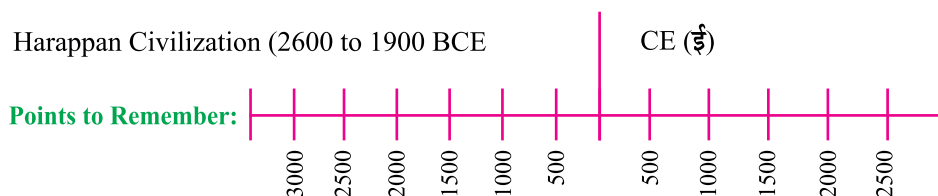
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CHAPTER 1

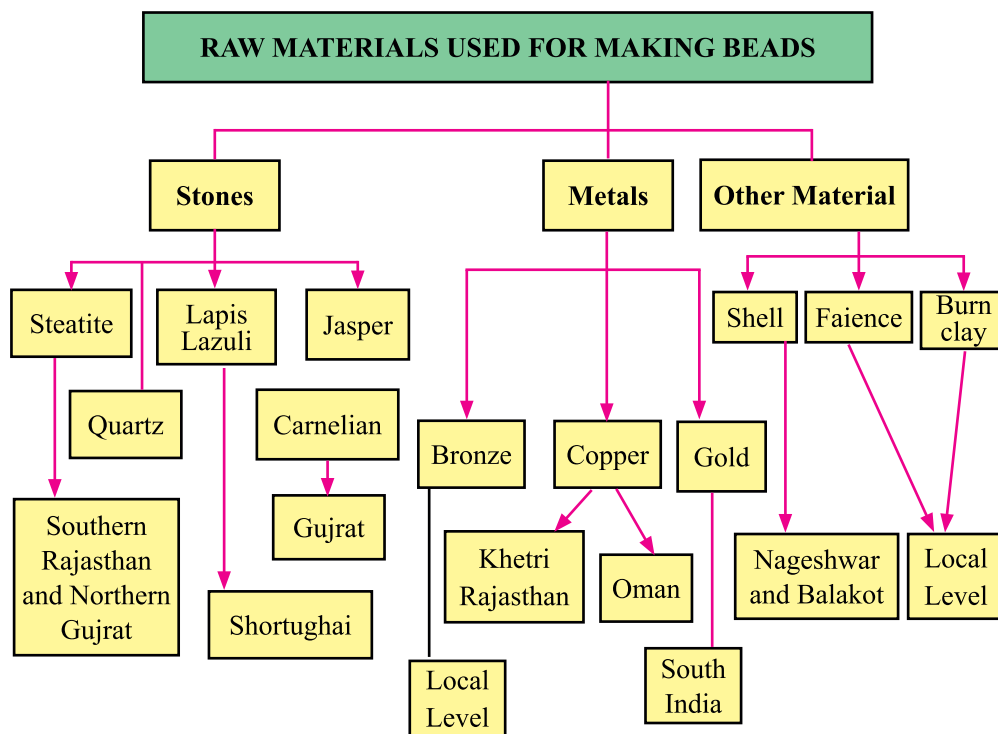
BRICKS BEADS AND BONES

THE HARAPPAN CIVILISATION



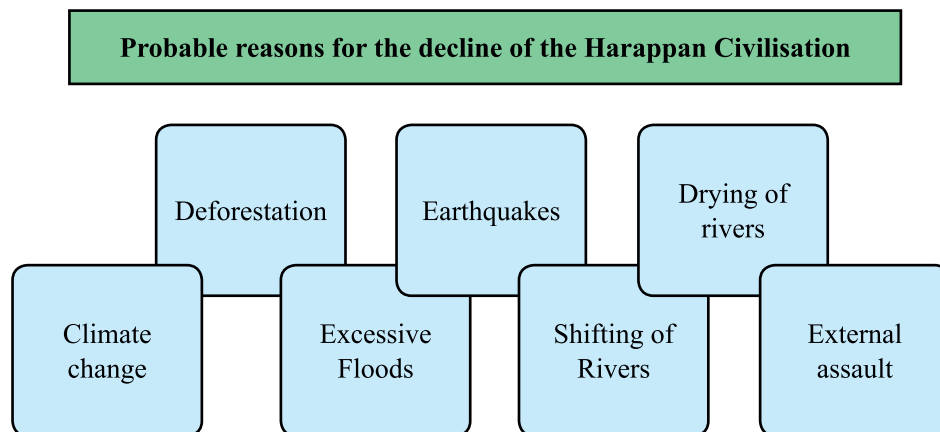
1. The Indus valley civilisation is also called the harappan culture. Archaeologists use the term "Culture" for a group of objects, distinctive in style, that are usually found together within a specific geographical area and period of time.
2. This civilisation was named after Harappa, the first site where this unique culture was discovered.
3. The main centres of this civilisation are Harappa and Mohenjodaro.
4. The Harappan civilisation was discovered in the year 1921-22 under the leadership of Sir John Marshall, Dayaram Sahni, and Rakhal Das Benerji.
5. The civilisation is dated between c. 2600 and 1900 BCE.
6. Sources to know about Harappan civilisation – Buildings, weights, Stones, Blades and Baked bricks, ornaments, sculptures, seals etc.
7. Expansion of the civilization – Afghanistan, Jammu, Baluchistan, Pakistan, Gujrat, Rajasthan and western U.P.
8. Main centers - Nageshwar, Balakot, Chanhudaro, Kotdiji, Dholavira, Lothal, Kalibangan, Banawali, Rakhigarhi etc.
9. This was an urban civilization . The main feature of this civilization was town planning.
10. The settlement is divided into two sections, one smaller but higher and the other much larger but lower. These were called Citadel and the Lower Town respectively.
11. The Lower Town at Mohenjodaro provides examples of residential buildings, whereas the structures found in citadel, were probably used for special public purposes.
12. In, Harappan civilisation, roads and streets were laid out along an approximate "grid" pattern, intersecting at right angles.
13. One of the most distinctive features of Harappan cities was the carefully planned drainage system. Every house had its own bathroom paved with bricks.

14. Grains consumed in Harappan Civilization are estimated to be wheat, barely, lentil, chickpea and sesame. Millets are found from sites in Gujarat. Finds of rice are relatively rare.
15. Animal in existence at Harappan Civilization are estimated to be cattle, sheep, goat, buffalo and pig.
16. Harappan script is an enigmatic script as nobody is able to read it yet.
17. Harappan script was written from right to left. It has signs somewhere between 375 and 400.
18. Exchanges were regulated by a precise system of weights, usually made of a stone called chert. Smaller weights were probably used for weighing jewellery and beads. The lower denominations of weights were binary.
19. Chanhudaro almost exclusively devoted to craft production, including bead-making, shell-cutting, metal-working, seal-making and weight-making.
- 20.



21. Seals and sealings were used to facilitate long distance communication.
22. At burials in Harappan sites the dead generally were laid in pits. Some graves contain pottery and ornaments, perhaps indicating a belief that these could be used in the afterlife. Burial systems were used to find out the social and economic differences amongst Harappan people.

23.



24. Every house had its own bathroom paved with bricks, with drains connected through the wall of the street drains.
25. Specialised drills have been found at Chanhudaro, Lothal and more recently at Dholavira.
26. Rare objects made of valuable materials are generally concentrated in large settlements like Mohenjodaro and Harappan for example, miniature pots of faience and gold jewellery.
27. Nageshwar and Balakot were located near the coast and these were specialized centers for making shell objects like bangles, ladles and inlay.
28. Special expeditions were sent to remote areas for obtaining raw materials such as Khetri, Oman for copper and South India for Gold.
29. Cunningham, the first director general of the Archaeological Survey of India, had the illusion that the beginning of Indian History originated with the first cities that flourished in the Ganga valley.
30. Based on the town planning, architecture, trade and modern features found at the Harappan civilization, it is also called a new ancient civilization.

OBJECTIVE TYPE QUESTION (1 Mark Each)

1. When was the Harappaan civilization discovered? Under whose leadership was it discovered?
2. Write any one feature of pre-Harappan settlements.
3. Who was Sir John Marshall?
4. Write any one characteristic of Harappan script.
5. Mention the main means of irrigation used by the Harappans.
6. What is Faience?
7. With which countries did the Harappan civilization have trade relations?
8. Which gods and goddesses were worshipped by the Harappan people?

9. Write the names of any two major regions of the Harappan civilization.
10. Harappan settlements were divided into..... and.....
11. The estimated wells in Mohanjodaro were:
A) Approx 500 B) Approx 600
C) Approx 700 D) Approx 800
12. The main feature of the Harappan script was:
A) It was written from left to right
B) It was written from right to left.
C) It was written from top to bottom
D) It was written from bottom to top
13. Harappa and Mohanjodaro are located in-
A) Present Maharashtra B) Present-Pakistan
C) Present Haryana D) None of the Above
14. The countries Harappan people had trade relations with are-
A) China, Japan, Korea B) Russia, Mongolia, Italy
C) Iran, Iraq, Egypt D) None of the above
15. The first Director General of the Archaeological Survey of India was:
A) John Marshall B) Cunningham
C) R.E.M. Wheeler D) None of the above
16. The number of signs in the Harappan script were:
A) 500-700 B) 375-400
C) 200-300 D) 300-350
17. A major centre of craft production was:
A) Mohenjodaro B) Harappa.
C) Kalibangan D) Chanhudaro
18. The evidence of the ploughed field is found at:
A) Harappa B) Kalibangan
C) Mohenjodaro D) None of the above
19. The main centre for objects made of shell was-
A) Nageshwar B) Chanhudaro
C) Rakhigarhi D) Harappa

20. The main reason for the decline of Harappan civilization was:

- A) Climate change
- B) Frequent famine
- C) Natural disasters
- D) All of the above

21. Identify the given picture.



CASE STUDY BASED QUESTIONS (3 MARKS EACH)

22. Read the given source and answer any three questions that follow.

Citadels

While most Harappan settlements have a small high western part and a larger lower eastern section, there are variations. At sites such as Dholavira and Lothal (Gujarat), the entire settlement was fortified, and sections within the town were also separated by walls. The Citadel within Lothal was not walled off, but was built at a height.

- A) In Indus Valley Civilization the second most famous site discovered after Harappa is :
 - a) Chanhudaro
 - b) Balakot
 - c) Nageshwar
 - d) Mohanjodaro
- B) The structures found in the fort from among the following is:
 - a) Warehouse
 - b) Great Bath
 - c) Both a and b
 - d) Neither of the above
- C) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A) – The fort was built on a high place.

Reason (R) —The structures of the fort were built on the platform of raw bricks.

 - a) Only statement (A) is correct.
 - b) Only Reason (R) is correct.

- c) Both statement (A) and reason (R) are true, but reason (R) is not an explanation of statement (A).
- d) Both statement (A) and reason (R) are true and reason (R) is the explanation of statement (A).

D) Read the following statements carefully:

- (i) The fort was blackened.
- (ii) The fortification has structures that were probably used for specific public purposes.
- a) Both (i) and (ii) are true
- b) Only (i) is true
- c) Only (ii) is true
- d) None is true

23. Study the given picture and answer the following questions.



- A) This Picture is of:
 - a) Proto Shiva
 - b) Mother Goddess
 - c) Terracotta toy
 - d) Priest king
- B) Problems of archaeological interpretation are perhaps evident in the field of:
 - a) Rulers
 - b) General public
 - c) Religion
 - d) Trade
- C) One horned animal found on seals is often called:
 - a) Bull
 - b) Unicorn
 - c) Proto Shiva
 - d) Rhinoceros

D) Read the given statement and choose the appropriate option:

- (i) "Proto Shiva is also called Pashupati"
- (ii) "Mother Goddess is a terracotta figurine of, heavily jewelled women"
- a) Only (i) is correct
- b) Only (ii) is correct
- c) (i) and (ii) both are correct
- d) Neither (i) nor (ii) is correct

SHORT ANSWER QUESTIONS (3 MARK EACH)

1. Give a brief description of the great bath of Mohenjodaro
2. Highlight the economic activities of Harappan people.
3. What methods do archaeologists use to observe socio-economic differences in Harappan society
4. How the seals obtained from Harappan sites are helpful in getting information about their religious beliefs?
5. How do archaeologists identify craft production centers?
6. Who was General Cunningham? How did he fail to understand the importance of Harappa?
7. Write a brief comment on the drainage system of the Harappan civilization.
8. Describe Harappa's trade relations with West Asia.
9. Give any three reasons responsible for the decline of Harappan civilization?
10. Explain the distinctive features of Mohenjodaro's residential buildings.
11. Why is the Harappan script called enigmatic? Mention any three characteristics, of the Harappan script.
12. What do you know about the food items of the people of Indus Valley Civilization? Explain
13. Write any three achievements of the Harappan civilization in the field of technology?
14. Who was John Marshall? Clarify his contribution to Indian history.
15. How do historians reconstruct history?

LONG ANSWER QUESTIONS (8 MARK EACH)

1. Describe in detail the town planning of the Harappan civilization (Hint : Page Nos. 5-8, N.C.E.R.T.)
2. What are the main contributions of the Harappan civilization? (hint : page no 5,6, 7,13,15, NCERT)

3. What were the main aspects of Harappan agriculture and agricultural technology?(Hint: page no. 2-3, NCERT)
4. Mention the achievements of R. E.M. Wheeler as Director General of Archaeological Survey of India. (Hint : page no. 21, NCERT)
5. Highlight the economic and religious characteristics of the Indus Valley Civilization (Hint: page 9, 10,12,23 NCERT)

Answers to Long Answer Questions

1. Town Planning of the Harappan civilization :
 - (i) An urban civilisation
 - (ii) The settlement divided into two sections :- Citadel and the lower town.
 - (iii) Roads laid on grid pattern.
 - (iv) Covered drains paved with bricks.
 - (v) Planned drainage system
 - (vi) Construction of special types of buildings such as bathrooms, granaries, etc.
 - (vii) Drains of the houses connected through the wall of the Street drains.
 - (viii) Houses made of bricks and mud
 - (ix) Construction of two storey buildings
 - (x) Use of stairs to go on the top floor
2. Some of the main contributions of the Harappan civilisation are as follows :
 - (i) Town planning
 - (ii) Craft production style
 - (iii) Construction of Public buildings
 - (iv) Excellent drainage system
 - (v) Manufacturing of seals
 - (vi) Domestic and international trade
 - (vii) The concept of an urban civilisation
 - (viii) Agriculture and animal husbandry
 - (ix) Use of jewellery
 - (x) Skilled citizen management
 - (xi) Building art and architecture

(Hint Page 5, 6, 7, 13, 15 NCERT)
3. Sufficient remains of agricultural production have been found from various sites of Harappan civilisation

- Use of wheat, barley, lentils, chickpea and sesame etc. is estimated.
- Remnants of rice cultivation have also been found at some places and
- Evidence of animal husbandry along with agriculture
- Sufficient evidences of hunting
- Based on the evidence obtained, it is estimated that bullocks were used for plowing.
- A metal or stone plow was used for plowing the field.
- Evidence of canals and reservoirs found for irrigation

(Hint: Page 2, 3 NCERT)

4. The contribution of R-E.M wheeler as the Director General of the Archaeological Survey of India is extremely significant.
 - Being an ex-serviceman, his experience was very useful in securing the evidence.
 - Instead of excavating the mound mechanically, he thought it appropriate to follow the stratigraphy of the mound.
 - His approach to follow the stratigraphy was very useful.
 - Wheeler wrote in his memoir that on a warm may night in 1944, he had a four miles tonga - ride to reach Harappa. He was afraid that people would consider him mad seeing his passion.
 - Seeing his efforts, there has also been growing international interest in Harappan archaeology

(Hint: Page 21 NCERT)

5.
 - Sufficient evidence have been found of economic prosperity and religious characteristics.
 - The study of the burials reveals the economic differences in the society
 - Men and women wore jewellery. Like today, Gold was still a valuable commodity at that time.
 - There was inland and international trade of valuables, stones, metals etc.
 - Traces of rituals have been found on the seals, which are signs of religion and worship.
 - Heavily jewelled terracotta figurines have been found which were regarded as mother goddesses.
 - Some evidences also indicate the worship of shiva.

(Hint: Page- 9, 10, 12, 23 NCERT)

Source Based Questions (5 Marks Each)

(Read the following source carefully and answer the questions given below:)

The most ancient system yet discovered

About the drains, Mackay noted: It is certainly the most complete ancient system yet discovered. Every house was connected to the street drains. The main channels were made of bricks set in mortar and were covered with loose bricks that could be removed for cleaning. In some cases, limestone was used for the covers. House drains first emptied into a sump or cesspit into which solid matter settled while waste water flowed out into the street drains. Very long drainage channels were provided at intervals with sumps for cleaning. It is a wonder of archaeology that little heaps of material, mostly sand, have frequently been found lying alongside drainage channels, which shows that the debris was not always carted away when the drain was cleared. Drainage systems were not unique to the larger cities, but were found in smaller settlements as well. At Lothal for example, while houses were built of mud bricks, drains were made of burnt bricks.

1. Describe one of the features of the drainage system of the Harappan civilization 1
2. Why was the drainage of Harappan civilization called a unique example of archaeology? 2
3. What did Mackay think about the drains? 2

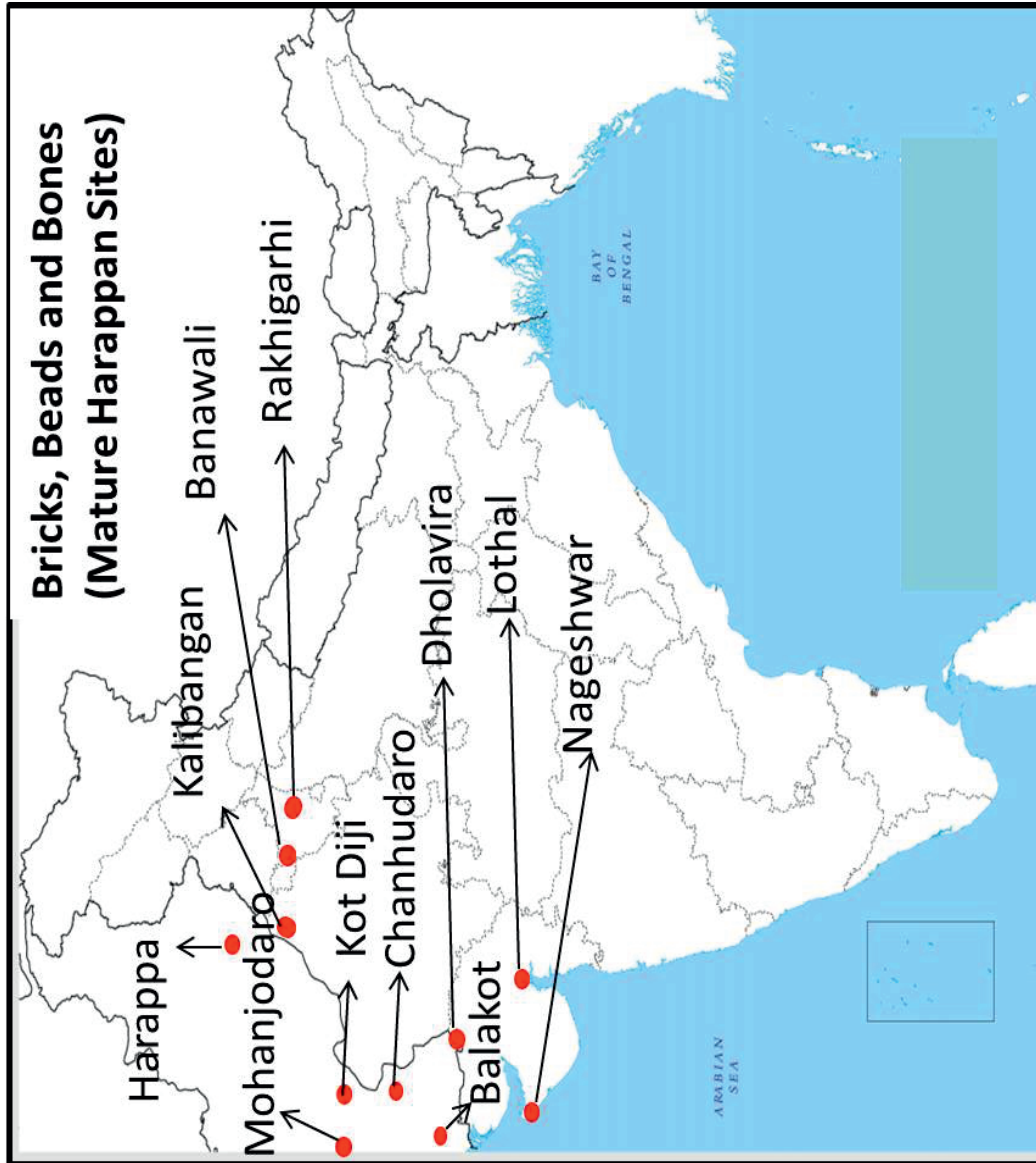
How artefacts are identified

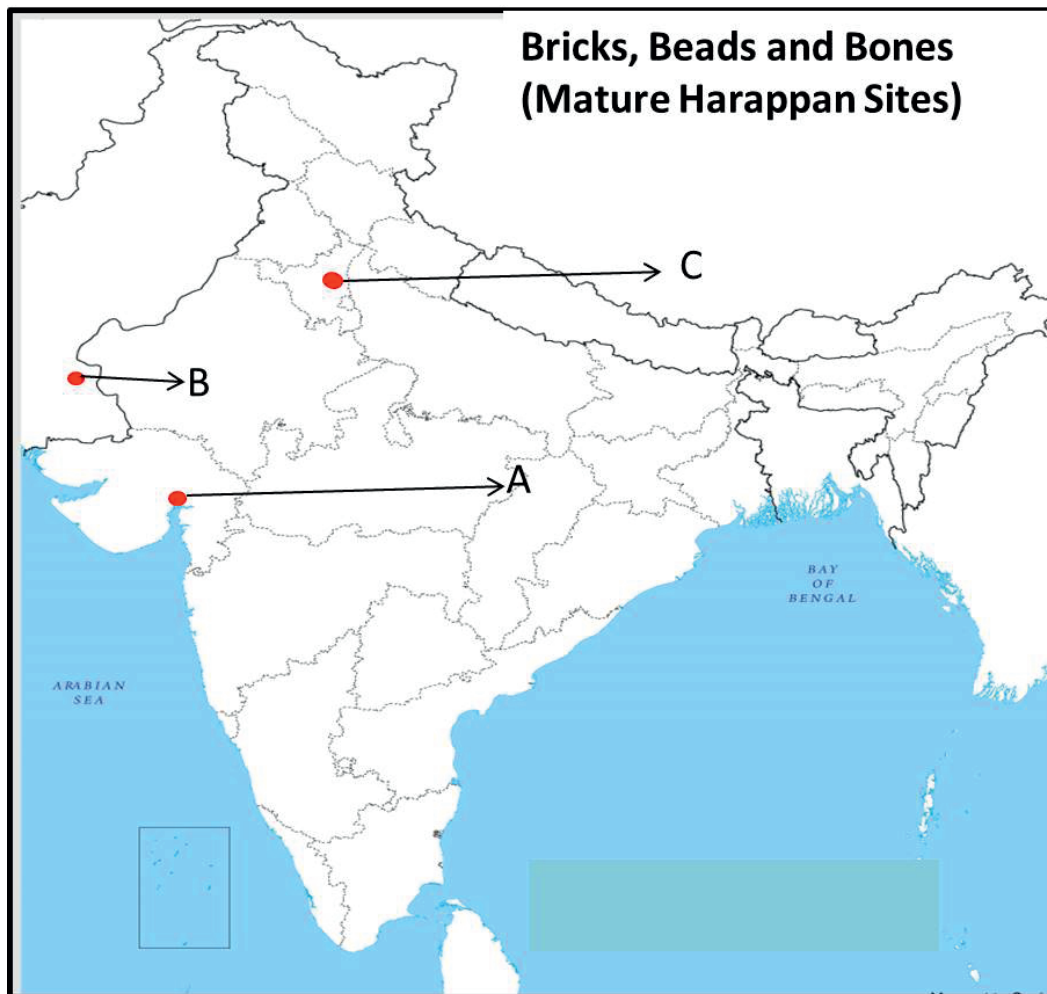
Processing of food required grinding equipment as well as vessels for mixing, blending and cooking. These were made of stone, metal and terracotta. This is an excerpt from one of the earliest reports on excavations at Mohenjodaro, the best-known Harappan site:

Saddle querns ... are found in considerable numbers ... and they seem to have been the only means in use for grinding cereals. As a rule, they were roughly made of hard, gritty, igneous rock or sandstone and mostly show signs of hard usage. As their bases are usually convex, they must have been set in the earth or in mud to prevent their rocking. Two main types have been found: those on which another smaller stone was pushed or rolled to and fro, and others with which a second stone was used as a pounder, eventually making a large cavity in the nether stone. Querns of the former type were probably used solely for grain; the second type possibly only for pounding herbs and spices for making curries. In fact stones of this latter type are dubbed "curry stones" by our workman and our cook asked for the loan of one from the museum for use in the kitchen.

FROM ERNEST MACKAY, FURTHER EXCAVATIONS at Mohenjodaro, 1937.

1. Write any one feature of concave wheels. (1)
2. What are the types of stones used to make querns. (2)
3. Explain the importance of Harappan utensils for historians. (2)



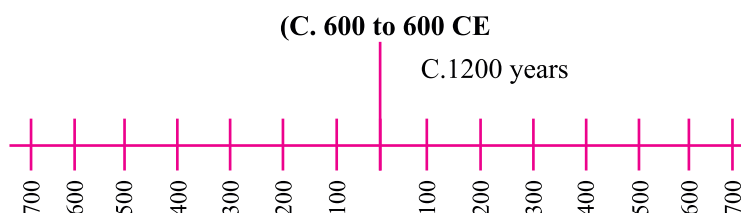


1. In the given outline map of India, show the mature Harappan sites Mohenjodaro and Kalibangan, with the help of appropriate symbols.
2. In the same given outline map of India three mature Harappan sites are marked as A, B & C. Identify the places and write their names.

THEME 2

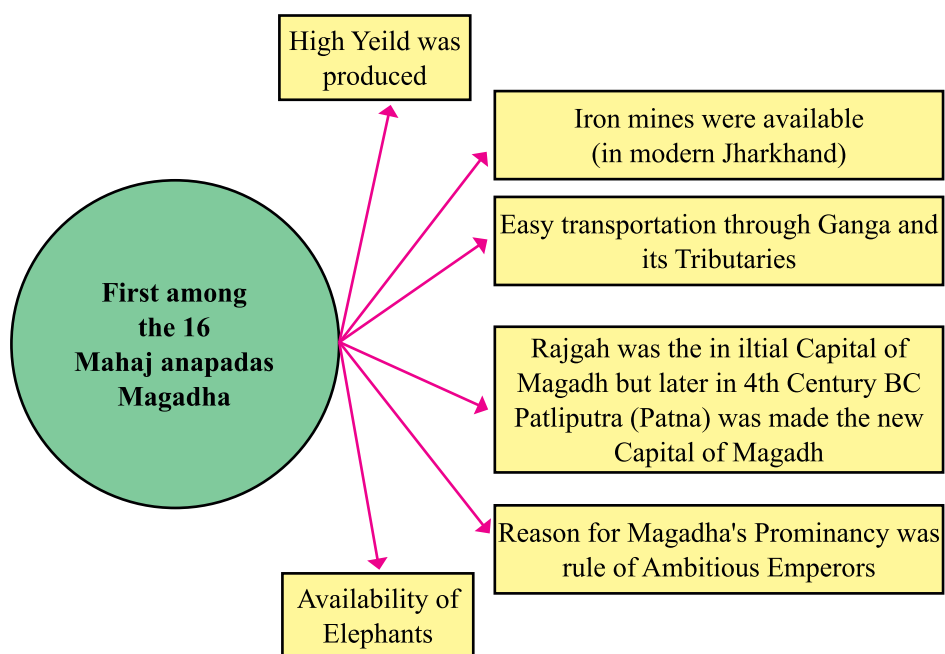
Kings, Farmers and Towns

Early States and Economics

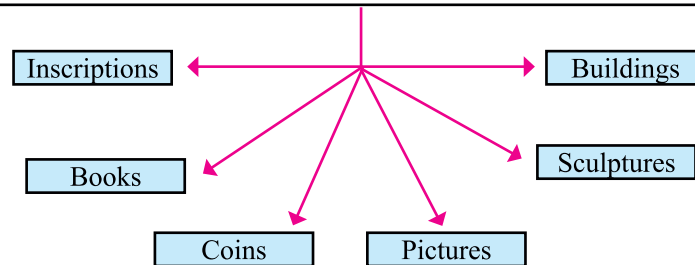


Points to Remember:

1. James Prinsep, an officer in the mint of the East India Company in the decade of 1830, deciphered Brahmi and Kharosthi scripts. These helped decipher Ashokan inscriptions and coins.
2. The sixth century BCE is often regarded as a major turning point in early Indian history. It is an era associated with early states, cities, the growing use of iron, the development of coinage, etc.
3. Sixteen states known as Mahajanapadas emerged. Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara and Avanti were major among them.
4. Reasons of Magadha becoming the most powerful Mahajanapada.



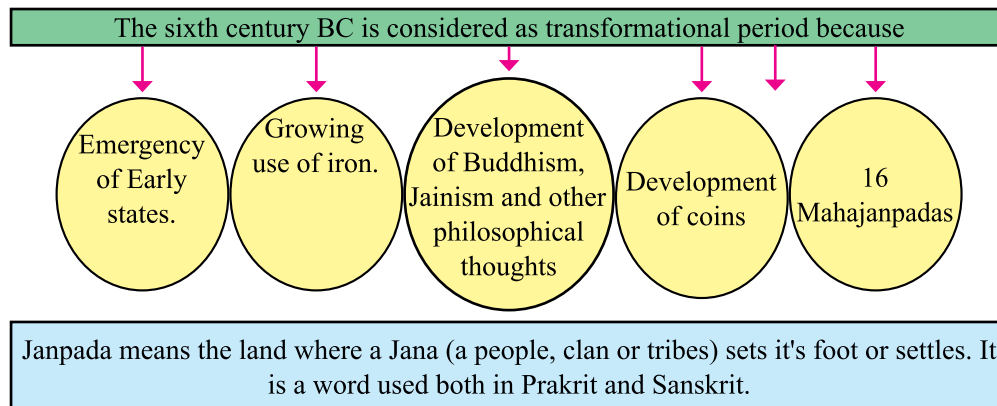
5. According to Buddhist text Asoka was one of the most famous rulers of this time.
6. Chandragupta Maurya was the founder of Mauryan dynasty. Mauryan empire was the first empire of India.
7. Sources to know about Indian history between 600 BCE to 600 CE



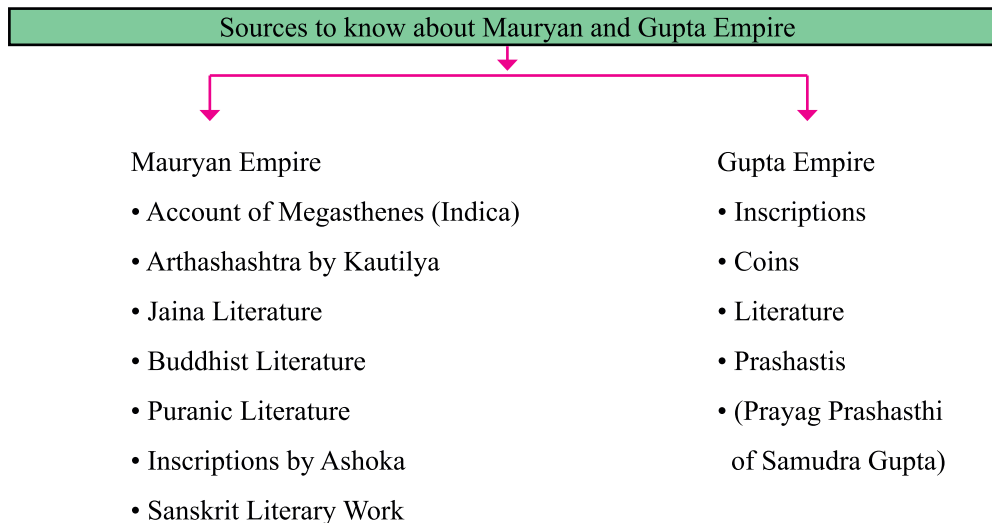
8. Prinsep and Piyadassi
 - In the 1830s James Prinsep an officer in the mint of East India Company, deciphered Brahmi and kharoshthi, two scripts used in earliest inscriptions and coins.
 - Most of these mentioned a king referred to as Piyadassi meaning "pleasant to behold". Few inscriptions also referred to Asoka, one of the most famous rulers known from Buddhist texts.



9. Early States



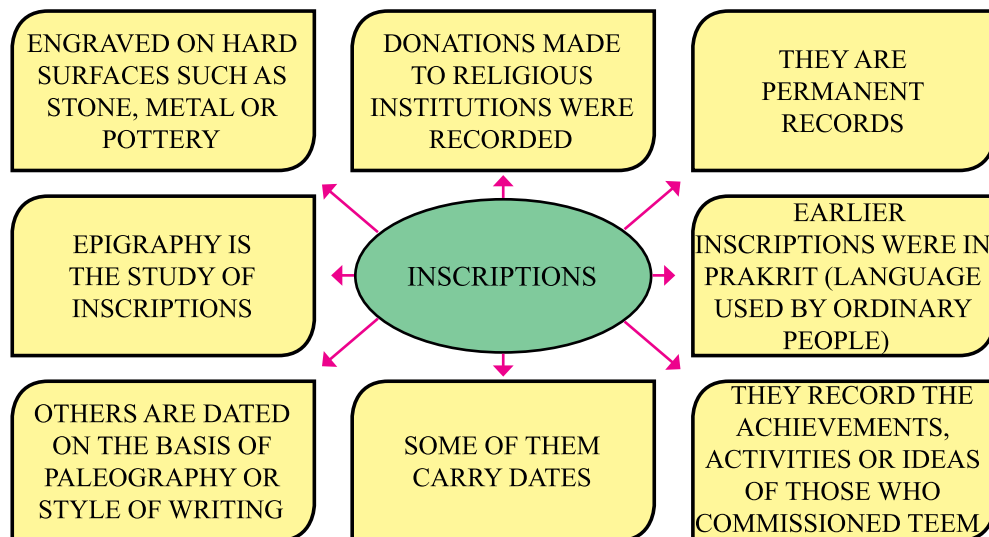
10.



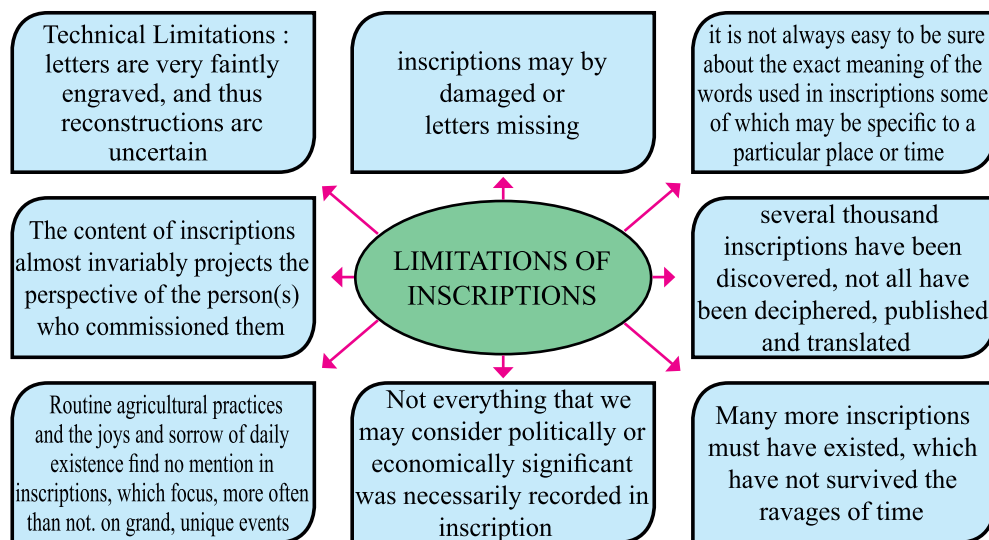
11. There were five major political centres in the Mauryan Empire- the capital Pataliputra and the provincial centres of Taxila, Ujjayini, Tosali and Suvarnagiri.
12. Megasthenes mentions a committee with six subcommittees for coordinating military activities. One looked after the navy, the second managed transport and provisions, the third was responsible for foot soldiers, the fourth for horses and fifth for chariots and the sixth for elephants.
13. By the fourth century there is evidence of larger states, including the Gupta Empire. Many of these depended on Samantas, (men who maintained themselves through local resources including control over land).
14. The new kingdom that emerged in the Deccan and further south, including the chiefdoms of the Cholas, Cheras and Pandyas.
15. The iron ploughshare was used to increase the agricultural productivity in 6th century BC.
16. To some extent, exchanges were facilitated by the introduction of coinage.
17. One means of claiming high status was to identify with a variety of deities.
18. By the second century BCE, we find short votive inscriptions in a number of cities. These mention the name of the donor, and sometimes specify his/her occupation as well. They tell us about people who lived in towns: washing folk, weavers, scribes, carpenters, potters, goldsmiths, blacksmiths, officials, religious teachers, merchants and kings.
19. Somethings, guilds or shrenis, organisations of craft producers and merchants are mentioned as well. These guilds probably procured raw materials, regulated production and marketed the finished product.

20. From the sixth century BCE, land and river routes criss-crossed the subcontinent and extended in various directions across the Arabian Sea to East and North Africa and West Asia and through the Bay of Bengal to Southeast Asia and China.
21. From c. sixth century CE onwards, finds of gold coins taper off.
22. Inscriptional evidences are the main sources to know history. An Epigraphist can get important information about the language, name of the king, date and messages related to ancient times.
23. The Limitations of Inscriptional Evidence – letters are very faintly engraved, inscriptions may be damaged or letters missing, it is not always easy to be sure about the exact meaning of the words used in inscriptions, not all have been deciphered, routine agricultural practices and the joys and sorrows of daily existence find no mention in inscriptions.
24. All the archaeological finds were associated with the Mauiyas, including stones, sculpture, were considered to be examples of the spectacular art typical of empires.
25. Kushanas considered themselves godlike. Many Kushana rulers also adopted the title devaputra, or "son of god", possibly inspired by Chinese rulers who called them selves sons of heaven.
26. The notions of kingship they wished to project are perhaps best evidenced in their coins and sculpture.
27. Janapada means the land where a jana (a people, clan or tribe) sets its foot or settles. It is a word used in both Prakrit and Sanskrit.
28. From c. 6th century BCE onwards, Brahmanas began composing Sanskrit texts known as the Dharmasutras. These laid down norms for rulers as well as for other social categories.
29. A chief is a powerful man whose position may or may not be hereditary. The region under him was called a Sardari
30. The Prayaga Prashasti (also known as the Al lahabad Pillar Inscription) composed in Sanskrit by Hari shena, the court poet of Samudragupta.
31. The Sudarshana lake was an artificial reservoir. We know about it from a rock inscription (c. second century EC). The inscription mentions that the lake, with embankments and water channels, was built by a local governor during the rule of the Mauryas.
32. A gahapati was the owner, master or head of a household, who exercised control over the women, children, slaves and workers who shared a common residence. The term gahapati was often used in Pali texts to designate the second and third categories.
33. Numismatics is the study of coins, including visual elements such as scripts and images, metallurgical analysis and the contexts in which they have been found.

34.



35.



OBJECTIVE TYPE QUESTION (1 MARK Each)

1. What is an inscription?
2. Who was James Prinsep?
3. What is the meaning of Sangam literature?
4. Which scripts are mainly used in Ashokan Inscriptions?
5. What do you understand by punch marked coins?
6. What is the language of the Ashokan Inscriptions?

7. What was Shreni?
8. Why is the Lion capital of Asoka considered important in present times?
9. What does 'agrahara' mean?
10. Kanishka was the most powerful ruler of which dynasty.
11. The main achievement of James Prinsep was-
 - A) To interpret Sanskrit
 - B) To interpret Brahmi and Kharoshthi script
 - C) To interpret Devanagari script
 - D) None of the above
12. The author of the book Indica was-
 - A) Cunningham
 - B) John Marshall
 - C) Megasthenes
 - D) Kautilya
13. The military activities of the Mauryan Empire were conducted by
 - A) A committee and six subcommittees
 - B) Two committees and five subcommittees
 - C) Three committees and five subcommittees
 - D) Four committees and three subcommittees
14. The doctrine of Dharma was started by :
 - A) Chandragupta Maurya
 - B) Samudragupta
 - C) Chanakya
 - D) Ashoka
15. The legend related to the Jataka stories is :
 - A) Mahatma Buddha
 - B) Mahavira
 - C) Guru Nanak
 - D) Kabir Das
16. Harshacharita was composed by:
 - A) Kautilya
 - B) Megasthenes
 - C) Banabhatta
 - D) None of the above
17. Usually Sethi were:
 - A) Rich businessmen
 - B) Craftsmen
 - C) Farmers
 - D) Soldiers
18. The first gold coins in India were issued by:
 - A) Shakas
 - B) Satavahanas
 - C) Gupta rulers
 - D) Kushanas
19. The initial capital of Magadha was:
 - A) Taxila
 - B) Patna

-
- A black and white photograph of a large, ornate stone sculpture of a lion standing on a pedestal. The lion has a large, curly mane and is flanked by two smaller lions. The pedestal features a circular wheel-like design and a small figure of a person on the right side.

1. Read the following excerpt carefully and answer any three questions:

This is an excerpt from the Prayaga Prashashti: He was without an antagonist on earth; he, by the overflowing of the multitude of (his) many good qualities adorned by hundreds of good actions, has wiped off the fame of other kings with the soles of (his) feet; (he is) Purusha (the Supreme Being), being the cause of the prosperity of the good and the destruction of the bad (he is) incomprehensible; (he is) one whose tender heart can be captured only by devotion and humility; (he is) possessed of compassion; (he is) the giver of many hundred- thousands of cows; (his) mind has received ceremonial initiation for the uplift of the miserable, the poor, the forlorn and the suffering: (he is) resplendent and embodied kindness to mankind; (he is) equal to (the gods) Kubera (the god of wealth), Varuna (The god of the ocean), Indra (the god of rains) and Yama (the god of death ...)

- A) Prayaga Prashasti was composed by-
- a) Banabhatta b) Harishena
- c) Samudragupta d) Krishnadeva Rai

- B) This prashsti was written in the praise of
 a) Chndragupta Maurya b) Kanishka
 c) Samudragupta d) Ashoka
- C) The correct statement from among the following statements is :
 a) He had many antagonists on earth.
 b) He resplendent and embodied kindness to mankind
 c) He was full of violence
 d) All of the above
- D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).
 Assertion (A) Histories of the Gupta rulers have been reconstructed from literature, coins and inscriptions, including prashastis, composed in praise of kings in particular, and patrons in general, by poets.
 Reason (R) — While historians often attempt to draw factual information from such compositions, those who composed and read them often treasured them as works of poetry rather than as accounts that were literally true,
 a) Only statement (A) is correct.
 b) Only Reason (R) is correct.
 c) Both statement (A) and reason (R) are correct (R) is not an explanation of statement (A).
 d) Both statement (A) and reason (R) are correct and reason (R) is the explanation of statement (A).

2. See the given pictures carefully and answer any three of the following questions.



- A) These coins are associated with
 a) Mauryan empire b) Gupta empire
 c) Kushana empire d) Satvahana empire
- B) These coins are made up of
 a) Silver b) Gold
 c) Copper d) Iron

- C) Read the given statements carefully
- I) Kushanas (c. first century BCE- first century CE), ruled over a vast kingdom extending from Central Asia to northwest India.
 - II) Kushanas history has been reconstructed from inscriptions and textual traditions.
 - III) Colossal statues of Kushana rulers have been found installed in a shrine at Mathura near Mathura (Uttar Pradesh).
- Choose the correct option
- a) Only (I) is correct
 - b) Only (II) is correct
 - c) (I) and (II) are correct
 - d) All the statements are correct
- D) Study of coins is called —
- a) Numismatics
 - b) Anthropology
 - c) Epigraphy
 - d) None of the above

SHORT ANSWER QUESTIONS (3 marks each)

1. Who was James Prinsep? What is his contribution in writing Indian history?
2. "Magadha became the most powerful Mahajanapada from the sixth century to the fourth century AD." Examine
3. What were the main features of Ashoka's Dhamma?
4. According to Megasthenes descriptions, what were the military arrangements in the Mauryan Empire?
5. Explain in detail the major sources of information of Mauryan Empire
6. Examine the limitations of inscriptions in understanding the economic and political history of India.
7. Highlight three major features of ancient Indian Mahajanapadas.
8. What information do we get from the inscriptions? Explain through any three points
9. What was the "divine king" practice prevalent in the period described?
10. Write three characteristics related to agriculture during Mauryan Empire.
11. Discuss the contribution of James Prinsep in the development of Indian epigraphy
12. Highlight the importance of coins in Indian history
13. What do you know about the cities and trade of Mauryan period? Explain
14. Write any three facts about the chieftains that emerged in South India

15. In your opinion , what is the importance of the Mauryan Empire in ancient Indian history?

Long Answer Questions (8 marks each)

1. Discuss the contribution of King Ashoka in Indian history. (Hint: page no. 32-34, 47-48 NCERT)
2. Describe the salient features of the Mauryan administration (Hint: page no. 32-34, NCERT)
3. Express your views on the economic and political achievements of the Mauryan Empire. (Hint : page no. 32,34, 43 NCERT)
4. What are Inscriptions ? Explain it's importance and limitations as historical source (Hint : page no. 29,47,48 NCERT)
5. Explain the major changes that took place in the countryside during the said period (Hint: page no. 38-40, NCERT)

Answers to Long Answer questions

1. The contribution of Emperor Ashoka to in Indian History can be understood in the following points :
 - (i) Establishment of a strong empire.
 - (ii) centralized administrative system
 - (iii) Strong military organization.
 - (iv) Establishment of courts
 - (v) concept of an Ideal state
 - (vi) Establishment of Intelligence Department
 - (vii) Expansion of empire
 - (viii) Establishment of Dhamma
 - (ix) Increase in commercial trade
 - (x) Good tax system
 - (xi) Good roads and formation of Navy

(Hint: Page 32, 34, 47, 48 NCERT)
2. Administration of Mauryan Empire
 - (i) centralized administrative system
 - (ii) five political centres - Pataliputra, Taila, Ujjayini, Tosali and Suvarnagiri.
 - (iii) Control over remote centres by developing roadways and Navy.
 - (iv) formation of organized army for administrative control.
 - (v) Reaching the public through the Dhamma

- (vi) Appointment of higher officials
- (vii) systematic tax system to strengthen the financial system.
- (viii) Proper conduct of military activities

(Hint P. No 32-34 NCERT)

3.
 - (i) Mauryan Empire was a strong empire in economic and political terms
 - (ii) financial stability through good tax system
 - (iii) Incorporation of new technologies in agriculture and good irrigation system.
 - (iv) Security and stability in commerce and trade
 - (v) Transportation by road and water very easy and safe
 - (vi) Expansion of Empire
 - (vii) security of the empire and the subjects through strong military organization
 - (viii) Establishment of an ideal state
 - (ix) Divine image of the king among the subjects
 - (x) Establishment of a prosperous state in every way.

(Hint: Page 32, 33, 43 NCERT)

4. The inscriptions carved on the rock or metal are called inscriptions. In ancient times, kings had their works, achievements and edicts engraved on rock and metals, which are considered a good source of History But these also have some limitations.
 - (i) Some scripts have yet not been deciphered.
 - (ii) Damaged or missing letters.
 - (iii) Unreadable language
 - (iv) king's glory, no relation with the people
 - (v) Damaged words or letters in the script
 - (vi) incomplete sentences give unclear meaning

Despite these shortcomings, inscriptions are extremely helpful in the reconstruction of history.

(Hint: Page 29, 47, 48 NCERT)

5.
 - (i) The main source of income of the kings was land tax.
 - (ii) Rent / Tax was strictly collected.
 - (iii) Measures to increase yield by subjects and rulers.
 - (iv) use of canals and reservoirs for irrigation
 - (v) increase in crop yield with the use of iron-tipped plough
 - (vi) control of zamindars of the village over the agricultural laborers and farmers.

- (vii) Increase in production with the use of techniques and irrigation system
- (viii) Increase in the income of kings and farmers.
- (x) Evidence of land grant by the kings

(Hint: page 38-40 NCERT)

SOURCE BASED QUESTIONS (5 MARKS each)

1. Read carefully the given source and answer the questions that follows:

Life in a small village

The Harshacharita is a biography of Harshavardhana, the ruler of Kanauj, composed in Sanskrit by his court poet, Banabhatta (c. seventh century CE). This is an excerpt from the text, an extremely rare representation of life in a settlement on the outskirts of a forest in the Vindhya: The outskirts being for the most part forest, many parcels of rice-land, threshing ground and arable land were being apportioned by small farmers ... it was mainly spade culture ... owing to the difficulty of ploughing the sparsely scattered fields covered with grass, with their few clear spaces, their black soil stiff as black iron... There were people moving along with bundles of bark ... countless sacks of plucked flowers, loads of flax and hemp bundles, quantities of honey, peacocks' tail feathers, wreaths of wax, logs, and grass. Village wives hastened en route for neighbouring villages, all intent on thoughts of sale and bearing on their heads baskets filled with various gathered forest fruits.

1. Who was the author of 'Harshaeharita'? 1
 2. Describe the activities of the people of that area. Mention any two activities of farmers of that period and present farmers. 2
 3. Mention two activities that rural women did. 2
2. Read carefully the given source and answer the questions that follows:

3. Prabhavati Gupta and the village of Danguna

This is what Prabhavati Gupta states in her inscription: Prabhavati Gupta... commands the gramakutumbinas (householders/peasants living in the village), Brahmanas and others living in the village of Danguna ... "Be it known to you that on the twelfth (lunar day) of the bright (fortnight) of Kamika, we have, in order to increase our religious merit donated this village with the pouring out of water, to the Acharya (teacher) Chanalasvamin... you should obey all (his) commands ... We confer on (him) the following exemptions typical of an aghara ... (this village is) not to be entered by soldiers and policemen; (it is) exempt from (the obligation to provide) grass, (animal) hides as seats, and charcoal (to touring royal officers); exempt from (the royal prerogative of) purchasing fermenting liquors and digging (salt); exempt from (the right to) mines and khadira trees; exempt from (the obligation to supply) flowers and milk; (it is donated) together with (the right to) hidden treasures and deposits (and) together with major and minor taxes ... This charter has been written in the thirteenth (regnal) year. (It has been) engraved by Chakradasa.

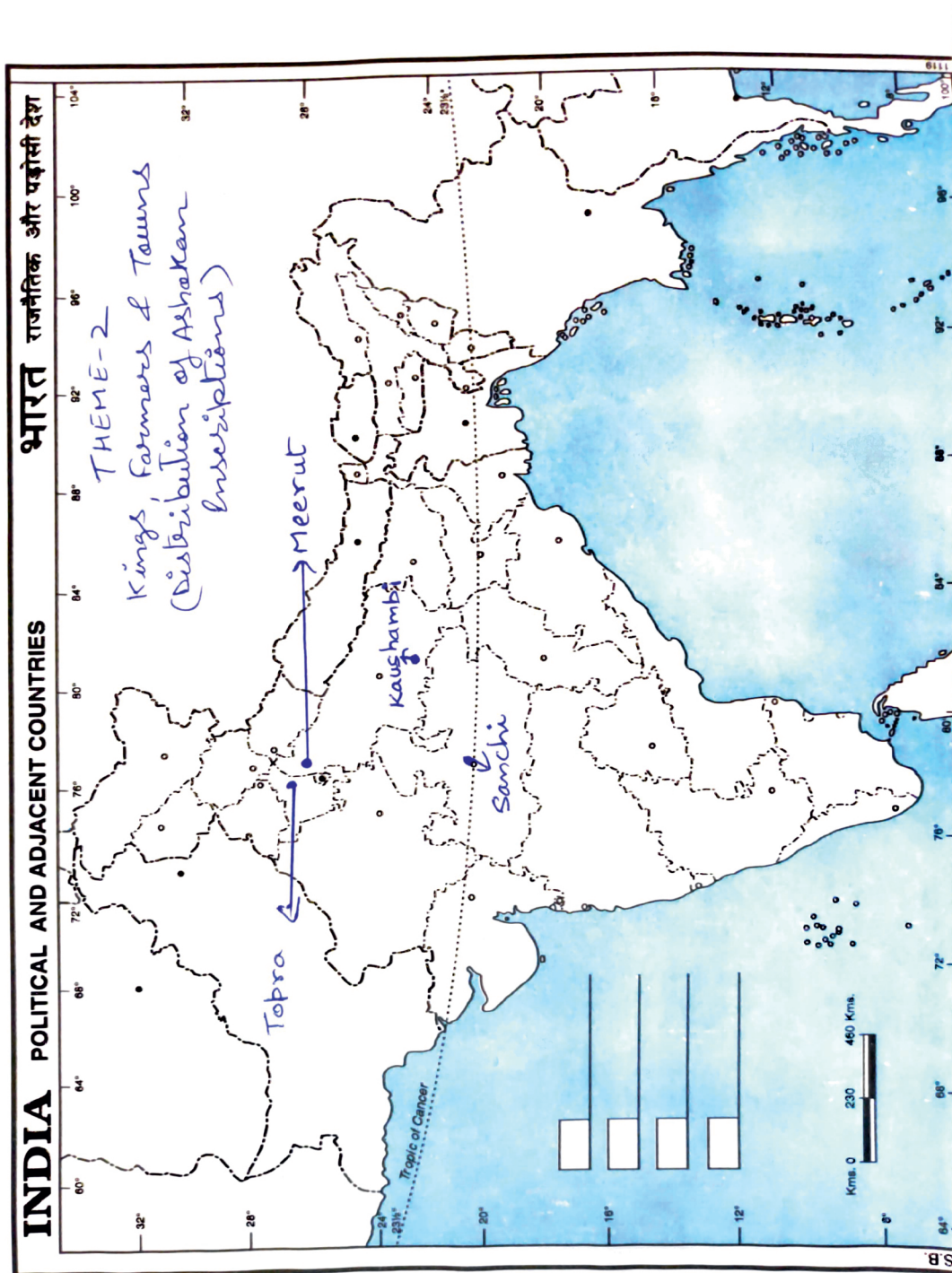
1. Who released this Inscription? 1

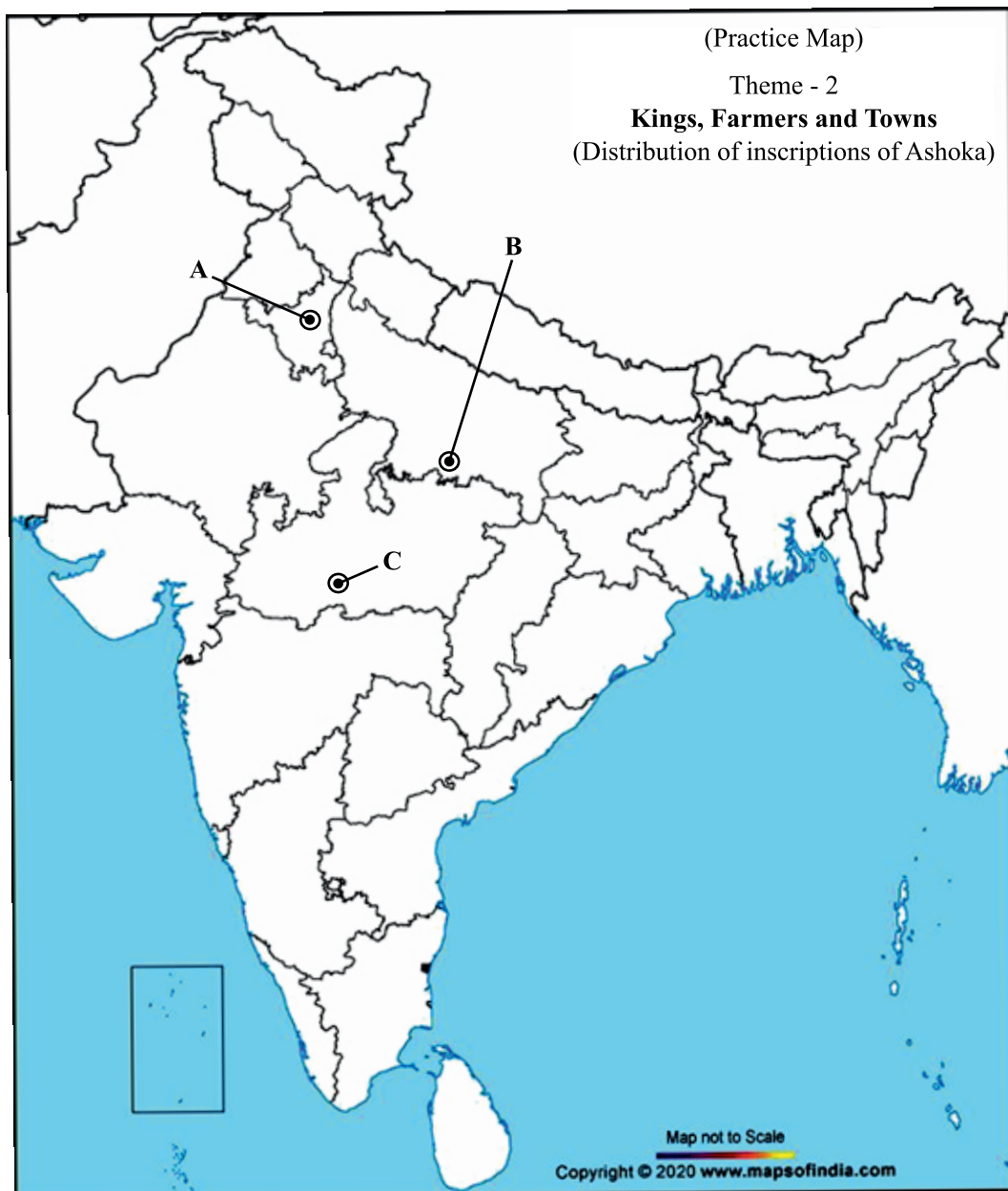
2. What were the exemptions and concessions given to agrahara lands? 2
3. To which village is this order related to and when was it written? 2

4. The anguish of the king

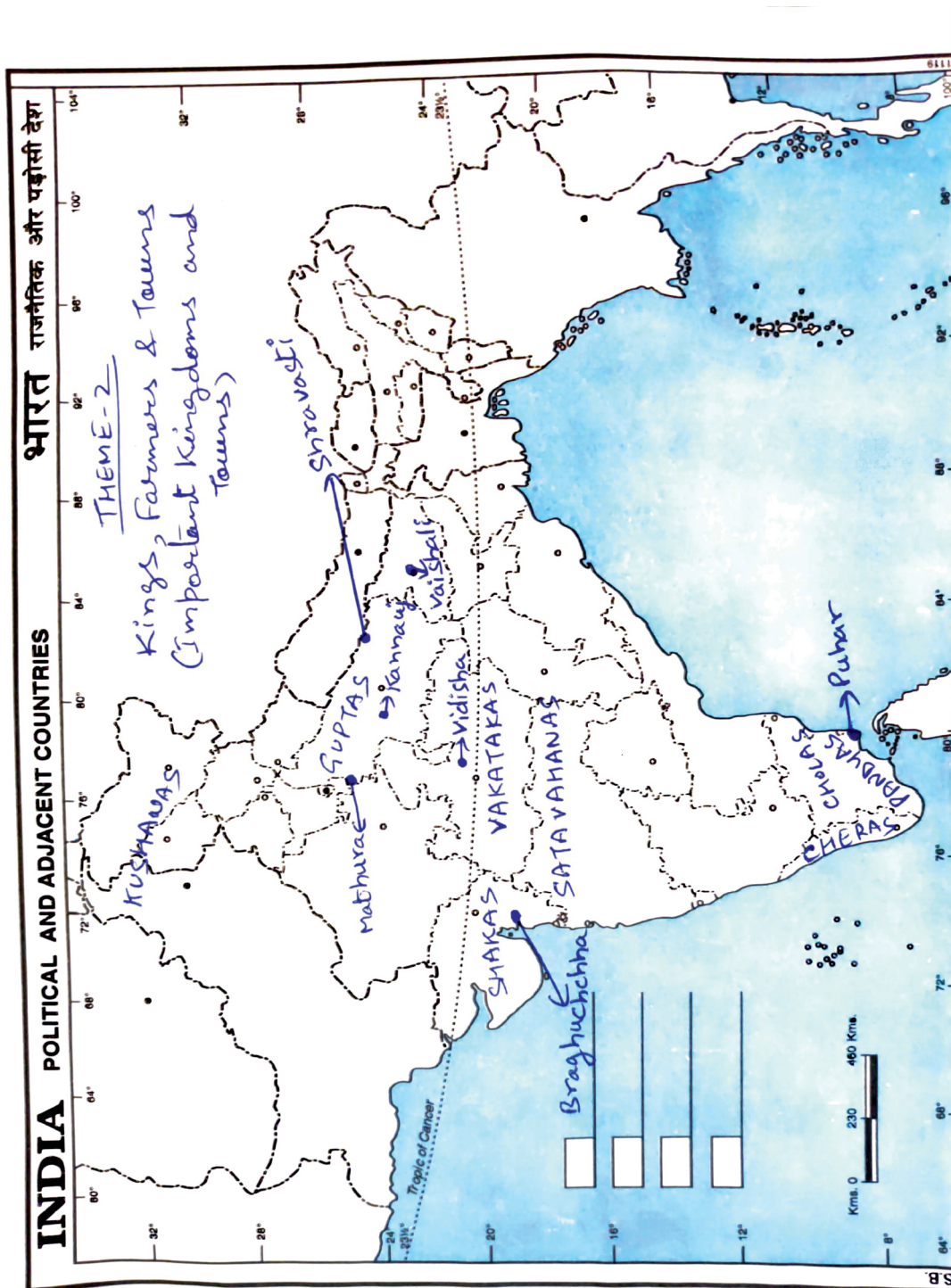
When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (present day coastal Orissa) was conquered by (him) One hundred and fifty thousand men were deported, a hundred thousand were killed, and many more died. After that, now that (the country of) the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma. This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas. For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there

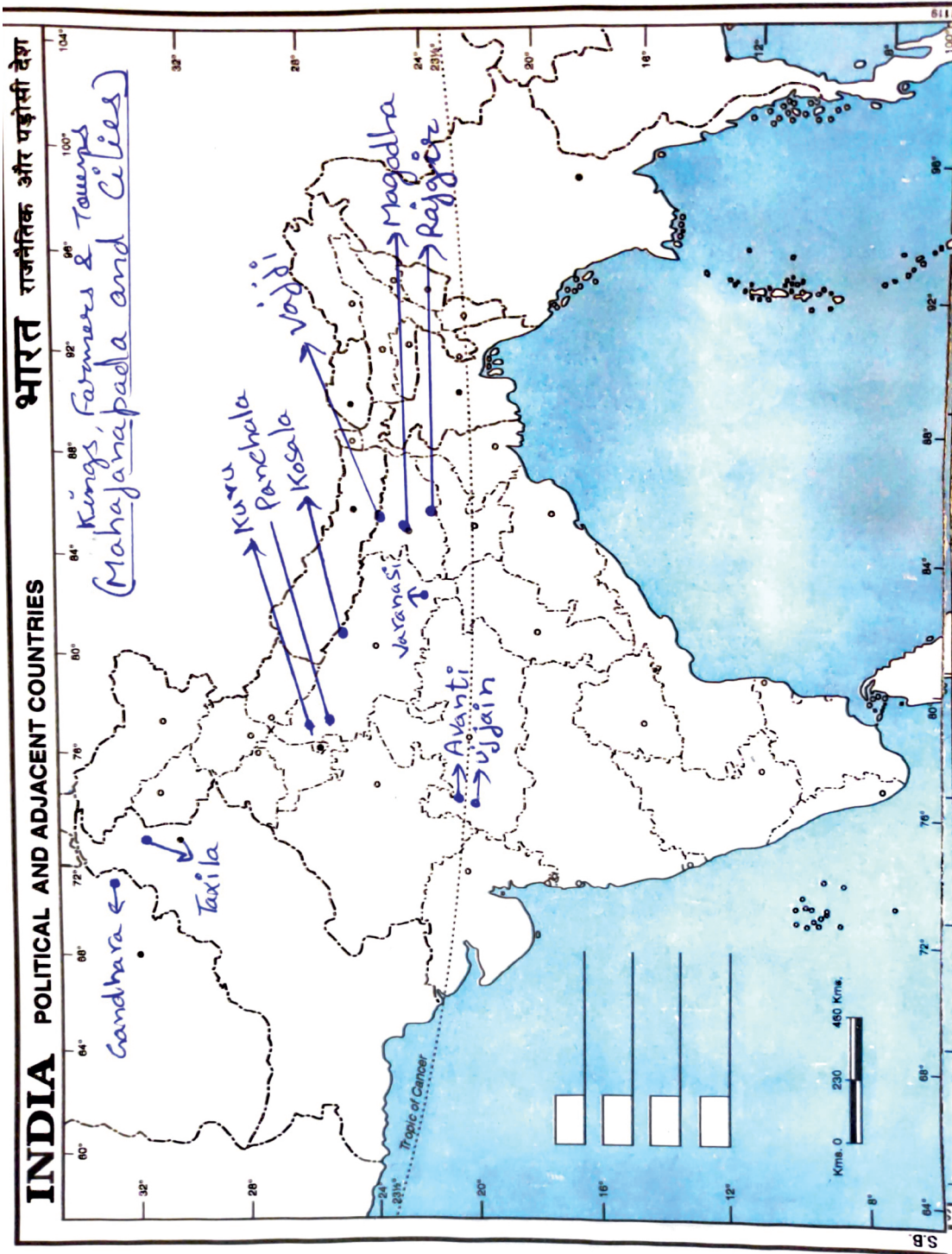
1. Who was called 'Devanampiya Piyadassi'? 1
2. Mention the importance and limitations of the Inscriptions. 2
3. Explain the impact of the Kalinga war on Ashoka. 2

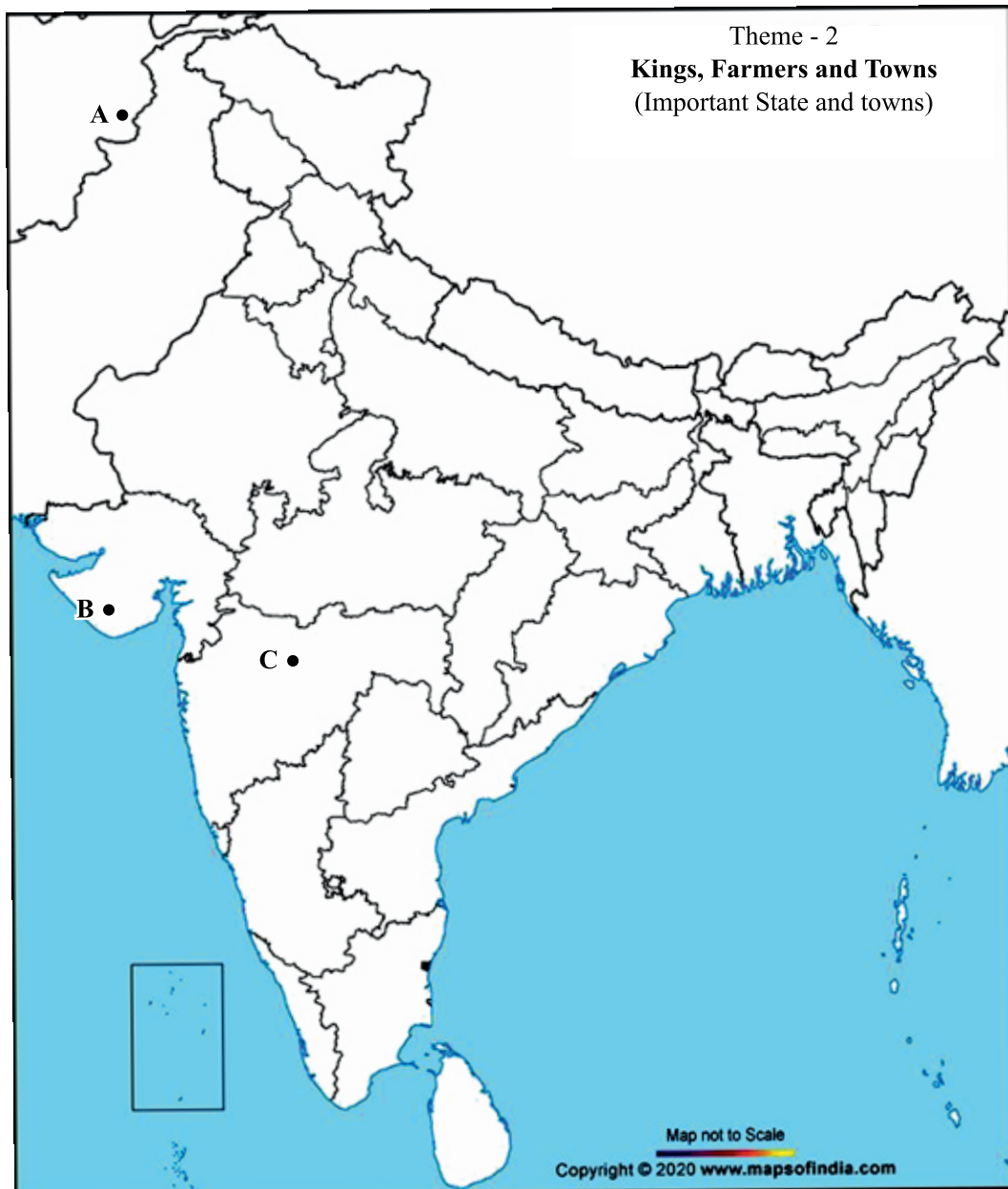




1. In the given outline map of India locate Mathura, Kannauj and Braghukachchha.
2. In the same given outline map of India three places related to pillar inscriptions of Ashoka are marked, Identify and write their names.







1. In the given outline map of India locate Mathura, Kannauj and Patliputra.
2. In the same map three states are marked as A, B & C identify and write their name.

THEME 3

Kinship, Caste and Class

Early Societies

(C. 600 BCE - 600 CE)

Points to Remember:

1. Historians often use textual traditions and inscriptions to understand the contemporary society.
2. Careful use of these texts allows to piece together attitudes and practices that shaped social histories.
3. Efforts were made to find out the social categories and norms of behaviour for various social groups through the analysis of a great epic like 'Mahabharata', one of the richest texts of the subcontinent.
4. One of the most ambitious projects of preparing critical edition of Mahabharata began in 1919, under the leadership of an Indian Sanskritist, V.S. Sukthankar. The project took 47 years to complete.
5. The original story was probably composed by charioteer-bards known as sutas who generally accompanied Kshatriya warriors to the battlefield and according to literary traditions, this epic was composed by a sage named Vyas who dictated the text to Shri Ganesha.
- 6

The ideal "occupations" of the four categories or varnas, according to Dharmashastra and Dharmasutra.

BRAHAMANAS	KSHATRIYAS	VAISHYAS	SHUDRAS
<ul style="list-style-type: none">• To Study and teach the Vedas,• Perform Sacrifices• Get sacrifices performed• Gives and receive gifts	<ul style="list-style-type: none">• To engage in warfare• Protect people and administer justice• Study the Vedas Get sacrifices performed• Make gifts	<ul style="list-style-type: none">• Study the Vedas• Get sacrificers performed• Make gifts• Engaged in agriculture, pastoralism and trade	<ul style="list-style-type: none">• Serving the three "higher varnas.

7. Patriliney means tracing descent from father to son, grandson and so on. The main story line of Mahabharata strengthens the idea of patriliney. Most ruling dynasties (c. sixth century BCE onwards) followed this system.
8. With the emergence of new towns, social life became more complex. Faced with this challenge, the Brahmanas responded by laying down codes of social behaviour in great detail known as Dharmashastra and Dharmasutras like Manusmriti etc.
9. In Brahmanical practice people were classified into gotras. Each gotra was named after a Vedic seer, and all those who belonged to the same gotra were regarded as his descendants.
10. Two rules about gotra were particularly important: women were expected to give up their father's gotra and adopt that of their husband on marriage and members of the same gotra could not marry.
11. Social complexities are reflected in the term jati. In Brahmanical theory, jati, like varna, was based on birth.
12. Due to diversities within the subcontinent there was no influence of the Brahmanical ideas on some groups such as Nishada and Mlechchhas.
13. Brahmanas considered some people as being outside the system, they also developed a sharper social divide by classifying certain social categories as "untouchable".
14. The Manusmriti laid down the "duties" of the chandalas. It was written by sage Manu.
15. According to the Manusmriti, the paternal property was to be divided equally amongst sons after the death of the parents, with a special share for the eldest son.
16. Dharmasutras and Dharmashastras recognised as many as eight forms of marriage. Of these, the first four were considered as "good" while the remaining were condemned.
17. In Brahmanical theory, jati, like varna, was based on birth. However, while the number of varnas was fixed at four, there was no restriction on the number of jatis. In fact, whenever Brahmanical authorities encountered new groups — for instance, Nishadas — or goldsmiths which did not easily fit into the fourfold varna system, they classified them as a jati.
18. Critiques of the varna order were developed within early Buddhism. The Buddhists recognised that there were differences in society, but did not regard these as natural or inflexible. They also rejected the idea of claims to status on the basis of birth.
19. With the emergence of new cities, social life became more complex. Ideas were exchanged in the urban environment. This may have led to a questioning of earlier beliefs and practices.
20. Women could not claim a share of paternal resources. They were allowed to retain the gifts they received on the occasion of their marriage as stridhana.
21. Historians consider several elements when they analyse text. Elements like Language, period, type, writer, content and the intended audience.
22. Over the centuries, versions of the epic were written in a variety of languages. Several stories that originated in specific regions or circulated amongst certain people found their

way into the epic. The central story of the epic was often retold in different ways and episodes were depicted in sculpture, painting, dance, drama and other kinds of narrations.

23. Sanskrit texts use the term kula to designate families and jati for the larger network of kinfolk.
24. Matriliney is the term used when descent is traced through the mother.
25. Endogamy refers to marriage within a unit. This could be a kin group, caste, or a group living in the same locality.
26. The Brihadaranyaka Upanishad, one of the earliest Upanishads contains a list of successive generations of teachers and students, many of whom were designated by metronymics.
27. According to the Shastras, only Kshatriyas could be kings. However, several important ruling lineages probably had different origin.
28. In Sanskrit text and inscriptions, word 'vanik' was used for trades.
29. Nomadic pastoralists were viewed with suspicion. Others who could not be easily accommodated within the framework of settled agriculturists and sometimes those who spoke non-Sanskritic languages were labelled as mlechchhas and looked down upon.
30. Historians usually classify the contents of the present text under two broad heads sections that contain stories, designated as the narrative, and sections that contain prescriptions about social norms, designated as didactic.

OBJECTIVE TYPE QUESTIONS (1 MARK EACH)

1. With whom is the story of Mahabharata related?
2. What were the Dharmashastras?
3. When was the Manusmriti compiled?
4. Differentiate between the terms patriliney and matriliney.
5. What does 'Exogamy system' mean?
6. Write any one rule related to gotra system according to Brahmanical system.
7. What has been called Stridhan according to the Dharmashastra?
8. The original author of Mahabharata was.....
9. Examples of Metronymics are found in theUpanishads.
10. The main texts of Buddhism are
11. Total no. of Varnas in the varna system were:
A) Three B) Four
C) Five D) Six

12. The compilation of Manusmriti was of around:
 A) 500 BCE-500 CE B) 400 BCE-400 CE
 C) 300 BCE-300 CE D) 200 BCE-200 CE
- 13) The term Vanik is used for the:
 A) Artisans B) Businessman
 C) Farmers D) Soldiers
- 14) Match the following:
 List I List II
 i. Ramayana. A. Buddhist Text
 ii. Mahabharata. B. Valmiki
 iii. Ashtadhyayi C. Ved Vyas
 iv. Tipitaka D. Dharmashastra
 v. Manusmriti E. Panini

List II

- 1) Buddhist text
 2) Valmiki
 3) Ved Vyas
 4) Dharmashastra
 5) Panini
- (a) i-B, ii-C, iii-E, iv-A, v-D
 (b) i-B, ii-E, iii-C, iv-A, v-D
 (c) i-B, ii-A, iv-D, v-E
 (d) i-C, ii-B, iv-D, v-E
15. Form the correct sequence:
 I. 500-200 BCE - Main Dharmasutras
 II. 300 CE- The Natyashastra of Bharatmuni
 III. 500 BCE - Sanskriti grammar Ashtadhyayi
 IV. 300 to 600 CE - Other Dharmasutras
- Choose the appropriate sequence from the following:
 (A) III, II, I, IV
 (B) II, IV, III, I
 (C) I, II, III, IV
 (D) III, I, II, IV

16. Choose the correct option
- I. Aryabhata's work on astronomy and mathematics
 - II. Critical edition of Mahabharata
 - III. Charak texts
 - IV. Tipitaka texts
- Choose the correct option
- (A) IV, II, III, I
 - (B) II, III, I, II
 - (C) IV, III, II, I
 - (D) I, II, III, IV
17. Excavation started at Hastinapur, Meerut in:
- A) 1941-42
 - B) 1951-52
 - C) 1961-62
 - D) 1971-72
- 18) Meaning of narrations is/are:
- A) Collection of stories
 - B) Collection of poems
 - C) Collection of ghazals
 - D) Collection of folk songs
- 19) The holy Texts of Buddhism are-
- A) Upanishads
 - B) Dharmashastra
 - C) Tipitaka
 - D) Puranas
20. Charaka and Sushruta Samhita are related with-
- A) Science
 - B) Mathematics
 - C) Ayurveda
 - D) Cookery
21. Identify the given picture, and name the event that is depicted in it.



CASE STUDY BASED QUESTIONS (3 MARK EACH)

Q1. Read the given excerpt related to the divine system carefully and answer any three of the following questions.

A divine order?

To justify their claims, Brahmanas often cited a verse from a hymn in the Rigveda known as the Purusha sukta, describing the sacrifice of Purusha, the primeval man. All the elements of the universe, including the four social categories, were supposed to have emanated from his body:

The Brahmana was his mouth, of his arms was made the Kshatriya.

His thighs became the Vaishya, of his feet the Shudra was born.

- A) Varna system was described in
- a) Rigveda b) Samveda
 - c) Atharvaveda d) Yajurveda
- B) In Varna system, duty was given to Brahmins.
- a) Perform and get performed the sacrifices
 - b) Engage in wars
 - c) Engage in agriculture
 - d) To serve other three Varnas.
- C) was born from the feet of the primeval man:
- a) Kshatriya b) Brahmana
 - c) Shudra d) Vaishya
- D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R). Assertion (A) : Brahmanas attempted to persuade people that their status was determined by birth.
- Reason (R) : Brahmanas claimed that this order, in which they were ranked first, was divinely ordained.
- a) Only statement (A) is correct.
 - b) Only Reason (R) is correct.
 - c) Both statement (A) and reason (R) are correct, but reason (R) is not an explanation of statement (A).
 - d) Both statement (A) and reason (R) are correct, and reason (R) is the explanation of statement (A).

2. Observe the given picture carefully and answer any three of the following questions.



- A) The critical edition of the Mahabharata was prepared in the year..... .
- a) 1917CE b) 1918CE
c) 1919CE d) 1920 CE
- B) The original story of Mahabharata was composed by.
- a) V.S. Sukthankar b) Charioteer-bards / sutas
c) Shri Ganesha d) Sage Vedvyas
- C) Carefully read the following statements,
- I) Epic Mahabharata was composed over a period of about 1,000 years
II) The central story is about two sets of warring cousins.
III) The principal characters always seem to follow social norms.
- a) Only (I) is correct
b) Only (I) and (II) are correct
c) Only (II) and (III) are correct
d) Only (I) and (III) are correct
- D) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A)- While preparing critical edition of the Mahabharata, it became evident that there were enormous regional variations in the ways in the text had been transmitted over the centuries.

Reason (R) — These variations are reflective of the complex processes that shaped early (and later) social histories — through dialogues between dominant traditions

and resilient local ideas and practices. These dialogues are characterised by moments of conflict as well as consensus.

- a) Only statement (A) is correct.
- b) Only Reason (R) is correct.
- c) Both statement (A) and reason (R) are correct, but reason (R) is not an explanation of statement. (A).
- d) Both statement (A) and reason (R) are correct, and reason (R) is the explanation of statement. (A).

SHORT ANSWER QUESTIONS (3 MARK EACH)

1. Social life became more complex in the period from 600 BC to 600 CE. What did the Brahmins do in response to this challenge?
2. Explain "how the critical version of Mahabharata was considered a very ambitious project".
3. How was the gotra of women determined in the Brahminical system?
4. How did the rise of new cities in early society complicate social- life?
5. Explain the role of ideal-oriented Sanskrit texts in the reconstruction of social history.
6. How the Mandasor inscription gives a glimpse of complex social processes.
7. Describe the duties of Chandalas mentioned in Manusmriti.
8. The society during Mahabharata was male dominated. "Explain with the help of three arguments.
9. What was the opinion of the noted historian Maurice Winternitz about the Mahabharata?
10. Who was the original and famous writer of Mahabharata? Explain
11. Write any three rules related to marriage in the Mahabharata in period 600 BCE to 600 CE.
12. Write any three features of the caste system of the period 600 BCE to 600 CE.
13. Did men and women have equal rights over property at the time of Mahabharata? Explain logically.
14. How can you say that Mahabharata is a dynamic text. Give any three arguments in favour of your answer.
15. Write any three features of the Varna system of the period, 600 BCE to 600 CE.

LONG ANSWER QUESTIONS (8 MARK EACH)

1. What was the meaning of the right to property in the context of women and men in the Mahabharata period? (Hint pg. 68-69, NCERT)
2. Is it possible that Mahabharata had only one author? Why is Mahabharata called a dynamic text? (Hint p. 74-77, NCERT)

3. Discuss the evidences which show that Brahmanical rules regarding fraternity and marriage were not universally followed. (Hint pp. 55-56, 58,60 NCERT)
4. Write an essay on the salient features of Indian social life in the Mahabharata. (Hint pp. 61-64 NCERT)
5. Highlight the basic features of the famous epic of India — Mahabharata. (Hint pp. 53-54, 73-74, 77 NCERT)

Answers to Long Answer Questions

1.
 - (i) There is a description in the Dharma sutras and in Dharma Shastras.
 - (ii) Women had a claim on "Stridhana".
 - (iii) Generally men had control over land, cattle and wealth.
 - (iv) Upper class women had their right over the resources.
 - (v) The varna system was also a basis of the right to property.
 - (vi) Brahmins and kshatriyas were a wealthy Varna.
 - (vii) Sometimes there are descriptions of poor Brahmins and rich shudras as well.
 - (viii) Men and women had different ways of acquiring wealth.
 - (ix) A woman had a right on gifts received from her parents or husband.
 - (x) According to manusmriti, the paternal estate was to be equally divided in among all sons after death of the father but the eldest had a special right.

(Hint Page No 68, 69 NCERT)

2. Who has written this text? There are many answers to this questions.
 - The original story was probably composed by charioteer - bards known as Sutas.
 - They usually accompanied warriors to the battlefield.
 - from the fifth century BCE, Brahmanas took over the story and commit it to writing.
 - Around 200 BCE and 200 CE, worship of Vishnu was growing in importance, and Krishna, one of the important figures of the epic, was coming to be identified as Vishnu.
 - Between century 200 and 400 CE, large didactic sections resembling Manusmriti were added.
 - This enormous composition is traditionally attributed to a sage named Vyasa.
 - Mahabharata is a dynamic text because its various incidents and stories are often retold to us from time to time through pictures, music, plays or other narrations.
 - Mahabharata has been written in a variety of languages.
 - From time to time, many stores were included in it.

(Hint: Page - 74,77 NCERT)

3. (i) Generally, the rules related to fraternity and marriage were followed everywhere. But there are many such examples and evidence from which it is known that these rules were not followed everywhere.
- (ii) Sometimes a brother became the successor of his brother in the absence of a son. Like, King Harshavardhan of Thaneshwar succeeded his brother.
- (iii) Women like Prabhavati Gupt also came to power.
- (iv) Chandragupta Vikramaditya succeeded his brother Ramagupta.
- (v) Marriage was forbidden in blood relation but intermarriage is seen in many communities of the south.
- (vi) In Satvahanas, many a times wives retained their father's gotra instead of their husband's gotra, like Gautami-puta siri - Satakarni
- (vii) Later, different types of marriage were also recognized.

(Hint: Page 55-56, 58, 60 NCERT)

4. (i) Society based on caste system
- (ii) Distribution of social work according to varma.
- (iii) Patriarch Society.
- (iv) Universal recognition of the rules of marriage.
- (V) women's gotra rules
- (vi) Emphasis on having son in the society.
- (vii) Social inequality
- (viii) Untouchability

(Hint: Page 61-64 NCERT)

5. (i) Many answers to the original writers of the Mahabharata
- (ii) It was orally composed by the charioteer -bards
- (iii) Later, the Brahmanas wrote the epic first and then the sage Ved Vyasa.
- (iv) Major epic
- (v) A source of fraternity, marriage and paternal lineage.
- (vi) Later, incorporation of new stories and events.
- (vii) A dynamic text
- (viii) Translation in various languages.

(Hint: Page 53-54, 73-74, 77 NCERT)

SOURCE BASES QUESTIONS (5 MARK EACH)

1. How could men and women acquire wealth?

For men, the Manusmriti declares, there are seven means of acquiring wealth: inheritance, finding, purchase, conquest, investment, work, and acceptance of gifts from good people. For women, there are six means of acquiring wealth: what was given in front of the fire (marriage) or the bridal procession, or as a token of affection, and what she got from her brother, mother or father. She could also acquire wealth through any subsequent gift and whatever her "affectionate" husband might give her.

1. By whom was Manusmriti composed? 1
2. How could women earn money? 2
3. Do you agree with the division in ways of acquiring wealth of men and women? Give any two reasons. 2

A mother's advice

The Mahabharata describes how, 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 (dharma) and profit (artha), let alone happiness; nor is there (necessarily) victory in the end —don't set your mind on war... Duryodhana did not listen to this advice and fought and lost the war.

1. What was Gandhari's appeal to Duryodhana? 1
2. Do you agree with the advice given by Gandhari to Duryodhana? Give two arguments in favour of your answer. 2
3. Why did Duryodhana not listen to his mother's advice? From this, what can you infer about the status of women in the Mahabharata period? 2

THEME 4

Thinkers, Beliefs and Buildings

Cultural Developments

(C. 600 BCE - 600 CE)

Points to Remember:

1. Thoughts of great philosophers were compiled as oral and written traditions and expressed through architecture and sculpture.
2. Sanchi stupa is an important source to know about the Buddhist beliefs and traditions.
3. In 19th century, Britishers and French people showed special interest in Sanchi.
4. Earlier, Stupas used to be mounds. These were considered sacred Buddhist places, where the relics of Buddha were buried on a platform situated in the center of the courtyard.
5. There was a great contribution of the rulers of Bhopal (Shahjehan Begum and Sultan Jehan Begum) in the preservation of Sanchi stupa.
6. Shahjehan begum permitted the Europeans to take away only plaster cast copies of the gateway of Sanchi stupa, and Sultan Jehan Begum funded for the preservation of the ancient site and building of museum and a guesthouse.
7. In the 1st millennium BCE, there was an emergence of thinkers such as Zarathustra, Kong Zi, Socrates, Plato and Aristotle, Mahavira and Gautam Buddha to understand the mysteries of existence.
8. In early Vedic traditions, the Rigveda consists of hymns in praise of variety of deities specially Agni, Indra and Soma. It gives a great importance to sacrifices.
9. Thinkers like Mahavira and Buddha raised questions on Vedas, and tried to know the meaning of life and rebirth etc.
10. Teachings of Buddha were compiled in Tipitakas (Suttapitaka, Vinayapitaka, Abhidhammapitaka)
11. 24th Tirthankara of Jainism, Mahavira, presented an idea that the entire world is animated.
12. There are 5 main vows (Vratas) of Jainism (Abstain from Lying, killing and stealing, to observe celibacy and abstain from possessing property)
13. Jain scholars produced a wealth of literature in Prakrit, Sanskrit and Tamil language.
14. Over the centuries, Buddha's message spread across the subcontinent and beyond through Central Asia to China, Korea and Japan, and through Sri Lanka across the seas to Myanmar, Thailand and Indonesia.

15. Disciple of Buddha founded a Sangha. His followers came from many social groups, but once within the Sangha, all were regarded as equal.
16. The Buddha's foster mother, Mahapajapati Gotami was the first woman to be ordained as a bhikkhuni. Many women who entered the sangha became teachers of dhamma and went on to become theris, or respected women who had attained liberation.
17. Once within the sangha, all were regarded as equal, having shed their earlier social identities on becoming bhikkhus and bhikkhunis.
18. In Buddhism, the meaning of Nibbana is the extinguishing of the ego and desire.
19. Many early sculptors did not show the Buddha in human form — instead, they showed his presence through symbols.
20. The shalabhanjika motif suggests that many people who turned to Buddhism enriched it with their own pre-Buddhist and even non-Buddhist beliefs, practices and ideas.
21. Vaishnavism was that tradition of Hinduism within which, Vishnu was worshipped as the principal deity. In Vaishnavism, cults developed around the various avatars or incarnations of the deity. Ten avatars were recognised within the tradition.
22. Shaivism was a tradition within which Shiva was regarded chief god.
23. Women and shudras did not have access to Vedic learning, but they could hear the Puranas.
24. The Rigveda consists of hymns in praise of a variety of deities, especially Agni, Indra and Soma. Many of these hymns were chanted when sacrifices were performed, where people prayed for cattle, sons, good health, long life, etc.
25. Buddhist text mentions as many as 64 sects or schools of thought. We get a glimpse of lively discussions and debates from them.
26. The Vinaya Pitaka included rules and regulations for those who joined the sangha or monastic order.
27. The Buddha's teachings were included in the Sutta Pitaka.
28. The Abhidhamma Pitaka dealt with philosophical matters.
29. Hagiography is a biography of a saint or religious leader. Hagiographies often praise the saint's achievements, and may not always be literally accurate.
30. The new way of thinking in Buddhism was called Mahayana. Those adopted new beliefs described the older traditions as Hinayana. However, followers of the older tradition described themselves as theravadins.

OBJECTIVE TYPE QUESTIONS (1 Mark Each)

1. State any one feature of Stupa.
2. Which two religions originated in ancient India?
3. Write two main causes of the origin of Buddhism and Jainism in India in sixth century BCE.

4. What are Tipitakas? How many Tipitakas are there?
5. Write one main feature of 'Fatalists' and 'Materialists'?
6. What do you understand by Chaitya?
7. What is Vihara?
8. What do you understand by Stupa?
9. Why James Fergusson could not understand Sanchi?
10.Famous Stupa is situated near Bhopal in Madhya Pradesh.
11. After 1st century BCE, Buddhist got divided into:
 - a) Alvara and Nayanara
 - b) Hinayana and Vajrayana
 - c) Mahayana and Vajrayana
 - d) Hinayana and Mahayana
12. Literal meaning of Tipitaka is:
 - a) Four baskets
 - b) Three leaves
 - c) Three baskets
 - d) Three flowers
13. The author of Buddhacharita' was:
 - a) Gautam Buddha
 - b) Ashvaghosha
 - c) Mahavira
 - d) Parshvanatha
14. The teachings of Buddha are included in:
 - a) Suttapitaka
 - b) Vinayapitaka
 - c) Abhidhammapitaka
 - d) None of the above
15. Indian museum in Kolkata was established in the year:
 - a) 1614 CE
 - b) 1714 CE
 - c) 1814 CE
 - d) 1914 CE
16. Sanchi was declared the world heritage site in the year:
 - a) 1889
 - b) 1950
 - c) 1850
 - d) 1989
17. Choose the correct order:
 - I) The foundation of the National Museum in New Delhi was laid.
 - II) Establishment of Indian Museum Calcutta.
 - III) Cunningham wrote the book Bhils a Topes. I
 - V) Establishment of Government Museum in Madras.

Correct oorder is:

- (A) III, 11, I, IV (B) III, II,IV,I
(C) III, I, IV, II (D) I, II, III, IV

18. Choose the appropriate sequence

- I. Oldest Temples
II. The advent of Buddhism and Jainism
III. Early Vedic traditions
IV. Initial stupa

The Correct sequence is:

- a) III,II,I,IV b) III,II,IV,I
c) III,IV,I,II d) II,I,III,IV

19. Match the following:

List I

List II

- I. Vedic deity 1. 64
II. Traditions of thought 2. Harmika
III. Stupa 3. Tirthankara
IV. Jainism 4. Agni, Soma

Correct option is:

- a) I -4, II-1 , III-2, IV-3 b) I -2, II-3, III-4, IV-1
c) I-2, II- 1, III-3, IV-4 d) I- I, II-2, III-3, IV-4

20. Match the following

List I

List II

- I. Jainism 1. Mahatam Buddha
II. Buddhism 2. Buddhist text
III. First Tirthankara. 3. Rishabhnatha
IV. Tipitakes 4. Vardhamana Mahavira

The correct option is

- a) I-1, 11-2, III-3, IV-4 b) 1-3, 11-2, III- 1 , IV-4
c) I-1, 11-3, 111-2, IV-4 d) 1-4, II-1, 111-3, 1V-2

21. Look at the given picture and write the event with which it is associated.



CASE STUDY EASED QUESTIONS (3 Marks Each)

- I) Read the given expert carefully and answer any three of the following questions.

Rules for monks and nuns

These are some of the rules laid down in the Vinaya Pitaka:

When a new felt (blanket/rug) has been made by a bhikkhu, it is to be kept for (at least) six years. If after less than six years he should have another new felt (blanket/rug) made, regardless of whether or not he has disposed of the first, then -unless he has been authorised by the bhikkhus -it is to be forfeited and confessed. In case a bhikkhu arriving at a family residence is presented with cakes or cooked grain-meal, he may accept two or three bowlfuls if he so desires. If he should accept more than that, it is to be confessed. Having accepted the two or three bowlfuls and having taken them from there, he is to share them among the bhikkhus. This is the proper course here.

Should any bhikkhu, having set out bedding in a lodging belonging to the sangha -or having had it set out -and then on departing neither put it away nor have it put away, or should he go without taking leave, it is to be confessed.

- A) The teaching of Buddha are compiled in:

- | | |
|-------------|---------------|
| a) Ramayana | b) Tipitakas |
| c) Geeta | d) Manusmriti |

- B) Rules for monks and nuns are found in:

- | | |
|---------------------|----------------------|
| a) Vinayapitaka | b) Suttapitaka |
| c) Abhidhammapitaka | d) None of the above |

- C) Two statements are given below, one of which is shown as statement (A) and the other as reason (R).

Assertion (A) —If any bhikku accept more food than required, it is to be confessed and shared among the other bhikkus.

Reason(R) —bhikkus were expected to follow the right code of conduct.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct,
- c) Both Assertion (A) and reason (R) are correct, but reason (R) is not an explanation of assertion (A)
- d) Both assertion (A) and reason (R) are correct and reason (R) is the explanation of assertion (A).

- D) The new way of thinking in Buddhism is called:

- a) Mahayana
- b) Hinayana
- c) Buddhism
- d) None of the above

- II) Study this image of the Buddha from Mathura carefully and answer any three of the following questions by choosing the correct option.



- 1) The ultimate goal of life according to Buddhism is :
- a) To become a Bodhisatta
 - b) To follow the path of Truthfulness

- ### SHORT ANSWER QUESTIONS (3 MARKS EACH)

- Class XII - History***

12. Write the three main features of Vaishnava thinking.
13. With which religion are the Stupas associated? Why were they built? Give any two reasons.

Answers to Long Answer Questions

1. (i) The basic Philosophy of Jainism were prevalent in 600 BC before the birth of Vardhaman Mahavira.
- (ii) There were 23 Tirth ankaras before Mahavira. First one was Rishabh dev and 23rd was Parshwanath.
- (iii) According to the evidence, Vardhaman Mahavira, the 24th Tirthankara of Jainism took its teachings to the masses.
- (iv) There were five vows of Jainism - to abstain from killing, stealing and dying, to observe celibacy and to abstain from possessing property.
- (v) According to the Jaina teachings the cycle of birth and rebirth is shaped through karma.
- (vi) Non-injury to living beings, especially to humans, animals, plants and insects is central to Jaina Philosophy
- (vii) Gradually, Jainism spread to many parts of India.
- (viii) Jaina scholars produced a wealth of literature in a variety of languages - prakrit, sanskritos and Tamil.

(Hints. P.No. 88-89 NCERT)

2. (i) The notion of a saviour was not unique to Buddhism.
- (ii) We find similar ideas being developed in different ways within traditions that we now consider part of Hinduism.
- (iii) mainly divided in two traditions vaishnavism and Shaivism.
- (iv) Ten Artars were rec grised within the tradition.
- (v) Love and devotion by devotee is the real worship
- (vi) Vishnu is the Protector of the world.
- (vii) Linga is worshiped as a symbol of shiva.
- (viii) The rules and traditions of Hinduism are present in Vedas and Puranas.
- (ix) Women and sudras did not have the right to listen to the vedas.
- (x) Temples were built in different part of India.

(Hint P. No. 104-106 NCERT)

- 3 (i) Buddhism was founded by Gautam Buddha He was born in Lumbine Nepal in 563 BCE
- (ii) He was the son of Shakya ruler.

- (ii) He had a sheltered upbringing within the palace. After attaining enlightenment in Bodhgaya he did a work of showing new path to the world.
- (iii) He gave the message of non-violence and peace.
- (iv) Buddha's teachings have been reconstructed from stories found mainly from Sutta Pittaka.
- (v) One can get rid of the miseries of the world by adopting middle path.
- (vii) Gautam Buddha taught everyone to be their own lamp.
- (viii) There are four truths of Buddhism.
- (ix) The eight fold path is the core of the teachings of Buddhism.
- (x) The aim of life is to attain salvation.

(Hint P. No. 89-91 NCERT)

4.
 - (i) The disciples of Buddha founded a sangha.
 - (ii) They became monks and teachers of "Dhamma".
 - (iii) Initially only men were allowed to enter into Sangha.
 - (iv) Later, women were also allowed
 - (v) The Buddha's followers came from different social class.
 - (vi) They lived together in monasteries.
 - (vii) Everyone was regarded equal.
 - (viii) A person below 15 years of age was not to be allowed to enter into sangha
 - (ix) Parent's permission was: necessary. before entering into the sangha.

(Hint P. No. 92,94, NCERT)

5.
 - (i) The relics of Buddha such as body remains or objects used by him were buried and protected there by a mound like structure called stupas.
 - (ii) Ashoka constructed the stupas at Sanchi Sarnath and Bharhut.
 - (iii) Stupa was a semi circular mound on earth. Gradually it evolved into a more complex structure, later called anda. Above the anda the harmika a balcony like structure. Arising from the harmika was a mast called yashti often surmounted by a chhatra or umbrella.
 - (iv) Around the mound was a railing separating the sacred space from the secular world.
 - (v) Later railings were decorated and protected by an entry gate.
 - (vi) The mound was also carved and decorated.

(Hint: P. No. 94-97 NCERT)

SOURCE BASED QUESTIONS (5 Mark Each)

This is an excerpt from the Mahaparinibbana Sutta, part of the Sutta Pitaka:

As the Buddha lay dying, Ananda asked him:

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

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

"But when pressed further, the Buddha said:

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

1. From which original text is this excerpt taken? 1
 2. What are 'stupas'? Who advised Ananda to make a stupa? 2
 3. Who was the Tathagata? What was the importance of the stupa according to him? 2
2. **Verses from the Upanishads**

Here are two verses from the Chhandogya Upanishad, a text composed in Sanskrit c. sixth century BCE:

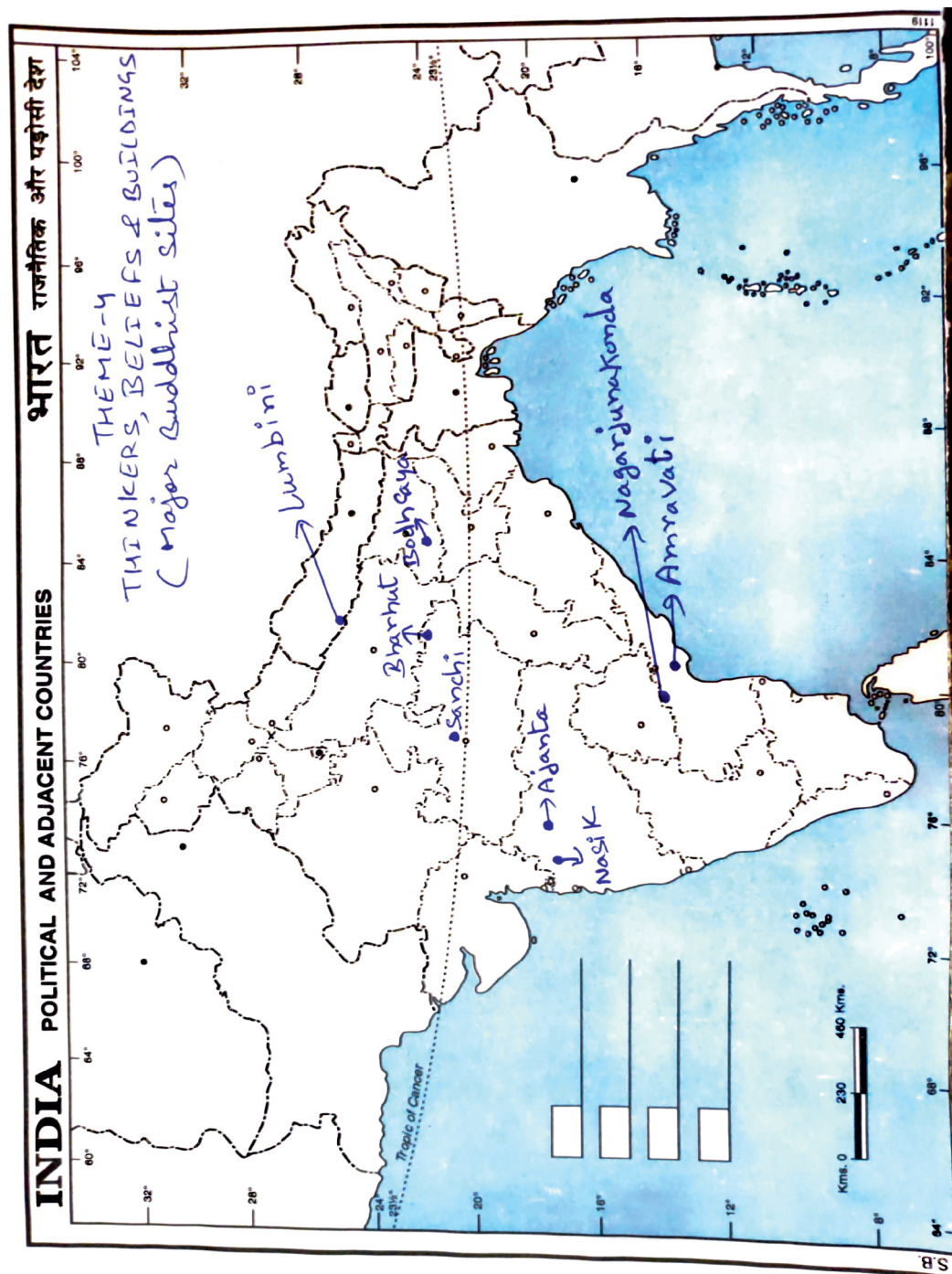
The nature of the self

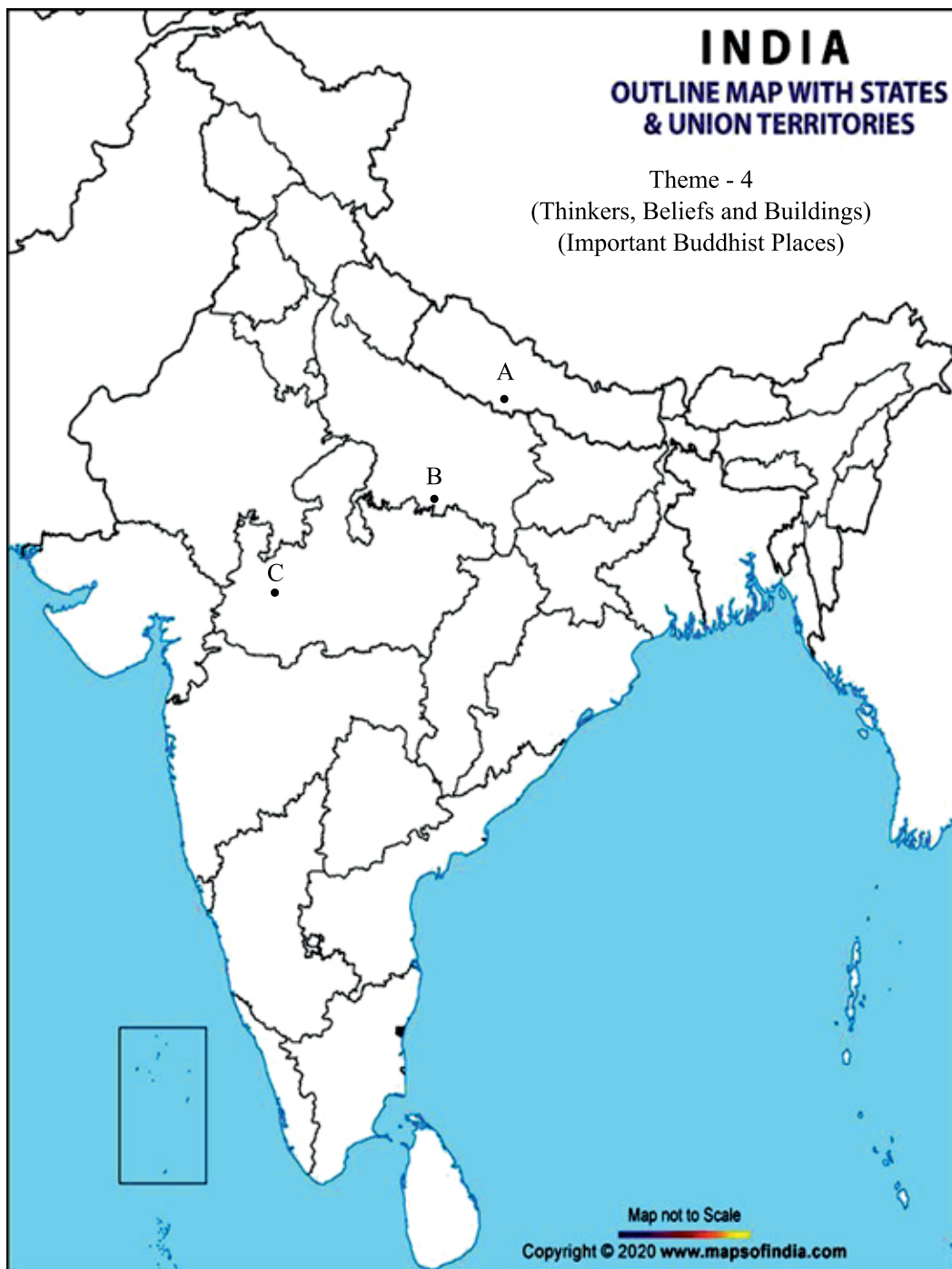
This self of mine within the heart, is smaller than paddy or barley or mustard or millet or the kernel of a seed of millet. This self of mine within the heart is greater than the earth, greater than the intermediate space, greater than heaven, greater than these worlds.

The true sacrifice

This one (the wind) that blows, this is surely a sacrifice ... While moving, it sanctifies all this; therefore, it is indeed a sacrifice.

1. From which period are the above two verses taken and from which texts? 1
2. In the verse of 'true sacrifice', why is wind called a 'sacrifice'? 2
3. What is written about the nature of the self in this Upanishada? 2





1. In the given outline map of India locate three Buddhist places, Sarnath, Amrawati and Bodhgaya.
2. In the same given map three places related to Buddha are marked as A, B & C. Identify them and write their names.

THEME 5

Through The Eye of Travellers

Perception of Society

(C. Tenth to Seventeenth Century)

Points to Remember:

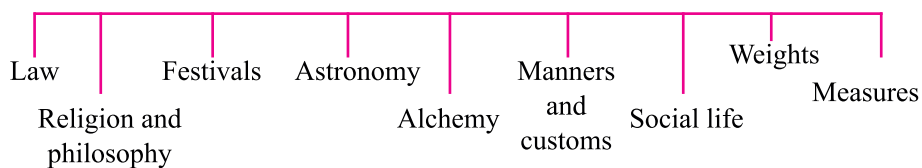
1. There were many reasons for men and women to travel. Like in search to work, to escape from natural disasters, as traders, merchants, soldiers, priests, pilgrims, or driven by a sense of adventure.
2. The descriptions of the social life provided by the travellers, who visited the subcontinent, help us in understanding our past.
3. Three main travellers visited India from tenth to 17th century.

Traveller	Come to India	Place of Birth	Book	Language of Book
1. Al-Biruni	11 th Century	Uzbekistan	Kitab-ul-Hind Rihla Travels in the Mughal Empire	Arabic
2. Ibn-Batuta	14 th Century	Khwarizm		Arabic
3. Francois Bernier	17 th Century	Morocco (Africa) Continent France		Arabic

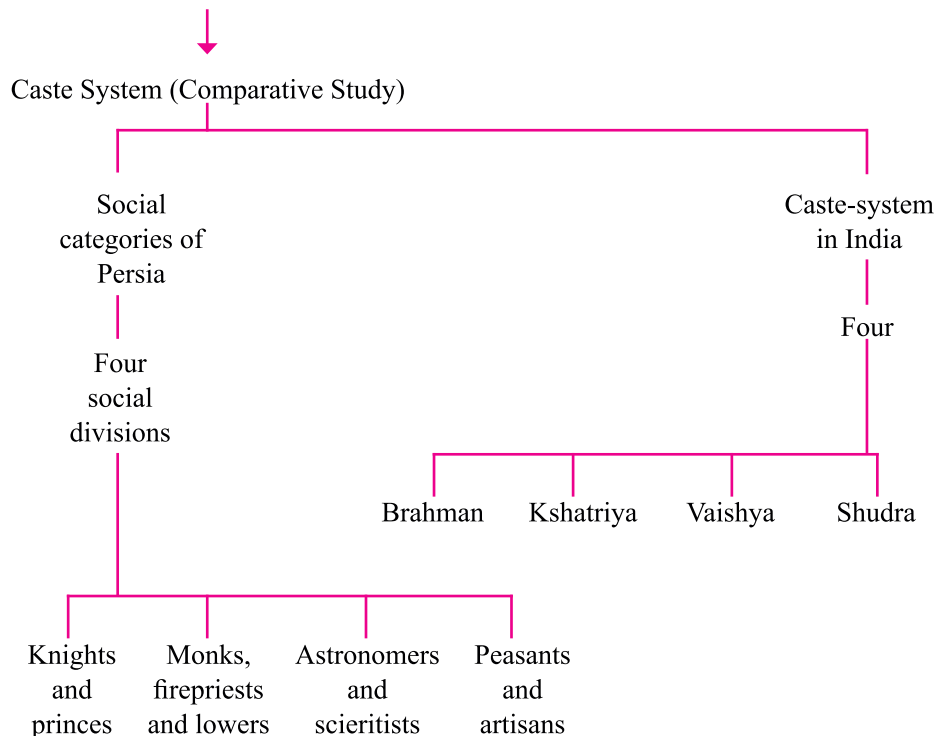
4. Al-Biruni was born in 973, in Khwarizm in present day Uzbekistan. He was well versed in several languages : Syriac, Arabic, Persian, Hebrew and Sanskrit.
5. Al-Biruni had to face many "barriers" in India. Like he was not familiar with Sanskrit language, the difference in religious beliefs and practices and self-absorption of the local population.
6. In 1017, when Sultan Mahmud invaded Khwarizm, he brought Al-Biruni with him to Ghazni.
7. Al-Biruni-Book : Kitab-ul-Hind.

Divided into 80 chapters - each chapter begins with a question.

Description of various subjects in 80 chapters.



8. Main Descriptions of Al-Biruni



9. Ibn-Batuta reached Sindh in 1333. He came to India during the reign of Muhammad bin Tughlaq, the Sultan of Delhi.
10. Tbn-Batuta has given a lively account o f Indian cities : likes crowded streets, bright and colourful markets, place of economic transaction, postal system, Delhi and Daulatabad cities and paan and coconut surprised Ibn-Batuta. He has also written about male and female slaves.
11. According to the description given by Ibn-Batuta the travelling was insecure since security arrangements were not very effective.
12. According to Bernier there was a lack of private property in land in India. The absence of private property in land, therefore, prevented the emergence of the class of "improving" landlords. Bernier asserted. Those is no middle state in India." He has also explained in detail about the sati system.
13. Francois Bernier, a Frenchman, was a doctor, political philosher and historian. He came to India in 1656. He was in the Mughal court, as a physician to prince Dara Shukoh, the eldest son of Emperor Shah Jahan.
14. Bernier compared "East" and "West".
15. Bernier's descriptions influenced western theorists in the 18th-19th centuries-like Montesque and Karl Marx. Montesque for instance, used this account to develop the idea of oriental despotism.

16. Bernier described Mughal cities as "camp towns." These cities came into existence when the imperial court moved in and rapidly declined when it moved out.
17. As in the case of the questions of land. ownership Bernier was drawing an oversimplified picture of cities.
18. Slaves were used for domestic labour, for carrying women and men on Palanquins or dola, entertainment and for spying.
19. To prove "West" as superior to "East" Bernier chose the sati system, a mat practise in India as a crucial marker.
20. Women lives revolved around much else the practices of sati. Their labour was crucial in both agricultural and non-agricultural production. Women from merchant families participated in commercial activities.

Objective Type Questions (1 mark each)

1. Write any one thought of Ibn Batuta about female slaves.
2. Why did Al-Biruni find language as a "barrier" to understand the sanskritic tradition.
3. Al-Biruni was born in Khwarizm in
4. "Indian cotton textile was in great demand in both West Asia and South East Asia". Show giving one example.
5. How has Bernier described the complex social reality of the artisans in the Mughal State. Explain giving one reason.
6. In what aspect in the travel account of the famous European writer Duarte Barbosa
7. Give the names of the two type of postal system as described by Ibn-Batuta.
8. Who was Marco Polo?
9. What does Bernier mean by "camp town".?
10. To which countries did Ibn Batuta travel before coming to India ?
11. The European traveller, who visited India in the 17th century is

a) Al-Biruni	b) Ibn Batuta
c) Abul Fazl	d) Francois Bernier
12. According to Rihla, the biggest city in the Subcontinent was

a) Surat	b) Delhi
c) Daulatabad	d) Agra
13. Between tenth and seventeenth centuries people used to travel due to following reasons.

a) In search of work	b) Driven by sense of adventure
c) As traders, soldiers, priests and pilgrims	d) All of the above

14. The social reality to which the description given by Bernier refers to, is.....
- Though the artisans had no incentive from the state, to improve their manufactures, yet Indian goods were in great demand word over
 - The cities of the subcontinent were polluted by bad air
 - There was no middle class people in India
 - None of the above
15. The statement which is incorrect with respect to the book Kitab-ul-hind by Al-Biruni is-
- Its language is simple and lucid
 - It gives an information on subject like religion, philosophy, festivals, astronomy alchemy, iconography etc
 - It is written in Persian language
 - It is divided into 80 chapters on various subjects
16. The statement which is correct with respect to Tbn-Batuta.
- The travel account of Ibn Batuta is 'Travel in the Mughal Empire'
 - Was born in Tangier into one of the most educated and respected families
 - In 1297, Sultan Mahmud brought Al-Biruni along with several scholars and poets, to Ghazni
 - None of the above
17. The statement which is incorrect with respect to Francois Bernier.
- He was from Europe
 - He was associated with Mughal court as a physician, intellectual and a scientist
 - He presented India on the model of binary opposition
 - He deliberated about slaves in his account
18. Match the column.

List I

- Uruk
- Dawa
- Bernier
- Al-Biruni

Select the correct match

- i-A, ii-C, iv-B
- i-B, ii-D, iv-C

List II

- Desorption of sati child
- The horse post
- Disapproved of the Nation of pollution
- The foot post

- i-B, ii-A, iv-C
- i-D, ii-B, iv-C

19. Match the pair

List I

- i) Al-Biruni
- ii) Ibn Batuta
- iii) Bernier

List II

- A. Description of coconut and paan
- B. State as the sole owner of land in India
- C. Understating caste-system in India by looking for parallels in other societies

Select the correct match

- a) i-C, ii-A, iii-B
- b) i-A, ii-C, iii-B
- c) i-C, ii-B, iii-A
- d) i-B, ii-C, iii-A

20. Assertion (A): Al-Biruni was aware of the problems inherent in the task he had set himself
Reason (R) : Obstructions were language, religious belief and practice and self-absorption of local population.

- a) Only assertion (A) is correct
- b) Only reason (R) is correct
- c) Both assertion (A) and reason (R) are correct and (R) is correct explanation of (A)
- d) Both assertion (A) and reason (R) are correct of (A) but (R) is not correct explanation of (A)

21. Identify the travellers given in the picture Wearing an European dress, and write his name.



Case Study Based Questions (3 mark each).

Read the following excerpt carefully and answer any three of the following question by choosing the correct option:

In the footsteps of Ibn Batuta In the centuries between 1400 and 1800 visitors to India wrote a number of travelogues in Persian. At the same time, Indian visitors to Central Asia, Iran and the Ottoman empire also sometimes wrote about their experiences. These writers followed in the footsteps of Al Biruni and Ibn Batuta, and had sometimes read these earlier authors. Among the best known of these writers were Abdur Razzaq Samarqandi, who visited south India in the 1440s, Mahmud Wali Balkhi, who travelled very widely in the 1620s, and Shaikh Ali Hazin, who came to north India in the 1740s. Some of these authors were fascinated by India, and one of them-Mahud Balkhi-even became a sort of sanyasi for a time. Others such as Hazin were disappointed and even disgusted with India, where they expected to receive a red carpet treatment. Most of them saw India as land of wonders.

- A) One of the best known writers who visited South India in 1440s was-
- a) Abdur Razzaq Samarkandi b) Francois Bernier
c) Mirza Abu Talib d) Al-Biruni
- B) The language in which the travellers, who visited India during 1400 to 1800, wrote their account was
- a) Persian b) Hindi c) Hebrew d) Sanskrit
- C) Given below are two statements, one labelled as Assertion (A) and other labelled as Reason (R) Assertion (A) :- Shaikh Ali Hazin was dissatisfied by India Reason (R):- He expected to receive a red carpet treatment in India.
- a) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
b) Both Assertion (A) and Reason (R) are correct but R is not explanation of A
c) Only Assertion (A) is correct d) Only Reason (R) is correct
- D) Consider the following statements.
- i) Some of the author travellers were fascinated by India
ii) Most travellers saw India as a land of wonders
- a) Both (i) and (ii) are correct b) Only (i) is correct
c) Only (ii) is correct d) Both (i) and (ii) are incorrect

22. See carefully the terracotta sculpture from a temple in Bengal and answer any three questions that follows by choosing the correct option:



- A) People used to travel through sea
- a) For trading
 - b) For adventure
 - c) In search of new lands
 - d) All of the above
- B) Consider the following statements
- i) Travel accounts give us information about the physical environment of a place
 - ii) The accounts tell us about the architectural features and monuments of a place
- a) Both (i) and (ii) are correct
 - b) Only (i) is correct
 - c) Only (ii) is correct
 - d) Both (i) and (ii) are incorrect
- C) The travellers whose travel account is Rihla is
- a) Al-Biruni
 - b) Ibn Batuta
 - c) Marco Polo
 - d) Megasthenes
- D) Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R) Assertion (A):- the travellers who visited the Indian subcontinent wrote about its social customs
- Reason (R):- They wanted to compare their findings with that of their own land
- a) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
 - b) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A
 - c) Only Assertion (A) is correct
 - d) Only Reason (R) is correct

Short answer questions (3 marks each)

1. What is the importance of travel account in writing medieval history? Support your answer with examples.

2. What were the "barriers" for Al-Biruni in understanding practices in India? Explain in three points.
3. What picture do we get about the agriculture economy and trade and commerce in the sub continent from the descriptions of Ibn-Batuta?
4. What does Bernier say about the cities of the 17th century? How is his description a skeptical one.
5. What are the views of Bernier about Sati System'?
6. Why did Abul Fazl describe land revenue as remunerations of sovereignty"? Explain.
7. Explain the unique system of communication at that time on the basis of the discriptional given by Ibn-Batuta.
8. Write a short note on Kitab-ul-Hind.
9. According to Ibn Batuta why travelling was highly insecure?
10. Ibn Batuta found the city of Delhi full of opportunities. Explain the statement based on the facts given by him.
11. How did Ibn Batuta and Bernier represent an interesting tabla of life of women in 16th and 17th century? Explain.
12. Berniers description of the state ownership of land influenced the western theorists like french philosopher montesquies and German Karl Marx. Justify this statement.
13. What has Bernier explained about land-ownership?
14. How did the descriptions of Berni er influence the Western theorists?
15. Give any three characteristic features of the foreign travellers who visited India in the medieval period.
16. What did Bernier warn European rulers in his descriptions?

Long Answer questions (8 marks each)

1. Discuss Al-Biruni's explanation in relation to caste system.
(Hint : Page 124-125 NCERT)
2. How can you say that the accounts of foreign travellers help in building the history of 10th to 17th century. Explain by giving example.
3. How has Ibn Batuta described India in his travel account?
(Page No. 126-129 NCERT)
4. How has Bernier compared 'East' and 'West' in his book?
(Page No. 122-126, NCERT)

OR

What subjects does the french traveller describe in his book "Travels in the Mughal Empire? (Page No. 130-135, N CERT)

6. Discuss the testimonies given by Ibn Batuta in relation to slave system.
(Page No. 135-136, NCERT)

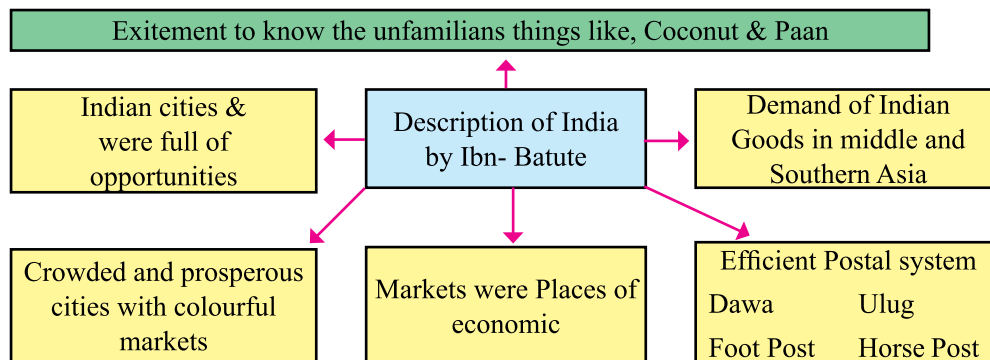
Answers of long questions

1. Al Biruni's description of caste system:
 - (i) India had 4 Social varnas - Brahmana, Kshatriyas, Vaishya & Shudras
 - (ii) He noted that in ancient Persia four social Categories were recognised
 - Knights and Princes
 - Monks, friers, Priests and lawyer
 - Physicians, astronomers and other scientists
 - Peasants and artisans
 - (iii) The notion of pollution which was intrinsic to caste systems was against the flow of nature.
 - (iv) Impure things strive to regain its original condition of Purity.
 - (v) The sun cleanses the air and the salt in the sea, prevents the water from becoming polluted.

(Page No - 124 125 NCERT)

2. Contribution of account of travellers in building the history of 10th to 17th century.
 - Information about the affairs of the court.
 - Information about religious issues, architectural features and monuments.
 - Information about the popular customs, folklore and traditions of their own land.
 - Information about the faiths, language and behaviour of the people of any particular place.
 - Information about social life.
 - For ex. Description of Vijay Nagara by Abddul Razzale. & Ab Birund, Ibra batute and Francois Barnier.

3.



Page No: 126-129 NCERT)

4. Description of India by Francois Barnier in his book "Travels in the Mughal Empire".
- (i) Condition of India is inferior in comparison to the development of Europe.
 - (ii) His representation of India works on the model of binary opposition.
 - (iii) Fundamental differences between Mughal India and Europe was the lack of private property in the land in the former.
 - (iv) Bernier described Indian society as consisting of undifferentiated masses of impoverished people.
 - (v) Bernier stated that between the poorest the poor and richest of the rich, there was no social group or Class.
 - (vi) "There was no middle state in India", Bernier confidently asserted.

(Page No. 130-135 NCERT)

5. Description of slave system according to Ibn Battuta
- (i) Slaves were openly sold in markets.
 - (ii) These were regularly exchanged as gifts.
 - (iii) When Ibn Battuta reached Sind he purchased "horses, camels and slaves" as gifts for Sultan Muhammad bin Tughlaq.
 - (iv) Some female slaves in the service of the Sultan were experts in music and dance, and Ibn Battuta enjoyed their performance at the wedding of the Sultan's sister.
 - (v) Female slaves were also employed by the Sultan to keep a watch on his nobles.
 - (vi) They were generally used for domestic labours.
 - (vii) Ibn Battuta found that men's services were used to carry rich women & men on palanquins.
 - (viii) The price of slaves, particularly female slaves required for domestic labour, was very low.

(Page No. 135-136 NCERT)

Source Based Questions (5 marks each)

1. Read carefully the given source and answer the questions that follow.

On horse and on foot

This is how Ibn Battuta describes the postal system: In India the postal system is of two kinds. The horse post, called *uluq*, is run by royal horses stationed at a distance of every four miles. The foot-post has three stations per mile; it is called *dawa*, that is one-third of a mile... Now, at every third of a mile there is a well populated village, outside which are three pavilions in which sit men with girded loins ready to start. Each of them carries a rod, two cubits in length, with copper bells at the top. When the courier starts from the city he holds the letter in one hand and the rod with its bells on the other; and he runs as fast as he can. When the men in the pavilion hear the ringing of the bell they get ready.

As soon as the courier reaches them, one of them takes the letter from his hand and runs at top speed shaking the rod all the while until he reaches the next dawa. And the same process continues till the letter reaches its destination. This foot-post is quicker than the horse-post; and often it is used to transport the fruits of Khurasan which are much desired in India.

1. Describe the two types of postal-system as mentioned by Ibn Batuta. (1)
2. Do you think the foot-post system was operational in the whole of the subcontinent. Explain (2)
3. For what purpose the Foot-post system was often used? Which was more quicker amongst the two postal system? (2)

Read carefully the given source and answer the questions that follows.

The system of varnas

This is Al-Biruni's account of the system of varnas:

The highest caste are the Brahmana, of whom the books of the Hindus tell us that they were created from the head of Brahman. And as the Brahman is only another name for the force called nature, and the head is the highest part of the... body the Brahmana are the choice part of the whole genus. Therefore the Hindus consider them as the very best of mankind. The next caste are the Kshatriya, who were created, as they say, from the shoulders and hands of Brahman. Their degree is not much below that of the Brahmana. After them follow the Vaishya, who were created from the thigh of Brahman. The Shudra, who were created from his feet... Between the latter two classes there is no very great distance. Much, however, as these classes differ from each other, they live together in the same towns and villages, mixed together in the same houses and lodgings.

- 1). Mention the varna system as explained by Al-Biruni (2)
- 2). Al-Biruni has compared the varna system of India with the system of which country. How social classes does he mention there. (2)
- 3). In which Veda do we find the varna system explained by Al-Biruni? (1)

THEME 6

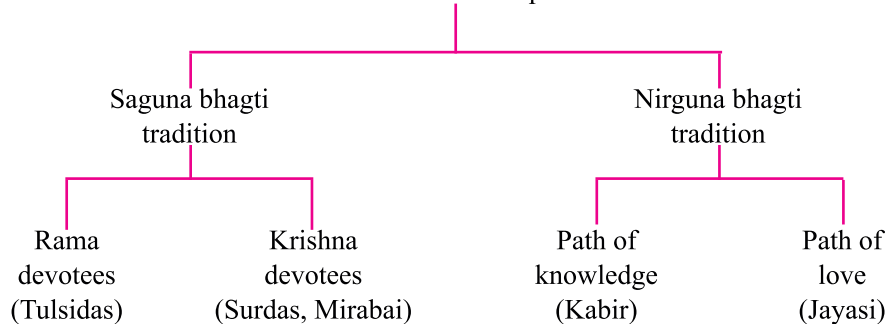
Bhakti Sufi Traditions

Change in Religious Beliefs and Devotional Texts

(C. Eight to Eighteenth Century)

Points to Remember:

1. New textual sources available from this period include compositions attributed to poet saints.
2. Historians draw on hagiographies or biographies of saints written by their followers (or members of their religious sect).
3. The main purpose of Bhakti movement was to end the feeling of differences, high-low rich-poor and big - small.
4. In Puri, Orissa the principal deity was identified, by the 7th century, as Jagannatha (literally, lord of world) a form of Vishnu.
5. Worship of Goddess was done in the form of stone often smeared with Ochre.
6. During this period in many of the bhakti traditions the brahmanas remained as mediators between the god and the devotees.
7. Earliest bhakti movements (C. sixth century) were led by the Alvars (those who were increased in devotion to Vishnu) and Nayanars (leaders who were devotees of Shiva). They protested against the caste-system and the ordinance of the Brahmanas. They gave importance to females. Andal was a female Alwar saint and Karaikka Ammaiyar was a Nayanara female saint. Nalayara Prabandham Ammaiyaar is the main anthology of Alvars. This competition has the position of fifth veda in Tamil.
8. The historians of religion after classify bhakti traditions into two broad categories.
 - i) Saguna- worship of deities such as Shiva, Vishnu and his avatars incarnations and form of goddess or devi is done.
 - ii) Nirguna - worship of an abstract form of god.
9. Bhakti Movements and prominent saints.



10. The twelfth century witnessed the emergence of a new movement in Karnataka, led by a Brahmana named Basavanna (1106-68). This is known as Vir-shaiva or lingayat movement. They questioned the theory of rebirth. They encouraged post puberty marriage and the remarriage of widows. They worshiped Shiva in his manifestation as a linga.
11. Zimmi were people who followed revealed scriptures, such as the Jews and Christians and lived under Muslim leadership.
12. All those who adopted Islam accepted in principle, the five pillars of the faith.
 1. There is one God, Allah
 2. Prophet Muhammad is his messenger (Shandan)
 3. Giving alms (Zakat)
 4. Do fasting in month of Ramzan (Sawn)
 5. Perform the pilgrimage to Mecca (Hajj)
13. Ba-Sharia were sufi saints who complied with the shari'a. Be-sharia sufi saints defied the sharia.
14. By the sixteenth century the shrine of muinuddin chishti had become very popular. He started the Chishti silsila in India. This is based on pir (teacher) and murid (disciple) traditions. Khanga or teaching hospice is very important in it.
15. Major Sufi Silsila
 1. Chishti 2. Subrahadi 3. Kadiri 4. Naqshband
16. Verses ascribed to Kabir have been compiled in three distinct but overlapping traditions. The Kabir Bijak-Kabir Granthaval and Adi Granth Sahib.
17. Baba Guru Nanak (1469-1539) advocated a form of Nirguna Bhakti. He did not want to establish a new religion. His verses are compiled in Adi Granth Sahib.
18. Guru Gobind Singh the tenth successor of Guru Nanak laid the foundation of the Khalsa Panth and consolidated the Sikhs as a socio-religious and military force.
19. Mira Bai is the best known woman poet within the bhakti tradition. Her preceptor Raidas was from a lower caste. She is a source of inspiration to the poor families of Gujarat and Rajasthan.
20. Shiva temples at Chidambaram, Thanjavur and Gangai konda chola puram were constructed under the patronage of chola rulers.
21. Chola ruler Parantaka I had constructed metal images of Appar, Sambandar and Sundarar in a Shiva Temple.
22. Religious leaders like Naths, Jogis and Siddhas were outside the orthodox Brahminical framework. They questioned the authorities of Vedas and expressed themselves in language spoken by ordinary people.
23. Theoretically Muslim rulers were to be guided by the Ulama, who expected to ensure that they ruled according to the sharia.

24. 'Mlechehha' word was for migrant communities. They did not observe the norms of caste society and spoke languages that were not derived from Sanskrit.

OBJECTIVE TYPE QUESTIONS (1 MARK EACH)

1. Who were Alvars?
2. What is the meaning of Sufism?
3. Who were Nayanaras?
4.showed Kabir the path of devotion.
5. Who is the composer of 'Padmavat'?
6. Why do people visit the shrines of Muslim saints? Give one reason.
7. Give any one view of Alvar and Nayanar saints regarding caste-system.
8. Explain any one religious belief and behaviour of Lingayats?
9. What is the meaning of Khalsa?
10. Explain the Chisti tradition?
11. Sufis adopted these local traditions in India
 - i) Sharing the head of initiates
 - ii) Yogic exercises
 - iii) Offering water to visitors
 - iv) Bowing before the Shaikh
 - v) Mystical music

Choose the correct option

a) (i), (ii), (iii), (v)	b) I, III, IV, V
c) III, II, IV, V	d) I, II, III, IV, V
12. Amir Khusro went to meet

a) Baba Farid	b) Khwaja Moinuddin Chisti
c) Shaikh Nariuddin Chirag-i Delhi	d) Shaikh Nizamuddin Auliya
13. Nayanars and Alvars propagated.

a) Total devotion towards their deity	b) No devotion towards their deities
c) Support of caste system	d) Path of knowledge
14.

a) Guru Gobind Singh	b) Guru Angad
c) Guru Arjun Dev	d) Guru Teg Bahadur
15. Sufi-tradition is related to

a) Hinduism	b) Sikhism	c) Islam	d) Christianity
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16. Sagun Bhakti is
- i) Worship with attributes
 - ii) Worship without attributes
 - iii) Worship of specific as Shiva, Vishnu (his avatars) and form of the goddess or devi
 - iv) Worship of abstract form of god
- a) (i), (ii) b) (ii), (iv) c) (iii), (iv) d) (i), (iv)
17. The Nayanars saints among the following is/are
- i) Appar ii) Sambandar iii) Sundarar iv) Andal
 - a) I, II, IV b) II, III, IV c) I, II, III d) I, III, IV
18. Virshaiva tradition originated in
- a) Karnataka b) Tamil Nadu c) Andhra Pradesh d) Kerala

19. Match the following

List 1

List 2

(I) Silsila

(ii) Khanqah

(iii) Be-Sharia

(iv) Ba-sharia

B. Sufi organisation

D. Sufi Hospice

Match the following

List 1

List 2

i) Krishna Bhakti saints

ii) Nirguna Bhakti saints

iii) Alwar saints

iv) Nayanar saints

A) Andal

B) Mira Bai

C) Karaikkal Ammaiyar

D) Kabir

a) 1-A 11-B 111-C 1V-D

c) 1-D 11-B 111-ATV-C

b) T-B II-D 111-C TV-A

d) I-B IT-D TIT-A TV-C

21. Assertion and Reason. Assertion (A)- Kabir supported humanity and Hindu-Muslim unity
Reason (R) - He was a critique of religious and caste based differences
- a) Only Assertion (A) is correct
 - b) Only Reason (R) is correct
 - c) Both Assertion (A) and Reason (R) are correct and R is correct explanation of A
 - d) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A

Reason (R) : Bhakti saints were from diverse social backgrounds like Brahmanas, artisans, cultivators and even from caste considered untouchables.

- a) Both Assertion (A) and Reason(R) are correct and R is the correct explanation of A
 - b) Both Assertion (A) and Reason (R) are correct but R is not the explanations of A
 - c) OnlyAssertion (A) is correct
 - d) Only Reason (R) is correct
- D) The anthologies of composition of Alwar saints, which is considered as Tamil Veda is
- a) Nalayira Divyaprabandham
 - b) Meghadutam
 - c) Kiratarjuniyama
 - d) Shilpadikaram
- 2) Look carefully at this picture of the main diety of Orissa and answer any three question from below by choosing the correct option.



- A) Name of the main deity whose image is given above.
- a) Rama
 - b) Shiva
 - c) Jagannatha
 - d) Vithala
- B) In the given picture, Lord Jagannatha is with Subhadra and Balarama. Subhadra was Jagannatha's.....
- a) Mother
 - b) Step mother
 - c) Wife
 - d) Sister
- C) Given below are two statements one labelled as Assertion (A) and the other labelled as Reason (R).
- Assertion (A)- This image is an example of 'little' and 'great' tradition
- Reason (R) - The term 'little' and 'great' tradition were by a sociologist termed Robert Redfield in the 20th century
- a) Both Assertion (A) and Reason (R) are correct of R is the correct explanation of A

- b) Both Assertion (A) and Reason (R) are correct but R is not the explanation of A
 - c) Only Assertion (A) is correct
 - d) Only Reason (R) is correct.
- D) Worship of Krishna is an example of tradition.
- a) Little Traditions b) Great Traditions
 - c) Both & Them d) None of Them

SHORT ANSWER QUESTIONS (3 MARK EACH)

1. Give a small introduction of chishti silsila (tradition)
2. What were the reasons of rise of Bhakti movement?
3. What were the effects of Bhakti movement on India's social system? write a short note on lingayats.
4. Explain Khanqah in Sufi tradition.
5. Who were Alwars and Nayanars? What were their views towards caste-system?
6. What was the difference between the religious beliefs of the rulers and the ruled? What efforts were made by the rulers for this?
7. Give the relationship of the bhakti saints with the state.
8. Explain the ultimate truth of Kabir.
9. Who were Virshaivas?
10. Explain those features of Islam with the help of which it spread in the whole of Indian Sub-continent.
11. What type of relation the State had with the Sufi saints?
12. Who were Andal and Karikkal Ammaiyar? What is their contribution?

LONG ANSWER QUESTIONS (8 MARK EACH)

1. Explain the main principle's of Sufism?
2. Explain the contribution of women saint in the Bhakti movement.
3. Kabir was a social reformer. Evaluate this in light of Kabir's teachings.
4. Throw light on relationship of the sufi saints with the state.
5. Mention the main teachings of Kabir and also mention how they were propagated?
6. Throw light on the teachings of Baba Guru Nanak? Did he wanted to establish a new religion?
7. Who were Lingayats? Explain their contribution in the social and religious area with reference to caste-system.
8. Explain the characteristic features of the life in Khanqah of Shaikh Nizamuddin Aulia.

Long Answer Questions -

1. Main Principles of Sufism:

- (i) Monotheism
- (ii) Mysticism
- (iii) Stress on love and Meditation,
- (iv) Bhakti Music
- (v) Importance of Pir or teacher
- (vi) Belief in soul
- (vii) The main aim of life is to attain the Allah (Almighty)

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2. Contribution of Woman saint in Bhakti tradition :

(a) **Meera Bai-**

- 15th century best known woman Poet.
 - She was Rajput Princess, defied her husband and did not submit to the traditional role of wife and mother.
 - Recognised Krishna, the avtar of Vishnu, as her lover.
 - After rejecting the comfort of her husband and palace she followed the path of Bhakts.

(b) **Andal :**

- She saw herself as a beloved of Vishnu,
- Her verses express love for the deity.
- She was an Alwar saint.

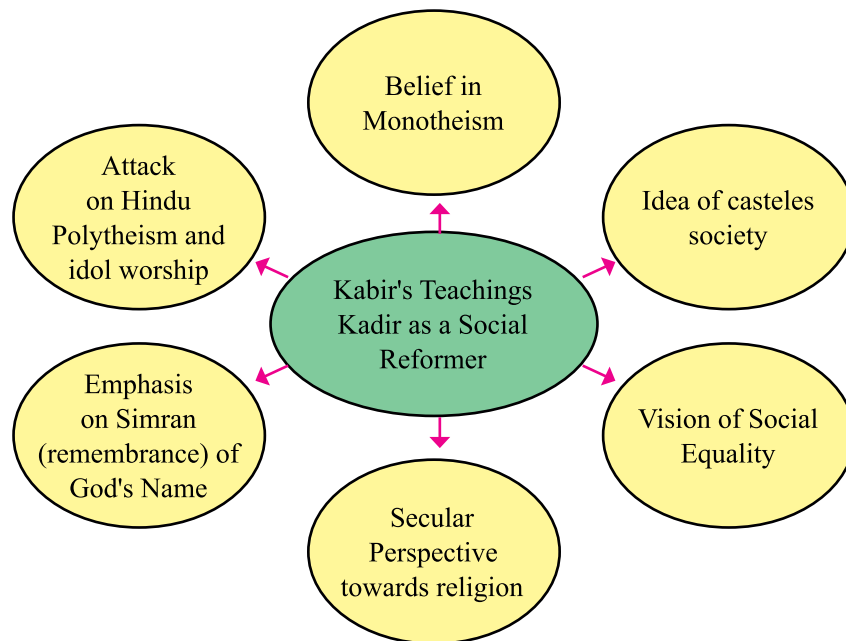
(c) **Karaikkal Ammaiyar:**

- She was a Nainar Woman saint. She was a devotee of Lord Shiva.
- She adopted a path of extreme asceticism in order to attain her goal.

These women renounced their social obligations. Their very existence and their compositions posed a challenge to patriarchal norms

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3.



(Page No. 160 - 162 NCERT)

4. Sufi and the state :

- (i) Maintaining a distance from wordly power.
- (ii) The Sufis accepted unsolicited grants and donations from the political elites.
- (iii) The Sultans in turn set up charitable trusts (auqaf) as endowments for hospices and granted tax-free land (inam).
- (iv) King wished to secure support of sufi saints as they were popular among the masses due to people's belief in their Miraculous power.
- (v) Kings often wanted their tombs to be in the vicinity of sufi shrines and hospices.
- (vii) However, there were instance of conflicts between Sultans and Sufis.
- (viii) To assert their authority, both expected that certain rituals be performed such as prostration and kissing of the feet.

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5. **Teaching of Kabir** - Same as in Q.No. 3

Propagation of Kabir's Teaching -

- (i) Compilation of his teaching is and Kabir Bijake, Kabir Granthanvali and Adigranth Sahib.
- (ii) Kabir's ideas probably crystalised through dialogue and debates with in the traditions of sufi's and Yogis of Awadh (UP)

- (iii) Compositions attributed to him.
- (iv) In the form of Ulatbansi.
- (v) Anthologies of verses (Printed) in Begal, Gujrat & Maharashtra

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6. **Teachings of Guru Nanak Dev ji**

- (i) His messages is spelt out in his hymns and teachings.
- (ii) Advocated Nirguna Bhakti Tradition & said God is everywhere.
- (iii) The Absolute or Rab had no gender or form
- (iv) Rejected all religious sop scriptures.
- (v) He firmly repudiated the external practices of the religions.
- (vi) Emphasised on 'Nam-simran' and 'Jaap'.
- (vii) No importance of any caste, creed or sect.
- (viii) Talking about adopting the middlepath.
- (ix) Remembering the God by hymns called Shabad?
- (x) It is believed that he did not want to established a new religion.

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7. **LINGAYATS**

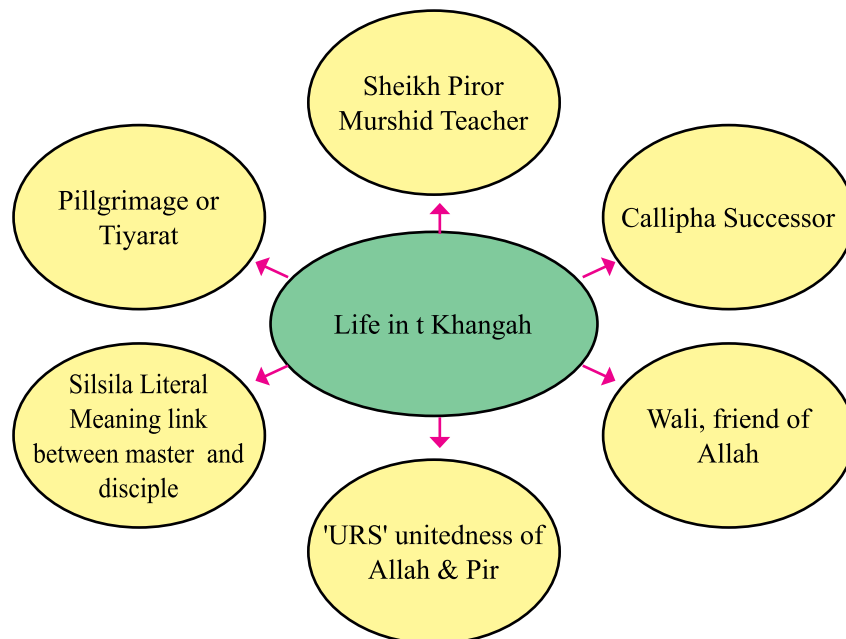
- (i) Followers of new emerging movement in Karnataka by a Brahmana named Basawanna' called Virshaivas (Heroes of Shiva) or Lingayatas.
- (ii) They worship shiva as a form of Linga.
- (iii) Usually wear a small linga in a silver ease on a loop strung over the left shoulder.
- (iv) These were also called Tangama or wondering mort.

Contribution in the social and religious area with reference to caste system

- (i) After death devotees will be united with Shiva.
- (ii) They did not practice funerary rites.
- (iii) They challenged the idea of caste
- (iv) They also questioned the theory of re-birth.
- (v) They also encouraged post-puberty marriages and remarriage of widows.

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8.



(Page No. 153-154 NCERT)

Source Based Questions (5 marks each)

1. Read carefully the given source and answer the questions that follows.

The pilgrimage of the Mughal princes Jahanara, 1643

The following is an excerpt from Jahanara's biography of Shaikh Muinuddin Chishti, titled Munis al Arwah (The Confidant of Spirits): After praising the one God... this lowly faqira (humble soul) Jahanara... went from the capital Agra in the company of my great father (Emperor Shah Jahan) towards the pure region of incomparable Ajmer... I was committed to this to this idea, that every day in every station I would perform two cycles of optional prayer... For several days... I did not sleep on a icopard skin at night, I did not extend my feet in the direction of the blessed sanctuary of the revered saving master, and I did not turn my back towards hm. I passed the days beneath the trees. On Thursday, the fourth of the blessed month ofRamzan, I attained the happiness of pilgrimage to the illuminated and the perfumed tomb... With an hour of daylight remaining. I went to the holy sanctuary and rubbed me pale face with the dust of that threshold. From the doorway to the blessed tomb I went barefoot, kissing the ground. Having entered the dome, I went around the light filled tomb of my master seven times... finally, with my own hand I put the finest quality of itar on the perfumed tomb of the revered one, and having taken off the rose scarf that I had my head. I placed it on the top of the blessed tomb.

1. Which rules did Jahanara followed during the journey? (2)
2. Explain the visit of Jahanara to the tomb? (2)
3. What is the meaning or Ziyarat? (1)

Read carefully the given source and answer the question that follows.

Declining a royal gift

This excerpt from a sufi text describes the proceedings at Shaikh Nizamuddin Auliya's hospice in 1313. I (the author, Amir Tiasan Si lzi) had the good fortune of kissing his (Shaikh Nizamuddin Auliya's) feet... At this time a local ruler had sent him the deed of ownership to two gardens and much land, along with the provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master... had not accepted that gift. Instead, he had lamented: "What have I to do with gardens and fields and lands?... None of ... our spiritual masters had engaged in such activity." Then he told an appropriate story: "...Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. Smiling, Shaikh al Islam (Fariduddin) said: "Give me the money. I will dispense it to the dervishes. But as for those land deeds. keep them. There are many who long for them. Give them away to such persons."

1. For whom did Sultan Ghiyasuddin give wealth? (1)
2. What items were gifted to Nizamuddin Auliya by the local ruler? (2)
3. Explain the relation between the rulers and sufi saints in relation to the above excerpt. (2)

THEME 7

An Imperial Capital : Vijayanagara

(C. Fourteenth to Sixteenth Century)

Points to Remember:

1. Vijayanagara or "City of Victory" was founded in the fourteenth century.
2. It was situated in the Krishna Tungbhadra doab region. Its Famous ruler was Krishnadev Raya (rule 1509-1529).
3. The ruins at Hampi were brought in light in 1800 by an engineer and antiquarian named colonel Colin Mackenzie.
4. Colin Mackenzie an employee of the English East India Company, prepared the first survey map of the site.
5. Vijayanagara empire was founded by two brothers Harihara and Bukka in 1336.
6. The rulers of Vijayanagara empire called themselves "Raya".
7. The Vijayanagara rulers had strained relations with the Sultans of Decan and the Gajapati rulers of Orissa.
8. The rulers of this period depended on Arab traders for horses for their horse army.
9. Vijayanagara was, famous for markets of spices, clothes and precious stones.
10. The revenue generated from the trade played an important role in the prosperity of the empire.
11. Vijayanagara was ruled by Sangam, Suluva, Tuluva and Aravidu dynasties.
12. The most famous king of Vijayanagara Krishnadeva Raya was from Tuluva Dynasty. His rule was characterised by expansion and consolidation. He composed a work on statecraft in Telugu known as the Amuktamalayada.
13. Vijayanagara city was fortified. According to Abdur Razzak there were several lines of the city, agriculture region and even forests were fortified.
14. Wells, rain water reservoirs and temple reservoirs probably served as a source of water for ordinary city dwellers.
15. There were two distinctive platforms - Sabha Mandap and Mahanavami Dibba.
16. One of the most beautiful buildings in the royal centre was the Lotus Mahal.
17. Nayaks were military chiefs. They had armed supporters.
18. Two Famous temples of Vijayanagara-Virupaksha temple and Vithala Temple.
19. Amarnayakas were military commanders.
20. Hazara Rama Mandir is situated in the Royal Centre in Vijayanagara.
21. The elaborate gates of the temples are called gopurams.

22. Mahanavami dibba was a massive platform rising from a base of about 11,000 sq. ft. to a heights of 40 ft.
23. The Urban core- There is little evidence of houses of ordinary people on the roads of urban core. Archaeologists have found fine chinese porcelain in some areas. They suggest that these areas may have been occupied by rich traders.
24. According to the Portuguese traveller Barbosa the houses of ordinary people are thatched but nonetheless well built.
25. The house are arranged according to occupations, in long street with many open spaces.
26. Water Resource-Tungabhadra river flows in the north - easterly directions. The most striking feature about the location ofVijayanagara is the natural basin formed by river Tun gabhadra.
27. a) Kamalapurarn tank is an important tank which was built in the early years of the fifteenth century. Water from here was conducted through a channel to the royal centre.
b) One of the most prominent waterworks to be seen among the ruins is the Hiriya canal.
28. Battle of Rakshasi-Tangadi (Talikota)- In 1565 Rama Raya, the chief minister of Vijayanagara, led the army into battle at Rakshasi-Tangadi where his forces were routed by the combined armies of B ij apur, Ahmednagar and Golconda.

Travellers who visited Vijayanagara Empire.

Traveller	Country
1. Abdur Razzak	Persia
2. Nicolo de Conti	Italy
3. Domingo Paes	Portugal
4. Fernao Nuniz	Portugal
5. Barbosa	Portugal
6. Afanassi Nikitin	Russia

Objective type of question (1 mark each)

1. Give one importance of Kamalpuram reservoir.
2. Give one difference between Gopuram and Mandapa.
3. Who establish the Vijaynagara Empire and when?
4. What little did Vijayanagara ruler adopted?
5. Give difference between Narapati andAshvapti.
6. Name the capital of Vijayanagara. After whom is its named?
7. Between whom the battle of Rakhsasi Tangadi was fought and who won?

8. What was the characterised feature of the Rule of Raja Krishnadeva Raya?
9. Krishnadeva Raya was from which dynasty?
10. "Establisher of the Yavana Kingdom "who took this title and why? Give one reason.
11. Vijayanagara rulers kept a strong army because.
 - a) To establish strict control over the public.
 - b) To give employment to more and more people.
 - c) To protect their empire from the attacks of Sultan rulers of Deccan.
 - d) None of the above.
12. The reason of continuous conflict between Vijayanagara, and Deccan Sultans was
 - a) Political and Economic reason
 - b) Political, social and economic reason
 - c) Cultural and economic reason
 - d) Political, cultural and economic reason
13. What work was not performing by the Amarnayakas from among the following.
 - a) They collected tax from peasants, artisans and traders.
 - b) They played an active role in formulating the trade politics of the empire.
 - c) They provided a powerful army to the rulers.
 - d) They used to spend on the maintenance of temples and irrigation works in their area.
14. Work composed by Krishnadeva Raya was

a) Amuktamalyada	b) Twaran
c) Nalayira Divyaprabhandham	d) Guru Granth Sahib
15. The number of dynasties who ruled Vijayanagara Empire were/was.

a) Two	b) Five	c) Three	d) Four
--------	---------	----------	---------
16. The period of Krishnadeva Raya's rule was

a) 1485 AD to 1506 AD	b) 1509AD to 1529AD
c) 1533 AD to 1545 AD	d) 1550 AD to 1565 AD
17. The rulers of Vijayanagara promoted agriculture.
 - a) By development of dams, reservoirs and canals.
 - b) By reducing tax on agriculture area.
 - c) Through market management for the sale of agricultural produce.
 - d) By buying food grains for army.

18. The statements which is incorrect, from among the following, about Krishnadeva Raya is.
- He captured Raichur Doab.
 - He founded a suburdara township called Nagalapuram after his mother.
 - He called impressive gopurams to many important south Indian Temples.
 - Stopped sacrificial system.
19. Match the column.

List 1

List 2

- | | |
|-------------------|--|
| i) Abdur Razzak | A) Description of houses of common people |
| ii) Domingo Paes | B) Description of fortification of Vijayanagara |
| iii) Fernao Nuniz | C) Description of Krishnadeva Raya |
| iv) Barbosa | D) Description of meat sold in Vijayanagara market |

Choose the correct option:

- (i)-c, (ii)-B, (iii)-D, (iv)-A
 - (i)-B, (ii)-C, (iii)-D, (iv)-A
 - (i)-B, (ii)-C, (iii)-A, (iv)-D
 - (i)-B, (ii)-D, (iii)-C, (iv)-A
20. Assertion (A) : By 1542 the rule of Vijayanagara had shifted to Aravidu dynasty Reason (R): Vijayanagara Empire did not remain a powerful empire after the battle of Rakshasi Tangadi in 1565.
- Only Assertion (A) is correct
 - Only Reason (R) is correct
 - Both Assertion (A) and Reason (R) are correct and reason (R) is explanation of Assertion (A)
 - Both Assertion (A) and Reason (R) are correct but Reason (R) is not the explanation of Assertion (A)
21. This impressive monument of Vijayanagara is.



Case Study Based Questions (3 marks each)

1. Read the following excerpt carefully and answer any three of the following questions by choosing the correct answer.

Water resources

The most striking feature about the location of Vijayanagara is the natural basin formed by the river Tungabhadra which flows in a north-easterly direction. The surrounding landscape is characterised by stunning granite hills that seem to form a girdle around the city. A number of streams flow down to the river from these rocky outcrops. In almost all cases embankments were built along these streams to create reservoirs of varying sizes. As this is one of the most arid zones of the peninsula, elaborate arrangement had to be made to store rainwater and conduct it to the city. The most important such tank was built in the early years of the fifteenth century and is now called Kamalapuram tank. Water from this tank not only irrigated fields nearby but was also conducted through a channel to the "royal centre". One of the most prominent waterworks to be seen among the ruins is the Hiriya canal. This canal drew water from a dam across the Tungabhadra and irrigated the cultivated valley that separated the "sacred centre" from the "urban core". This was apparently built by kings of the Sangama dynasty.

- A) The rulers of Vijayanagara got dams and canals built because.
- a) Vijayanagara was a semi-arid area
 - b) For irrigation of agriculture fields
 - c) For household work
 - d) All of the above
- B) The travellers whose account mentions the reservoir created by Krishnadeva Raya is
- a) Domingo Poes
 - b) Marco Polo
 - c) Ibn Batuta
 - d) Francois Bernier
- C) Kamalapuram Tank was built in
- a) Fifteenth Century
 - b) Sixteenth Century
 - c) Thirteenth Century
 - d) Twelfth Century
- D) Given below are two statements, one labelled as Assertion (A) and other labelled as Reason (R). Assertion (A) - Embankments were built along the streams of Tungabhadra rivers, to create reservoirs of varying sizes Reason (R)-
- a) Both Assertion (A) and Reason (R) are correct and R is the correct explanation of A
 - b) Both Assertion (A) and Reason (R) are correct but R is not the correct explanation of A
 - c) Only Assertion (A) is correct
 - d) Only Reason (R) is correct

2. See this temple situated in Vijayanagara carefully and answer any three of the following questions by choosing the correct option.



- A) This is the picture of Temple of Vijayanagara.
- a) Lotus Mahal b) Hazara Rama Mandir
- c) Virupaksha Temple d) Vithala Temple
- B) The God to whom this temple is devoted
- a) Ganesha b) Vishnu
- c) Shiva d) None of the above
- C) The function for which the auditorium (Mandapam) of the temples were used are
- a) For resting of pilgrims
- b) For the deities to swing in
- c) For performing marriages of people
- d) To store food grains
- D) Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Assertion A- Mandapas and Gopurams were constructed by rulers in the temple. Reason (R) - These additions in the temple meant that the central shrine occupied a relatively small part of the temple complex.
- a) Both Assertion (A) and Reason (R) are correct and R is the correct explanation of A
- b) Both Assertion (A) and Reason (R) are correct but R is not correct explanation of A
- c) Only Assertion (A) is correct
- d) Only Reason (R) is correct

Short Answer Questions (3 marks each)

1. Who was Colin Mackenzie? Why did he start the study of traditions and sites related to history?
2. Why did the Portuguese try to establish their trade and strategic centres in Vijayanagara?
3. The halls of the temples were used for what purpose?
4. How was water supplied to Vijayanagara? How was it developed for the purpose of irrigation?
5. Explain the expansion and consolidation of 'Vijayanagara Empire under the rule of Krishnadeva Raya?
6. How the history of Vijayanagara city and empire reconstructed? Explain.
7. How and when the ruins of Hampi were brought to light Explain on short.
8. Give the characteristics of the Amara Nayaka system of Vijayanagara.
9. In your views what is the importance of rituals associated with the Mahanavami Dibba?
10. What are the features of Gopuram?

Long Answer Question (8 marks each)

1. The Amara-nayaka system was major political innovation of the Vijayanagara Empire. Evaluate it.
2. How was the plotting of palaces, temples and Bazaars of Vijayanagara possible? Explain.
3. Explain the main features of the temple of Vijayanagara empire.
4. What were the reasons of the conflict between the Sultans of Deccan and Vijayanagara rulers?
5. Explain the most striking features of Vijayanagara its water resources and its fortification.

Answers of Long Questions

1. **Amar Nayakas (The military Commanders)**
 - (i) Amar Nayaka system was major political innovation of the Vijayanagara Empire . .
 - (ii) It is likely that the igta system of the Delhi Sultanate.
 - (iii) Those were given territories to govern by the rayas, to collect taxes and other dues from peasants, craft persons and traders.
 - (iv) They retained part of the revenue for personal use and for maintaining a stipulated contingent of horses and elephants.
 - (v) Effective fighting force.
 - (vi) Some of the revenue was also used for the maintenance of temples & irrigation works.
 - (vii) The amara-nayakas sent tribute to the king annually.

- (viii) They personally appeared in the royal court with gifts to express their loyalty.
- (ix) During the course of the seventeenth century, many of these nayakas established independent Kingdoms.
- (x) Kings occasionally asserted their control over them by transferring their from one place to another.

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2. **Plotting palaces, Temples and Bazaars**

- (i) The remains of Hampi were discovered by Mackenzie in 1800s.
- (ii) After the initial surveys by Mackenzie, information was pieced together from travellers accounts and inscriptions.
- (iii) In the early 1980s, an important project was launched to document the material remains at vijayanagara.
- (iv) Literature written in Tamil, Telugu, Kannada & Sanskrit.
- (v) One part of this enormous exercise was mapping.
- (vi) Entire area was divided into 25 squares. Each square was subdivided into yet smaller units.
- (vii) They have reconeared and documented traces of thousands of structures - from tiny shines and residences to elaborate temples.
- (vi) They have also led to the recovery of races of roads, paths, bazaars etc.
- (xi) The latter have been located through finds of pillar pases and platforms.
- (x) These were all that remain of thrining markets.

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3. **Main features of Temples of Vijaynagara**

- (i) Rulers very often encouraged temple building themselves with the devine.
- (ii) Rulers and others often granted land and other resources for the maintenance of temples.
- (iii) Remains of temple buildings of pallavas, chalukyas, floysales and cholas were found.
- (iv) Remains of places of worship of various religions were found in Hemakuta hills.
- (v) Temples developed as significant, religious, social, cultural and economic centres.
- (vi) Temples also functional as centre of learning
- (vii) Gopuram of immense scale served as a mark of imperial authority.
- (viii) Other distinctive features included Mandapas or partions and long pillared corridors.
- (ix) Virupaksha Temple - Included in UNESCO's world Heritage list

- (x) Vitthala Temple- situated in Hampi, Kitthala temple was built by Krishnadeva raya in 16th Century.
- (xi) Hampi's chariot shrine is marked on 50 rupees note by RBI, Justifying its significance.
- (xii) Vitthala Temple is also included in UNESCO's world Heritage list.

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4. **Reasons of the conflict between the Sultans of Deccan and Vijay Nagara rulers:**

- The military ambitions of the rulers of vijaya Nagara as well as those of the Deccan Sultanates resulted in shifting alignments.
- IN 1520 sever defeats were inflicted on the Sultan of Bijapur by Krishna Der Raya.
- Relations between the sultans and Rayas were not always or inevitably hostile.
- It was the adventurous policy of Rama Raya who tried to pay off one Sultan against another that led to Sultan to combine together and decisively defeat him.
- Rayas were defeated by sultanales (combined forces of Bijapur, Ahmadnagara & Golkonda) in the battle of Rakshash Tangadi (Talikota) in 1565.

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5. **Most striking features of the location of Vijayanagara (Physical)**

- Two main rivers - Tungabhadra and Krishna
- Nalmal Basin formed by river Tungabhadra.
- Granite hills that seem to form a girdle around the city.
- Number of streams flow down to the river from the rocky hills.

Water Resources

- The region of vijayanagara is one of the most arid zones of the peninstales.
- Elaborate arrangements made by Vijayanagara rulers to store water and conduct it to the city.
- Natural Basin formed by Tungabhadra
- A number of streams flow down to the river from these rocky out crops.
- Kamalpuram tank
- Hiriya Canals

Fortification :-

- Seven lines of fortification.
- Fortification of urban core & Royal Centre
- Gateways in fortified walls and Roads
- Fortification of agricultural fields.
- Abdul Razzaq, a persian ambassador wrote about fortification of Vijayanagara empire.

- The outermost wall linked the hills surrounding the city.
- The masonry construction was slightly tapered.
- No mortar or cementing agent was employed anywhere in the Construction.
- The stone Blocks were wedge shaped which helped them in placed and the inner portion of the walls was of earth packed with rubble.
- There were large granaries within fortified areas.
- Most significant was its agricultural tracks between the 1st, 2nd & 3rd.

Source Based Question (5 Marks Each)

1. Read the given sources carefully and answer the questions given below:-

How tanks were built

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

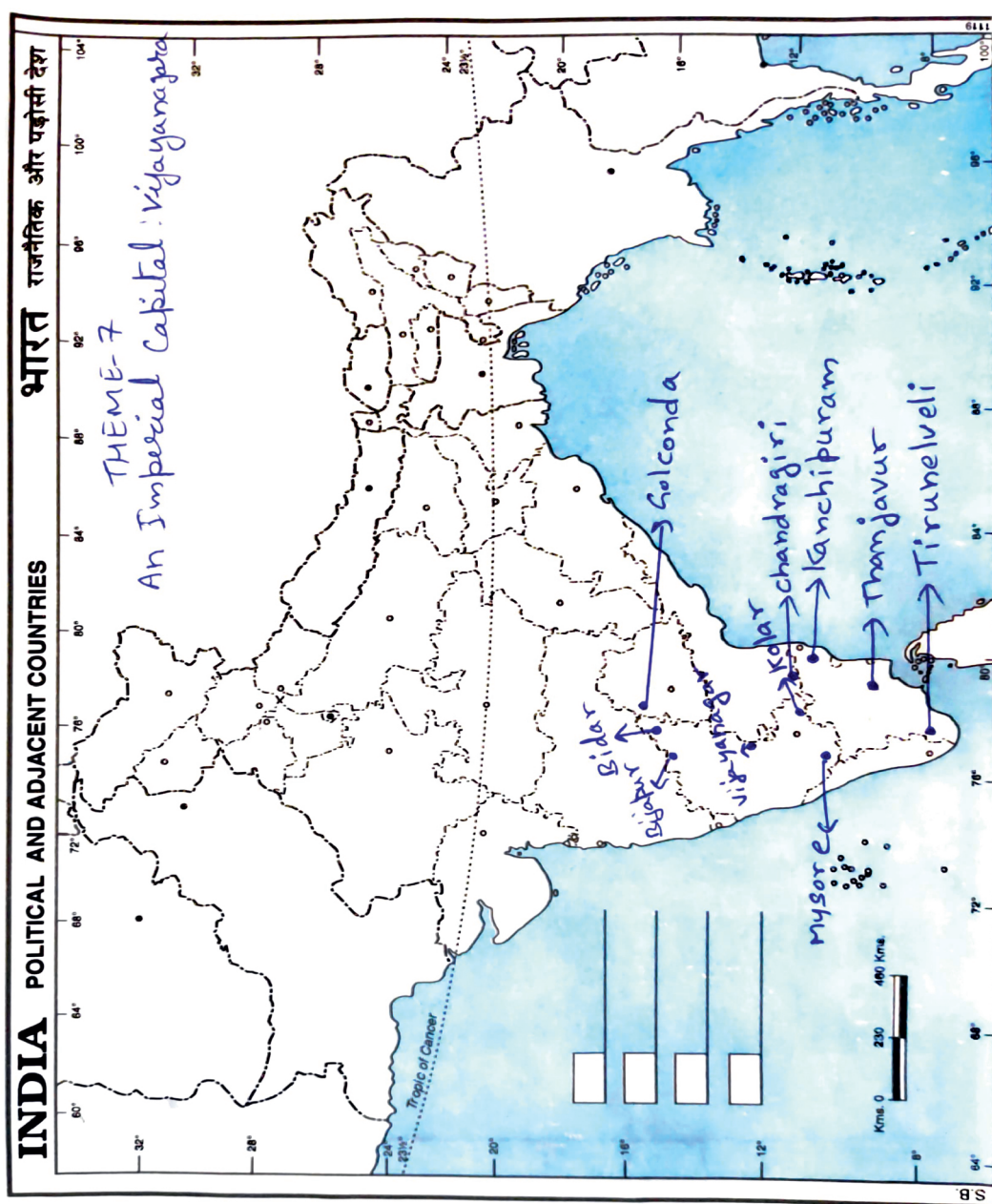
1. Why did the king build the reason and how water was supplied to the reason? 2
2. Mention the water system in Vijayanagara 2
3. Where were the water tanks built by Krishnadeva Raya? 1

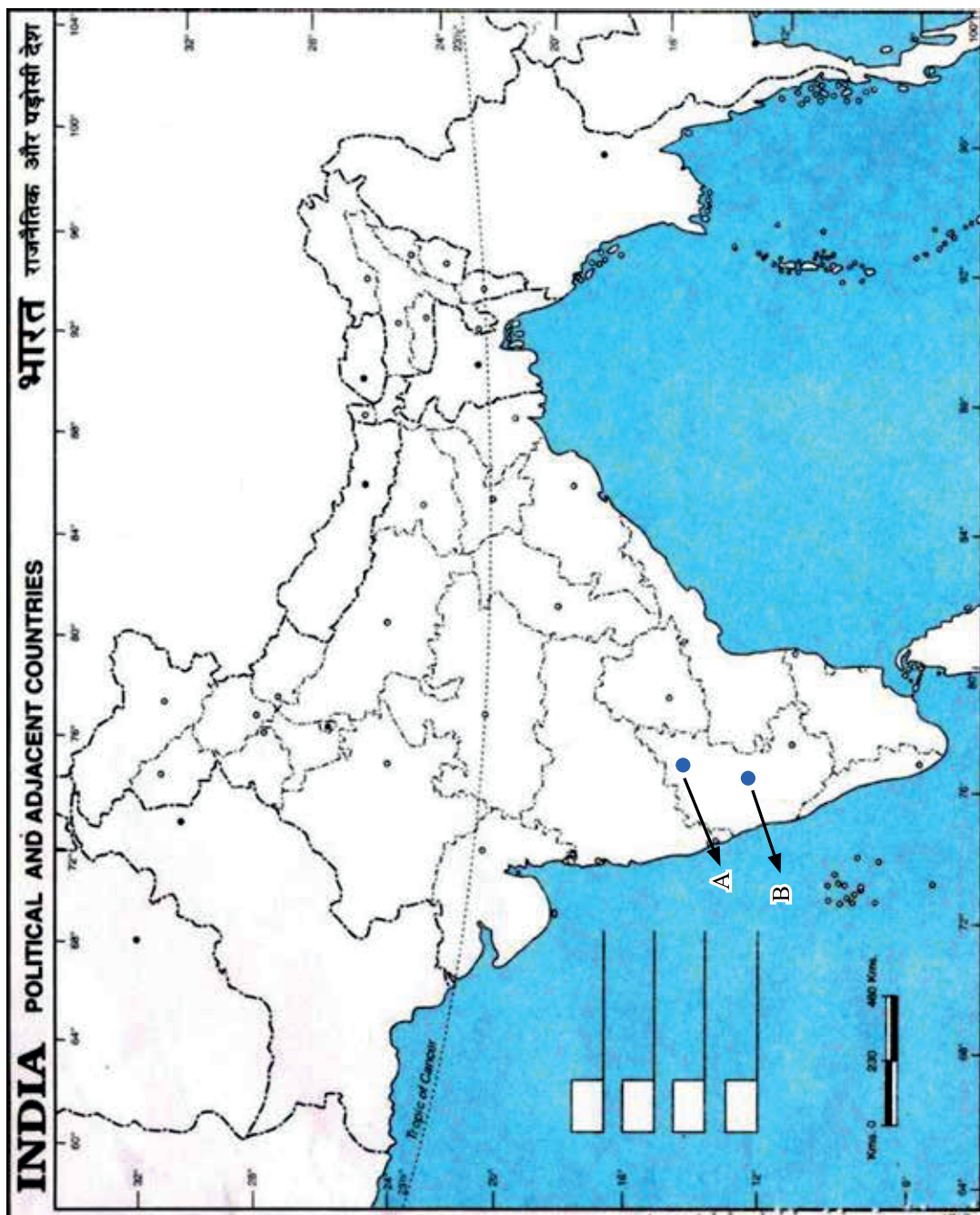
Read carefully the given source and answer the question that follow.

Kings and traders

Krishnadeva Raya (ruled 1509-29), the most famous ruler of Vijayanagara, composed a work on statecraft in Telugu known as the Amuktamalyada . About traders he wrote: A king should improve the harbours of his country and so encourage its commerce that horses, elephants, precious gems, sandalwood, pearls and other articles are freely imported ... He should arrange that the foreign sailors who land in his country on account of storms, illness and exhaustion are looked after in a suitable manner ... Make the merchants of distant foreign countries who import elephants and good horses be attached to yourself by providing them with daily audience, presents and allowing decent profits. Then those articles will never go to your enemies.

1. Why should a king improve his ports? (2)
2. Which things were important in Krishnadeva Raya's Empire? (1)
3. Why should a king behave accordingly with foreign traders? (2)





1. On the given political map of India show Mysore, Golconda and Tanjavur.
2. On the political map of India Identity the places marked as A, B and name them.

THEME 8

Peasants, Zamindars and the State Agrarian Society and the Mughal Empire

(C. Sixteenth to Seventeenth Century)

Points to Remember:

1. During the sixteenth and seventeenth centuries about 85 percent of the population of India lived in villages.
2. Both peasants and elites were involved in agricultural production and claimed rights to share of the produce.
3. One of the most important chronicles was Air-i-Akbari was authored by Akbar's court historian AbulFazl.
4. Records of Gujarat, Maharashtra, Rajasthan and of East India Company were also sources of this period.
5. Raiyat, Muzarian, khurd-kashta and pahi-kashta are different words used for peasants.
6. Monsoon was the backbone of Indian Agriculture.
7. Agriculture was organised around two major seasonal cycles.
The Kharif (autumn)
The Rabi (spring)
8. Cotton and sugarcane were jins-i-kamil (literally perfect crops) par excellence. Oilseeds and lentils were also cash crops. Cotton was grown over central India and the Deccan plateau, whereas Bengal was famous for its sugar.
9. There were three constituents of the village community the cultivators, the panchayat and the village headman (muqaddam or mandal).
10. In a manual form seventeenth century Marwas, Rajput are mentioned as peasants.
11. In the villages where people of different castes lived, there was often a heterogeneous caste representation in the panchayat as well.
12. In Agrarian society women and men had to work shoulder to shoulder in the fields. Women sowed, weeded, threshed and winnowed the harvest.
13. In the village community distinction between artisans and peasants was a fluid one, as many groups performed the tasks of both. Between sowing and weeding or between weeding and harvesting were a time when cultivators engaged in artisanal production.
14. Forest dwellers were termed 'jangle' in contemporary texts.
15. The reason for the prosperity of the zamindars was their extensive individual lands, termed milkiyat or personal lands.

16. The social relations in the Mughal period villages was as a pyramid.
17. The land revenue arrangement consisted of two stages, first, assessment and then actual collection.
18. The testimony of an Italian traveller, Giovanni Careri, who passed through India C. 1690, provides a graphic account about the way silver travelled across the globe to reach India.
19. Air has been compiled in five parts the first three part give the details of administration.
20. Village as a "Little republic" made up of fraternal partners sharing resources and labour in collective.
21. Farmers were a major section of the rural society and the entire administration and monarchy was based on the revenue collected from it.
22. In this period due to abundance of land and the mobility of farmers, agriculture continued to expand. Irrigation projects received state support.
23. Castes such as the ahirs, Gujars and Malis rose in the hierarchy because of the profitability of cattle rearing and horticulture.
24. In addition to the village panchayat each caste or jati in the village had its own jati panchayat.
25. Jajmani - Eighteenth century records tell as of zamindars in Bengal who remunerated blacksmiths, carpenters, goldsmiths for their work by paying them a small daily allowance and diet money.
26. Mansabdari System: The Mughal administrative system had at its apex a military cum-bureaucratic apparatus (mansabdari) which was responsible for looking after the civil and military affairs of the state.
27. Mansabdari system was a military bureaucrat system or the top the Mughal administrative system, on which was the responsibility of military and civil affairs of the state.
28. Classification of land during Akbar's reign-
 1. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow.
 2. Parauti is land left out of cultivation for time that it may recover its strength.
 3. Chachar is land that has lain fallow for three or four years.
 4. Banjar is land uncultivated for five years or more.
29. Revenue from the land was the economic mainstay of the Mughal Empire. It was therefore vital for the state to create an administrative apparatus to ensure control over agricultural productions, and to fix and collect revenue from across the length and breadth of the rapidly expanding empire. This apparatus included the office (daftar) of the diwan who

30. The fiscal system in the Mughal period was conducted under the supervision of Diwan.

1. Which employee of the panchayat helped the village headman in superiorsing and preparing the village accounts?
2. By what name was the amount recovered during the Mughal period?
3. What were the two major factors responsible for the development of agriculture in Mughal India (16th and 17th century)
4. Which new crops from the different part of the world reached the Indian subcontinent during the seventeenth century?
5. Which were the three constituents of the village community during 16th and 17th century.
6. What did the artisans do in the month with all activity during Mughal period?
7. In which year the work Ain-i-Akbari was completed?
8. What power did gram panchayat had under the Mughal period?
9. Ahom kings were related which providence of India"
10. Who were Paik?
11. What percent of people lived in villages during 16th and 17th century?
a) 50 percent
b) 85 percent
c) 80 percent
d) 75 percent
12. Who was the writer of Ain-i-Akbari?
a) Al-Biruni
b) Bernier
c) Abul Fazl
d) Ibn Batuta
13. How many types of crops were grown according to the weather cycle in Delhi during Mughal period?
a) 43
b) 40
c) 38
d) 50
14. Which of the following was not jins-i-kamil (perfect crop) during the Mughal period?
a) Cotton
b) Sugarcane
c) Oilseeds
d) Maize
15. By which name the headman of the village known as?
a) Muquddam
b) Khud-Kashta
c) Mansabdar
d) Amil

16. Akbarama has been complied in how many covers (zild).
a) Two b) Three c) Four d) Six
17. By which name was the official who was appointed to collect land revenue know as?
a) Kanoongo b) Sarkar c) Pahi-kashta d) Amlah
18. When did Italian traveller Giovanni Careri came to India?
a) 1690 b) 1691 c) 1692 d) 1693
19. Which records tell us about the zamindar in Bengal who renmerated blacksmith, carpenters, goldsmith for their work through jajmani system.
a) 15th Century b) 18th Century
c) 16th Century d) 17th Century
20. Coins of which metal were used in the Muhgal period?
a) Silver b) Gold c) Bronze d) Tin
21. Look at the picture/painting carefully and mention the activity being done by Abul Fazl.



Case study Based question (3mark each)

1. Read the following excerpt carefully and answer any three of the following questions by choosing the correct option:

Irrigating trees and field

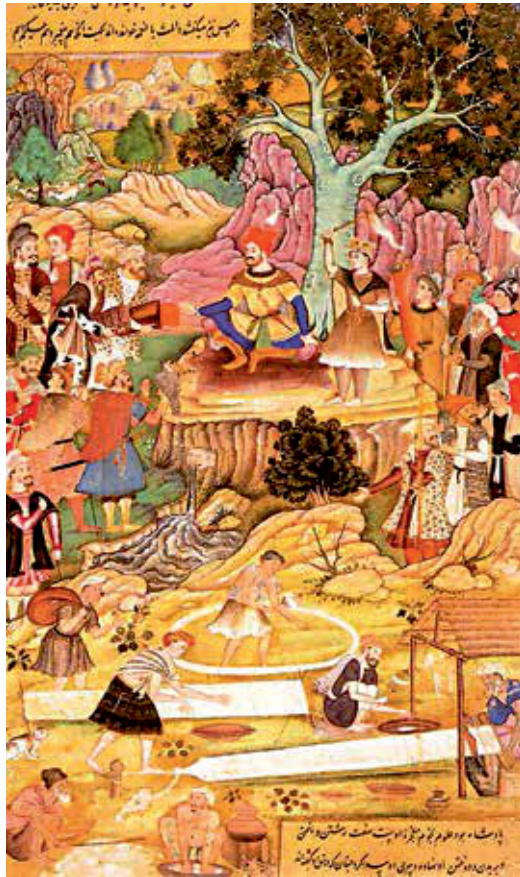
The greater part of Hindustan country is situated on level land. Many though its town and cultivated lands are, it nowhere has running waters... For... water is not all a necessity in cultivating crops and orchard, Autumn crops grow by the downpour of the rains themselves : and strange it is that spring crops grow even when no rains fall. (However) to young trees water is made to flow by means of buckets or wheel... In Lahore, Dipalpur (both in present - day Pakistan) and those other parts, people water by means of a wheel. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them, and on these fasten pitchers. The ropes with the wood and attached pitchers are put over the wheel well. At one end of the wheel-axle a second wheel is fixed, and close to it another on an upright. The last wheel the bullock turns, its teeth catch in the teeth of the second (wheel) and thus the wheel with the pitchers is turned. A trough is set where the water empties from the pitchers and from this the water is conveyed everywhere. In Agra, Chandwar, Baijana (all in present-day Uttar Pradesh) and those parts again, people water with a bucket... At the well edge they set up a fork of wood, having a roller adjusted between the forks, a rope to a large bucket, put the rope over a roller and the its other end to the bullock. One person must drive the bullock, another empty the bucket.

- A) In the given excerpt the areas where people do irrigation with the help of wheel (rahat) is/are.
- | | |
|---------------------|-------------|
| a) Lahore | b) Deenpur |
| c) Only (a) | d) Only (b) |
| e) Both (a) and (b) | |
- B) People of which area from Uttar Pradesh do irrigation with the help of buckets?
- | | |
|------------|---------------------|
| a) Agra | b) Chandwar |
| c) Baijana | d) All of the above |
- C) The cultivators who came from some other village to cultivate lands elsewhere were called.
- | | |
|----------------|----------------|
| a) Khud-Kashta | b) Kashtkar |
| c) Labour | d) Pahi-Kashta |
- D) Given below are two statements, one labelled Assertion A and the other labelled as Reason R. Assertion A - Monsoon was the backbone of Indian agriculture and is even today. Reason R - For Crops which required additional water artificial system of irrigation had to be devised.
- | |
|--|
| a) Both Assertion A and Reason R are correct and R is the correct explanation of A |
| b) Both Assertion A and Reason R are correct but R is not the explanation of A |

c) Only Assertion A is correct

d) Only Reason R is correct

2. Carefully see the picture below showing a seventeenth century painting depicting textile production and answer any three question by choosing the correct options.



- A) Cultivation and their families participated in the production of these.
- | | |
|------------------------|---------------------|
| a) Textile printing | b) Pottery |
| c) Making agricultural | d) All of the above |
- B) The form in which the artisans were compensated for their services was by giving them.
- | | |
|---------------------------------|-------------------------------------|
| a) Share of the harvest | b) An allotment of land |
| c) In both ways mentioned above | d) None of the above mentioned ways |
- C) Zamindar in Bengal artisans for their work by paying them a small daily allowance and diet money the system was known as.
- | | |
|-------------------------|----------------------|
| a) Jajmani | b) Rijotwari |
| c) Permanent Settlement | d) None of the above |

- D) Given below are two statements, one labelled as Assertion A and the other labelled as Reason R. Assertion A- At times, distinction between artisans and peasant in the village was difficult.

Reason R-Many groups in the village performed the work of both cultivators and craft production.

- a) Both Assertion A and Reason R are correct and R is the correct explanation of A
- b) Both Assertion A and Reason R are correct but R is not the explanation of A
- c) Only Assertion A is correct
- d) Only Reason R is correct

Short Answer Question (3 marks each)

1. From which sources do we get the information about the activities of village community of 16th and 17th century. Explain.
2. Explain how the Mughal state tried to control rural society by its representatives such as revenue fixer, revenue collector, accountant etc.
3. Mughal rural society was divided into several groups due to caste discrimination. Validate this statement.
4. Why did every caste feel the need have their own panchayat, other than the Mughal village panchayat?
5. How was the irrigation system an integral part of the society of medieval India? Give a comparison of north and south India.
6. How was the Mughal society divided into caste groups? Explain.
7. There was a direct correlation between caste, poverty and social status, on what basis can we say this?
8. What was the chief of panchayat called during this period? How was he elected? Explain.
9. On the basis of what reason can be said that it was difficult to differentiate between cultivators and with during the Mughal period?
10. Why commercial farming was given importance during the Mughal period? Discuss.
11. Explain why Ain-i-Akbari is an extraordinary book even today?
12. What did the word 'Jangli' mean in the medieval period.
13. Describe the functions and the rights of the villages panchayat in the 16th - 17th centuries.
14. In the 16th-17th century, cultivation in India was also for profit and trade. Explain.
15. Describe the three factors responsible for the continuous expansion of agriculture in the 16th-17th centuries.

Long Answer Question (8 marks each)

1. Explain the role of women in the agrarian society during the Mughal period.

2. In the Mughal era zamindars were an exploitative class, their relationship with the peasantry had an element of reciprocity, paternalism and patronage. Understanding these contradiction, describe the role of zamindars
3. Ain-i-Akbari of Abul Fazl was the of a large historical, administrative project of classification.
4. How did the head of the panchayat and the village regulate the village society? Explain.
5. What kind of agriculture was there during the cycle of 2 seasons in the 16th and 17th century? Explain by giving examples of different types of crops.
6. Explain the way the forest dwellers lived in the Mughal empire during the 16th and 17th centuries.

Long Answer Type Question

1. Women in agrarian Society -

- (i) Women and men had to work shoulder to shoulder in the fields. Women sowed, needed threshed and winnowed the harvest.
- (ii) Nonetheless biases related to women's biological functions did continue.
- (iii) Artisanal tasks such as spinning yarn, sitting and kneading clay for pottery and embroidery were among the many aspects of production dependent on female labour.
- (iv) They were considered as an important source in agrarian society because they were child bearers.
- (v) Due to malnutrition, frequent pregnancies and death during child birth, there was a high mortality rate.
- (vi) The women were kept under strict control.
- (vii) Documents from western India Rajasthan, Gujarat and Maharashtra record petitions sent by women to village panchayats, seeking redress and justice.
- (viii) Amongst the landed gentry women had the right to inherit property, ex. Punjab shows the women as the seller of property

(Page No. 206-207 NCERT)

2. Role of Zamindars in Mughal Period

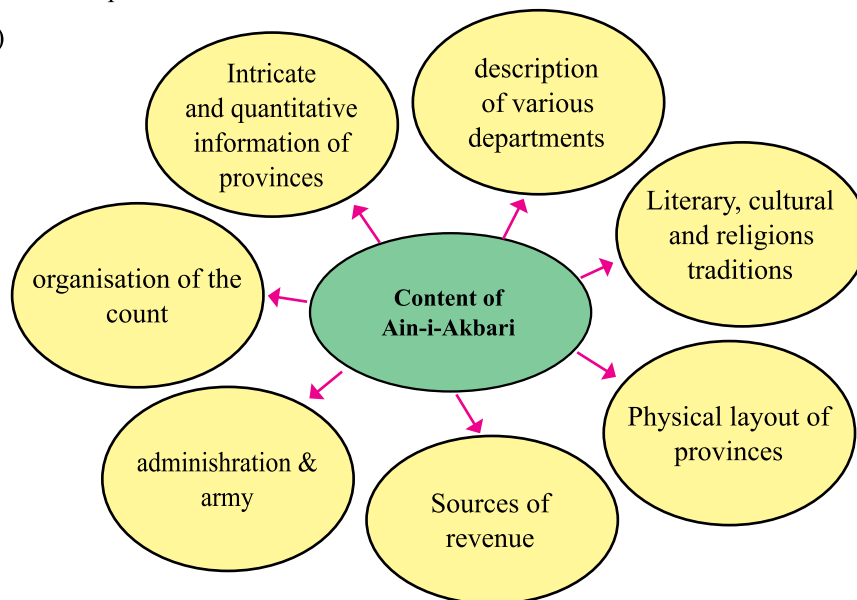
- (i) They lived off agriculture but did not participate directly in the processes of agricultural production.
- (ii) Zamindars enjoyed certain social and economic privileges by virtue of their superior status in rural society.
- (iii) They held extensive personal lands termed *milkiyat* meaning property.
- (iv) To collect the revenue on behalf of the state and control over military resources, were the sources of power.

- (v) Most Zamindars had fortresses (qilarchas) as well as an armed contingent comprising unit of cavalry, artillery and an infantry.
- (vi) According to documents the process of Zamindari consolidation was slow
 - (a) by colonisation of new lands
 - (b) by transfer of right
 - (c) by the order of state
 - (d) by purchase
- (vii) A combination of factors also allowed the consolidation of Zamindaries. Ex. Jatt, the Rajputs south west Bengal, peasant Pastoralists (like the Sadgops) carved out powerful Zamindaries
- (viii) They were also helpful for peasants for ex. giving the tools in their fields and give them money in need.
- (ix) Zamindars also received the support of the peasantry in their struggle against the state.

(Page No 211- 212 NCERT)

3. **Ain-i-Akbari**

- (i) It was a culmination of large historical, administrative project of classifications undertaken by Abul Fazl at the order of Emperor of Akbar.
- (ii) It was completed in 1598 through five revisions.
- (iii) Ain-i-Akbari was a part of AKBARNAMA (Third Part)
- (iv) The Ain was organised as a compendium of imperial regulations and a gazetteer of the empire.
- (v)



(vi) Ain is made up of five books:-

- (a) **first is Manzil Abadi-** Imperial households and its maintenance
- (b) **second is Sipal Abadi-** Military and civil administration
- (c) **third is Mulk Abadi-** detailed statistical information about geographic economic & topographic profile of Subas and their administrative fiscal divisions.

first three daftars give administrative description.

- (d) The fourth and fifth book (Daftars) deal with the religions, literary and cultural traditions of the people of India also contains a collection of Akbares "auspicious sayings."

(Page No 217- 218 NCERT)

4. Regulation of village society by the head of Panchayat

- Assembly of elders.
- the decisions made by these panchayatas were binding on the members.
- Headman of Panchayata was known as 'muqaddam' or 'Mandal'
- He was chosen by elders and had to be ratified by Zamindars of that area.
- the chief function of headman was to supervise the village account.
- The panchayat derived its funds from contribution made by individuals to a common financial pool.
- These funds were used to defraying the costs of entertaining revenue officers and for community welfare activities and to get rid of natural calamities.
- One important function of Panchayatas was to ensure the cast boundaries among the various communities inhabiting in the village.
- Marriages were held in the presence of 'Mandal'.
- Panchayat also had the authority to levy fines and inflict more serious forms of punishment like expulsion from the community
- In addition to the village panchayat each caste or jati had its own powerful panchayates.

(Page No. 202-203 NCERT)

5. (i) Agriculture was organised around two major seasonal cycles.
- a. Kharif (autumn)
 - b. Rabi (spring)
- (ii) Most regions except those terrains (arid or inhospitable) Produced a minimum of two crops and in some places gave three crops.
- (iii) According to Ain-i-Akbari Agra produced 39 varieties of crops, and Delhi, produced 43 over the two seasons. Bengal produced 50 varieties of rice alone..

- (iv) Subsistence crops as well as jins i-Ramil (Perfect Crops) were produced over there as like cotton and sugarcane.
- (v) Cotton was grown over a great swathe of territory spread over central India & Deccan plateau, where as Bengal was famous for is sugar.
- (vi) Oilseeds and lentils were also produced.
- (vii) Several new crops were from different part of the world reached to Indian subcontinent. Ex Maize (From Spain & Africa), Tomatoes, potatoes, chillies, pine apple and the papays.

6. Forest dwellers during Mughal period (16th & 17th Century)

- Forest dwellers were of 40% of total populations
- They were existed all over eastern India, central india, northern India Jharkhand and western ghat and Deccan Plateau.
- Forest dwellers were termed Jangali (those whose livelihood came from the gathering of forest products, hunting etc)
- They were dependent on shifting cultivation, & they were wonderers also.
- Those activities were seasonal like for Bhills, spring was reserved for collecting forest products, summer for fishing and monsoon months for cultivation and autumn and winter for hunting .
- For the state the forest was a subversive place - a place of refuge (Mango) for troublemakers.

(Page No 208- 209 NCERT)

Sources Based Questions (5 marks each)

Read carefully the given source and answer the question that follows.

Classification of lands under Akbar

The following is a listing of criteria of classification excerpted from the Ain: The Emperor Akbar in his profound sagacity classified the lands and fixed a different revenue to be paid by each. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow. Parauti is land left out of cultivation for a time that it may recover its strength. Chachar is land that has lain fallow for three or four years. Banjar is land uncultivated for five years and more. Of the first two kinds of land, there are three classes, good, middling, and bad. They add together the produce of each sort, and the third of this represents the medium produce, one-third part of which is exacted as the Royal dues.

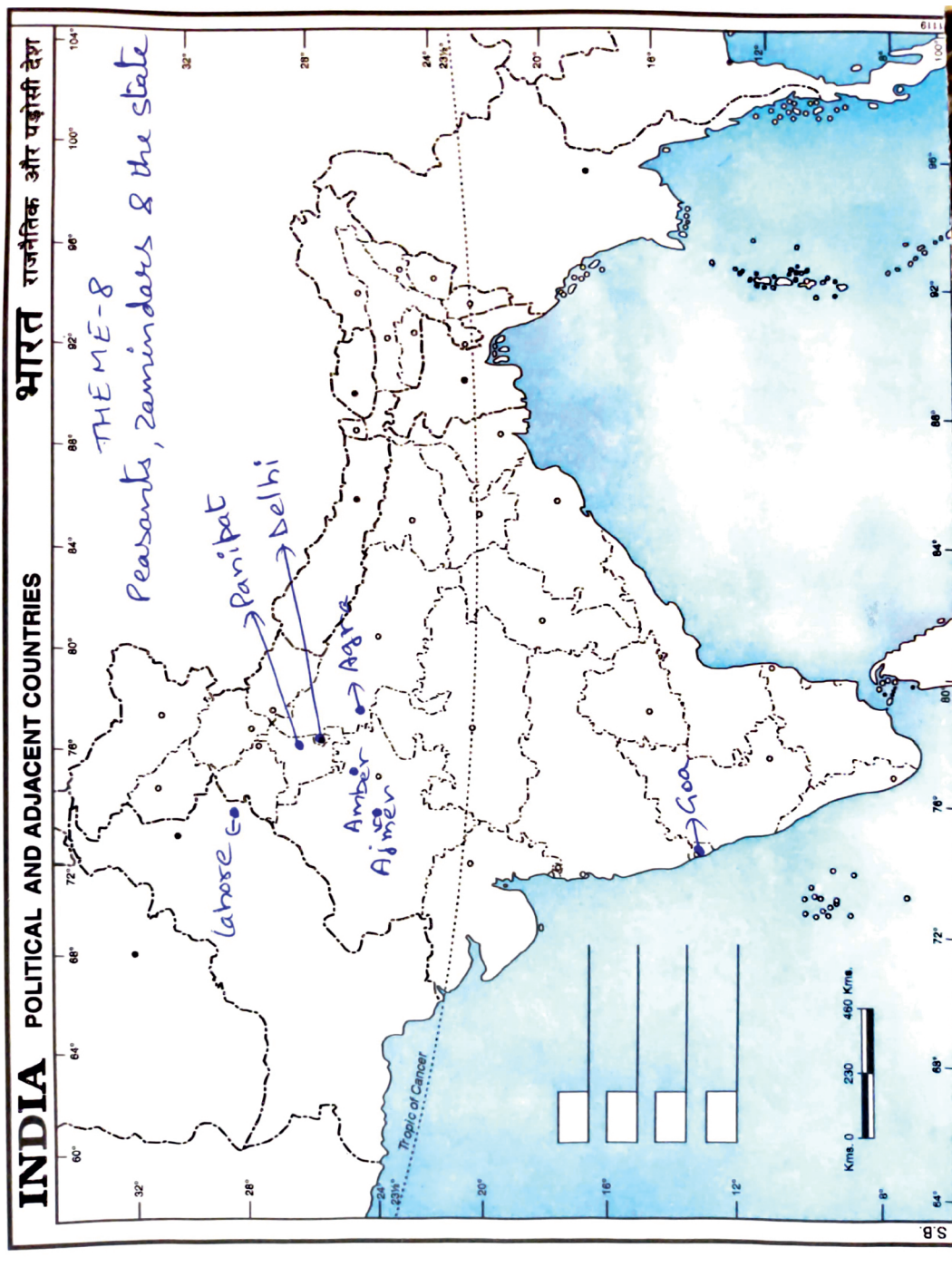
1. Differentiate between Polaj and Parauti Lands. (2)
2. What is Banjar and Chachar (2)
3. Which official of Akbar determined the Land Revenue? (1)

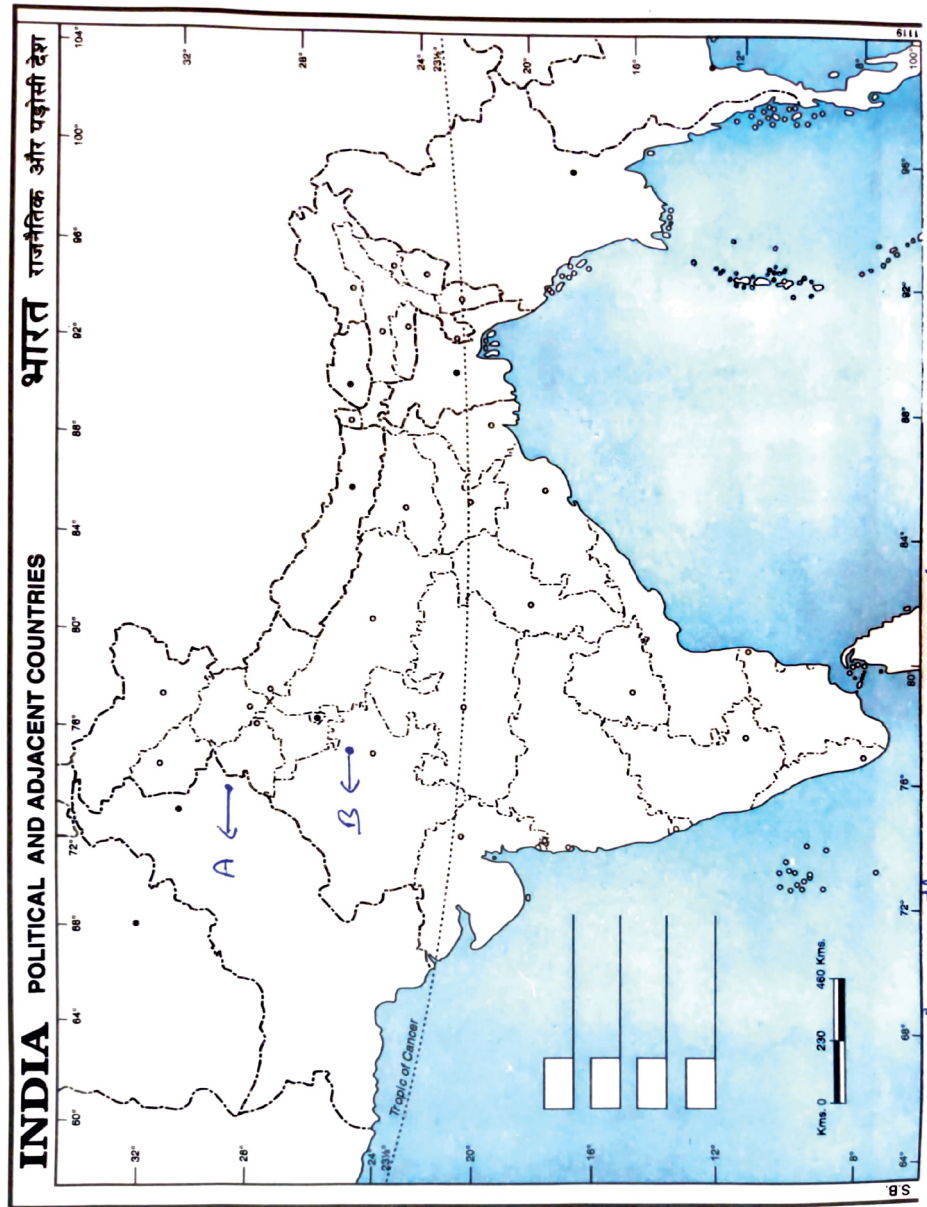
Read carefully the given source and answer the question that follow.

Irrigating trees and fields

This is an excerpt from the Babur Nama that describes the irrigation devices the emperor observed in northern India: The greater part of Hindustan country is situated on level land. Many though its towns and cultivated lands are, it nowhere has running waters ... For ... water is not at all a necessity in cultivating crops and orchards. Autumn crops grow by the downpour of the rains themselves; and strange it is that spring crops grow even when no rains fall. (However) to young trees water is made to flow by means of buckets or wheels ... In Lahore, Dipalpur (both in present-day Pakistan) and those other parts, people water by means of a wheel. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them, and on these fasten pitchers. The ropes with the wood and attached pitchers are put over the wheel-well. At one end of the wheel-axle a second wheel is fixed, and close to it another on an upright axle. The last wheel the bullock turns; its teeth catch in the teeth of the second (wheel), and thus the wheel with the pitchers is turned. A trough is set where the water empties from the pitchers and from this the water is conveyed everywhere. In Agra, Chandwar, Bayana (all in present-day Uttar Pradesh) and those parts again, people water with a bucket... At the well-edge they set up a fork of wood, having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller, and tie its other end to the bullock. One person must drive the bullock, another empty the bucket.

1. The given source has been taken from which book (1)
2. In the Mughal period how were the irrigation methods used for irrigating the fields. (2)
3. Explain the Hindustani settlements mentioned in Baburnama. (2)





1. On the given outline map of India, Locate the given Mughal sites - Agra, Panipat and Ajmer.
2. Identify the given points A & B on the lines drawn correctly.

THEME 10

Colonialism and Countryside : Exploring Official Archives

Points to Remember:

1. In India, the Colonial rule was first established in Bengal. This was the province where first efforts were made to reorganize the rural society and establish a new system of land rights and a new revenue system.
2. In 1793, the Permanent settlement was implemented with Raja of Bengal and Taluqdars. Lord Cornwallis was the Governor General at that time. They were called the Zamindars and they were supposed to deposit a fixed amount of revenue till a particular date and time. This was also called as Sunset Law.
3. The company gave full importance to zamindars But wanted to limit their powers. Therefore (a) Their army was abolished. (b) abolished customs (c) The power of local justice and police was taken away from them. The court was subordinated to the Collector.
4. There were many reasons to make zamindars default on payments.-(a) the initial demands were very high. (b) the high demand was imposed in the 1790s in a time when the prices. of Agricultural produce were low (c) Their power was limited to management collecting revenue.
5. Zamindar to protect their lands from auction:- (a) Transferred Zamindari to the women. (b) Used to manipulate auction through their agents. (c) Stopped others from bidding through their Lathhaits. (d) Deliberately bid high and refused to buy.
6. Paharias lived in the forests of Rajmahal Hills, and did shifting agriculture. They collected Mahua for food and raised silk cocoons and resin for sale and wood for charcoal production. They considered the entire place as their own land.
7. As settled agriculture expanded, the area under forests and pastures contracted. This sharpened the conflict between hill folks and settle cultivators. The former begin to raid settled villages and increasing regularly, carrying away food grains and cattle. Exasperated colonial officials tried desperately to control and subdue the Paharias. But they found the task difficult.
8. The Santhals had begun to come into Bengal around the 1780s. Zamindars hired them to reclaime land and expand cultivation. British officials invited them to settle in Jungle Mahals. The Plough was their identity and they believed in settled farming. They appeared to be ideal settlers, clearing forests and ploughing the land with vigour.
9. By 1832, a large area of land was demarcated as Damin-i-Koh. Santhals were to live within it, practice plough agriculture and become settled peasants. The land grant to the Santhals stipulated that at least one tenth of the area was to be cleared and cultivated within the first 10 years.
10. Santhals revolted in 1 855-56 because of the following reasons- (1) State was levying very heavy taxes on their lands. (2) The moneylenders were charging very high rates

on interest and taking over the land when debts remained unpaid, and Zamindars were asserting control over the Damin area.

11. Supa (a large village in Pune district), it was a market centre where many shopkeepers and moneylenders lived. On 12 May 1875, ryots from surrounding rural areas gathered and attacked shopkeepers, demanding their bahi khata (account books) and burnt debt bonds. This was called the Deccan Revolt.
12. The land revenue system which was imposed in Bombay Deccan was called "ryotwari settlement". It was based on the principle of records. The revenue was directly settled with the ryot. Taxes were re-determined from time to time.
13. When American Civil War broke out in 1861, a wave of panic spread through cotton circles in Britain. Raw cotton imports from America fell down, this deficiency was met by importing more quantities of cotton from India. For this Indian farmers were encouraged to produce more cotton. Loans were provided by moneylenders.
14. By 1865 American Civil war was over. Cotton production in America revived and Indian cotton exports to Britain steadily declined. Export merchants and Sahukars in Maharashtra were no longer keen on extending long-term credit. While credit dried up, the revenue demand increased from 50 to 100 percent. The farmers felt themselves cheated and this was the cause of the Deccan Revolt.
15. Santhal Pargana was created carving out 5,500 square miles from districts of Bhagalpur and Birbhum after the Santhal revolt.
16. Before 1860 the import of cotton (2/3) into Britain as raw material came from America.
17. The fifth report was introduced in British parliament in 1813 about the activities of East India Company.
18. Francis Buchanan was a medical officer who came to India in Bengal medical service (1794-1815.)
19. Pahariya used to collect mahua flowers for their food.
20. The money lender who used to charge interest at high rates from the Santhals, was called dikku by the samthals.

OBJECTIVE TYPE QUESTIONS

1. How did the paharias do their living?
2. In which province was the permanent settlement implemented?
3. In which year was Awadh merged with British India?
4. Which device did the paharias use for Jhoom farming?
5. Which was the other Tribe with which the Paharia people had to struggle?
6. Who were 'Dikus' ?

7. In which residency was the Ryotwari system first implemented?
8. In which year did the Santhals revolt against the British?
9. Who was the leader of Santhal-Revolt?
10. What was the item that was exported to Britain from India in the 1860?
11. In which year was the permanent settlement implemented?
(a) 1793 (b) 1794 (c) 1795 (d) 1796
12. Who was the governor general of Bengal at the time when permanent settlement was implemented?
(a) Lord Curzon (b) Dalhousie (c) Lord Cornwallis (d) William Bentinck
13. By what name was Zamindar's official known who used to collect :avenue?
(a) Accountant (b) Gumasta (c) Jotedars (d) Amla
14. By what name was the class of rich peasants in Bengal known?
(a) Jotedars (b) Zamindars (c) Sahukars (d) Tenants
15. When was the Fifth Report presented in the British Parliament?
(a) 1313 (b) 1815 (c) 1820 (d) 1825
16. What kind of farming did the Paharia people do?
(a) Permanent farming (b) Mixed farming
(c) Jhoom farming (d) Plantation farming
17. Where did the Paharia people live?
(a) On the hills of Nilgiri (b) On the hills of Satpura
(c) On the hills of Aravallis (d) On the hills of Rajmahal
18. Which area was declared as the land of Santhals?
(a) Damin-i-Koh (b) Burdwan (c) Calcutta (d) Midnapur
19. The movement of burning the Account books started from which village?
(a) Chittagong (b) Sutanati village
(c) Burdwan (d) Supa village
20. Which city of Britain was famous for the production of cotton textile?
(a) London (b) Manchester
(c) YorkShire (d) Birmingham

21. Identify the given picture and write his name.



Short answer type questions (3 marks)

1. What benefits was the Company expecting in determining revenue demand permanently?
2. What were the reasons for the zamindars' failure to pay the revenue amount?
3. What was the attitude of British officials towards the Paharia people of Rajmahal in the 1770s and 1780s?
4. What precautions should we take while reading Buchanan's description? Write in detail.
5. Permanent settlement was rarely implemented outside Bengal. Examine the above given statement.
6. How is the revenue system implemented in Mumbai Deccan different from the one implemented in Bengal? What principles were taken into consideration for this?
7. Today on the basis of what facts can we say that the life of the pahariya people was connected with the forest?
8. What were reasons for the revolt of Santhals against British rule? Explain.
9. What problems did Paharia people face due to the arrival of Santhals?
10. How did American civil war affect the lives of farmers in India? Explain.
11. Which land revenue system was implemented in Mumbai Deccan? Describe its characteristics.
12. Distinguish between ryotwari settlement and permanent settlement.
13. Describe the reasons for the indebtedness of farmers during British rule.
14. Explain the conflict between Plough and Hoe during the 18th century from the perspective of Paharia people and Santhals.

15. Explain the evidence given in the context of the fifth report.

Long Answer Type Questions

1. The company's operations in England were closely monitored from the 1760 onwards. What were the motives behind doing this?
2. Critically analyze the British land revenue systems.
3. How did the American Civil War impact the lives of farmers in India?
4. Who implemented the permanent settlement? Describe its main features.
5. Critically analyse reports of Deccan riot's Commission.
6. Santhals came and settled in the Rajmahal Hills. Describe the reactions of the British in this context.

Answer of Long Questions – (8 Marks)

1.
 - The monopoly of East India company over trade with India and China opposed by many groups in Britain.
 - Increase in the members of private traders who wanted a share in the India trade.
 - Industrialists of Britain keen to open Indian market for British manufactures.
 - Informations about company's misrule and maladministration.
 - Incidents of greed and corruption of company officials.
 - Passage of a series of Act by the British Parliament to control and regulate Company rule in India
2. (i) Three main Land Revenue Systems -
Permanent Settlement, Ryotwari and Mahalwari
(ii) Permanent Settlement -
 - a) Introduced by Charles Cornwallis in 1793.
 - b) Introduced in Bengal, Bihar, Odisha and Varanasi
 - c) Zamindar as tax collectors
 - d) Revenue demand fixed and very high
 - Zamindars responsible for collecting revenue from villages.
 - The land of zamindars auctioned in situation of non payment of revenue on time.(iii) Ryotwari
 - Introduced in Bombay Deccan by Thomas Munro in 1880.
 - Revenue directly settled with the ryot.
 - The ryot given the landownership.
 - Revenue demand not permanent or fixed.

- (iv) Mahalwari
 - Introduced in North -west region of India.
 - Land divided into Mahals.
 - The whole Mahal (village) considered as one unit.
 - The headman of the village to collect the revenue.
- 3. - Impact of American Civil war (1861) on the cotton circles of Britain.
 - Decline in raw cotton imports from America in Britain.
 - Messages to India and elsewhere to increase cotton exports to Britain.
 - Advances given to sahuks from export merchants.
 - Boom in the cotton market
 - More and more cotton exported to Britain by cottons merchants
 - The urban sahuks got advances easily.
 - Reason-So that sahuks could credit money to the rural moneylenders.
 - The ryots found access to seemingly limitless credit.
 - Cotton production in Bombay Deccan expanded.
 - Some rich peasants did gain.
 - For majority peasant cotton expansion meant heavier debt.
- 4. - Permanent Settlement introduced in Bengal in 1793 by Lord Cornwallis.
 - Permanent settlement was a contract between the Zamindars of Bengal and East India Company to regulate revenue.
 - Zamindars given the land on a fixed rent.
 - Zamindars had to pay the revenue Fixed on the specified date.
 - According to Sunset Law, payment had to be done by the sunset of the specified date.
 - If Failed on payment , the zamindari was auctioned.
 - The revenue was fixed permanently.
 - Zamindars were revenue Collector of the state and the peasants as tenants.
 - 10/11 part of the revenue was company's and 1/11 part of the Zamindar.
 - Zamindars to feel secure with the demand or revenue being permanent.
 - Company expected improvement in resources with revenue demand being Fixed.
- 5. - The British Government worried by the spread of revolt in Deccan.
 - The Government of Bombay pressurised to enquire into the cause of revolt.

- Commission was setup to look into the causes of revolt.
 - Report presented to the British Parliament in 1878.
 - Report as referred to as Deccan Riots Report.
 - Enquiries by the commission in the districts where the riot spread.
 - Statements of ryots, sahuikars and eyewitnesses recorded.
 - data on revenue sales, prices and interest rates in different regions, compiled.
 - Datas collated with reports sent by district collectors
 - Need to analyse these reports critically.
 - Since, reports written by officials with administrative concerns.
 - The reports reflect the official concerns.
 - Example - Commission asked to judge whether government revenue demand was the cause of revolt Report by Commission - Government revenue demand not the cause of revolt.
 - Moneylenders were at fault.
 - The reluctant approach of British government.
 - Official reports an invaluable source.
 - But have to be read with care and juxtaposed with evidences.
6. - Coming of Santhals in Bengal around 1780s.
- Need of new agricultural lands by the Zamindars.
 - Hiring of Santhals by Zamindars to reclaim land and expand cultivation
 - Santhals invited by the British officials to settle in the Jangal Mahals
 - British failed to subdue paharias.
 - Paharias resisted touching the plough
 - These reasons responsible for Britishers turning to Santhals
 - Santhals appeared as ideal settlers. Clearing forests and ploughing the land with vigour
 - They ploughed the land with all their might.
 - The Santhals persuaded to settle in the foothills of Rajmahal.
 - Large area demarcated as *damini-koh* by 1832.
 - The land declared as the land of santhals
 - Santhals settled as farmers in the area
 - Contributed to the land revenue of Britishers.

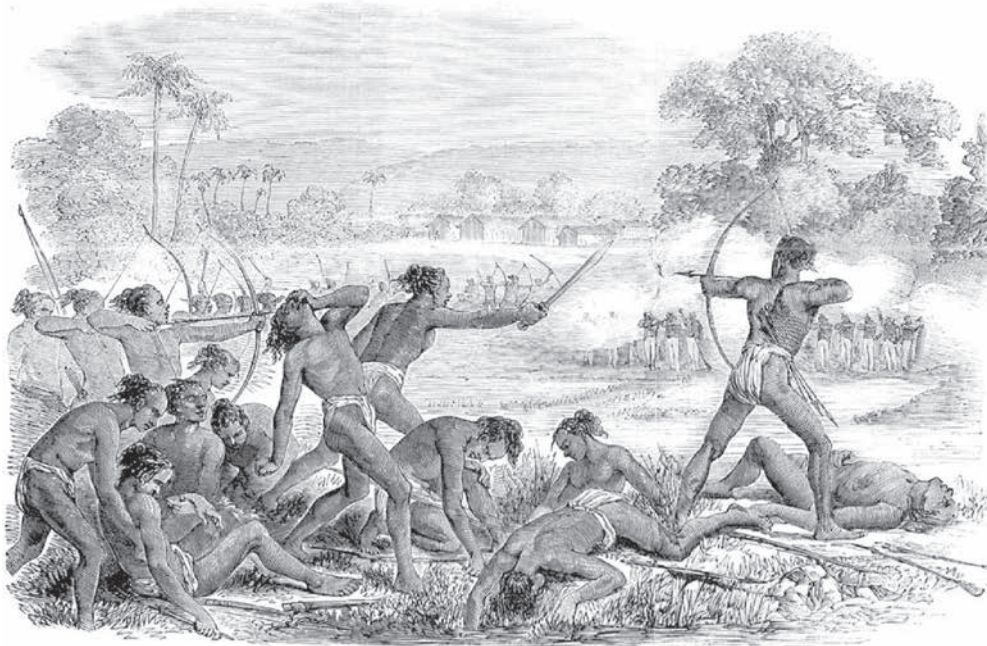
(Case study questions) (3 marks each)

Buchanan on the Santhals

Buchanan wrote: They are very clever in clearing new lands, but live meanly. Their huts have no fence, and the walls are made of small sticks placed upright, close together and plastered within with clay. They are small and slovenly, and too flat-roofed, with very little arch.

1. Write the following sentence correctly.
"According to Buchanan the huts of the Santhals were magnificent".
2. Who was Buchanan?
 - a. A British medical officer
 - b. A historian
 - c. Governor general of Bengal
 - d. A famous merchant
3. How were santhals in Buchanan's eye?
 - a. Cultured and civilized
 - b. Dirty and Rude
 - c. As like normal people
 - d. All of the above
4. What was the name of the village of Santhals?

Picture based case study questions.



Look at the picture carefully and answer any three questions

1. Who are the people rebelling against the British?
 - a. Paharias
 - b. Santhals
 - c. Army
 - d. Dikkn

2. What was Damin-i-Koh?
3. Write the given sentence correctly.
"Santhal Pargana was created to reward santhals"
4. When did the Santhal Revolt happen?
(a). 1950-51 (b) 1855-56 (c) 1850-51 (d) 1860-61

Source based questions (5 marks)

Read this passage carefully and answer the following questions.

On the clearance and settled cultivation

Passing through one village in the lower Rajmahal hills, Buchanan wrote: The view of the country is exceedingly fine, the cultivation, especially the narrow valleys of rice winding in all directions, the cleared lands with scattered trees, and the rocky hills are in perfection; all that is wanted is some appearance of progress in the area and a vastly extended and improved cultivation, of which the country is highly susceptible. Plantations of Asan and Palas, for Tassar (Tassar silk worms) and Lac, should occupy the place of woods to as great an extent as the demand will admit; the remainder might be all cleared, and the greater part cultivated, while what is not fit for the purpose, might rear Plamira (palmyra) and Mowa (mahua).

1. Who was Buchanan? 1
2. What interests of British were fulfilled by Buchanan's land inspections? 2
3. Why did Buchanan say that Rajmahal Hills were complete in itself? 2

A newspaper report

The following report, titled 'The ryot and the moneylender', appeared in the Native Opinion (6 June 1876), and was quoted in Report of the Native Newspapers of Bombay: They (the ryots) first place spies on the boundaries of their villages to see if any Government officers come, and to give timely intimation of their arrival to the offenders. They then assemble in a body and go to the houses of their creditors, and demand from them a surrender of their bonds and other documents, and threaten them in case of refusal with assault and plunder. If any Government officer happens to approach the villages where the above is taking place, the spies give intimation to the offenders and the latter disperse in time.

1. For whom is the word ryot used? 1
2. Explain the measures taken by the farmers to protect themselves. 2
3. Why did farmers resort to robbing the moneylenders? Explain. 2

THEME 11

Rebels and the Raj

Points to Remember:

1. The Revolt started from Meerut Cantonment on 10 May 1857. On 11 May 1857, the rebels selected Mughal emperor Bahadur Shah as their leader and gained legitimacy for the rebellion. The Sepoys started their actions with some special signals. It was the firing of the evening gun or the sounding of the clarion (Begul).
2. Immediate cause of The Revolt was the use of greased cartridges.
3. In 1857, the Rebels established unity among themselves by-
 - (a) The rebel proclamations in 1857 repeatedly appealed to all sections of population irrespective of their caste and creed.
 - (b) The Nawabs and Muslim rulers took care of the sentiments of Hindus too.
 - (c) The rebellion was seen as a war in which both Hindus and Muslims had equally to lose or gain.
4. A series of grievances in Awadh linked prince, taluqdar, peasant and sepoy. In different ways. They came to identify Firangi Raj with the end of their world.
5. The British annexed the lands and regions of the taluqdars, disarmed them of their army and forts were destroyed. The revenue settlement undermined the position and authority of the talukdars because now the talukdars were interlopers with no permanent stakes in land. The taluqdars were oppressors in the eyes of the peasants but appeared to be generous father figures in times of difficulty.
6. The disposition of talukdar meant the breakdown of an entire social order. The ties of loyalty and patronage that had bound the peasant to the talukdar were disrupted. In pre British times the taluqdars were oppressors but many of them also appeared to be considerate in times of need. Under the British the peasant was directly exposed to over assessment of revenue and inflexible methods of collection. There was no longer any guarantee that in times of hardship the new owner would support.
7. The Subsidiary Alliance had been imposed on Awadh in 1801-and Awadh was annexed to the British Empire. The ruler Nawab WajidAll Shah was dethroned and exiled to Calcutta.
8. Rebels' proclamations expressed the widespread fear that the British were bent on destroying the caste and religion of Hindus and Muslims and wanted to convert Indians to Christianity. Because of this fear, people started believing in the ongoing rumours.
9. To quell the insurgency, the British passed a series of laws to help the troops. In May and June 1857, Whole of North India was put under Martial Law and military officers were given the power to try and punish Indians suspected of rebellion.
10. Pictorial images prepared by the British and Indians have been an important record of military revolt. Many illustrations about this rebellion are available in paintings, pencil drawings, sketching, posters, cartoons are available at Bazaar prints.

11. The revolt of 1857 was remembered as the First War of Independence as people from every section of the country fought against Imperial rule.
12. The revolt of 1857 started with the initial sacrifice of Mangal Pandey who was a soldier of the 34th Regiment in Barrackpore (Bengal).
13. Under the leadership of Lord William Bentinck, the British government aimed at reforming Indian society by introducing Western education.
14. With the efforts of Lord Bentinck in 1829, the law prohibiting the practice of Sati was enforced.
15. In Kanpur the sepoys and the people of the town compelled Nana Sahib, the successor to Peshwa Baji Rao II, to join the revolt as their leader.
16. Despite efforts to create divisions between Hindu-Muslims, there was hardly any effect on Hindu-Muslim.
17. Indian soldiers who refused to use cartridges greased with fat, belonged to the Third Light Cavalry Regiment.
18. Saharanpur, Meerut, Delhi, Mathura, Agra, Lucknow, Kanpur, Jhansi, Gwalior, Allahabad, Bareilly, Aara, Banaras and Calcutta were the main centres of revolt.
19. The link between soldiers and the rural world had an important impact on the nature of uprising.
20. People were enraged how British land revenue settlement had dispossessed landholders from their lands and foreign commerce had given artisans and weavers to ruin.

VERY SHORT ANSWER TYPE QUESTIONS (1 Mark Each)

1. Who led the rebellion in Lucknow?
2. Who led the Kol tribals in Chotanagpur area during the uprising?
3. Who was called "Danka Shah"?
4. Who revolted against the British in Bareilly, Uttar Pradesh?
5. Why were the soldiers sent to hill stations for treatment?
6. When was the Ally of Subsidiary Alliance imposed on Awadh?
7. What were the representatives of the governor general appointed in the princely states called?
8. Which governor general started Subsidiary Alliance?
9. Estates and Fiefs of which class of society were seized by the British?
10. Which regiment started rebellion in India?

Multiple choice questions (1 mark)

11. From which city did the revolt of 1857 start?
 (a) Meerut (b) Delhi (c) Kanpur (d) Jhansi

12. When did the group of Rebel soldiers reach Delhi's Red Fort?
 (a) 10 May (b) 11 May (c) 12 May (d) 15 May
13. Who did the Rebels choose as their leader after reaching Delhi?
 (a) Bahadur Shah Zafar (b) Peshwa Bajirao II
 (c) Nawab ShaukatAli (d) Rani Lakshmibai
14. Which Nawab ofAwadh was overthrown by the British alleging misrule?
 (a) Shuja-ud-daula (b) Siraj-ud-daula
 (c) Mir Ali (d) NawabWajid Ali Shah
15. Who organised the villagers ofthe sub-division of Baraut in Uttar Pradesh during the revolt of 1857?
 (a) Shah Mal (b) Gonoo (c) Kunwar Singh (d) Nana Saheb
16. What was the immediate cause of the Revolt of 1857?
 (a) Killing offirangi soldiers (b) Cartridges greased with fat
 (c) Bone Dust in flour (d) Less salary
17. Where was the most widespread form ofRevolt of 1857 seen?
 (a) Awadh (b) Karnataka (c) Bengal (d) Delhi
18. Which governor general adopted the policy of Summary Settlement?
 (a) Lord Clive (b) Lord Bentinck
 (c) Lord Dalhousie (d) Warren Hastings
19. Which region was called the "nursery ofthe B engal Army"?
 (a) Awadh (b) Maharashtra (c) Hyderabad (d) Delhi
20. When did the British establish control over Delhi after suppressing the rebellion?
 (a) June 1857 (b) August 1857 (c) September 1857 (d) October 1857
21. Identify the picture below and write its name.



Short Answer type questions (3 Marks)

1. What were the main reasons for the revolt of 1857?
2. Write down the main reasons for the failure of the revolt of 1857.
3. What was the main reason of interest of British in occupying Awadh?
4. What is meant by Subsidiary Alliance?
5. What was the impact on the situation of the taluqdars with the acquisition of Awadh?
6. How was the entire social system disrupted with the termination of the power of taluqdars?
7. What efforts suggest that the Rebel leaders wanted to establish pre-British system before the 18th century?
8. What methods were adopted to establish unity among the Rebels?
9. Discuss about the evidences which show that the Rebels were working in a planned and organized manner.
10. What measures did the British take to quell the rebellion?
11. What were the complaints of Indian soldiers against the British rule before the revolt?
12. "The Rebel proclamations in 1857 repeatedly appealed to all sections of the population, irrespective of their caste and creed". Discuss.
13. The Revolt of 1857 was not only a military Revolt but was a revolt of the peasants, the landholders, the tribals and the rulers. Explain.
14. How much did rumours and predictions contribute to the revolt of 1857? Explain.
15. Why did people believe in rumours? Explain with three examples. Or Mention those British policies due to which people started believing in rumours.

Long answer type questions (8 marks)

1. Revolt of 1857 was merely a military Revolt or first struggle. Give reasonable answers.
2. What did the Rebels want? To what extent did the vision of different social groups differ? Explain.
3. Describe what the visual representations reveal about the revolt of 1857.
4. Why was the revolt particularly widespread in Awadh? Describe what prompted the peasants, taluqdars and zamindars to join the revolt.
5. Discuss the extent to which religious beliefs shaped the events of 1857.
6. What contribution did art and literature make in reviving the memory of 1857?
7. British did not have an easy time putting down the rebellion of 1857. Verify this statement with appropriate examples.
8. How did the British government annex the power of taluqdars of Awadh during 1857? Explain with examples.

Answer to Long Answer type questions (8 Marks).

1. Revolt of 1857 was a symbol of the oppressed people of India to gain independence from British rule.
 - Revolt was an organised and armed rebellion.
 - Reached Delhi in two days after starting from Meerut.
 - People of both the cities and villages of north India joined the revolt.
 - All the sections of the society - the zamindars, princes, peasants joined the revolt.
 - Rani Laxmi Bai, Nana Saheb, Kunwar Singh, Birjis Qadr, Shah Mal, Maulvi Ahmedullah Shah and common men and women all participated in the revolt.
 - Therefore, cannot be called merely a military revolt.
 - The revolt lacked in
 - Different sections of the society joined the revolt for their own personal motives.
 - The sepoys feared conversion, Laxmi Bai feared losing her estate due to Doctrine of lapse, and Awadh fought due to imposition of subsidiary Alliance on it.
 - Mughal ruler Bahadur Shah Jafar accepted the leadership of the rebellion under the pressure from sepoys.
 - The rebellion was concentrated to the regions of Gangetic plain, South was calm.
 - In spite of these factors, the rebellion was widespread.
 - The British administration was shaken.
 - Rebellion was the first war of independence in spite of its shortcomings.
2. Rebels were ungrateful and savage.
 - Suppressing the voice of the rebels 'was necessary.
 - The Indians asserted their demands during the revolt
 - Most of the sepoys and common masses illiterate.
 - The only source to understand what rebels wanted were a few proclamations and ishtihars
 - Not much source that throw light on the perspective of rebels.
 - The rebel proclamations appealed to all sections of the population
 - Proclamations issued by Muslim princes took care to address the sentiments of Hindus.
 - The ishtihars harked to the pre-British Hindu-Muslim past.
 - Rebellion seen as a war in which both Hindu & Muslims were in loss.
 - The proclamations completely rejected everything associated with British rule.

- The rebels wanted an alternative to the British Raj.
 - The Azamgarh Proclamation, 25 August 1857, an important source to understand the voice of rebels.
 - Zamindars wanted these lands and their power back.
 - Merchants and traders wanted freedom to do business in India.
 - Government officials wanted promotions and pay hike.
 - The artisans and craftsmen wanted permanent employment in the service of King's, the rajas and the rich under the Badshahi Government.
 - The kings and Nawabs wanted back their states.
 - All sections of the society wanted their place and self-respect regained from the British Administration.
3. Pictorial images produced by the British and Indians are important record of revolt.
- We have paintings, pencil drawings, etchings, posters, Cartoons, bazaar prints.
 - British pictures provoke a range of different emotions and reactions.
 - Some commemorate the British heroes who saved the English and repressed the rebels.
 - The "Relief of Lucknow" painted by Thomas Jones Barker in 1859.
 - Newspaper reports shape the feelings and attitudes to events.
 - Violence against British women and children provoked demands for revenge and retributions in Britain.
 - Painting of Joseph Noel Paton - "In Memoriam"
 - In all British representations the rebels have been demonised.
 - Helpless women defending themselves against the rebels.
 - Miss Wheeler defending herself against sepoys in Kanpur.
 - This representation has a deep religious connotation a battle to save the honour of Christianity.
 - Violent repression of revolt and vengeance were seen as both necessary and just.
 - Innumerable other pictures and cartoons in the British press sanctioned brutal repression and violent reprisal.
4. Awadh annexed under Subsidiary Alliance.
- Nawab Wajid Ali Shah of Awadh dethroned and deported to Calcutta.
 - Britishers assumed that Wajid Ali Shah was not popular among his subjects.
 - On the contrary people loved the Nawab.
 - The end of a world with the exile of Nawab.
 - Dissolution of the court and its culture by the removal of the Nawab.

- Emotional upheaval among the people of Awadh
 - A chains of grievances in Awadh linked prince, taluqdar, peasant and sepoy.
 - The British land revenue policy undermined the power of the taluqdars.
 - The taluqdars were dispossessed of their lands.
 - The dispossession of taluqdars meant the breakdown of an entire social order.
 - The ties of loyalty and patronage between peasants and the taluqdars got disrupted.
 - No trust of peasants towards British rulers.
 - Peasants agrieved due to over assessment of revenue and in flexible methods of collections.
 - The grievances of the peasants were carried over to the sepoy lines.
 - Many sepoys were recruited from the villages of Awadh
 - For decades the sepoys had complained of low level of pay and difficulty of getting leave.
 - The relationship of sepoys with their superiors had affected the revolt.
 - Peasants poured into town and joined the soldiers and the ordinary people of the towns in on the rebellion.
5. Immediate cause -
- sepoys given bullets coated with fat of cows and pigs.
 - The religious sentiments of both Hindus and Muslims hurt.
 - Mixing of bone dust of cows and pigs in to the flour being sold in the market.
 - Fear and suspicion of the caste and religion of Hindus and Muslims being destroyed.
 - Reforms by British Government.
 - Abolishing the practise of sati (1829).
 - Widow remarriage act.
 - Attack on religious and social customs of Hindus.
 - Fear and apprehension among orthodox Hindus.
 - Conversion policy carried out by Christian Missionaries.
 - Introductions of Western Education, Western Ideas under the leadership of Lord William Bentinck.
 - Policies aimed at 'reforming' Indian society by introduction of Western Education.
 - English medium school, colleges, universities which taught western sciences and the liberal arts.
6. - To view the leaders of the revolt as heroes who are leading the nation towards a battle.

- Picturisation of the headers of revolt against the suppressive imperialist rule.
 - Representation of Rani Laxmi Bai with a sword in one hand and reins of the horse in the other.
 - Heroic poems written about the valour of the queen.
 - Rani of Jhansi represented as a masculine figure is public image.
 - Such representation - a symbol of the determination to resist injustice and alien rule.
 - Images indicate the thoughts of the painter.
 - Through paintings the thought and the feel of the masses can be analysed.
 - Whether people appreciated or criticized the images.
 - Bought copies to put up at their homes.
 - Images often reflected the emotions and feelings of their times.
 - Nationalist imageries of the revolt shaped nationalist imagination.
7. British passed a series of laws to help the troops quell the insurgency.
- In May and Jun 1857 the whole of North India put under martial law.
 - Military officers and even ordinary Britons given the power to try and punish Indians.
 - Those suspected were put under trial.
 - The ordinary process of law and trial were suspended.
 - Rebellion to have only one punishment-death.
 - Reinforcement brought in from Britain.
 - British mounted a two-pronged attack on Delhi.
 - Attempts to recover Delhi started in early June 1857.
 - Delhi' was finally captured in late September 1857.
 - The progress of recapture slow in the Gangetic plain.
 - The force had to reconquer the area village by village.
 - The countryside and the people around were entirely hostile.
 - Three Fourth of the adult male population was in rebellion.
 - Awadh brought under control only in March 1858.
 - British realised that they were dealing with an uprising with huge popular support and not mere mutiny.
 - British used other methods to control the uprising.
 - Tried to break the unity of landlords and peasants.
 - Land holders were promised their lands back.
 - Rebel landholders were dispossessed.
 - Loyal landholders rewarded.

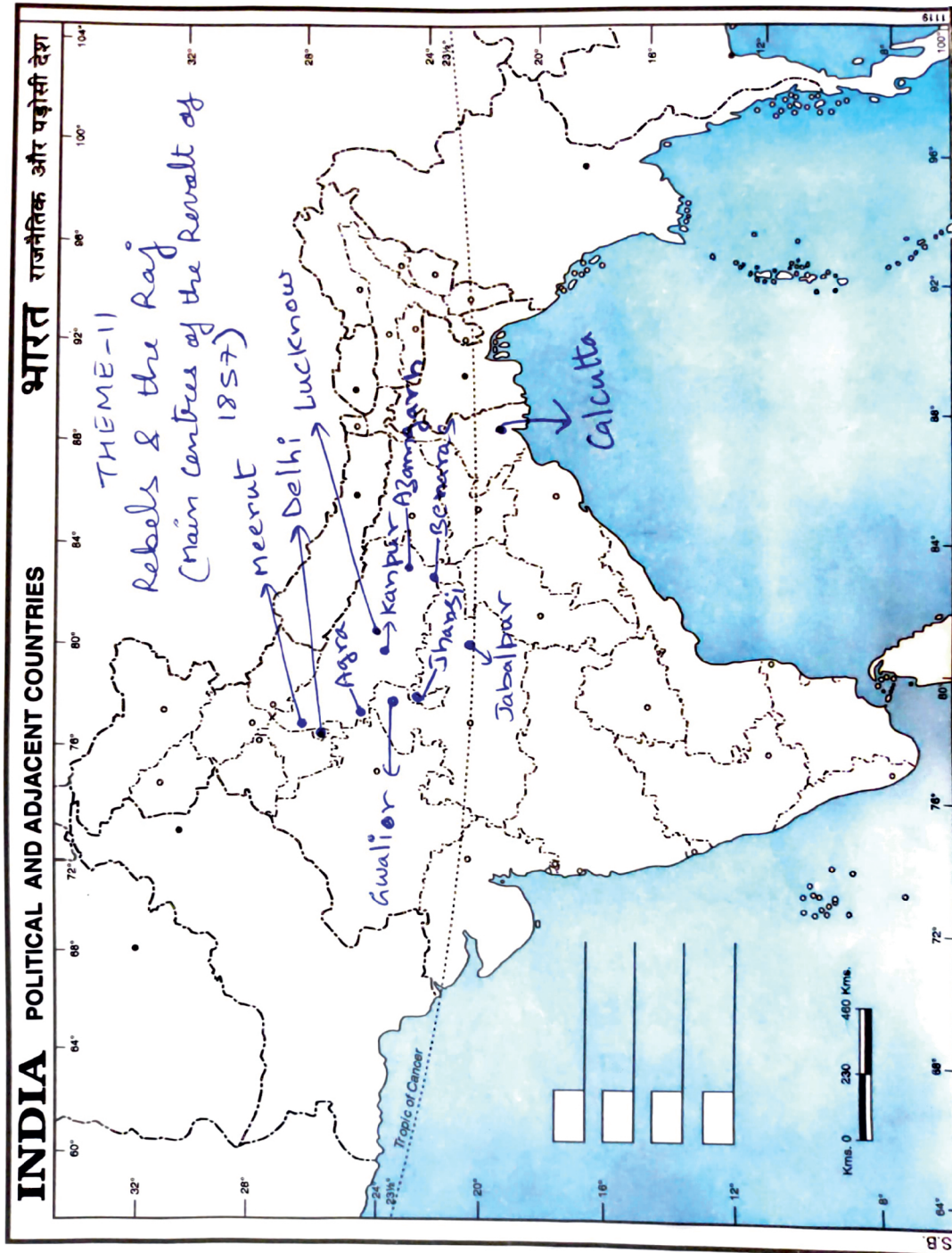
- The rebel started on 10th May 1857 and ended in November 1858.
 - Britishers had to bear huge losses to quell the rebel.
8. Awadh annexed under Subsidiary Alliance
- Nawab of Awadh Wajid Ali Shah dethroned and exiled to Calcutta.
 - Nawab of Awadh was declared unpopular among his people and allegation of mis governance made on him.
 - The position and power of taluqdars also undermined.
 - The countryside of Awadh dotted with estates and forts of taluqdars.
 - Taluqdars controlled land and power in the countryside.
 - Maintained armed soldiers.
 - Enjoyed autonomy by acceptance of suzerainty of the Nawab and by paying revenue on time.
 - British unwilling to tolerate the power of the Taluqdars.
 - Taluqdars disarmed immediately after annexation.
 - British revenue settlement, known as the summary Settlement imposed in 1856.
 - Taluqdars considered as interlopers.
 - No stake in the land.
 - Established their hold through force and fraud.
 - The Taluqdars dispossessed of their lands under Summary Settlement.
 - Taluqdars of southern Awadh were hardest hit.
 - In pre-British times taluqdars had held 67 percent & total no. of villages in Awadh.
 - By the Summary Settlement it came down to 38 percent.
 - Dispossession of taluqdars meant the breakdown of an entire social order.

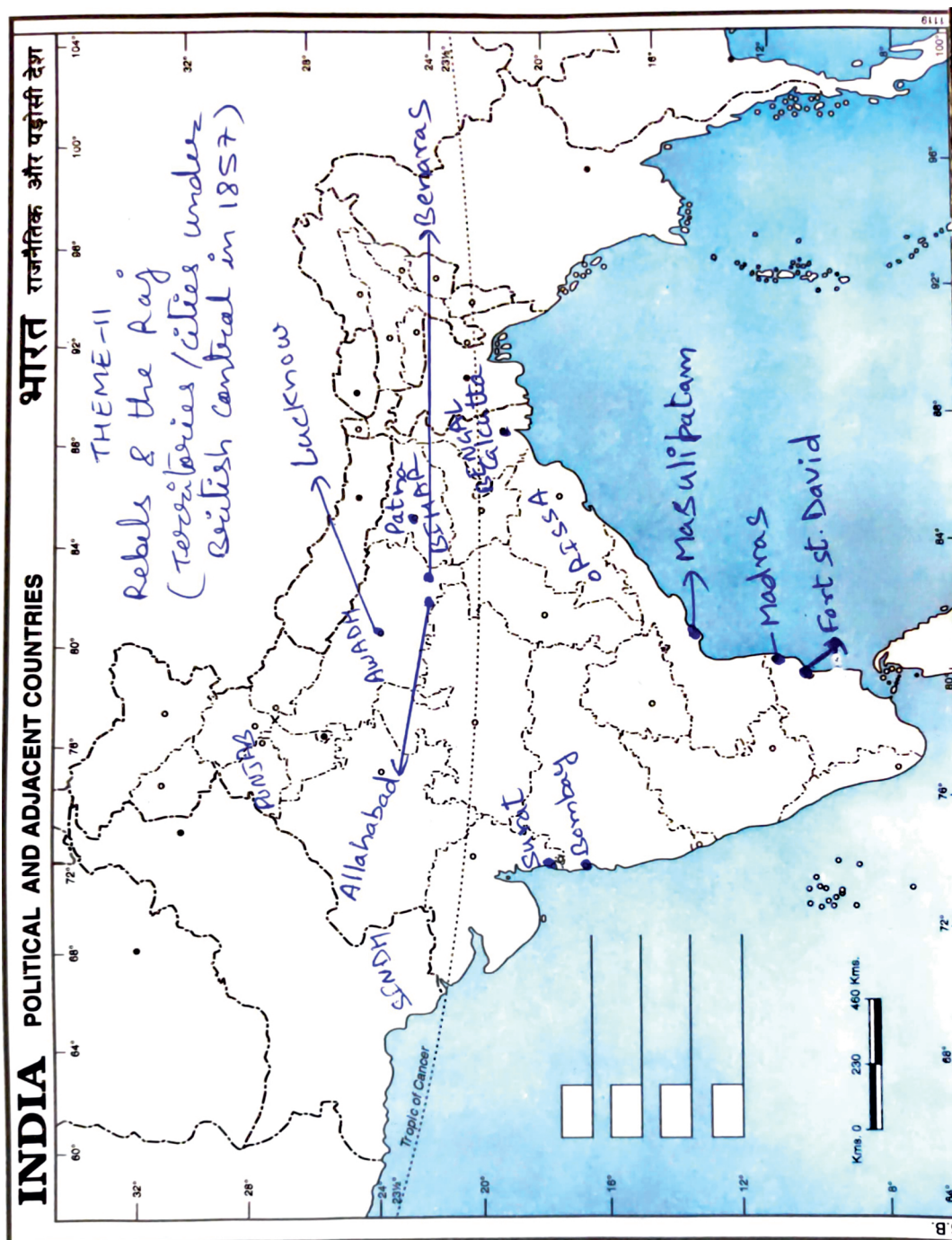
Source Based Questions (5 marks)

The Nawab has Left

The widespread sense of grief and loss at the Nawab's exile was recorded by many contemporary observers. One of them wrote: "The life was gone out of the body, and the body of this town had been left lifeless there was no street or market and house which did not wail out the cry of agony in separation of Jan-i-Alam." One folk song bemoaned that "the honourable English came and took the country" (Angrez Bahadur ain, mulk lai linho).

1. "The life was gone out of the body and the body of this town had been left lifeless,"
Which city has been mentioned in the given lines? 1 mark
2. Under which policy did Dalhousie annex the mentioned city? 2 marks
3. Why were the people of the city grieved at the expulsion of the ruler from the city? 2 marks





THEME 13

Mahatma Gandhi and the Nationalist Movement

(Civil Disobedience and Beyond)

Points to Remember:

1. It was in South Africa that Mahatma Gandhi first forged the distinctive techniques of non-violent protest known as satyagraha, first promoted harmony between religions, and first alerted upper-caste Indians to their discriminatory treatment of low castes and women. So, historian Chandran Devanesan has remarked, South Africa was "the making of the Mahatma".
2. The Swadeshi movement of 1905-07 gave birth to some towering leaders like Bal Gangadhar Tilak of Maharashtra, Bipin Chandra Pal of Bengal, and Lala Lajpat Rai of Punjab. The three were known as "Lal, Bat and Pal".
3. The first major public appearance of Gandhiji was at the opening of the Banaras Hindu University in February 1916 where he stressed on the involvement of the peasants and workers in national movement and his own statement of intent towards Indian nationalism.
4. Champaran (1917), Ahmedabad and Kheda (1918) marked Gandhiji out as a nationalist with a deep sympathy for the poor.
5. During the Great War of 1914-18, the British had instituted censorship of the press and permitted detention without trial. Later on the recommendation of a committee chaired by Sir Sidney Rowlatt, these tough measures were continued.
6. On 13th April, 1919 at Amritsar in Punjab, Jallianwala Bagh massacre took place. General Dyer was responsible for this bloody massacre.
7. The success of Rowlatt satyagraha, the massacre at Jallianwala Bagh and Britishers retracting from their promise all these inspired Gandhiji for non-cooperation movement. The movement started in 1920 where Gandhiji coupled non-cooperation with Khilafat movement to unite Hindus and Muslims.
8. The students and Lawyers participated enthusiastically in non-cooperation movement. The government institutions were boycotted. The working class went on strike; Forest dwellers violated the forest laws.
9. In February 1922, a group of peasants attacked and torched a police station in the hamlet of Chauri Chaura, in the United Provinces. Several constables perished in the conflagration. This act of violence prompted Gandhiji to call off the movement altogether.
10. By 1922 Gandhiji became a people's leader because he transformed Indian nationalism by involving peasants, workers and artisans in it. He dressed and lived like them and spoke their language. He empathized with them. He appeared as a savior to the common people.
11. In 1924 after getting released from jail Gandhiji devoted his attention to constructive works like promotion of Charkha, Hindu-Muslim unity and abolition of untouchability.

12. In 1928, all-White Simon Commission came to India from England to enquire into conditions in the colony. There was an all India campaign in opposition to it due to no representation of Indians in it.
13. In December 1929 in the annual session of Congress in Lahore the proclamation of commitment to "Purna Swaraj", or complete independence was passed.
14. On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards Dandi. He made a fistful of salt at the end of the Dandi march on 6 April, 1930.
15. The Salt March was notable for at least three reasons:
 - a) It was this event that first brought Mahatma Gandhi to world attention.
 - b) It was the first nationalist activity in which women participated in large numbers.
 - c) Now the Britishers realized that their Raj would not last forever.
16. Under "Gandhi-Irwin Pact", in 1931, the civil disobedience movement was called off, all prisoners were released, and salt manufacture allowed along the coast.
17. A second Round Table Conference was held in London in the latter part of 1931. The Conference was inconclusive, so Gandhiji returned to India and resumed civil disobedience.
18. In 1935, a new Government of India Act promised some form of representative government.
19. In March 1940, the Muslim League passed a resolution committing itself to the creation of a separate nation called "Pakistan"
20. "Quit India" was genuinely a mass movement. Though the big leaders like Gandhi and Nehru languished in jail still the movement was carried out by ordinary Indians. The youth participated in large numbers. Underground resistance by Jayaprakash Narayan. Independent governments were proclaimed in Satara and Meelinipur.
21. Contemporary sources like the writings and speeches of Mahatma Gandhi and his contemporaries, including both his associates and his political adversaries, Auto biography and Biography of Gandhiji, Police Records, Newspaper Reports and articles, Private correspondence etc helps in knowing Gandhi.
22. Gandhiji fought not only a lifelong battle for a free and united India but was also a social reformer who promoted khadi and worked towards making India get rid of Untouchability.
23. Gandhiji saw the charkha as a symbol of a human society that would not glorify machines and technology.
24. Between 1917 - 1922, a group of highly talented Indians like Mahadev Desai, Vallabh Bhai Patel, J.B. Kripalani, Subhas Chandra Bose, Abul Kalam Azad, Jawaharlal Nehru, Sarojini Naidu, Govind Ballabh Pant and C. Rajagopalachari attached themselves in the growth of Gandhian nationalism
25. After working to bring peace to Bengal, Gandhiji now shifted to Delhi, from where he hoped to move on to Punjab but on 30 January, 1948 he was shot dead by Nathuram Godse.

OBJECTIVE TYPE QUESTIONS (1 Mark Each)

- Q1. Write the name of Gandhiji's political mentor?
- Q2. Where did Gandhiji make his first major public appearance?
- Q3. When did Jallianwala Bagh incident take place?
- Q4. Due to which incident did Gandhiji decide to take back non-cooperation movement?
- Q5. What is the significance of Lahore Session of 1929?
- Q6. When was the national flag hoisted for the first time?
- Q7. When did Gandhiji start his Dandi March?
- Q8. Which foreign magazine scorned at Gandhiji's looks?
- Q9. In which year did Quit India movement start?
- Q10. Who shot Gandhiji?

Q11. The correct statement about Gandhi is:

1. He came back from South Africa to India in January 1915.
2. The first experiment with satyagraha was done in South Africa by Gandhiji.
3. In 1917 he launched Champaran Satyagraha.

The correct statement/ statements is/are:

- a. only 1 b. only 1 and 2
c. 1, 2 and 3 d. None of the above

Q12. The movement from among the following that started in August 1942 was :

- a. Quit India Movement
- b. Movement against Rowlatt Act
- c. Civil disobedience movement
- d. Champaran movement

Q13. Jallianwala Bagh massacre happened at:

- a. Lahore b. Kolkata c. Karachi d. Amritsar

Q14. Khilafat movement was launched by:

- a. Gandhiji b. J. B. Kripalani
c. Mohammed Ali and Shaukat Ali d. Abul Kalam Azad

Q15. South Africa was "the making of the Mahatma", was said by:

- a. Louis Fischer b. Chandran Devanesan
c. Times Magazine d. Gopal Krishna Gokhale

Q16. The incorrect statement from among the following statements about the Lahore conference is:

- a. This was organised in December 1929
- b. The proclamation of Commitment to complete Independence was done
- c. It was presided by Vallabhbhai Patel
- d. On 26 January 1930, "Independence Day" was observed

Q17. The movement in which women participated in large number for first time was:

- a. Khilafat movement
- b. Non- cooperation movement
- c. Civil Disobedience movement
- d. Quit India Movement

Q18. In the talks with Cripps mission Congress proposed:

- a. All political prisoners be released
- b. India should be granted complete Independence
- c. The Viceroy should first appoint an Indian as the Defence Member in his Executive Council.
- d. To allow salt manufacture along the coast.

Q19. During Quit India movement, the parallel government was set up in:

- a. Noakhali
- b. Delhi
- c. Medinipur and Satara
- d. Punjab

Q20. 'A bunch of old letters' is a collection of personal letters of:

- a. Jawahar Lal Nehru
- b. Mahatma Gandhi
- c. Subhash Chandra Bose
- d. Bhagat Singh

Q21. Identify the given picture and write the name of the person



CASE STUDY BASED QUESTION (3 MARK EACH)

Read the following excerpt carefully and answer any three questions:

1. **Charkha**

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

A. According to Mahatma Gandhi:

- a) Machines enslaved humans and displaced labour.
- b) The wheel is itself an exquisite piece of machinery.
- c) (a) is right and (b) is wrong.
- d) Both (a) and (b) are right.

B. Charkha can:

- a) Make poor self-reliant.
- b) Concentrates wealth in the hands of few.
- c) Make poor dependent.
- d) Glorify machines.

C. Mahatma Gandhi was a big critic of glorifications of machines because:

- a) Machines save on manual labour.
- b) Thousands of people will get unemployed.
- c) Life will become comfortable.
- d) Machines are a source of supplementary income.

D. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion: Salt March was the first national activity in which women participated.

Reason: The event brought Gandhi Ji on world platform.

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct.
- c) Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).

2. See this image carefully and answer any three of the following questions by choosing the correct option:



- A. This popular picture is symbolic of:
- a) Death of Jawahar Lal Nehru.
 - b) Sacrificial prayer to seek blessings from Gods.
 - c) Death of Indira Gandhi.
 - d) Death of Mahatma Gandhi.
- B. In popular representations, Mahatma Gandhi was seen as:
- a) A deity devoted to Unity.
 - b) Only as a social reformer.
 - c) Only as a nationalist.
 - d) None of the above.
- C. This picture reflects:
- a) Conflict among two strands within the congress.
 - b) Coordination among two strands within the congress.
 - c) Only death
 - d) None of the above
- D. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R),
Assertion: Gandhiji possessed Miraculous powers.
Reason: Gandhiji was addressed by various names like 'Gandhi baba', 'Gandhi Maharaj' or simply 'Mahatma'

- a) Only Assertion (A) is correct.
- b) Only Reason (R) is correct
- c) Both Assertion (A) and reason(R) are correct but reason(R) is not the explanation of the statement.
- d) Both Assertion (A) and reason® are correct and reason(R) is the correct explanation of the Assertion (A).

SHORT ANSWER QUESTIONS (3 MARK EACH)

- When and why was the non-cooperation movement launched? Explain the reasons behind calling off the movement.
- What were the rumours about the miraculous powers of Gandhiji?
- Analyses the Mountbatten plan.
- When did Cabinet mission come to India and what were its recommendations?
- "Gandhiji was as much a social reformer as he was a politician." Clarify.
- Many scholars have written of the months after Independence as being Gandhiji's "finest hour". Give any three points in clarification.
- Explain the condition of India when Mahatma Gandhi returned in 1915.
- Judge the significance of Lahore session of Congress held in 1929.
- Why did Gandhiji choose to break salt law to commence Salt Satyagrahas ? Clarify.
- Why Gandhiji started Salt satyagraha or Civil disobedience movement and what were its programmes?
- Why was the charkha chosen as a symbol of a human society?
- How private letters and autobiography are different from government reports and what glimpses do these give us about a person?
- 'The initiatives in Champaran, Ahmedabad and Kheda marked Gandhiji out as a nationalist with a deep sympathy for the poor.' Examine the statement.
- When, why and who declared the direct action day?
- Write the names of those followers of Gandhiji who contributed in the development of Gandhian Nationalism.

LONG ANSWER QUESTIONS (8 MARK EACH)

- Write in detail the causes and result of the salt movement launched by Gandhiji in 1930.
(Hint: page no 355-361.NCERT)
- 1922 Gandhiji became a people's leader.' Analyze.
(Hint: page no 352,NCERT)

3. Gandhiji converted the national movement into a people's movement. Clarify.
(Hint: page no 350-351, NCERT)
4. Analyze the important events which led to Quit India movement. Explain the main characteristics of this movement and examine the role of Mahatma Gandhi in it.
(Hint: page no 363, NCERT)
5. Why the quit India movement was called spontaneous movement? Examine.
(Hint: page no 363 NCERT)
6. Explain the role of Mahatma Gandhi in various national movements.
7. Examine the role of many different kinds of sources from which the political career of Gandhiji and the history of the nationalist movement is reconstructed.
(Hint: page no 367-373, NCERT)

Answer to Long Answer type Question :

1. Reason

- Salt indispensable for every Indian household.
- People forbidden from making salt even for domestic use.
- People compelled to buy salt from shops at a higher price.
- State monopoly over production and sale of salt.
- Destruction of the salt which British could not sell profitably.
- Destroying what nature manufactures without effort.
- Thus, valuable National property being destroyed at National expense.
- Reasons of Gandhiji choosing salt monopoly.

Result

- Salt March notable for three reasons
- Mahatma Gandhi came to world attention.
- March widely covered by European and American press.
- Earlier American press and American news magazine Time, made fun of Gandhiji, of his "Spindle Frame" and "spidery loins".
- Was in awe to see the public support.
- Gandhiji, a state man, who was using "Christian acts as a weapon against men with Christian beliefs".

Hint: Page No 355-361 NCERT)

- The March covered widely by the European and American press.
 - First Nationalist activity in which women participated in large numbers.
 - British realised that their 'Raj' would not last forever.
 - Some power should be given to the Indians.
- 2.
- Gandhiji's return from Africa in 1915
 - India far more active politically, than in 1893.
 - Branches of Indian National Congress in most major cities and towns.
 - Broadened its appeal among middle class through Swadeshi Movement 1905-07.
 - Coming up of Leaders like Bal, Palani L.
 - All-India character of Swadeshi Movement
 - Moderate leader and political mentor of Gandhiji, Gopal Krishna Gokhale advised Gandhiji to travel around India.
 - In 1916, First major public appearance of Gandhiji.
 - Gandhiji's address to the public at the Benaras Hindu University.
 - Gandhiji concerned by the absence of the poor.
 - Salvation possible only through the farmers.
 - The speech reflected the thoughts of Gandhiji.
 - Indian Nationalism to be a proper representative of the Indian people.
 - Champaran movement in 1917 and Kheda and Ahmedabad Campaign in 1918.
 - Common people influenced by Gandhiji's sympathy towards the poor.
 - During First World War of 1914-18, British instituted censorship of Press.
 - Permitted detention without trial.
 - "Rowlatt Act" in 1919.
 - Gandhiji's Campaign against "Rowlatt Act".
 - Life came to a standstill in North and West India.
 - Gandhiji detained in Punjab.
 - Prominent local congressmen arrested.
 - Jallianwala Bagh Massacre in 1919.
 - More than 400 innocent people killed.
 - Non-cooperation movement in 1921 and Gandhiji established as a National leader.

(Hint Page No. 352 NCERT)

3.
 - Gandhiji became a National leader after Rowlatt Satyagraha
 - Called for a campaign of "non- cooperation with British Rule.
 - People to adhere to "renunciation of voluntary association with the British Government".
 - People asked to stop attending schools, colleges and Courts.
 - Coupling of Non-cooperation movement with the Khilafat Movement by Gandhi ji.
 - Hoping to bring Hindus and Muslims at one platform.
 - Students stopped going to government school and colleges
 - Lawyers refused to attend court.
 - Working class on strike in towns and cities.
 - Countryside seething with discontentment.
 - Hill tribes violated the forest laws in Andhra Pradesh.
 - Farmers of Awadh refused to pay taxes.
 - Peasants in Kumaun refused to carry loads for colonial officials.
 - All sections of society interpreted the movement in their own ways.
 - Non-cooperation movement - negative enough to be peaceful but positive enough to be effective.
 - British Raj Foundations shaken for the first time after the revolt of 1857.

(Hint: Page No. 850-351 NCERT)

4. Causes of the Civil Disobedience Movement.
 - First phase
 - Formation of Simon Commission.
 - Failure of Demand for Dominion status.
 - Protest against the arrest of social revolutionaries.
 - Began with the Gandhiji's Dandi March.
 - The Salt Law was broken and Gandhiji sent to jail.
 - Salt production spread across the country and it became a symbol of peoples defiance of the Government.
 - In the Lahore session in December 1929, of the Indian National Congress Complete Independence "Purna Swaraj" declared as Congress goal.
 - Features of Civil Disobedience Movement.
 - First Nation wide movement, as all others had been limited to cities.
 - People in rural areas also registered their participation.

- A large number of women participated, for the first time women participation.
- Second phase of Civil Disobedience Movement.
- Gandhiji's returns from London after Failure of Second round Table conference.
- The phase lasted till 1934.
- Government detained all the top congress leaders.
- Gandhiji started his third movement in 1942 (Quit India).
- But the movement was carried by the young activists leaderless since Gandhiji was sent to jail.
- Younger activists organised strikes and acts of Sabotage.
- They left their colleges to go to jail.
- The Muslim League expanded its influence in these years in the Punjab and Sind Provinces.

(Hint Page No. 363 NCERT)

5. Cripps Mission came to India in 1947

- The talks between the Congress and Cripps Mission resulted in Failure.
- Gandhiji launched his third major movement against British rule "Quit India Movement" in August 1942.
- Gandhiji jailed soon after the movement started.
- Movement continued by the young activists.
- Socialist member of the Congress Jai Prakash Narayan active in the underground resistance.
- Satara in West and Medinipur in East proclaimed their "independent" governments.
- A mass movement - thousands of ordinary Indians participated
- Young Indians participated in large numbers.
- Was a leaderless movement, since all big Congress leaders languished in jail.
- The movement was carried out by ordinary Indians.
- Hence, a spontaneous movement.

(Hint Page No. 363 NCERT)

6. Gandhiji axis of the National Movements.

- Active role played by Gandhiji from 1919 to 1947.
- Opposed the policies of the British Government in "a non-violent and peaceful way.
- Efficient leadership of various National Movements

- (i) Non-Cooperation movement
 - All sections of the society participated
 - Students and leaders boycotted schools and colleges, and judges the courts.
 - Non-cooperation with British government due to their callous attitude.
 - (ii) Civil Disobedience Movement (1930).
 - Movement against Salt Laws.
 - Dandi March staged by Gandhiji
 - Breaking the Salt Law by making salt in Dandi.
 - People supported Gandhiji from all over India.
 - (iii) Quit India Movement (1942)
 - Gandhiji sent to Jail.
 - The youth carried ahead the movement.
 - A self motivated spontaneous movement.
 - (iv) Satyagraha Movement:
 - Two weapons of Mahatma Gandhi – Non-violence and non-cooperation.
 - Gandhiji did peaceful demonstrations and fasting to compel Britishers.
 - Attracted world's attention towards India in this way.
 - Energised the common people and gained their support and participation in National movements.
7. (i) Public Voice and private scripts
- Writings and speeches of Mahatma Gandhi an important source.
 - speeches allow us to hear public voice of an individual
 - glimpses of private thoughts i'n private letters
 - Person's anger and pain, dismay and anxiety hopes and frustrations reflected in private letters.
- (ii) Autobiographies - an account of the past.
- Rich in human details.
 - Retrospective accounts written very often from memory
 - representation of self according to the image a person wants to convey to others.
 - Reader to analyse those things which the writer does not tell him.
- (iii) Through police records or Government Records
- The letters and reports written by policemen and other officials
 - Records a secret at that time but now can be assessed in archives.

- Example - Fortnightly report on Salt March.
 - British unwilling to accept that Mahatma Gandhi's actions had evoked enthusiastic response from masses.
- (iv) Newspapers-
- Contemporary newspapers in English and in different Indian languages.
 - tracked Mahatma Gandhi's movements
 - Reported on his activities
 - Newspaper accounts prejudiced in reporting the incidents.

(Hint Page No. 367-373 NCERT)

SOURCE BASED QUESTIONS (5 MARK EACH)

1. Read Carefully the given source and answer the questions that follows

"Tomorrow we shall break the salt tax law"

On 5 April 1930, Mahatma Gandhi spoke at Dandi: When I left Sabarmati with my companions for this seaside hamlet of Dandi, I was not certain in my mind that we would be allowed to reach this place. Even while I was at Sabarmati there was a rumour that I might be arrested. I had thought that the Government might perhaps let my party come as far as Dandi, but not me certainly. If someone says that this betrays imperfect faith on my part, I shall not deny the charge. That I have reached here is in no small measure due to the power of peace and non-violence: that power is universally felt. The Government may, if it wishes, congratulate itself on acting as it has done for it could have arrested every one of us. In saying that it did not have the courage to arrest this army of peace, we praise it. It felt ashamed to arrest such an army. He is a civilized man who feels ashamed to do anything which his neighbours would disapprove. The Government deserves to be congratulated on not arresting us, even if it desisted only from fear of world opinion.

Tomorrow we shall break the salt tax law. Whether the Government will tolerate that is a different question. It may not tolerate it, but it deserves congratulations on the patience and forbearance it has displayed in regard to this party.... What if I and all the eminent leaders in Gujarat and in the rest of the country are arrested? This movement is based on the faith that when a whole nation is roused and on the march no leader is necessary.

- | | |
|---|---|
| 1. In which circumstances did Gandhiji break Salt law? | 1 |
| 2. Why the colonial government did not arrest Gandhiji? | 1 |
| 3. Why was the salt march notable? State three reasons. | 3 |

2. Read Carefully the given source and answer the questions that follows.

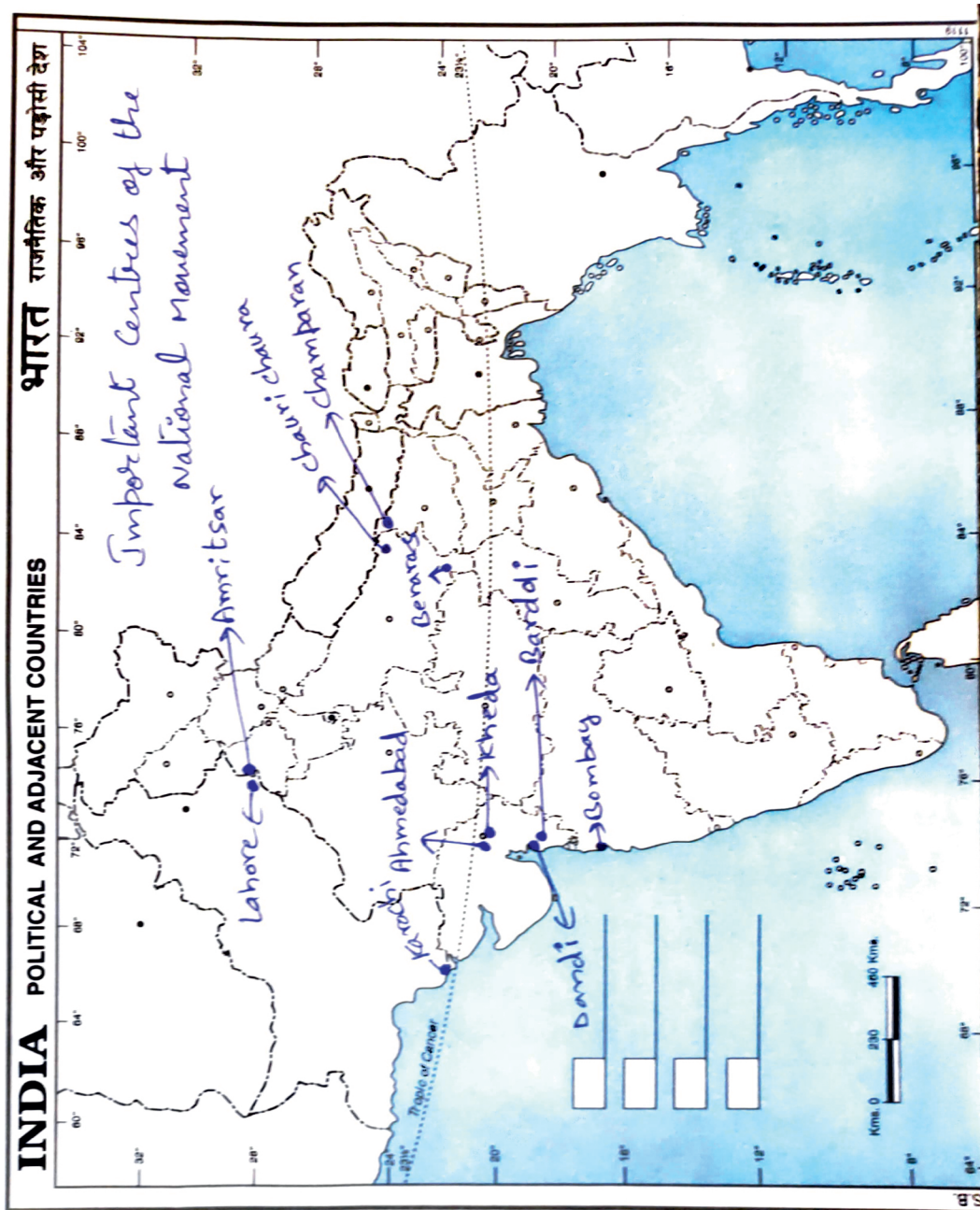
Ambedkar on separate electorate

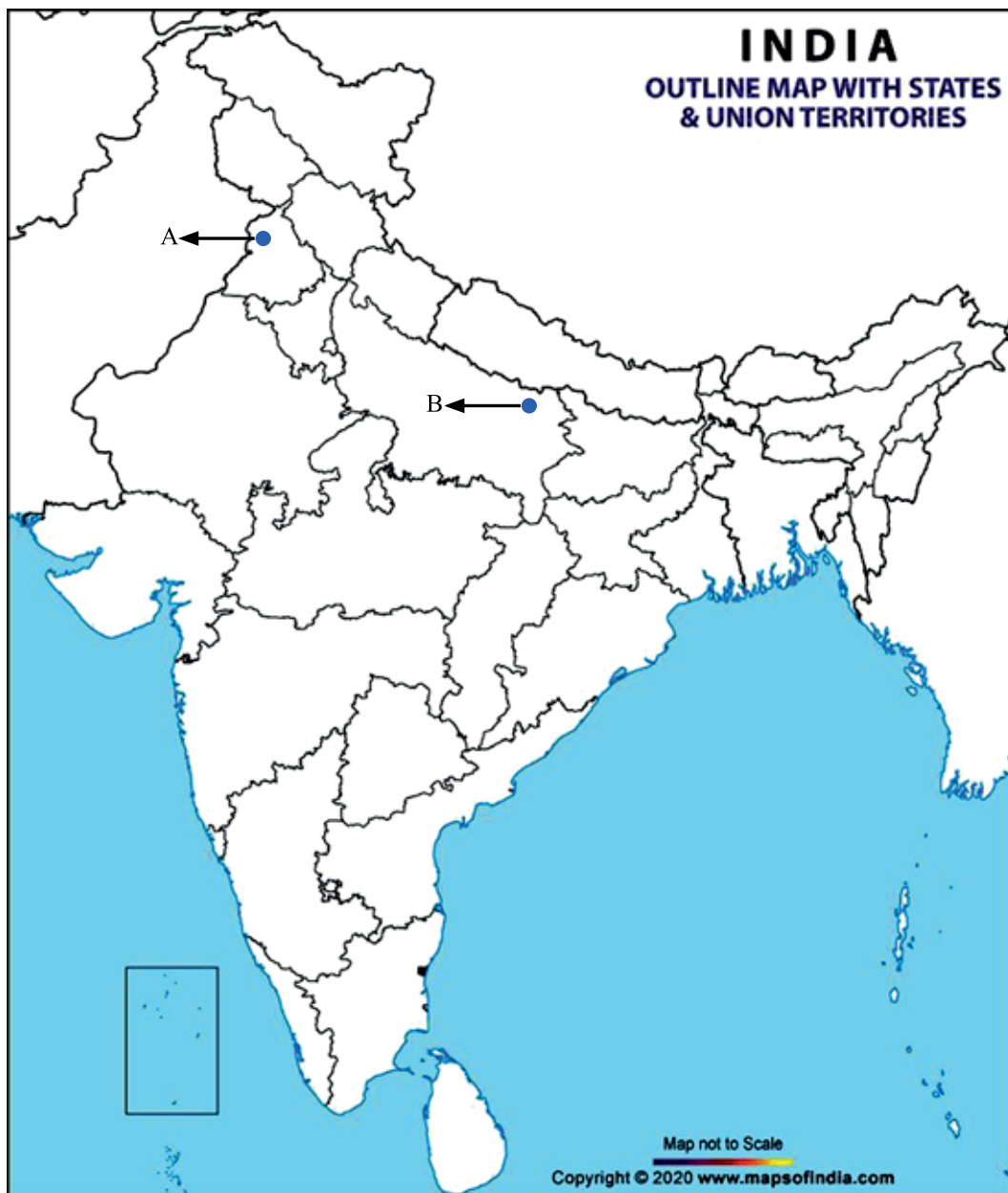
In response to Mahatma. Gandhi's opposition to the demand for separate electorates for the Depressed Classes, Ambedkar wrote:

Here is a class which is undoubtedly not in a position to sustain itself in the struggle for existence. The religion, to which they are tied, instead of providing them an honourable place, brands them as lepers, not fit for ordinary intercourse. Economically, it is a class entirely dependent upon the high-caste Hindus for earning its daily bread with no independent way of living open to it. Nor are all ways closed by reason of the social prejudices of the Hindus but there is a definite attempt all through our Hindu Society to bolt every possible door so as not to allow the Depressed Classes any opportunity to rise in the scale of life.

In these circumstances, it would be granted by all fair-minded persons that as the only path for a community so handicapped to succeed in the struggle for life against organized tyranny, some share of political power in order that it may protect itself is a paramount necessity.

1. Against whose arguments is Dr Ambedkar responding? 1
2. What arguments did Dr Ambedkar give for the depressed classes? 2
3. Write two suggestions for improvement of position of depressed classes. 2





1. On the given political map of India two places related with national movement have been marked as A, B Identify them and write their names.
2. On the same given map of India locate and label the following with appropriate symbols.
 - a. Dandi
 - b. Lahore
 - c. Champaran

THEME 15

Framing The Constitution

(The Beginning of A New Era)

Points to Remember:

1. The Indian constitution came into effect on 26 January 1950. The years immediately preceding the making of the Constitution had been exceptionally tumultuous. This was a time of great hope, but also of abject disappointment. Fresh in popular memory were the Quit India movement of 1942, efforts of Azad Hind Fauz, the rising of the Royal Indian Navy in 1946, mass protests of workers and peasants in different parts of the country were symbols of great hope but the communal riots between Hindus and Muslims and Partition of country were of abject disappointment.
2. Our constitution sought to heal wounds of the past and the present, to make Indians of different classes, castes and communities come together in a shared political experiment.
3. The Constitution of India was framed between 9 December 1946 and December 1949. In all, the Assembly held eleven sessions, with sittings spread over 165 days.
4. The discussions in the constituent assembly were publicized through newspaper, radio and other means of publicity.
5. The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public. As the deliberations continued, the arguments were reported in newspapers, and the proposals were publicly debated. Criticisms and counter-criticisms in the press in turn shaped the nature of the consensus that was ultimately reached on specific issues. In order to create a sense of collective participation the public was also asked for submissions.
6. The Muslim League chose to boycott the early sittings (i.e., those held before 15 August 1947), making it effectively a one-party show as 82 per cent of the members of the Assembly were members of the Congress Party.
7. The Constituent Assembly had 300 members in all. Of these, six Members played particularly important roles. Three were representatives of the Congress, namely, Jawaharlal Nehru, Vallabh Bhai Patel and Rajendra Prasad, Besides this, a very important member of the Assembly was the lawyer B R. Ambedkar, K.M. Munshi and Alladi Krishnaswamy Aiyar,
8. Two civil servants too were part of the constituent assembly. One was B. N. Rau, Constitutional Advisor to the Government of India. The other was the Chief Draughtsman, S. N. Mukherjee.
9. The Draft Constitution was completed in three years in all (2 years, 11 months, 18 days), with the printed record of the discussions taking up eleven bulky volumes,

10. On 13 December 1946, Jawaharlal Nehru introduced the "Objectives Resolution" in the Constituent Assembly. It proclaimed India to be an "Independent Sovereign Republic", guaranteed its citizens justice, equality and freedom, and assured that "adequate safeguards shall be provided for minorities, backward and tribal areas, and Depressed and Other Backward Classes.
11. Pt. Nehru suggested that the blueprint of our democracy had to be decided through deliberations. Ideals and provisions of the constitution introduced in India could not be just derived from elsewhere.
12. The Constituent Assembly was expected to express the aspirations of those who had participated in the movement for independence. Democracy, equality and justice were ideals that had become intimately associated with social struggles in India.
13. When the social reformers in the nineteenth century opposed child marriage and demanded that widows be allowed to remarry, they were pleading for social justice. Similarly Swami Vivekananda campaigned for a reform of Hinduism and Jyotiba Phule in Maharashtra pointed to the suffering of the depressed castes.
14. The problem with separate electorates was discussed in the constituent assembly. B Pocker Bahadur from Madras made a powerful plea for continuing separate electorates but majority of nationalist leaders like R.V. Dhulekar, Sardar Patel, Govind Ballabh Pant, Begum Aizaas Rasul etc strongly protested against it.
15. N.G. Ranga and Jaipal Singh drew the attention of the constituent assembly towards the problems of the tribals, They spoke eloquently on the need to protect the tribes, and ensure conditions that could help them come up to the level of the general population.
16. N.G. Ranga, urged that the term minorities be interpreted in economic terms. The real minorities for Ranga were the poor and the downtrodden.
17. In the constituent assembly the discussion on the rights of minorities, depressed castes and women rights took place.
18. During the national movement Ambedkar had demanded separate electorates for the Depressed Castes, and Mahatma Gandhi had opposed it, arguing that this would permanently segregate them from the rest of society.
19. After discussion in the constituent assembly about separate electorate and the Partition violence, Ambedkar too no longer argued for separate electorates.
20. Most vigorously debated in the Constituent assembly was the respective rights of the Central Government and the states. Majority of the members were in support of strong centre. The Draft Constitution provided for three lists of subjects: Union, State, and Concurrent.
21. The Language Committee of the Constituent Assembly decided that Hindi in the Devanagari script would be the official language, but the transition to Hindi would be gradual.
22. R.V. Dhulekar made an aggressive plea that Hindi be the national language.
23. There was aggressive discussion on the issue of national language and ultimately it was decided that there should be mutual adjustment and no question of forcing things on people.

24. There was common consensus on adult franchise and secularism which are central characteristics of Constitution.
25. The main characteristics of Indian Constitution are-written and flexible constitution, division of powers between centre and state, Independent judiciary, secularism, parliamentary system, powerful Centre, adult franchise, fundamental rights and fundamental duties etc.

OBJECTIVE TYPE QUESTIONS (1 MARK EACH)

- Q1. How was 15th August 1947 a moment of abject disappointment for many Hindus/Sikhs and Muslims?
- Q2. What were the challenges in front of the new nation? Write any one challenge.
- Q3. What did the linguistic minorities want?
- Q4. Who moved the resolution proposing the national flag in the Constituent assembly?
- Q5. A number of acts were passed by the British which gradually enlarged the space for Indian participation in provincial governments. Write the name of any one of them.
- Q6. What did Sardar Patel say about Separate Electorate?
- Q7. Who can make laws on the subjects under concurrent list?
- Q8. Why a strong center is necessary?
- Q9. Under which article of the constitution are the "Cultural and educational rights" given?
- Q10. What is the meaning of the term 'minority'?
- Q11. The Hansa Mehta of Bombay demanded:
- | | |
|-----------------------------------|---------------------------------------|
| a. Justice for women | b. Separate electorate for women |
| c. Reservation of seats for women | d. Separate electorate for minorities |
- Q12. The article which gives the Centre the powers to take over a state the administration on recommendation of the Governor is:
- | | |
|----------------|----------------|
| a. Article 370 | b. Article 256 |
| c. Article 356 | d. Article 110 |
- Q13. The President of the Constituent assembly from among the following was :
- | | |
|-------------------------|----------------------------|
| a. Dr Rajendra Prasad | b. Pandit Jawaharlal Nehru |
| c. Dr Bhim Rao Ambedkar | d. C. Rajagopalachari |
- Q14. The correct statement/statements with regard to Constituent Assembly is/are:
- | |
|--|
| I. The discussions within the Constituent Assembly were influenced by the public opinion. |
| II. Muslim League opposed the constituent Assembly. |
| III. Dr. B.R. Ambedkar was the Chairman of the drafting committee of the Constituent Assembly. |

The correct option is:

- a. Only I
- b. Only II and III
- c. I, II, and III
- d. None of the Above

Q15. The member/s of the Constituent Assembly related to civil services was/were:

- I. Dr. Rajendra Prasad
- II. B.N. Rau
- III. S N. Munshi
- VI. K. M. Munshi

The correct option is :

- a. Only I
- b. Only II and III
- c. Only IV
- d. All of the Above

Q16. The objective resolution was moved by Jawaharlal Nehru on:

- a. 13th December, 1946
- b. 26th November, 1945
- c. 26th January, 1947
- d. 15th August, 1947

Q17. The staunch supporter of separate electorate was:

- a. R. V. Dhulekar
- b. B. Pocker Bahadur
- c. Begum Aizaz Rasul
- d. Sardar Vallabh Bhai Patel

Q18. The one who urged that the term minorities be interpreted in economic terms was:

- a. Jaipal Singh
- b. N. G. Ranga
- c. Mahatma Gandhi
- d. Balkrishna Sharma

Q19. According to Mahatma Gandhi the quality a national language should not have is:

- a. Rich and powerful instrument.
- b. Capable of expressing the whole gamut of human thought and feelings.
- c. Not easily understandable.
- d. A medium of communication between diverse communities.

Q20. Match the Following:

List I

- i) Union List
- ii) State List
- iii) Concurrent List

List II

- A. Income Tax and excise Duty
- B. Land and property Tax
- C. Customs Duty and Company Taxes

The correct option is:

- a. i-C, ii-A, iii-B
- b. i-C, ii-B, iii-A
- c. i-B, ii-A, iii-C
- d. i-A, ii-B, iii-C

Q.21 See the given picture carefully, Identify and write the name of the person speaking in the Constituent Assembly at midnight on 14 August, 1947.



CASE STUDY EASED QUESTIONS (3 MARK EACH)

1. Read the following excerpt carefully and answer any three questions:

We have never asked for privileges

Hansa Mehta of Bombay demanded justice for women, not reserved seats, or separate electrodes. We have never asked for privileges. What we have asked for is social justice, economic justice, and political justice. We have asked for that equality which alone can be the basis of mutual respect and understanding without which real cooperation is not possible between man and woman.

A. Justice for women was demanded by:

- | | |
|------------------------------------|----------------------------------|
| a) Hansa Mehta of Bombay | b) Hansa Mehta of Pune |
| c) Dakshayani velayudhan of Madras | d) Dakshayani velayudhan of Pune |

B. Justice for women mean:

- | | |
|-----------------------|----------------------|
| a) Social justice | b) Economic Justice |
| c) Political Justice. | d) All of the Above. |

C. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R).

Assertion: Economic Justice paves way for social Justice.

Reason: Gender discrimination could not be erased by reserving seats.

- | | |
|---|--------------------------------|
| a) Only Assertion (A) is correct. | b) Only Reason (R) is correct. |
| c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement. | |

- d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).
- D. Justice for women was demanded because:
- Women were tortured during partition
 - Real cooperation between man and woman is not possible without mutual respect and understanding.
 - Justice is possible only through privileges.
 - All of the Above
2. See this image carefully and answer any three of the following questions by choosing the correct option:



- A. The two great personalities in the given picture are:
- Dr. B.R. Ambedkar and Dr. Rajendra Prasad
 - Dr. B.R. Ambedkar and Sardar Vallabh Bhai Patel
 - Sardar Vallabh Bhai Patel and Dr. Rajendra Prasad
 - B. N. Rau and Dr. Rajendra Prasad
- B. The President of the Constituent Assembly was:
- B. N. Rau
 - Dr. B. R. Ambedkar
 - Dr. Rajendra Prasad
 - Sardar Vallabh Bhai Patel
- C. The Chairman of the draft committee of the Constituent Assembly was:
- B. N. Rau
 - Dr. B.R. Ambedkar
 - Dr. Rajendra Prasad
 - Sardar Vallabh Bhai Patel

- D. Given below are two statements, one labeled as Assertion (A). The other as Reason (R).
- Assertion: The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public.
- Reason: The Constituent Assembly was expected to express the aspirations of those who had participated in the movement for independence.
- Only Assertion (A) is correct.
 - Only Reason (R) is correct.
 - Both Assertion (A) and reason (R) are correct but reason (R) is not the explanation of the statement.
 - Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).

SHORT ANSWER QUESTIONS (3 marks each)

- Which ideals are stressed upon in the objective resolution of Indian Constitution? Clarify
- What reason is being given by Jawaharlal Nehru for not using the word Democracy? Analyse.
- The Indian Constitution came into effect on 26 January, 1950. What could have been the intention of choosing this particular day?
- Explain the arguments given in favor and against separate electorate in the Constituent Assembly.
- How Indian constitution safeguards the rights of Centre and state governments?
- According to N. G. Ranga who are minorities and towards which group he drew the attention that separated the broad masses of Indians?
- 'The discussions within the Constituent Assembly were influenced by the public opinion.' Corroborate the statement.
- The Constituent Assembly is working the British plans as the British should like it to be worked out.' Confirm the statement given by Somnath Lahiri.
- How many lists are provided in the Constitution? Write the name of one subject under each list.
- Mention any three characteristics of Indian Constitution.
- How were the Constitutional experiments before 1946 different from constitutional developments done by the Constituent Assembly?
- Why majority of the leaders argued for strong Centre in the Constituent Assembly?
- When and by whom the Objective resolution was presented and how was it a historic resolution?
- Explain in detail the steps taken by Dr B.R. Ambedkar to safeguard the rights of depressed castes.

15. "The years immediately preceding the making of the Constitution had been exceptionally tumultuous." Clarify with examples.

LONG ANSWER QUESTIONS (8 marks each)

1. Examine the arguments given by various members of the Constituent Assembly in support of a strong Centre. (Hint: page no 423, NCERT)
2. 'Majority of the members of the Constituent Assembly were against the idea of separate electorate in India.' Assess the statement. (Hint: page no 416- 422, NCERT)
3. How many members the Constituent Assembly had in all? Which six members had particularly important roles? What was their role in framing the Constitution? (Hint: page no 409, NCERT)
4. What does the term minority mean? Explain the steps taken in the Constitution to safeguard their interests. (Hint: page no 419-422, NCERT)
5. According to Gandhiji, what should be the qualities of a national language? What solution was found by the Constituent Assembly to solve the Language issue? (Hint: page no 425-426, NCERT)
6. Explain how the Indian Constitution protects the rights of the Central Government and State.
7. Examine the arguments given by various members of the Constituent Assembly to safeguard the interests of the depressed Castes. (Hint: page no 421- 422, NCERT)

Answer to Question

1. Vigorous debate in the Constituent Assembly regarding the rights of the Central Government and the states.
 - Jawahar Lal Nehru in favour of a strong Centre.
 - According to him keeping in view the partition a weak Centre would be injurious for the country.
 - Weak Centre incapable of ensuring peace, of coordinating vital matters of common concern and speaking effectively for the whole country.
 - The Draft Constitution provided for three lists of subjects Union, state and concurrent.
 - More subjects in the Union list in comparison to other lists.
 - B.R. Ambedkar too in favour of a Strong Centre.
 - The powers of the Centre to be greatly strengthened keeping in view the communal violence.
 - Balakrishna Sharma, member of United Provinces.
 - A strong Centre need of the hour:
 - For making plans for the well being of the country, to mobilise the available economic resources and to establish a proper administration.

- Before partition had agreed to grant considerable autonomy to the provinces.
- This was to give assurance to the Muslim League.
- After partition most nationalists changed their position
- A distinct bias towards the rights of the Union of India over those of the constituent states.

(Hints Page No. 423 NCERT)

6. Debate on the sights and on defining minorities in the Constituent Assembly.

- On 27 August 1947, B. Pocker Bahadur made a powerful plea for continuing separate electorate.
- The representation of minorities should be secured in political system.
- To ensure that Muslims had a meaningful voice in the governance, separate electorate is the only way.
- Many of the Nationalists were not in favour of separate electorate.
- They saw separate electorate as a measure deliberately introduced by British to divide the people.
- According to R.V. Dhulekar -it was a game played by British under the cover of safeguards.
- The minorities were allured.
- Partition had made Nationalists opposed to the idea separate electorate.
- The fear of continued civil war, riots and violence was among them.
- According to Sardar Patel - Separate electorate was a poison that had entered the politics of country."
- It has turned one community against another, divided the nation.
- To maintain peace in the country we should do away with separate electorate demand.
- Govind Vallabh Pant thought the demand was harmful for both the Nation and the minorities.
- The demand would permanently isolate the minorities.
- Instead of thinking as communities everyone should think as Citizen.
- There will be fear of divided loyalties creating a weak nation.
- There is a need for Muslims to play an important role in the democratic set-up of the Nation.

(Hint Page No. 422 NCERT)

3. The Constituent Assembly had 300 members.

- Six members played important roles.

- Jawahar Lal Nehru, Vallabh Bhai Patel and Rajendra Prasad (representatives of Congress)
- Lawyer and economist - Dr. B.R. Ambedkar, 2 lawyers - K.M. Munshi from Gujarat and Alladi Krishnaswamy Aiyar From Madras.
- (i) Nehru moved the "Objective Resolution".
- Proposed that the National Flag of India be a horizontal tricolor of saffron, white and dark green in equal proportion, with a wheel in centre.
- (ii) Sardar Vallabh Bhai Patel - worked behind the scenes, a key role in the drafting of several reports.
- Worked to reconcile opposing points of view.
- (iii) Dr Rajendra Prasad - President of the Constituent Assembly.
- Steered the discussion along constructive lines.
- Made sure all the members had a chance to speak.
- (iv) Dr. B.R. Ambedkar. - Chairman of the Drafting Committee
- (v) Lawyer K.M. Munshi and Alladi Krishnaswamy Aiyar.
- Along with Dr. B.R. Ambedkar gave crucial input in the drafting of the Constitution.

(Hint: Page No. 409 NCERT)

4. According to N.G. Ranga-

- The real minorities were the poor and the downtrodden.
- It was essential to create conditions where the Constitutionally enshrined rights could be effectively used.
- The Hindu, Sikh and Muslims residing in provinces of Pakistan are not minorities. The real minorities are the masses.
- There should be effective ways to implement legal rights.
- As per N.G. Ranga the minorities need support "They need a ladder".
- According to B. Pocker Bahadur - The Muslims of the Country are the minorities.
- Demand for representation of minorities in the political system.
- Steps taken to safeguard the interests of minorities.
- Right to Education.
- Both Article 29 and 30 mandate that no discrimination on the ground of religion, race or language.
- All minorities, whether based on religion or language shall have the right to administer educational institutions of their choice.
- social, economic and political rights.

- Freedom of expression, and faith.
- Equal opportunities.
- Universal Franchise.

(Hint: Page no: 419-422-NCERT)

5. Language issue debated over many months in the Constituent Assembly.

- Congress had accepted that Hindustani ought to be the national language.
- According to Gandhiji a National Language should be one.
- that common people could understand easily.
- Hindustani - a blend of Hindi and Urdu.
- A composite language enriched by interaction of diverse culture.
- A multi-cultural language - idea for communication.
- Could unity Hindus and Muslims, and the people of North and the South.
- Hindustani should neither be Sanskritised Hindi nor Persianised Urdu.
- It should be a happy combination of both.
- Should freely admit words from regional languages.
- Assimilate words from foreign languages.
- Capable of expressing the whole gamut of human thoughts and feelings.
- Due to communal violence Hindustani lost its composite character.
- Move started to Sanskritise Hindi and Persianise Urdu.
- Aggressive plea by R.V. Dhulekar for Hindi to be used in Constituent Assembly.
- Language issue in the Assembly for 3 years.
- A huge storm sparked by the speech of Dhulekar in Assembly on 12 December 1947.
- Language Committee of the Constituent Assembly gave its proposal.
- Hindi in the Devnagri Script would be the official language.
- Transition to Hindi would be gradual.
- For the first 15 years, English would be used to continue to be used for official purposes.
- Each province allowed to choose one of the regional languages for official work within the province.
- The Language Committee hoped to placate everyone and arrive to a solution that would be acceptable to all.

(Hint: Page No. 425-426 NCERT)

6. Discussion on the rights of the Central Government and the States in the Constituent Assembly.

- Jawahar lal Nehru in favour of a strong centre.
- Three lists of subjects provided by the Draft Constitution.
- Union, State and Concurrent list
- The subjects in the first list under the Central Government.
- Those in the second list vested with the states.
- The subjects in the third list were shared by the Centre and the State.
- More subjects were placed under the control than in other federations.
- In Concurrent list too the provinces were ignored.
- Union had control of minerals and key industries.
- Article 360 gave the powers to Centre to takeover state administration on the recommendation of the Governor.
- Constitution mandates for a complex system of fiscal Federation.
- Custom taxes and Company taxes 20 control of the Centre.
- Income tax and excise duties shared between centre and the state.
- Estate Duties solely under the states.
- Land and property taxes, sales tax and tax on bottled liqueurs could be collected by the state on their own.

(Hint Page No: 423 NCERT)

7. Demand for separate electorate for the depressed Castes by Dr. B.R. Ambedkar.

- Mahatma Gandhi opposed the demand for separate electorate.
- Fear of the Depressed Castes being permanently segregated from the rest of the society.
- Problem of the "Untouchables" could not be resolved through protection and safeguards alone.
- Their disabilities caused by the social norms and the moral values of caste society.
- In the views of Jo Nagappa - Numerically the Depressed Castes were not a minority.
- They form 20 to 25 percent of the total population.
- They had two access to education, no share in administration.
- K. J. Khanderkar - The Depressed Castes have been suppressed for thousands of years
- Recommendations Untouchability be abolished.
- Hindu temples to be thrown open for all castes.

- seats in legislature, jobs to government offices be reserved for lowest castes
- To erase discrimination a change in the attitude within the society needed.

(Hint: Page: 421-422 NCERT)

SOURCE BASED QUESTIONS (5 marks each)

1. Read carefully the given source and answer the questions that follows:

"That is very good, Sir I- bold words, noble words"

Somnath Lahiri said: Well, Sir, I must congratulate Pandit Nehru for the fine expression he gave to the spirit of the Indian people when he said that no imposition from the British will be accepted by the Indian people. Imposition would be resented and objected to, he said, and he added that if need be we will walk the valley of struggle. That is very good, Sir - bold words, noble words.

But the point is to see when and how are you going to apply that challenge. Well, Sir, the point is that the imposition is here right now. Not only has the British Plan made any future Constitution ... dependent on a treaty satisfactory to the Britisher but it suggests that for every little difference you will have to run to the Federal Court or dance attendance there in England; or to call on the British Prime Minister Clement Attlee or someone else. Not only is it a fact that this Constituent Assembly, whatever plans we may be hatching, we are under the shadow of British guns, British Army, their economic and financial stranglehold which means that the final power is still in the British hands and the question of power has not yet been finally decided, which means the future is not yet completely in our hands. Not only that, but the statements made by Attlee and others recently have made it clear that if need be, they will even threaten you with division entirely. This means, Sir, there is no freedom in this country. As Sardar Vallabh Bhai Patel put it some days ago, we have freedom only to fight among ourselves. That is the only freedom we have got ... Therefore, our humble suggestion is that it is not a question of getting something by working out this Plan but to declare independence here and now and call upon the Interim Government, call upon the people of India, to stop fratricidal warfare and look out against its enemy, which still has the whip hand, the British Imperialism - and go together to fight it and then resolve our claims afterwards when we will be free.

1. Why Somnath Lahiri want to congratulate Pandit Jawaharlal Nehru? 1
 2. Why the orator feel that the Constituent Assembly was working under British influence? 2
 3. "Governments do not come into being by state papers. Governments are, in fact the expression of the will of the people" Clarify. 2
2. Read carefully the given source and answer the questions that follows:

What should the qualities of a national language be?

A few months before his death Mahatma Gandhi reiterated his views on the language question: This Hindustani should be neither Sanskritised Hindi nor Persianised Urdu but a happy combination of both. It should also freely admit words wherever necessary from the

different regional languages and also assimilate words from foreign languages, provided that they can mix well and easily with our national language. Thus our national language must develop into a rich and powerful instrument capable of expressing the whole gamut of human thought and feelings. To confine oneself to Hindi or Urdu would be a crime against intelligence and the spirit of patriotism.

1. What does Hindustani language mean? 1
2. What should the qualities of a national language be? 2
3. Write the names of some individuals who favored Hindi. 2

PRACTICE QUESTION PAPER (SOLVED)

HISTORY (027)

(CLASS-XII)

Time Allowed : 3hrs

Max. Marks : 80

General Instructions:

- 1) Answer all the questions, Some questions have an internal choice. Marks are indicated against each question. This question paper comprises of six sections.
- 2) Section A: Question numbers lto 16 are objective type questions carrying 1 mark and should be answered in one word or one sentence each(Attempt any 15)
- 3) Section B: Question numbers 17 to 18 are Case Based/ Source Based having Multiple Choice questions. Each question has 4 sub-parts. Attempt any three sub-parts from each question.
- 4) Section C: Answer to questions carrying 3 marks (Question 19 to 23) should not exceed 100 words each.
- 5) Section D: Answer to questions carrying 8 marks (Question 24 to 26) should not exceed 350 words each.
- 6) Section E: Question number 27 to 29 are Source- based questions carrying 5 marks each.
- 7) Section F: Question number 30 is a Map question that includes the identification and location of significant test items. Attach the map with the answer book.

SECTION A

Attempt any 15 questions.

1x15=15

1. The early capital ofMagadha was: 1
(a) Pataliputra (b) Kashi
(c) Rajgriha (d) Mathura
2. Who is considered as the father of Indian archeology? 1
3. Harappan civilization is best known for its:
(a) Town Planing (b) Agricuture
(c) Business (d) Animal husbandry
4. The Fifth Report was presented in the British Parliament in the Year:
(a) 1814 (b) 1813
(c) 1815 (d) 1816

5. Look at the given image carefully and state its context:



Question For Visually Impaired candidates only: In lieu of Question number 5.

The chairman of the drafting committee of the Constituent Assembly was:

- (A) Sardar Vallabhbhai Patel (B) Jawaharlal Nehru
(C) GB Pant (D) B R Ambedkar
6. What is oligarchy?
7. The meaning of Jiyarat is : 1
(A) A song sung in devotion to Krishna.
(B) Visit of Emperor Akbar's to dargah.
(C) Visit to the tomb of the Sufi saints.
(D) Burning of candles on the birthday of Sufi saints.
8. "When they see a snake made of a stone, they offer milk on it, if the real snake comes, they say 'kill - kill'." 1
What is the message to this verse composed by Basavanna?
9. Jotedars were: 1
(A) Security Force (B) Rich fanner
(C) Tax collector (D) A hill tribe
10. Choose the correct pair: 1
I. Domingo Paes: Persia II. Niccol De conti: Italy
III. Duarte Barbosa: China

- (A) Both I and II are correct. (B) Only II is correct.
 (C) I, II and III all are correct. (D) Only III is correct.
11. Name any two sources useful for formulating the history of Gandhiji's political journey and national movement. 1
12. Write any one argument given in the support of a powerful central government in the Constituent Assembly. 1
13. How was the lower city different from the citadel in harappan civilization? 1
14. Given below are two statements, one labelled as Assertion (A) The Other as Reason (R),
 Assertion: The role of women was important in the Satavahana rule.
 Reason: The Satavahana rulers were identified by their mother's name.
- a) Only Assertion (A) is correct.
 b) Only Reason(R) is correct.
 c) Both Assertion (A) and reason (R) are correct but reason (R) is not an explanation of the Assertion (A).
 d) Both Assertion (A) and reason (R) are correct and reason (R) is the correct explanation of the Assertion (A).
15. In the context of Rajmahal Hills, What did the Hoe signifies. 1
16. Choose the correct pair: 1
- I. Al Bemni : Uzbekistan
 II. Ibn Battuta: Morocco
 III. Francois Bernier: Italy
- (A) Both I and II are correct (B) Only II is correct.
 (C) I, II and III all are correct (D) Only III is correct.

SECTION -B

3 x 3 = 9

17. Read the following excerpt carefully and answer any three questions: 1 +1+1

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 onus, 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.

A. The God prayed in the given verse is:

- a) Sun b) Agni c) Indra d) Vayu (Air)

B. Which one was not the objective of sacrificial fire?

- a) For son b) For Property c) For Daughter d) For cows

C. Choose the correct statement:

I. Offerings of Hurnan were made to reach the other deities by Agni

II. People prayed for nourished Cows

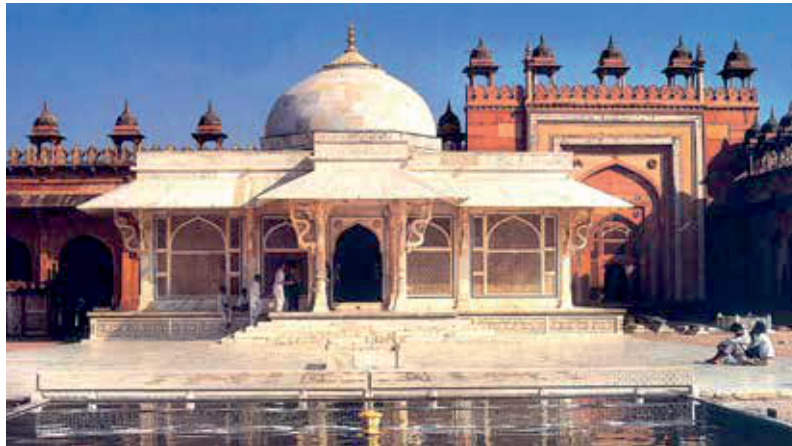
- a) Only I b) Only II c) Both I and II d) None of these

D. The Rigveda was taught:

- a) In the form of writing b) Through meditation
c) In the form of writing and through meditation
d) Orally

18. Describe this picture carefully and answer any three of the following questions by choosing the correct option - 1 + 1 +1=3

A. The given building-picture is related to



- a) Sultanate age b) Vijayanagara Empire
c) Mughal period d) British period

B. The given building was the symbol of strong relation between:

- a) Allauddin Khilji and Nizamuddin Aulia
b) Chistis and Mughals
c) Bhakti saints and their followers
d) King of Vijayanagara and his Nayakas

C. The building was made by:

- a) Akbar b) Shahjahan
c) Krishnadeva Raya d) Shaikh Moinuddin Chisti

D. The monument is located in:

- a) Delhi b) Hampi c) Agra d) Fatehpur Sikri

Question For Visually Impaired candidates only: In lieu of Question number 18

Read the given source carefully and answer any three questions from the following: -

"Great" and "little" tradition

The terms great and little traditions were Coined by sociologist named Robert redfield in the 20th cenmry to describe the cultural practices of peasant societies. He found that peasants observe rituals and Customs that emanated from dominant social categories, including priest and rulers. These he classified as part of a great tradition. At the same time, peasants also followed local practices that did not necessarily correspond with those of the great tradition. He also noticed that both great and little traditions changed over time, through a process of interaction. While scholars accept the significance of these categories and processes, they are often uncomfortable with the hierarchy suggested by the terms great and little. The use of quotation marks for "great" and "little" is one way of indicating this.

A. Great tradition means:

- The tradition of tribals.
- Tradition of non-Brahmins.
- Tradition of Robert Redfield.
- Tradition of Kings and priest.

B. Robert Redfield was a:

- a) Sociologist b) Leader c) Scientist d) Saint

C. Choose the correct options regarding peasant societies:

- Peasant societies hate little tradition.
- Peasant societies obey only the traditions of priests and King.
- Peasants had no connection with the little or the great tradition.
- Peasants followed both little and great traditions.

D. Choose the correct statement:

- I. The term little and great suggests hierarchy.
- II. Peasant should follow only the tradition of dominant social categories.

- a) Only I b) Only II
c) Both I and II d) None of these

SECTION -C

19. 'During the 18th century, the power of the Zamindars of Bengal was controlled by the East India Company.' Clarify.

20. To what extent did religious beliefs play a role in determining the events of 1857? 3
21. How did the doctrine of Buddhist-social contract differ from the Brahmanical view described in the Purusha Sukta? 3
22. Why were the rulers eager to show their relation to devotional saints or devotees? 1+2=3
23. What is the meaning of raiyat? Differentiate between khud-kashta and pahi-kashta. 1+2=3

SECTION -D

24. Explain how during 16th and 17th centuries agriculture was organized around two major seasonal cycles by giving examples of different crops. 8

or

Describe briefly the role of women in agrarian society during 16th and 17th centuries.

25. 'The Brahmanical prescriptions related to varna system and kingship were not followed everywhere.' Corroborate. 8

OR

"Mahabharata is a better source for the study of ancient social values". Provide appropriate views in favor of this statement.

26. 'Gandhiji's arrival in Delhi on 9 September 1947 was like the arrival of the rains after a particularly long and harsh summer.' Justify with examples. 8

OR

"Non-cooperation was negative in terms of peace but very positive in terms of influence. It was a training for self-government." Explain this statement in the context of the impact of the Non-cooperation movement. 4+4

SECTION E

5 x 3 = 15

27. Read the following source carefully and answer the questions that follow: 1+2+2

The anguish of the king

When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (present day coastal Orissa) was conquered by (him). One hundred and fifty thousand men were deported, hundred thousand were killed and many more died.

After that, now that (the country of) the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma. This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas.

For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there ...

27.1 Who was called Devanampiya Piyadassi?

27.2 Mention the limitations of inscriptions as a source to history.

27.3 Explain the effects of the war of Kalinga on Ashoka.

28. Read the following source carefully and answer the questions that follow: 2+1+2

Colin Meckenzie

Born in 1754, Cohn Meckenzie became a famous engineer, surveyer and cartographer.

In 1815 he was appointed the first surveyor General of India. Apost he held till his death in 1821. He embarked on collecting local histories and surveying historic sites in order to better understand India's past and make governance of the colony easier.

He says that "It struggled long under the miseries of dead management. Before the south came under the benign in influence of the British government". By studying Vijayanagar, Meckenzie believed that the east India company would gain "much useful information on many of these institutions, law and customs whose influence still prevails. Among the various tribes of natives forming the general mass of the population to this date.

28.1 Who was Colin Meckenzie?

28.2 Which ancient city was founded by Colin Meckenzie?

28.3 Why did Colin Meckenzie start the surveys?

29. Read the following source carefully and answer the questions that follow: 2+1+2

There cannot be any Divided Loyalty

Govind Ballabh Pant argued that in order to become loyal citizen, people should stop focusing only on the community and the self: - For the success of democracy one must train himself in the art of self- discipline. In democracies one should care less for himself and more for others. There cannot be any divided loyalty. All loyalties must exclusively be centred round the state. If in a democracy, you create rival loyalties all you create a system in which any individual or group, instead of suppress his extravagance, cares not for larger or other interest, then democracy is doomed.

29.1 Give three attributes of loyal citizen in a democracy according to G.B. Pant?

29.2 Why was the demand for separate electorate made during the drafting of the constitution?

29.3 Why was G.B. Pant against this demand? Give two reasons.

Section F

1x5=5

(Map Question)

- 30 (30.1) On the given political map of India, locate and label the following with appropriate symbols: 1+1+1

a) Lothal, a Harappan site

OR

Sanchi, a major Buddhist site

b) Ajmer, a territory under Akbar

OR

Kanpur, a main centre of the revolt of 1857

c) Amritsar

(302) On the same map of India two Centres of National Movement are marked as A, B, identify them and write their names. 1+1

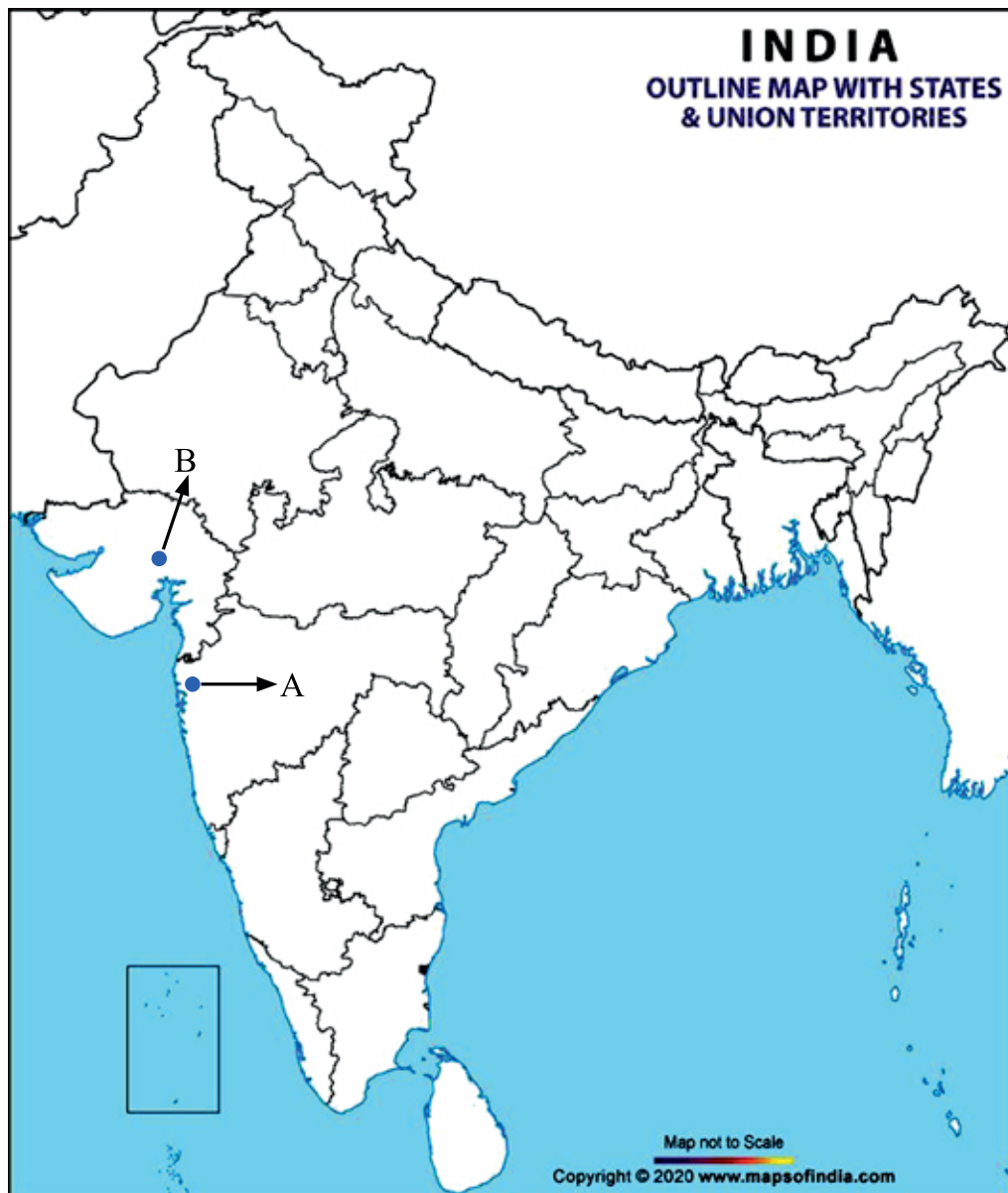
NOTE : The following questions are only for the visually impaired candidates in lieu of the question no. 30.1 and 30.2

(30.1) Write the names of any three cities of 6th century BCE

OR

Write the names of any three Buddhist sites.

(302) Write the names of any two centres of the revolt of 1857.



Marking Scheme

Practice Paper History (027)

Class-XII

Section A

1. (C) Rajgriha 1
2. Sir Alexander Cunningham 1
3. Tour Planing 1
4. (B) 1813 1
5. Signing the constitution 1
- Only for visually impaired candidates in lieu of question number 5:**
- (D) B.R. Ambedkar
6. A form of government where power is shared by a group of people/king. 1
7. (C) Visit to the tomb of the Sufi saints. 1
8. Futility of Superstition 1
9. (B) Rich farmer 1
10. (B) only II is correct 1
11. Newspaper, A Bunch of Old Letters (Any other relevant source) 1
12. To keep Country Unified (Any other relevant argument) 1
13. Citadel was in western part at high platform while lower town was in eastern part for common people. (Any other relevant fact)
14. (b) Only Reason R is correct
15. Paharias
16. (A) Both I and II are correct

Section B

17. A. b) Agni 1+1+1=3
B. (c) For Daughter
C. (c) Both I and II
D. d) Orally
18. A. c) Mughal period 1+1+1=3
B. b) Chishtis and Mughals
C. a) Akbar
D. d) Fatehpur Sikri

For Visually impaired candidates only: In lieu of Question number 18

- A. a) Traditions of Kings and priest
- B. a) Sociologist
- C. d) Peasants followed both the tradition little and great
- D. a) Only I

Section C

19. (i) The Zamindar's troops were disbanded. 1+1+1=3
(ii) They lost their power to organise local justice and the local police.
(iii) Their courts were brought under the supervision of a collector appointed by the Company.
(iv) Any other relevant point.
20. i) Activities of Christian Missionaries and fear of conversion 3
ii) Fear of several social and cultural interference by East India Company
iii) Apart from religion, the Colonial rule was economically, socially, culturally as well as politically exploitative
iv) Any other relevant point
21. i) Buddhist theory describe king as elected by people under the social contract whereas Purush-sukta describe the king according to divine will. 3
ii) According to Buddhist theory all economic and social system were made by the human whereas according to Brahmanical view all four varnas were created from the divine body of Brahma.
iii) According of Buddhist Social contract theory if 'humans are responsible for creating a system then they can make changes in it in future whereas according to Brahmanical view this is a divine arrangement.
iv) Any other relevant point.
22. i) The piety, knowledge and people's trust on Sufi Saints. 3
ii) Majority of their subjects were non-muslims who had faith on sufi saints.
iii) Rules could gain the support of common people by gaining the support of sufi saints.
iv) Any other relevant point.
23. i) Indo-Persian sources of the Mughal period most frequency used raiyat or muzari an to denote a peasant. 1 +2
ii) Khud-kashta were the peasants who were residents of the village in which they held their lands.
iii) Pahi-kashta were non-resident cultivators who belonged to some other village, but cultivated lands elsewhere on a contractual basis.

- iv) Any other relevant point.

Section D

- 24 (i) Agriculture was organized around two major seasonal cycles, the Kharif (autumn) and the Rabi (spring).
- (ii) Most regions except those terrains that were most arid or inhospitable and they produced minimum of two crops a year.
- (iii) In areas where rainfall or irrigation assured continuous supply of water, there were three crops. This resulted in enormous variety of produce.
- (iv) According to Ain, Agra produced 39 varieties of crops, Delhi 43 and Bengal, 50 varieties of rice alone.
- (v) They produced cash crops-Jins-i-Kamil-such as cotton, sugarcane, oilseeds and lentils etc.
- (vi) Subsistence and commercial crop production were closely linked
- (vii) New crops from different parts of the world were encouraged like maize...etc. vegetables and fruits were also introduced from the new world.
- (To be assessed as a whole)

OR

- (i) Women and men had to work shoulder to shoulder in the fields.
- (ii) Men tilled and ploughed while women sowed, weeded threshed and winnowed the harvest.
- (iii) Biases related to women's biological functions.
- (iv) Artisanal tasks like spinning yarn, sifting and kneading clay for pottery and embroidery were dependent on female labour.
- (v) The more commercialised the product, the greater the demand on women's labour.
- (vi) women not only worked in fields but even to the houses of their employers and to the markets if required. (To be assessed as whole)
- (vii) An important resource in agrarian society due to thin child bearing capacity.
- (viii) Remarriage of divorced and widowed woman were lingitimate.
- (ix) Any other relevant point (to be assessed as a whole)
25. i) According to the Shastras, only Kshatriyas could be kings. However, several important ruling lineages probably had different origins like the Mauryas, the Shungas and kanvas
- ii) In fact, political power was effectively open to anyone who could muster support and resources, and rarely depended on birth as a Kshatriya.
- iii) The shakas who came from CentralAsia, were regarded as mlechchhas, barbarians or outsiders by the Brahmanas.

- iv) Gotami-puta Siri-Satakani, from Satavahana dynasty not only claimed to be a unique Brahmana but also destroyer of the pride of Kshatriya whereas according to Brahmanical texts only Kshatriya can be the king.
- v) Satavahana's entered into marriage alliance with people who were supposed to be excluded from the Varna system.
- vi) Satavahanas practiced endogamy instead of the exogamous system recommended in the Brahmanical texts.
- vii) Many merchants belonged to the Brahmana and Kshatriya varna.
- viii) Prabhavati Gupta's donation of Agrahara land was against Varna system.
- ix) Satavahana rulers were identified through metronymics.
- x) Any other relevant point.

OR

- i) Changes in the kinship relations: At one level, the Mahabharata is a story about this. It describes a feud over land and power between two groups of cousins, the Kauravas and the Pandavas, who belonged to a single ruling family, that of the Kurus. Ultimately, the conflict ended in a battle, in which the Pandavas emerged victorious.
 - ii) Mahabharata reinforced the idea of Patriliney. 8
 - iii) The lives of young girls and women belonging to families that claimed high status were often carefully regulated to ensure that they were married at the "right" time and to the "right" person.
 - iv) kanyadana or the gift of a daughter in marriage was considered as an important religious duty of the father.
 - v) Endogamy, Exogamy, Polygamy and Polyandry were prevalent in those days.
 - vi) Women were important. Draupadi's humiliation became cause of the Mahabharata. Kunti's character and respectable position is an example of the position of women. Gandhari too advised Duryodhana to set his mind on war which he did not listen and lost the war.
 - vii) Practice of Gambling among Kings shows emergence of vices among them. Cheating by Kauravas to win reflects the downfall of moral values.
 - viii) The Brahmanas wrote Dharmasutras and Dharmashastras which contained rules and regulations for society.
 - ix) Any other relevant point.
26. i) To restore communal harmony Gandhiji decided to stake his all in a bid to vindicate his lifelong principle of non-violence. 8
- ii) He moved from the villages of Noakhali in East Bengal (present-day Bangladesh) to the villages of Bihar and then to the riot-torn slums of Calcutta and Delhi.

- iii) His efforts were to stop Hindus and Muslims attacking and killing each other.
- iv) He went everywhere to reassure the minority community irrespective of Hindu or Muslim.
- v) In Delhi he tried to build a spirit of mutual trust and confidence between the two communities.
- vi) A Delhi Muslim, Shahid Ahmad Dehlavi, compelled to flee to a camp in Purana Qila, likened Gandhiji's arrival in Delhi on 9 September 1947 to "the arrival of the rains after a particularly long and harsh summer".
- vii) Dehlavi recalled in his memoir how Muslims said to one another: "Delhi will now be saved".
- viii) When Gandhiji noticed that there was no Muslim on the Chandni Chowk road, the heart of old Delhi. "What could be more shameful for us," he asked during a speech that evening, "than the fact that not a single Muslim could be found in Chandni Chowk?"
- ix) Gandhiji to retaliate the mentality of those who wished to drive out every Muslim from the city began a fast to bring about a change of heart, amazingly, many Hindu and Sikh migrants fasted with him.
- x) The effect of the fast was "electric", wrote Maulana Azad. People began realizing the folly of the pogrom they had unleashed on the city's Muslims
- xi) Any other relevant point (Assessed as a whole)

OR

- i) Before Non-cooperation movement Gandhiji successfully involved himself in local movements of Champaran, Kheda and Ahmedabad.
- ii) Rowlatt satyagraha made Gandhiji a truly national leader.
- iii) According to Gandhiji If non-cooperation was effectively carried out then India would win swaraj within a year.
- iv) During Non-cooperation movement the Students stopped going to schools and colleges run by the government.
- v) Lawyers refused to attend court.
- vi) The working class went on strike in many towns and cities resulting into the loss of seven million workdays.
- vii) The countryside was seething with discontent too.
- viii) Hill tribes in northern Andhra violated the forest laws.
- ix) Farmers in Awadh did not pay taxes.
- x) Peasants in Kumaun refused to carry loads for colonial officials.
- xi) It entailed denial, renunciation, and self-discipline. It was training for self-rule."

- xii) As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time since the Revolt of 1857.
- xiii) In February 1922, a group of peasants attacked and torched a police station in the hamlet of Chauri Chaura. Several constables perished in the conflagration. This act of violence prompted Gandhiji to call off the movement altogether.
- xiv) "Non-cooperation," wrote Mahatma Gandhi's American biographer Louis Fischer, "became the name of an epoch in the life of India and of Gandhiji. Non-cooperation was negative enough to be peaceful but positive enough to be effective.
- xv) Any other relevant point. (Assess as a whole)

SECTION - E

- | | | | |
|-----|-------|---|---------|
| 27. | 27.1) | King Ashok Maurya | 1+2+2=5 |
| | 27.2) | i) Faintly engraved letters.
ii) Missing letters.
iii) Any other relevant point (Any two points) | |
| | 27.3) | i) Painful and deplorable
ii) Adopted Dhamma policy instead of War.
iii) Any other relevant point (Any two points) | |
| 28. | 28.1) | i) An engineer, surveyor and cartographer.
ii) The first Surveyor General of India
iii) Any other relevant point (Any two points) | 1+2+2=5 |
| | 28.2) | Hampi | |
| | 28.3) | i) To better understand India's past
ii) To make governance of the colony easier.
iii) Any other relevant point (Any two points) | |
| 29. | 29.1) | i) Stop focusing only on the community and the self
ii) Self-discipline
iii) Any other relevant point (Any two points) | |
| | 29.2) | Bridge difference and promote equality among communities. (Any other relevant point) | |

- 29.3) i) This will divide loyalties and all loyalties must exclusively be centred round the state.
 ii) Democracy is doomed if rival loyalties exists.
 iii) Any other relevant point (Any two points)

SECTION - F

30.1)



- 30.2) A) Bombay
 B) Ahmedabad

1+1=2

Only for visually impaired in lieu of question number 30.1 and 30.2

30.1. Mathura, Varanasi, Ujjain (Any other relevant site) Any three)

OR

Sarnath, Bodh Gaya, Kushinagara, Lumbini, Shravasthi (Any other relevant site) (Any three)

30.2. Delhi, Meerut, Lucknow, Benares, Gwalior, Jabalpur, Agra (Any other relevant site) (Any Two)

Answers to the objective Questions

Theme 1

11- (c)	12-(a)	13- (b)	14-(c)
15- (b)	16- (b)	17- (c)	18- (b)
19- (a)	20-(d)	21- (Priest King)	

Theme 2

11- (b)	12-(C)	13- (a)	14- (d)
15- (a)	16- (c)	17- (a)	18-(d)
19- (d)	20- (a)	21- (only Head)	
11-(b)			

Theme 3

11- (b)	12- (d)	13-(c)	14- (a)
15-(d)	16- (b)	17- (b)	18-(a)
19- (d)	20- (c)	21- (Shri Krishna preaching to Arjuna)	

Theme-4

11-(d)	12- (C)	13-(b)	14-(a)
15-(c)	16- (d)	17-(a)	18-(b)
19-(a)	20-(d)	21- (sermon)	

Theme 5

11 - (d)	12-(b)	13- (d)	14-(a)
15-(c)	16-(b)	17- (d)	18-(c)
19-(a)	20- (C)	21-(Francois Bernier)	

Theme 6

11- (d)	12- (d)	13-(a)	14-(b)
15-(e)	16- (a)	17-(c)	18-(a)
19-(a)	20 - (d)	21- (Boddha goddess - Marichi)	

Theme 7

11- (b)	12-(c)	13-(a)	14-(a)
15-(a)	16-(b)	17(d)	18-(d)
19 (b)	20 - (a)	21 -(Lotus Palace)	

Theme 8

11- (b)	12- (c)	13- (a)	14- (d)
15- (a)	16- (b)	17- (d)	18-(a)
19- (b)	20-(a)	21- (giving manuscript of Akbarnama to his patron)	

Theme 10

11- (a)	12- (c)	13- (d)	14- (a)
15- (a)	16- (c)	17- (d)	18-(a)
19-(d)	20-(b)	21 (Siddhu Manjhi)	

Theme - 11

11-(a)	12- (b)	13-(a)	14-(d)
15-(a)	16- (b)	17- (a)	18-(c)
19-(a)	20-(c)	21- (Nana Sahib)	

Theme-13

11- (C)	12- (a)	13- (d)	14- (c)
15-(b)	16- (c)	17-(c)	18-(c)
19-(c)	20-(a)	21- (Mahatma Gandhi)	

Theme-15

11- (a)	12- (c)	13- (a)	14-(c)
15-(b)	16- (a)	17- (b)	18-(b)
19-(c)	20- (b)	21- (Pt Jawaharlal Nehru)	

