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CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

"Shiksha Sadan", 17, Rouse Avenue, New Delhi-110 002

ACAD/EO(COM)/(CBSE/2011/

Circular No. 55/11

2nd August, 2011

All the Heads of the
CBSE affiliated schools

Subject: Change in the Question paper Design in History, Class XII effective for the Board Examination, 2012.

Dear Principal,

The following changes have been made in the design of the Question Paper in History for Class XII:

- (i) Marks for each question in the long answer section have been increased from 8 to 10 marks. The suggested word limit of answer to each long answer question has been enhanced to 500 words (earlier word limit 250 words)
- (ii) The number of very short answer questions of 2 marks has been reduced from 5 to 3 questions.

The following is the updated weightage of marks to form of questions:

Weightage to form of questions

| Form of question marks | No. of questions | Marks for each question | Total |
|------------------------|------------------|-------------------------|-------|
| Long answer (LA) | 2 | 10 | 20 |
| Short answer (SA) | 8 | 5 | 40 |

| | | | |
|--------------------------|-----------|---|------------|
| Very short answers | 3 | 2 | 6 |
| Passage based questions* | 3 | 8 | 24 |
| Skill (Map work) | 2 | 5 | 10 |
| Total | 18 | | 100 |

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

The Sample Question Paper in History for Class XII based on the changed design has been given as annexure. This may kindly be brought to the notice of concerned teachers and students.

Yours faithfully,

Ms. Sugandh Sharma
Education Officer (Commerce)

Annexure:

Sample Question paper in History for Class XII effective for the Board Examination, 2012.

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:-

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111.
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.

9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. Joint Secretary(ACAD).
13. The Library and Information Officer, CBSE
14. EO to Chairman, CBSEs
15. PA to CE, CBSE
16. PA to Secretary, CBSE
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. The PRO, CBSE

**Education Officer
(Commerce)**

HISTORY

CODE NO (027)

DESIGN OF QUESTION PAPER

HISTORY

CLASS XII

TIME : 3 hours

Max. Marks : 100

I. Weightage to form of questions

| Form of question | No. of questions | Marks for each question | Total marks |
|--------------------------|------------------|-------------------------|-------------|
| Long answer (LA) | 2 | 10 | 20 |
| Short answer (SA) | 8 | 5 | 40 |
| Very short answers | 3 | 2 | 6 |
| Passage based questions* | 3 | 8 | 24 |
| Skill (Map work) | 2 | 5 | 10 |
| Total | 18 | | 100 |

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

II. Weightage to content

| | |
|-----------------------------------|----------|
| Themes in Indian History (Part 1) | 25 marks |
| Themes in Indian History (Part 2) | 30 marks |
| Themes in Indian History (Part 3) | 35 marks |
| Map work | 10 marks |

III. Weightage to Difficulty Level

| Essential difficulty level Percentage | | |
|---------------------------------------|-----------|-----|
| A | Easy | 30% |
| B | Average | 50% |
| C | Difficult | 20% |

IV. Division of Question Paper

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

- Part A will carry 3 questions of 2 marks each.
- Part B will carry 8 questions of 5 marks each.
- Part C will carry 2 questions of 10 marks each.
- Part D will carry three passage-based questions. The number of questions will vary from 3 to 4. The marks will range from 1 to 4. The sources will be taken from the textbooks as directed therein.
- Part E will have 2 map questions of 5 marks each.

V. Scheme of Option

Part A will have no choice

Part B will be divided into 3 sections (books). Section 1 will have 4 questions out of which the student will attempt any 3. Section 2 will have 3 questions out of which the student will attempt any 2. Section 3 will have 4 questions out of which the student will attempt any 3 questions.

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

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

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

VI. Weightage of Marks Book-wise

| | |
|--|-------------|
| Book I (Ancient India) = 8 + 5 + 5 + 5 + 2 | = 25 marks |
| Book II (Medieval India) = 10 + 5 + 5 + 8 + 2 | = 30 marks |
| Book III (Modern India) = 10 + 5 + 5 + 5 + 8 + 2 | = 35 marks |
| Map | = 10 marks |
| Total | = 100 marks |

LIST OF MAPS

Book 1

1. P-2. Mature Harappan sites :
Harappa, Banawali, Kalibangan, Balakot, Rakhigadi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
2. P-30. Mahajanapada and cities :
Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3. P-33. Distribution of Ashokan inscriptions :
 - (i) Kushans, Shakas, Satvahana, Vakatakas, Gupta
 - (ii) Cities/towns : Mathura, Kanauj, Puhar, Brahukachchha
 - (iii) Pillar inscriptions - Sanchi, Topra, Meerut, Pillar, Kaushambi.
 - (iv) Kingdom of Cholas, Keralaputras and Pandyas.
4. P-43. Important kingdoms and towns :
 - (i) Kushans, Shakas, Satvahana, Vakarakas, Gupta
 - (ii) Cities/town: Mathura, Kanauj, Puhar, Brahukachchha, Shrivasti, Rajgir, Vaishali, Varanasi, Vidisha
5. P-95. Major Buddhist Sites :
Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Shrivasti, Ajanta.

Book 2

1. P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
2. P-214. Territories under Babur, Akbar and Aurangzeb :
Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.

Book 3

1. P-297. Territories/cities under British Control in 1857 :
Punjab, Sindh, Bombay, Madras, Fort St. David, Masulipatnam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Dacca, Chitagong, Patna, Benaras, Allahabad and Lucknow.

2. P-305. Main centres of the Revolt :

Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Jabalpur, Agra.

3. P-305. Important centres of the national movement :

Champanan, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.

BLUE PRINT**Sample Question Paper-I***Subject : History Marks : 100 marks***Time : 3 hours**

| Theme | Very Short Answer (2) | Short Answer (5) | Long Answer (10) | Passage-based (8) | Skill (5) | Total |
|------------------|--------------------------|---------------------|---------------------|----------------------|---------------|----------------|
| 1 and 2 | 2(1) | 10(2) | - | 8(1) | 5(1)* | 20 (4) |
| 3 and 4 | - | 5(1) | - | - | - | 5 (1) |
| 5 and 6 | 2(1) | - | - | 8(1) | - | 10 (2) |
| 7 and 8 | - | 5(1) | 10(1) | - | 5(1)* | 15 (2) |
| 9 | - | 5(1) | - | - | - | 5 (1) |
| 10 and 11 | - | 10(2) | - | - | 5(1)*(or) | 10 (2) |
| 12 and 13 | 2(1) | - | 10(1) | - | - | 12 (2) |
| 14 and 15 | - | 5(1) | - | 8(1) | - | 13 (2) |
| Sub Total | 6 (3) | 40 (8) | 30 (3) | 24 (3) | 10 (2) | 90 (16) |

* There are two map questions – one for identification (no choice) themes 7 and 8 and one for location and labelling (choice) themes 1 and 2 or 10 and 11.

SAMPLE QUESTION PAPER I
HISTORY
CLASS-XII

Time Allowed : 3 Hours

Max. Marks : 100

General Instructions

- (i) *Answer all the questions. Marks are indicated against each question.*
- (ii) *Answers to questions carrying 2 marks (Part 'A' – Questions 1 to 3) should not exceed 30 words.*
- (iii) *Answers to questions carrying 5 marks (Part 'B' – Section I, II, III – Questions 4 to 14) should not exceed 100 words.*
- (iv) *Answers to questions carrying 10 marks (Part 'C' – Questions 15 to 16) should not exceed 500 words.*
- (v) *Part 'D' has questions based on 3 sources.*
- (vi) *Attach maps with the answer scripts (Part 'E').*

PART A

1. Mention any two strategies that were used to increase agricultural production from the 6th century BCE onwards. 2
2. Describe any two practices associated with the Chishti Silsila of the Sufis. 2
3. State any two difficulties faced by the census commissioners in collecting and classifying the data. 2

PART B

SECTION I

Answer any three of the following questions

4. Explain the socio-economic differences in Harappan Society that archeological finds seem to suggest. 5
5. Explain the issues that should be kept in mind by the historian while handling

- inscriptional sources. 5
6. Mahabharata is a good source to study contemporary social attitudes. 5
Support this statement with suitable examples.
7. Describe the main features of temple architecture in early India. 5
(3×5 = 15)

PART B
SECTION II

Answer any **two** of the following questions.

8. Who were Nayakas and Amara Nayakas? Describe their role in the administration of Vijayanagar Empire. 5
9. Analyse how the Mughal emperor's court procedures reflected his status and power. 5
10. Describe any three strengths and two limitations of the *Ain-i-Akbari* as an important document in the study of the Mughal period. 5
(2×5 = 10)

PART B
SECTION III

Answer any **three** of the following questions :

11. Describe the life style of the Pahariyas in the late 19th century. 5
12. 'Rumours circulate only when they resonate with the deep fears and suspicion of the people'. How was this statement true in the context of the Revolt of 1857? 5
13. List any five ways in which the Taluqdars of Awadh were affected by British policy. 5
(3×5) = 15
14. What were the proposals of the Cabinet Mission in 1946? Why did the Indian National Congress and the Muslim League ultimately reject them? 2+3 = 5

PART C – Long answer Questions

15. Explain why the Zamindars were central to agrarian relations in the

Mughal period.

10

OR

Explain the role the royal centre played in the social and political life of Vijanagara?

16. Explain the changes that came about in the social life of the new cities under colonial rule.

10

OR

Explain how the coming of Gandhiji broadened the base of the Indian national movement.

PART D – Passage Based Questions

17. Read the given passage carefully and answer the questions that follow :

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 Karttika, in order to increase our religious merit donated this village with the pouring out of water, to the Acharya (teacher) Chanalasvam in... You should obey all (his) commands ...

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

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

- (i) Who had issued this inscription? 1
- (ii) Why does she want to donate the land? Who is the receiver of the land? 2
- (iii) What were the exemptions conferred on a typical *agrahara* land? 2

(iv) State the significance of this source. Give any three points.

3

OR

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 which latter type are dubbed “curry stones” by our workmen and our cook asked for the loan of one from the museum for use in the kitchen.

- (i) What are the two types of querns? 2
- (ii) What materials were these querns made of? 2
- (iii) Explain the two ways of classifying finds of excavations. 2
- (iv) How do archeologists determine the function of the artefacts and other finds? 2

18. Read the given passage carefully and answer the questions that follow :

On Horse and on foot

This is how Ibn Battuta described the postal system :

In India the postal system is of two kinds : The horse-post called ‘Uluq’, is run by royal horses stationed at 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 bell they get ready. As soon as the courier reaches them one of them takes the letter from his hand and runs at the 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-person is quicker than the horse-post; and often it is used to transport the fruits of Khurasan which are much desired in India.

- (i) Name the two kinds of postal systems described above. 2
- (ii) Explain how the foot post worked. 2
- (iii) Why does Ibn-Battuta think that the postal system in India was efficient? 2
- (iv) How did the state encourage merchants in the 14th century? 2

OR

The pilgrimage of the Mughal princess 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 idea, that every day in every station I would perform two cycles of optional prayer.

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

On Thursday, the fourth of the blessed month of Ramzan, I attained the happiness of pilgrimage to the illuminated and the perfumed tomb ... With an hour of daylight remaining, I went to the holy sanctuary and rubbed my pale face with the dust of that threshold. From the doorway to the blessed tomb I went barefoot, kissing the ground. Having entered the dome, I went around the light-filled tomb of my master seven times ... Finally with my own hand I put the finest quality of itar on the perfumed tomb of the revered one, and having taken off the rose scarf that I had on my head, I placed it on the top of the blessed tomb ...

- (i) How does Jahanara show her devotion to the Shaikh? Answer by giving examples. 2
- (ii) Why did the *dargah* attract a lot of devotees? 2
- (iii) How do we know that Akbar also had a great regard for the saint? 2
- (iv) What other activities were part of the Ziyarat or 'Pilgrimage'. 2

19. Read the given passage carefully and answer the questions that follow :

A small basket of grapes

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

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

- (i) Who was Khushadeva Singh? 1
- (ii) How did his friends show their affection to him during his visit to Karachi? 2
- (iii) Why was Kushadeva Singh seen as a symbol of humanity and harmony? 2
- (iv) What is a memoir. In addition to memoirs, how does oral history help historians reconstruct events of the recent past? Give two points. 1+2 = 3

OR

“There cannot be any divided loyalty”

Govind Ballabh Pant argued that in order to become loyal citizen people had to stop focusing only on the community and the self :

For the success of democracy one must train himself in the art of selfdiscipline. 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, or you create a system in which any individual or group, instead of suppressing his extravagance, cares nought for larger or other interests, then democracy is doomed.

- (i) What according to G.B. Pant are the attributes of loyal citizens in a democracy. 3
- (ii) What is meant by ‘Separate Electorates’? 2
- (iii) Why was the demand for Separate Electorates for Muslims made during the drafting of the Constitution? 2

(iv) Why was G.B. Pant against this demand? Give two reasons.

2

Part 'E'

20. On an outline map of India and its neighbouring countries, mark and name Gandhara, Panchala, Magadha, Avanti, Vajji.

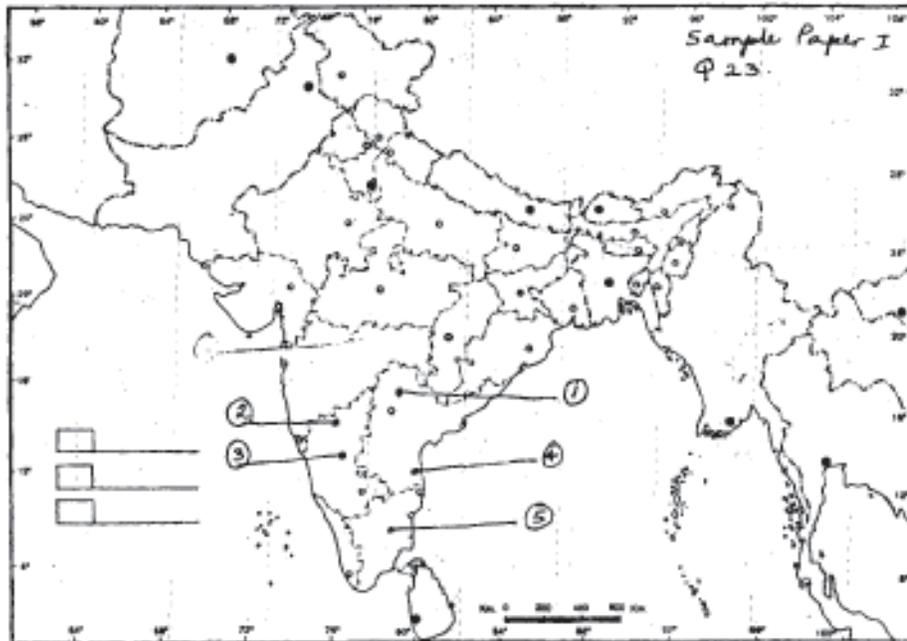
5

OR

On an outline map of India, and its neighbouring countries, mark and name five important centres of the revolt of 1857.

21. On an given outline map of India 5 places in South India between 14th to 16th centuries are marked as 1 to 5. Identify and write their names on the lines given.

5



QUESTIONS FOR THE VISUALLY IMPAIRED

(In lieu of Map Questions 20 and 21)

Q 20. Name five centres of major rock edicts of Ashoka's empire.

5

OR

Name any five centres of the revolt of 1857.

Q 21. Name any three cities and two kingdoms in South India between the 14th and 16th centuries.

3+2 marks

SAMPLE PAPER-I
HISTORY
CLASS-XII
MARKING SCHEME

Time : 3 Hours Max.

Marks : 100

1. The two strategies that were used to increase agricultural production from 6th century BCE were :
 - (1) Shift to plough agriculture which spread in fertile alluvial river valleys such as those of the Ganga and the Kaveri from the 6th century BCE.
 - (2) The iron-tipped ploughshare was used to turn the alluvial soil in areas which had high rainfall.
 - (3) Improved irrigation facilities.
 - (4) Introduction of paddy transplanted in Ganga valley. 2×1 = 2 marks

Any two points (Page 38)

2. Two practices of the Chishti Silsila of the Sufis :
 - (1) Setting up of the Khanqahs.
 - (2) The open kitchen (langar) including people from all walks of life.
 - (3) Inclusion of local traditions, such as bowing before the Shaikh, offering water to the visitors etc.
 - (4) Appointment of spiritual successor to spread their practices.
 - (5) Pilgrimage or Ziyarat.

Any two points (Page 154-55) 2×1 = 2 marks

3. Difficulties faced by the Census Commissioners :
 - (1) Arbitrary classification and overlapping identities of the people.
 - (2) Refusal on the part of the people to cooperate with Census Officials.
 - (3) Evasive answers of the people.
 - (4) Unwillingness of the upper caste to give any information regarding women of their household.

(4) The seivo : economic differences that are naeological finds of harappen

(5) Status consciousness of the people.

(6) Non-registration of deaths and non-reporting of illness.

Any two points (Page 321-322)

1×2 = 2 marks

4. The socio economic differences that archaeological finds of Harappan seem to suggest

(i) Burials-

(a) The variations in the burial pits in terms of space may suggest social differences.

(b) Some graves contain ornament and pottery.

(ii) Artefacts-

(a) Some artefacts were utilitarian and daily use objects made of ordinary materials like stone or clay.

(b) Some were luxury items made of rare, non local materials and made with complicated technology.

The above mentioned points to be explained with example

1x5=5

5. The issue that should be kept in mind by the historian while handling inscriptional traditions.

(i) Language used in the inscriptions.

(a) deciphering teh script

(b) whether the language used is close to present day language or not.

(ii) Whether the titles used by a particular ruler like Ashoka matched in terms of content, style, language and paleography.

(iii) Whether the statements made in inscriptions to judge whether they are true, plausible or exaggerations.

(iv) While interpreting the inscriptions the historians should ensure the intended meaning of the author of the inscription is not changed, the historians add words within brackets.

(v) The historian must not view at face value only. Meanings beyond face value must be studied.

Eg. not just the text of Ashokan inscriptions but the larger context such as the place where it is placed is also of importance.

2 points (Page 361)

1×2 = 2 marks

6. In my opinion, Mahabharata is a good textual source to study contemporary social attitudes.
- (1) The mahasharata gives a vivid description of the social attitudes of the period, as essentially it is a story of conflict over land and power between cousins.
 - (2) Under patrilineal succession, the sons fought to claim resources of the father after his death was emphasized.
 - (3) The episode of Yudhishter staking Draupadi in a game of dice gives an insight into the status of women in a patriarchal society. Yet it was possible for a woman like Draupadi to challenge it.
 - (4) The episode of Eklavya tells about the prejudices based on caste.
 - (5) The episode of Hadimba's marriage to Bheem tells us about the marriage practices that were different from the brahmanical traditions. 1×5 = 5 marks
7. The chief features of temple architecture in the early India.
- (1) The early forms of temples had a small square room called the 'Garbagraha' which housed the image of a god or a goddess. The room had a single doorway through which the worshipper could enter and offer worship.
 - (2) Gradually the structure of the temple changed, a tall structure known as the 'Shikhara' was built over the central shrine.
 - (3) The temple walls were decorated with beautiful sculptures.
 - (4) Later temples became even more elaborate, they had assembly halls, huge walls, gateways and they even had arrangements for water supply.
 - (6) The unique features of earliest temples were that some of them were hollowed out of rocks as artificial caves where the worshippers performed their prayers. These later evolved into elaborately designed temples such as the temple of Kailasnatha.
- Any 5 points (Page 105-107) 5 marks

8. Nayakas and Amaranayakas of the Vijayanagara Empire :

They were the military chiefs and military commanders. 1 mark

Their role in the administration were :

- (1) Governing the territories given by the rayas.
- (2) Collecting taxes and other dues from peasants, craftsmen and traders.
- (3) Maintaining of horses and elephants.
- (4) Providing fighting force to the king.
- (5) Maintaining temples.
- (6) Providing irrigation facilities.
- (7) Paying personal homage to the king and paying annual tribute to the king.

Any 5 to be explained (Page 175)

1×5 = 5 marks

9. The Mughal emperor's court procedures reflected his status and power :

- (i) The 'takht' was meant to reflect the high status of the king.
- (ii) Canopy was a symbol of kingship.
- (iii) The status of the courtiers got reflected in the proximity to the king in the court.
- (iv) Once the king took his position in the court, one one was permitted to move.
- (v) Defined etiquette to be followed in the court with respect to the form of address, courtesies etc.
- (vi) Forms of salutation to the ruler indicated the person's status in the court.
- (vii) Protocols set for foreign ambassadors.

Any 5 to be explained (Page 175)

1×5 = 5 marks

10. Three strengths and two limitations of the 'Ain' :

Strengths :

- (1) Ain provides fascinating glimpse into the structure and organization of the Mughal empire.
- (2) The 'Ain' recorded information about the empire and the people

of India.

- (3) Its evidence on agrarian relations is uncontested.
- (4) Its information on people's profession, trade and on the imperial establishments helps historian to reconstruct the social fabric of India at that time.

Any three points

3×1 = 3 marks

Limitations :

- (1) It was more of a reproduction of official papers.
- (2) Numerous errors in totalling have been detected.
- (3) Data were not collected uniformly from all provinces.

Any two points (Pages 220-21)

2×1 = 2 marks

3+2 = 5 marks

11. Life style of the Pahariyas in the 19th century :

- (i) Lived around the Rajmahal hills.
- (ii) Practised subsistence forest produce and shifting cultivation.
- (iii) Cleared patches of forest and grew a variety of pulses and millets for consumption.
- (iv) Scratched land with hoes, cultivated the land for a few years and then left it fallow.
- (v) Collected Mahua (a flower) for food, silk, cocoons.
- (vi) Collected wood for charcoal production.
- (vii) Lived in hutments with tamarind groves.

To be assessed as a whole (Pages 266-268)

5 marks

12. Rumours circulate only when they resonate with the deep fears and suspicion of the people : Deep fears aroused by the British policies. So under the circumstances rumours spread easily.

- (1) Lord William Bentinck's policy of 'reforming' Indian society by introducing western education.
- (2) Abolition of customs like Sati and permit widow remarriage.

- (3) Refusal to recognise adoption.
- (4) Introduction of British system of administration, their own laws and land revenue collection.
- (5) Role of the Christian missionaries.
- (6) The introduction of greased cartridges.

Any 5 points (Page 295-96)

5×1 = 5 marks

13. Effect of the annexation of Awadh on the Taluqdars :

- (1) Taluqdars were dispossessed
- (2) Their forts were destroyed and they were disarmed.
- (3) 'The Summary Settlement' removed the Taluqdars wherever possible.
- (4) Their control over a number of villages previously held was lost.
- (5) Their autonomy ended.
- (6) They lost their power and prestige.

Any 5 points (Page 298)

5×1 = 5 marks

14. Proposals of the Cabinet Mission and the impact on Indian policy :

- (1) Proposals of the Cabinet mission. 2 marks

Why did Congress and the League reject it?

- (1) Initially all major parties accepted this plan.
- (2) But later different political groups had mutually opposed interpretations of the plan.
- (3) The League wanted the grouping to be compulsory and having the right to secede from the union.
- (4) The Congress did not want the grouping to be compulsory and wanted that the provinces be given the right to join a group.
- (5) Neither the Congress or the League agreed to the proposals.

This was a most crucial juncture because after this partition became more or less inevitable.

Answer to be assessed as a whole (Page 389)

3 marks

(2+3 = 5 marks)

15. Zamindars were central to the agrarian relations in the Mughal period :

- (1) The zamindars were landed proprietors and also enjoyed certain special and economic privileges.
- (2) They performed certain services to the state (Khidmat).
- (3) Held extensive personal lands and got it cultivated through hired labour (Milkiyat).
- (4) Had the power to collect revenue on behalf of the state.
- (5) Had control over military resources.
- (6) Had fortresses and armed contingent.
- (7) They constituted the very narrow apex in the pyramid.
- (8) Their relation with the peasantry was reciprocal and one of the paternalism.
- (9) They received the support of the peasantry in their struggle against the state.
- (10) Lineage based zamindaris.
- (11) Colonial agricultural lands.
- (12) They were an exploitative class.
- (13) Zamindars generally belonged to the upper caste.

Assess as a whole (Page 211-13)

10 marks

OR

Role played by the 'Royal Centre' in the socio political life of Vijayanagar-

- (1) There were over 60 temples in the 'Royal Centre'.
- (2) The kings patronised temple building to establish and legitimise their authority by associating with divinity.
- (3) 30 palace complexes in the 'Royal Centre'
- (4) Mahanavami and the royal ceremonies performed here.
- (5) Lotus Mahal or the Council Chamber.
- (6) Hazara Rama Temple - The temple for the royalty.

(Page 179-183)

(To be assessed as whole)

10 marks

16. Any major changes in social life of new colonial cities :

- (1) Development of new modes of transport resulted in a new kind of experience.
- (2) Creation of public space, for example public parks, theatres etc. provided new forms of entertainment.
- (3) Rise of middle classes.
- (4) Questioning of social customs, traditions and norms.
- (5) Change in the status of women - new opportunities for them.
- (6) Increasing number of labour and poor working shifting to the cities.

Any 5 points to be explained (Page 329-30)

5×2 = 10 marks

OR

Base of Indian National Movement broadened under Gandhiji :

- (1) Gandhiji as people's leader : It was no longer a movement of professionals and intellectuals, now hundreds of thousands of peasants, workers and artisans also participated.
- (2) He identified himself with the common man. Dressed like them, lived like them.
- (3) Use of charkha.
- (4) Opposed untouchability and the degrading treatment of *dalits*.
- (5) Took up the cause of the peasants.
- (6) Brought changes in the Congress organisation - New branches and Praja Mandal.
- (7) Encouraged the use of local language for communication.
- (8) Prosperous industrialists and businessmen involved in the struggle.
- (9) Highly talented Indians attached themselves to Gandhiji.
- (10) Emphasised Hindu-Muslim unity.
- (11) Gandhi ji seen as 'Mahatma' and he had a huge following from all sections of people all over India.

To be assessed as a whole (Page 351-355)

10 marks

Part 'D'

17. (Source 8, page 41)

(i) Prabhavati Gupta 1 marks

(ii) To increase her religious merit - Acharya (teacher) is the receiver of the land.

(iii) The land is exempted from providing grass; animal hide as seats charcoal (to touring royal officers); exempt from purchasing fermenting liquors and digging (salt); exempt from (the right to) mines and khadira trees.... etc.

(Any 2 points) 2 x 1 = 2 marks

(iv) Three significance :

(a) Prabhavati had access to resources such as land, which she then granted

(b) We get an idea about rural populations - these included brahmanas and peasants as well as others who were expected to provide produce to the king.

(c) They would have to obey the new lord of the village and give him all the dues.

(d) Exemptions given in the agrahara grant can be inferred.

(Any 3 points) 3 x 1 = 3 marks

OR

(Source 1, page 4)

(i) The two types of querns are :

(a) In the first type of querns as smaller stone was pushed or rolled to and fro over the base stone which were usually converse. These were probably, solely used for grain.

(b) The second type of querns was a pounder, eventually making a large cavity in the nether stone. This type of querns was possibly, only used for pounding herbs and spices for making curries. 2 marks

(ii) The querns were made up of a hard, gritty, igneous rock or sandstone. The querns were roughly made up of the above grain materials as a rule. 2 marks

(iii) Archaeologists classified finds on the basis of :
(a) Material : whether it was made of clays, stone, metal, etc.
(b) Function : Archaeologists have to see if the object is a tool or an ornament as it could have served both the purpose or could have a religious use. 2 marks

(iv) The functions of a find is determined by :
(a) The resemblance with present day things e.g. beads and pots.
(b) In context in which it was found, e.g. in a house.
(c) Sometimes take the help of indirect evidence, e.g. traces of cotton at Harappan sites could signify use of cloth was known. 2 marks

(Source 10, page 129)

(2+2+2+2 = 8 marks)

18. (i) 'Uluq' and 'dawa' 2 marks

(ii) Foot post had three stations per mile. At every third of a mile there is a village which had three pavillions with men sitting ready to start.

Each carried a rod with a copper bell at the top.

When the courier starts, he holds the letter in one hand and the rod on the other. When the men in the pavillion hear the ringing of the bell they get ready and as soon as courier reaches them they take the letter and run till they reach the next post. 2 marks

(iii) • It allowed merchants to send information.
• Remit credit.
• Helped dispatch goods at short notice.
• It was very fast.

- Even fruits from far away land could be transported.

Explain any three points

2 x 1 = 2 marks

- (iv) All trade routes were supplied with inns and guest houses.

2 marks

2+2+2+2 = 8 marks

OR

(Theme 6 - source 7)

- (i) Jahanara was a devout follower of Muinuddin Chisti, there were various ways through which she showed her devotion, these are as follows :

Everyday she would perform two cycles of optional prayers.

She did not sleep under the comfort of her soft leopard skinned bed instead she chose to sleep outside under a tree.

During the month of Ramzan she went on a pilgrimage to his tomb.

She rubbed her face with the sand near the dargah, walked barefoot and kissed the ground and finally she put her scarf and the finest quality of itar on the tomb of the shrine.

Any two points

2×1 = 2 marks

- (ii) The dargah was very popular because of the austerity and peity of the Shaikh.

People from all backgrounds would come to seek the sufi's spiritual grace, they were deeply enamoured of the greatness of his spiritual successors as well as patronage of the royal visitors. 2 marks

- (iii) Akbar was one of the disciples of Muinuddin Chisti, he visited him at least fourteen times, sometimes even two-three times a year to seek blessings for conquests, fulfilments of vows and most importantly the birth of sons. Many of his wishes were soon fulfilled and thus as an offering :

- he gave generous gifts on each visit.
- he offered a huge cauldron to facilitate cooking for the pilgrims.
- he even got a mosque constructed within the dargah. 2 marks

- (iv) Some of the other activities of the Ziyarat are as follows :
- the use of music and dance including mystical chants performed by specially trained musicians on carnivals to evoke divine ecstasy.
 - the sufis would remember god by reciting the ‘Zikr’ (the divine names) on evoking his presence through ‘sama’ (an audition) on the performance of mystical music.
 - This also exemplified interaction with indigenous and devotional traditions.

Any two

2 marks

2+2+2+2 = 8 marks

(Source 8, page 399)

19. (i) He was a sikh doctor in Himachal Pradesh. 1 mark 1 mark
- (ii) Received him at the Karachi airport, took him to a room, had lunch and dinner with him.
- They waited the whole night
- They accompanied him back to the plane.
- Presented him a small basket of grapes. 3 marks 2 marks
- (iii) As a doctor, he worked day and night. And also provided the rare healing touch, food, shelter, love and security to numerous migrants, Muslim, Sikh, Hindu alike. 2 marks 2 marks
- (iv) • It is a personal remembrance published or unpublished. It is a written source.
- Able to give a vivid account of actual experience of people of that time.
- Allows the historians to broaden the boundaries of their discipline by incorporates the views and experiences of the masses.

Any two points (Page 399-401)

1+2 = 3 marks

1+2+2+3 = 8 marks

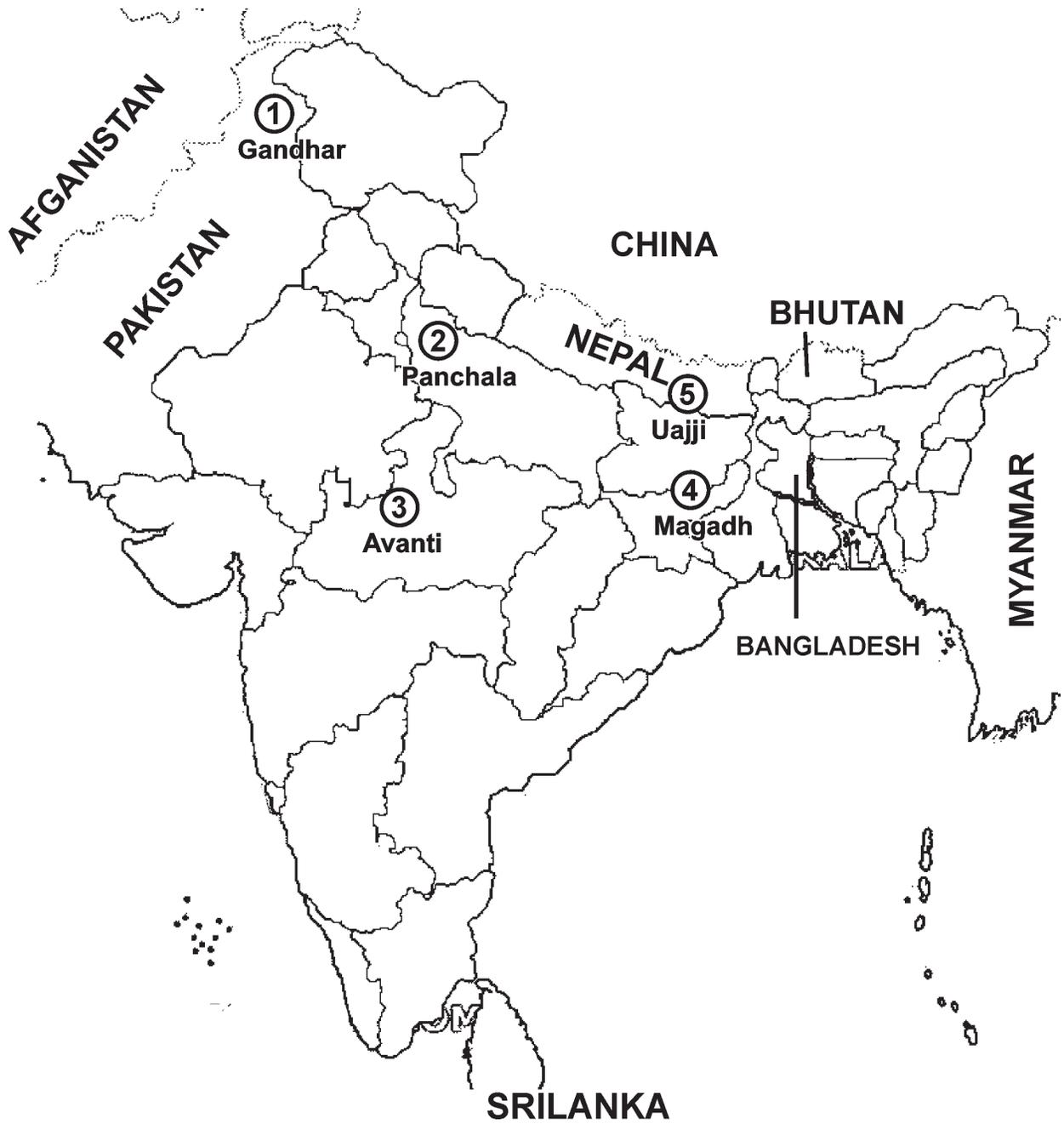
OR

(Source 5, page 419)

- (i) A loyal citizen should be self disciplined, care less for himself and more for others. Loyalty should be centred round the state. 2 marks
- (ii) Separate electorates meant that a particular community could elect their own representatives from designated constituencies. 2 mark
- (iii) • To ensure that the Muslim had a meaningful voice in the governance of the country.
- The need of Muslims could not be properly understood by the non-Muslims.
- True representatives of the Muslims could not be chosen by the people belonging to other community. 2×1 = 2 marks
- (iv) (i) Harmful for the nation.
- (ii) Isolate the minorities and make them vulnerable.
- (iii) Deprive them of any effective say within the government.
- Any two points 2×1 = 2 marks

2+2+2+2 = 8 marks

Map of India and the Neighbouring Countries



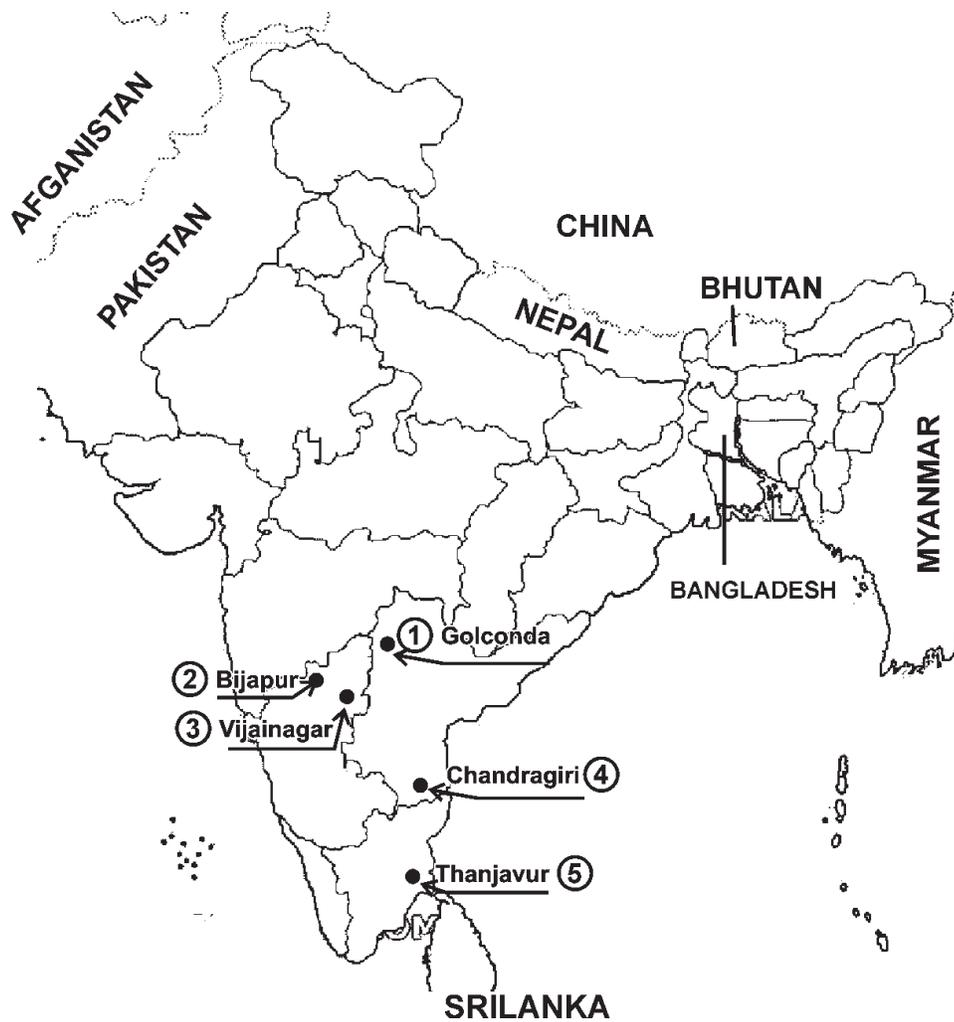
OR

Map

20 (OR)



21. Map



FOR THE VISUALLY IMPAIRED

(In lieu of map questions 20 and 21)

Q 20. Girnar, Sarnath, Kalri, Sisupalgarh, Sopara 5 marks

OR

Delhi, Jhansi, Kanpur, Lucknow, Meerut or any other relevant
place mentioned in the book

Q 21. Cities—Chandragiri, Hampi, Thanjavur, Madurai, Kanchipuram—Any 3.
Kingdoms - Vijayanagara, Golconda, Bijapur—Any 2. 5 marks