

**SYLLABUS
HISTORY (027)
CLASS –XII
(2013-14)**

Rationale

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

Objectives

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

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

Class XII
(Revised Division)

Time: 3 hours

Paper One

100Marks

Units	Periods (220)	Marks
• Themes in Indian History Part-I Units 1 - 4	55	25
• Themes in Indian History Part-II Units 5 - 9	65	25
• Themes in Indian History Part-III Units 10 – 15	80	25
• Unit 16 : Map Work	10	5
• Project work	10	20
	220	100

<p>Note: There is no change in the syllabus. Value Based Question can be from Part-1, 2, 3 text books and carry = 05 marks, accordingly teacher can reduce weightage of the corresponding question</p>

Class XII: Themes in Indian History		
Themes	Period (55)	Objectives
PART - I		
1. The Story of the First Cities: Harappan Archaeology. (13) Broad overview: Early urban centres. Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site. Discussion: how it has been utilized by archaeologists/historians.		<ul style="list-style-type: none"> %o Familiarize the learner with early urban centres as economic and social institutions. %o Introduce the ways in which new data can lead to a revision of existing notions of history. %o Illustrate how archaeological reports are analyzed and interpreted by scholars.
2. Political and Economic History: How Inscriptions tell a story. (14) Broad overview: Political and economic history from the Mauryan to the Gupta period. Story of discovery: Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history. Excerpt: Asokan inscription and Gupta period land grant. Discussion: Interpretation of inscriptions by historians.		<ul style="list-style-type: none"> %o Familiarize the learner with major trends in the political and economic history of the subcontinent. %o Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
3. Social Histories: Using the Mahabharata (14) Broad overview: Issues in social history, including caste, class, kinship and gender. Story of discovery: Transmission and publications of the Mahabharat. Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.		<ul style="list-style-type: none"> %o Familiarize the learner with issues in social history. %o Introduce strategies of textual analysis and their use in reconstructing social history.
4. A History of Buddhism: Sanchi Stupa (14) Broad overview: (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism. Story of discovery: Sanchi stupa Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.		<ul style="list-style-type: none"> %o Discuss the major religious developments in early India. %o Introduce strategies of visual analysis and their use in reconstructing histories of religion.

Themes	Period (65)	Objectives
PART-II 5. Agrarian Relations: The <i>Ain-i- Akbari</i> (13) Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period. Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i> . Excerpt: from the <i>Ain-i-Akbari</i> Discussion: Ways in which historians have used the text to reconstruct history.		% Discuss developments in agrarian relations. % Discuss how to supplement official documents with other sources.
6. The Mughal Court: Reconstructing Histories through Chronicles (13) Broad Overview: (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics. Story of Discovery: Account of the production of court chronicles, and ‘their subsequent translation and transmission. Excerpts: from the <i>Akbarnama</i> and <i>Padshahnama</i> . Discussion: Ways in which historians have used the texts to reconstruct political histories.		% Familiarize the learner with the major landmarks in political history % Show how chronicles and other sources are used to reconstruct the histories of political institutions.
7. New Architecture: Hampi (13) Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system.. Story of Discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.		% Familiarize the learner with the new buildings that were built during the time. % Discuss the ways in which architecture can be analyzed to reconstruct history.

<p>8. Religious Histories: The Bhakti-Sufi tradition(13)</p> <p>Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<p>% Familiarize the learner with religious developments.</p> <p>% Discuss ways of analyzing devotional literature as sources of history.</p>
<p>9. Medieval Society Through Travellers' Accounts (13)</p> <p>Broad Overview: Outline of social and cultural life as they appear in travelers' accounts.</p> <p>Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p>Excerpts: from Alberuni, Ibn Batuta, Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<p>% Familiarize the learner with the salient features of social histories described by the travelers.</p> <p>% Discuss how travelers' accounts can be used as sources of social history.</p>

Themes	Periods-80	Objectives
<p>PART - III (80)</p> <p>10. Colonialism and-Rural Society: Evidence from Official Reports (13)</p> <p>Broad overview : (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.</p> <p>Story of official records: An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p> <p>Excerpts: From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report,</p> <p>Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>		<p>% Discuss how colonialism affected Zamindars, peasants and artisans.</p> <p>% Understand the problems and limits of using official sources for understanding the lives of people.</p>

<p>11. Representations of 1857 (13)</p> <p>Broad Overview: (a) The events of 1857-58. (b) 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 reinterpreted. ‰ Discuss how visual material can be used by historians
<p>12. Colonialism and Indian Towns: Town Plans and Municipal Reports (13)</p> <p>Broad Overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century</p> <p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus</p>	<ul style="list-style-type: none"> ‰ Familiarize the learner with the history of modern urban centers. Discuss how urban histories can be written by drawing on different types of sources.
<p>13. Mahatma Gandhi through Contemporary Eyes (13)</p> <p>Broad Overview: (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi in 1931. 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 historical source.
<p>14. Partition through Oral Sources (14)</p> <p>Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.</p> <p>Focus: Punjab and Bengal.</p> <p>Excerpts: Oral testimonies of those who experienced partition.</p> <p>Discussion: Ways in which these have been analyzed to reconstruct the history of the event.</p>	<ul style="list-style-type: none"> ‰ Discuss the last decade of the national movement, the growth of communalism and the story of Partition. ‰ Understand the events through the experience of those who lived through these years of communal violence. ‰ Show the possibilities and limits of oral sources.

<p>15. The Making of the Constitution (14)</p> <p>Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution. .</p> <p>Focus: The Constitutional Assembly debates.</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<p>‰ Familiarize students with the history of the early years after independence.</p> <p>‰ Discuss how the founding ideals of the new nation state were debated and formulated.</p> <p>‰ Understand how such debates and discussions can be read by</p>
<p>16. Map Work on Units 1-15 (10) periods)</p>	
<p>17. Project Work (10) periods</p> <p>Project work will help students to:-</p> <ul style="list-style-type: none"> • 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 	

Recommended text books:

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

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

LIST OF MAPS

Book 1

1. P-2. Mature Harappan sites :Harappa, Banawali, Kalibangan, Balakot, Rakhigadi, Dholavira,Nageshwar,Lothal,Mohenjodaro,Chanhudaro,KotDiji.
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,BodhGaya,Shrivast i, Ajanta.

Book 2

1. P-174. Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur,Kolar,Tiruneveli,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:
Champaran,Kheda,Ahmedabad,Benaras,Amritsar,ChauriChaura,Lahore,Bardoli, Dandi,Bombay(QuitIndiaResolution),Karachi.

SAMPLE QUESTION PAPER (2013-14)
HISTORY (027)
CLASS –XII

DESIGN OF THE QUESTION PAPER (2013-14)

Time: 3 hrs.

Marks: 80

Subject: History (Theory)

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

I. Weightage to form of questions (Revised)

Form of questions	No. of questions	Marks for each question	Total Marks
Long answer (L.A.)	2	10	20
Short answer (S.A.)	4	5	20
Short answer on Values Part B (section IV Q. No. 11)	1	5	5
Very short answer (V.S.A)	3	2	6
Passage Based Question	3	8	24
Skill (Map Work)	1	5(3+2)	05
Total	14		80

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

II. Weightage to content (Revised)

Themes in Indian History (Part I)	20 Marks
Themes in Indian History (Part II)	25 Marks
Themes in Indian History (Part III)	25 Marks
Map Work	05 Marks
Note:- Value Based question can be taken from any of the above Part (I, II, III) which is given in Part-B, Section-IV -----05 Marks	05 Marks
Total	80 Marks

III. Weightage to difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E)	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	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 5 questions of 5 marks each out of which one is a value based compulsory question (**Part-B Section-4**) (No Change in the syllabus)
- **Part C** will carry 2 questions of 10 marks each.
- **Part D** will carry three passage-based questions. The number of questions will vary from 3 to 4. The marks will range from 1 to 4. The sources will be taken from the textbooks as directed therein.
- **Part E** will have one map question of 5 marks each, out of which 3 marks is for identification and 2 marks for location and labeling.

V. Scheme of Option

Part A will have no choice

Part B will be divided into 3 sections (books) +1 value based Section.

- *Section I* will have 3 questions out of which the student will attempt any 2.
- *Section II* will have 2 questions out of which the student will attempt any 1 question
- *Section III* will have 2 questions out of which the student will attempt any 1 question.
- **Part-B section-IV-One question will be a value based question which is a compulsory question from any book**

In part C, the question will be from section -II (Book II -2 questions) and Section -III (Book III- 2 questions).

There will be an internal choice in each question from each book.

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

In Part E, there will be one map question carrying 3 marks for identification and 2 marks for location and labeling. There will be no internal choice.

There is no change in the list of Maps

VI. Weightage of marks book-wise (Revised)

Book I (Ancient India)	=	2+5+5+8= 20 marks
Book II (Medieval India)	=	2+5+8+10= 25 marks
Book III (Modern India)	=	2+5+8+10= 25 marks
One Value based Question (from any book)	=	5 Marks
Map	=	5 marks
		(3 Identification+2 locations& labeling)
Total	=	<u>80 marks</u>

(Note: Value Based question can be from part-1, 2, 3 carry = 05 marks Accordingly teacher can reduce weightage of the corresponding section.)

Class: XII
Sample Question Paper 2013-14
BLUE PRINT

Marks: 80 marks

Time: 3 hours

Subject: History

Theme	Very Short Answer (2)	Short Answer (5)	Long Answer (10)	Source Based question (8)	Skill (3+2)	Total Marks
1 and 2	2(1)	5(1) *	-	8(1)*	-	20
3 and 4	-	5(1)/ 5(1) *	-	8(1)*		
5 and 6	2(1)		-	8(1)*	-	25
7 and 8		5(1)/ 5(1) *	10(1)*	8(1)*	-	
Ch-9			10(1) *			
10 and 11		5(1)/5(1)*		8(1)*		25
12 and 13	2(1)		10(1)*			
14 and 15			10(1)*	8(1)*		
Value based question from any unit 1-15		5(1)				5
Map					5	5
Sub Total	3(2)=6 m	5(5)=25m	10(2)=20m	8(3)=24	3+2=5	80 Marks (14) Questions

Note:

1. *-indicates Choice question
2. There is one map question carrying 3 marks for identification and 2 marks for location. There will be no internal choice.

HISTORY (027)
CLASS-XII (Theory)
SAMPLE QUESTION PAPER (2013-14)

Time: 3 hours

Maximum Marks: 80

General Instructions:

- a) Answer all the questions. Some questions have choice. Marks are indicated against each question.
- b) Answers to questions carrying 2 marks (Part-A, 1 to 3) should not be exceeds 30 words each.
- c) Answer to questions carrying 5 marks (Part-B, section-I to IV, question No. 4 - 11) should not exceed 100 words each. **Part B, section-IV is a value based question.**
- d) Answer to questions carrying **10 marks (Part C, Questions 12 and 13)** should not exceed 500 words each.
- e) Part D questions are based on three sources. (internal Choice)
(Part D, Questions 14,15,16)
- f) Attach the map with the answer scripts. (Part E questions 17.1 and 17.2)

Part – A

Answer all the questions given below:

2x3=6marks

1. Numismatics is an important source for the historians to reconstruct the past. Give two examples. 2marks
2. Bhakti and Sufi traditions came as a challenge to Brahmanical norms, support the statement with two arguments. 2marks
3. State any two difficulties faced by the Census Commissions appointed by the British in collecting and classifying census data. 2marks

Part – B

Section – I

Answer any “two” of the following questions.

5x2= 10marks

4. How do archaeologists trace socio-economic and cultural beliefs of the Harappan society? 5marks
5. Elaborate with examples from the Mahabharata as to how it reflects the norms of family and kinship of the ancient times. 5marks
6. *“Many people who turned to Buddhism enriched it with their own pre-Buddhist and even non-Buddhist beliefs, practices and ideas.”*
Explain by giving examples from the sculptures at Sanchi. 5marks

Section – II

Answer any “one” of the following questions.

5x1= 5mark

7. Temples played an important role in the life of the ‘Vijaynagar Kings’. Justify the statement with suitable arguments 5mark
8. Explain with illustrations that ‘Ain-i-Akbari’ is an extraordinary document of its time. 5mark

Section – III

Answer any “one” of the following questions.

5x1= 5 mark

9. Describe the life style of the Paharias. 5 mark
10. *“Rumours and prophecies played an important part in moving people into action.”*
Justify the statement in the context of the revolt of 1857. 5 mark

Section – IV

Value based question.

(3+2=5 marks)

- 11.1 'The policies adopted by Akbar during his rule strengthened values of peaceful coexistence in the society'. Explain giving examples from his policies.
- 11.2 How far these values are relevant in contemporary India to resolve communalism.

Part – C

10x2=20marks

Long Answer questions.

12. *Zamindars were central figures in medieval India.* Justify the statement.

10marks

Or

Examine the distinguishing features of the Mughal Nobility.
Analyze their relationship with the Mughal Emperors.

6+4=10marks

13. Examine the strengths and limitations of oral history. How has it helped in understanding the Partition better ?

4+3+3=10marks

Or

In what way did Mahatma Gandhi transform the nature of the national movement?

10marks

Part – D

Passage based questions

8x3=24 marks

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

14. 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, 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 the people (take place) there...

- i) Who was called Devanampiya Piyadassi? Give a brief description of his character.
- ii) Mention the limitations of inscriptions as a source to history
- iii) Explain the effects of the war of Kalinga on Ashoka.
- iv) Why did the King repent after the war of Kalinga?

2marks

3marks

2marks

1marks

Or

The wealthy Shudra

This story, based on a Buddhist text in Pali known as the Majjhima Nikaya, is part of a dialogue between a king named Avantiputta and a disciple of the Buddha named Kachchana. While it may not be literally true, it reveals Buddhist attitudes towards varna.

Avantiputta asked Kachchana what he thought about Brahmanas, who held that they were the best caste and that all other castes were low ; that Brahmanas were a fair caste while all other castes were dark; that only Brahmanas were pure, not non-Brahmanas; that Brahmanas were sons of Brahma, born of his mouth, born of Brahma, formed by Brahma, heirs to Brahma.

Kachchana replied: “What if a Shudra was wealthy ... would another Shudra ... or a Kshatriya or a Brahmana or a Vaishya ... speak politely to him ?”

Avantiputta replied that if a Shudra had wealth or corn or gold or silver, he could have as his obedient servant another Shudra to get up earlier than he, to go to rest later, to carry out his orders, to speak politely; or he could even have a Kshatriya or a Brahmana or a Vaishya as his obedient servant.

Kachchana asked: “This being so, are not these four varnas exactly the same?”

Avantiputta conceded that there was no difference amongst the varnas on this count.

- (i) What did Avantiputta want to know from Kachchana’ about Brahmanas ? 4 marks
- (ii) What was Kachchana’s reply? Explain. 2 marks
- (iii) If a shudra had wealth, would Brahmanas and others speak to him politely? Give reasons. 2 marks

15. 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 ...

- (i) Where were the tanks being constructed by the king? 2 marks
- (ii) Explain briefly the sources of water for the tanks. 2 marks
- (iii) What were the advantages of constructing tanks? 4 marks

OR

Music in the market

Read Ibn Battuta's description of Daulatabad:

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

- a) What was Ibn Battuta's desire that made him leave his home? 2marks
- b) How does this passage helps us to understand the market place of the times? 4marks
- c) According to Ibn Battuta, Indian cities were prosperous. What made him believe that? 2marks

16. "I believe separate electorates will be suicidal to the minorities"

During the debate on 27 August 1947, Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them tremendous harm. If they are isolated forever, they can never convert themselves into a majority and the feeling of frustration will cripple them even from the very beginning. What is it that you desire and what is our ultimate objective? Do the minorities always want to remain as minorities or do they ever expect to form an integral part of a great nation and as such to guide and control its destinies? If they do, can they ever achieve that aspiration and that ideal if they are isolated from the rest of the community? I think it would be extremely dangerous for them if they were segregated from the rest of the community and kept aloof in an air-tight compartment where they would have to rely on others even for the air they breathe... The minorities, if they are returned by separate electorates, can never have any effective voice.

- (i) How will separate electorates prove suicidal to the minorities? Explain the views of Mr.G. B. Pant. 4marks
- (ii) Will the creation of separate electorates solve the problem of the minorities? If so, how? 3marks
- (iii) Suggest any one way to solve the problem of minorities. 1marks

Or

A ryot petition

This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission:

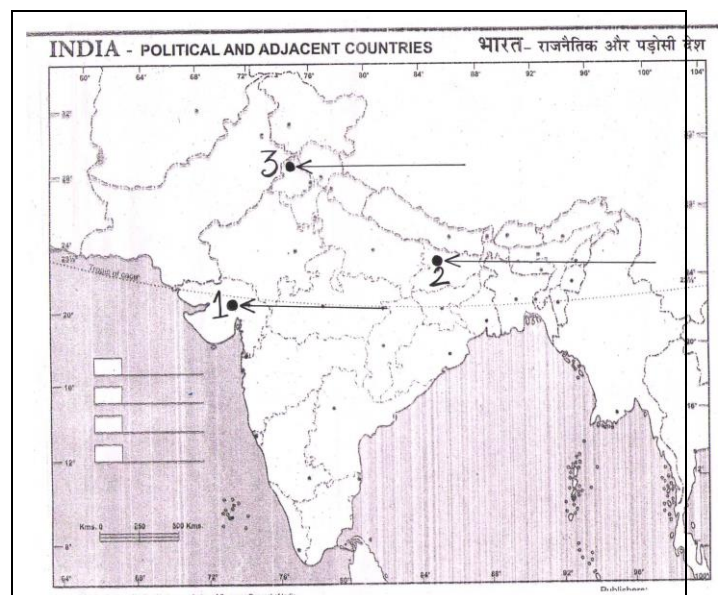
The sowkars (sahukars)...have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grains are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments...The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.

- (i) What are the complaints that the ryot is making in his petition. 3marks
- (ii) Why was the harvest taken by the moneylenders not credited to the peasants' accounts? Why were peasants not given any receipts? 2+1=3marks
- (iii) What helped the money lenders to adopt such practices? 2marks

PART-E Map Question

5marks

- 17.1 On the given political outline map of India, **Locate and label** the following. (2marks)
- a) Chauri –Chaura
 - b) Dandi
- 17.2 On the same map three places related to Indian National Movement have been marked as 1, 2 and 3. **Identify them** and write their names on the lines drawn near them. (3marks)



Questions for Visually Impaired

In lieu of Question 17.1 and 17.2
17.1& 2

5marks

- 1) Write the name of the kingdom, which emerged as the most Powerful Mahajanapada.
1marks
- 2) Write the name of the place where Gandhi ji broke the salt law. 1marks
- 3) Write the name of the place of evidence of agriculture under the Harappans. 1marks
- 4) Write the name of the place where water reservoir has been found under Harappans.
1marks
- 5) Write the name of the capital city of Lodi dynasty. 1marks

MARKING SCHEME
CLASS-XII(code-027)
History (Theory)

Part A

(Any two value points can be taken)

Ans.1 Numismatics is an important source for the historians to reconstruct the past:

- a) Studying coins help to establish dynastic linkages.
- b) The discovery of coins in certain areas can be used to reconstruct commercial networks.
- c) The kind of metal used in minting throws valuable light on the economy of the particular period.
- d) The inscriptions on the coins sometimes mention the titles of the Kings and describe their military achievements.
- e) Any other relevant point.

2 marks

(Pg. – 43- 44, Book 1)

Ans. 2 Sufi and Bhakti traditions, a challenge to brahmanical norms:

- a) Both the traditions attacked orthodoxy in religion.
- b) Sufi and Bhakti saints both chose to preach in the language of the masses.
- c) Both stressed on devotion to God instead of following rituals.
- d) Both of these traditions advocated the equality of humanity, overriding all man-made distinctions.
- e) Any other relevant point.

2 marks

(Pg. – 143- 146, 153-160, Book 2)

Ans. 3 The census commissions appointed by the British faced a lot of difficulties while collecting and classifying census data :

- a) The categories framed to classify the various strata of the society failed to capture the diversity of the population, especially in occupational categories.
- b) People being doubtful of the census exercise, sometimes gave false information.
- c) They were hesitant of providing information about the female members of their family, especially the upper castes.
- d) The figures for births and deaths were difficult to gather as these were not always reported and recorded.
- e) Any other relevant point.

2 marks

(Pg. 320-321, Book 3)

Part B, Section I

Answers for 5 marks questions - 100 words.

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

Ans.4 Historians trace the socio economic and religious beliefs of the Harappans by reconstructing the past through the relics available:

- a) The discovery of pots and querns in the Harappan sites and their burial sites provide enormous information.
- b) Traces of cotton, combined with the dresses depicted on seals and sculptures, give us an idea about the sartorial style of the Harappan people.
- c) The female figures on seals indicate towards the phenomenon of worship of mother goddess.
- d) Plant motifs seem to suggest the practice of nature worship.
- e) The discovery of conical stones indicate *linga* worship and recurrence of a figure surrounded by animals, points towards the existence of the cult of 'proto-Shiva'.
- f) The study of weights - measures and seals found in Harappan sites gives valuable information about their economic status
- g) Any other relevant points.

5 marks

Any 5 points

(Pg. 23, Book 1)

Ans.5 Mahabharata reflects the norms of family and kinship of the ancient times:

- a) The societal structure depicted in the Mahabharata is predominantly patrilineal as witnessed in the cases of succession among the Kauravas and Pandavas.
- b) It shows the prevalence of exogamy being practiced by the society as the women are shown to be married off to men not from their gotras.
- c) It throws light on the patriarchal control over property as can be witnessed in the case of Yudhishtira staking his wife Draupadi in a game of dice.
- d) It also gives two contrasting social norms in the relationship between the mother and son. The relationship between the Pandavas and their mother is different from that of the Kauravas and Gandhari.
- e) It also alludes to the practice of polyandry prevalent as Draupadi is shown to be married to five men.
- f) Any other relevant point.

5 marks

Any 5 points

(Pg. 55-57, Book 1)

Ans.6 “Many people who turned to Buddhism enriched it with their own pre-Buddhist and even non-Buddhist beliefs, practices and ideas.” It can be shown by observing the sculptures on the stupa at Sanchi :

- a) The figure of Shalabhanjika, whose touch caused trees to bloom, has been taken from the Sanskrit tradition.
- b) The Jataka stories that have been engraved on the railing of the Stupa showing Buddha in various reincarnations are not all recorded in Buddhist texts indicating a derivation from other beliefs.
- c) The figure of a woman surrounded by elephants and lotuses can be taken to be

that of Gajalakshmi, again from the Brahmanical tradition.

- d) The serpent motif which recurs several times seems to be inspired from popular traditions.
- e) The animal figures carved so frequently on the railings may have been created to attract the visitors.

5 marks

(Assess as a whole)

(Pg. 101-102, Book 1)

Part B, Section II

Answers for 5 marks questions - 100 words.

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

Ans.7 Temples played an important role in the life of the 'Vijaynagar Kings' in the following ways:

- a) Vijaynagara was chosen as the site for the capital city due to its proximity to the temples of god Virupaksha and goddess Pampadevi. It shows the significance that temples held for Vijaynagar Kings.
- b) The kings encouraged temple building as it conveyed a divine association between the deity and the ruler. The Vijaynagar kings claimed to rule on behalf of the god Virupaksha.
- c) The Kings' visit to the temples were big occasions, including a state procession of the kings' nobles.
- d) The Vijaynagar kings made big grants to the temples thus enabling the temples to become centres of thriving social and cultural activities.
- e) The architecture of the temples with towering Gopuras symbolized the power of the Vijaynagar kings.
- f) Any other relevant argument.

5 marks

Any 5 argument

(Pg. 184-187, Book 2)

Ans. 8 'Ain-i-Akbari' written by Abul Fazl is an extraordinary document of its time:

- a) It is an appendix to Akbarnama and was created as a gazetteer of the Mughal empire under Akbar.
- b) It gives a detailed account of all the branches of the Mughal administration.
- c) It is very insightful in throwing light on the culture of the times including arts and religion.
- d) It started a new trend in history writing by not just focusing on dynastic chronicles but also mapped the economic, social, religious and cultural lives of the people who made the Mughal empire.
- e) The information it provides on the above subjects including the agrarian relations have helped historians to reconstruct the story of the Mughal times.

(Assess as a whole)

5 marks

(Pg. 217-220, Book 2)

Part B, Section III

Ans. 9 Life style of the Paharias:

- a) The Paharias were people who resided in the areas around the Rajmahal hills and practiced shifting agriculture.
- b) They grew a variety of pulses and millets for consumption and collected forest produce like mahua flowers, resin and silk cocoons for sale.
- c) They resisted outside interference and their chiefs maintained unity amongst them and led them into battles with other hill tribes and people in the plain.
- d) They also raided the plains in the times of scarcity.
- e) The Zamindars and the traders paid them tribute money to pacify them.
- f) Any other relevant point.

5 marks

(Asses as a whole)

(Pg. 266-267, Book 3)

Ans. 10 “Rumours and prophecies played an important part in moving people into action during the Revolt of 1857:

- a) Foremost was the rumour of greased cartridges itself that infuriated the sepoy and became the final trigger of discontent.
- b) The rumours about the British trying to pollute the religion of Indians by mixing the bone dust of cows and pigs into the flour led people to avoid touching the flour, and bred animosity towards the British.
- c) The rumour about the British rule coming to an end on the centenary to the Battle of Plassey also reinforced the call for a revolt against the masters.
- d) They people formed a connection between the recent British policies of introducing Western education and social reform that targeted cultural practices.
- e) The annexations on the pretext of the Doctrine of Lapse also made the masses suspicious of British intentions.
- f) The activities of the Christian missionaries also bred doubt and discomfort.
- g) Any other relevant point.

5 marks

Any 5 points

(Pg. 294, Book 3)

Part – B, Section – IV

Ans.11.1 Harmony underlined Akbar’s cultural policy. He wanted his subjects to live in communal harmony.

- a) He adopted the ideal of Sulh-i-kul(absolute peace) which meant that all religions had equal freedom of expression.
- b) He himself set the example of harmonious existence by celebrating Holi and Nauroz and abolishing jiziya.

3 marks

11.2 Communal conflicts still cause dissension in contemporary India. For a smooth functioning of our democracy and upholding the principles of our Constitution, these issues should be resolved so that people co-exist peacefully.

- a) The state should come down heavily on communal elements without trying to appease any particular group and should rise above vote politics.

- b) Cultural integration programmes should be introduced in all schools and academic institutions in order to make the students understand and appreciate cultural diversity of our country, and inculcate respect for all religions and all people of India .

2 marks

(Assess as a whole)

(Pg. 233, Book 2)

Part C

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

Ans. 12 Zamindars were central figures in medieval India :

- a) They enjoyed social and economic privileges on the basis of their superior status in the rural Indian society.
 - b) They performed duties towards the state called as khidmat.
 - c) They collected revenue for the state in lieu of payment.
 - d) To facilitate these duties and to maintain their supremacy, they kept military contingents and built fortresses called qilachas.
 - e) They had their own lands called milkiyat.
 - f) They controlled the rural economy by settling cultivators.
 - g) Established village markets leading to monetization of rural economy.
 - h) Colonization of new lands.
 - i) Sources show that sometimes they had paternal attitude towards the peasants. 5 marks
- (Assess as a whole)

(Pg. 211-213, Book 2)

Or

The distinguishing features of the Mughal nobility are:

- a) They were the main pillars of Mughal state.
 - b) The Mughal nobility was chosen from different groups, both religiously and ethnically so as to ensure a balance of power between the various groups.
 - c) They are described as guldasta or a bouquet of flowers in the official chronicles signifying their unity, held together by loyalty towards the Mughal emperor.
 - d) They can be divided into four major groups ethnically, viz Irani, Turani, Rajputs and Shaikhzadas or Indian Muslims.
 - e) All nobles were ranked or were allotted mansabs comprising of zat and sawar.
 - f) The nobles were also required to perform military service for the Emperor.
 - g) Any other relevant point.
- (Any 6 features)

6 marks

(Pg. 244-246, Book 2)

The relationship between the Mughal Emperor and the nobility:

- a) The Mughal emperor was the supreme power and all nobles owed allegiance to him. In court, the status of each noble was determined by his closeness in position to the emperor.
- b) The emperor acknowledged their services by bestowing upon them various titles and gifts.
- c) For the nobility, imperial service was the way to acquire wealth and fame.

4 marks (6+4=10)

(Assess as a whole)

(Pg. 245-246, Book 2)

Ans. 13 Strengths of oral history:

- a) Oral history helps us in understanding the trials and tribulations of common masses.
- b) It helps us grasp experiences and memories in detail.
- c) It helps to write richly textured vivid accounts.
- d) It is impossible to extract this kind of information from government documents.
- e) Any other relevant point.

4 marks

Any 4 points

(Pg. 400-402, Book 3)

Limitations of oral history:

- a) Oral history may lack concreteness and the chronology may be imprecise.
- b) As each experience is unique, it becomes difficult to generalize.
- c) At times it becomes difficult to locate the people and thus it is hard to reconstruct the past on the basis of few testimonies.
- d) Difficult to retrieve complete information.
- e) Any other relevant point.

3 marks

Any 3 points

(Pg. 400-402, Book 3)

Oral sources have helped us in understanding Partition in a better way:

- a) Oral sources have substantiated the official narrative of Partition by giving it a more personal edge.
- b) These oral testimonies can be now used to corroborate written sources of the Indian holocaust and therefore can help remove internal contradictions.
- c) This technique helps historians to broaden the boundaries of their discipline by rescuing from oblivion the lived experiences of the ordinary people.
- d) Any other relevant point.

3 marks

Any 3 points

(Pg. 400-401, Book 3)

Or

Gandhi ji changed the face of mass movement in India

- a) His emphasis on simple life style, use of Hindi for communication.
- b) Upliftment of women and the down trodden as also their involvement in the national movement.
- c) Emphasis on truth and non-violence and the new strategies of boycott in the national movement.
- d) Swadeshi, which encouraged cottage industry (importance of charkha and khadi).
- e) Hindu Muslim unity.
- f) Abolition of untouchability, made a part of national movement
- g) Any other relevant point.

10marks

(Assess as a whole)

(Pg. 367-373, Book 3)

Part – D

Ans 14.

- (i) Devanampiya Piyadassi refers to Emperor Ashoka. He was a powerful, humble and industrious king. 1 mark
- (ii) Limitations of inscriptions are : 3 marks
 - a) Inscription are at times damaged or have missing letters
 - b) Deciphering at times is difficult.

- c) Letters are faintly engraved and thus reconstruction becomes a problem.
 d) May lack politically or economically significant information.
 (Any 3 points)
- (iii) After the war of Kalinga, Ashoka devoted himself to an intense study of Dhamma. He adopted Buddhism and gave up warfare. 2 marks
 (Assess as a whole)
- (iv) Ashoka repented after the Kalinga war as he realized the futility of bloodshed and suffering. After seeing thousands of deaths and deportations, victory seemed meaningless to him. 2 marks
 (Assess as a whole) **(Pg. 48, Book 1)**

Or

The Wealthy Shudra

- (i) Avantiputta wanted to know from Kachchana all about the social hierarchy that establishes the Brahmanas as the highest and purest of all varnas. He was perplexed to understand who created such a distinction-based system in which all were subordinate to the Brahmanas. 3 marks
 (Assess as a whole)
- (ii) Kachchana's reply to Avantiputta was in the form of a question through which he asked Avantiputta that if a person from the lowest class was wealthy would the people from the higher castes speak to him politely. He wanted Avantiputta to reflect on the issue that caste was not so much important in the society as economic status was. 3 marks
 (Assess as a whole)
- (iii) Through the above discourse it becomes apparent that the economic status of a person commands his/her social status so in such a situation, a wealthy Shudra would be spoken politely to by the upper castes. But if a society is conservative and rigid where social status was defined by virtue of birth, then Shudra would always be shunned and oppressed. 2 marks
 (Assess as a whole) **(Pg. 70, Book 1)**

Ans. 15

- (i) The tank was constructed at the mouth of two hills so that all the water which comes from either one side or the other is collected there. 2 marks
- (ii) By pipes which run along the lower part of the range outside. This water was brought from a lake which itself overflowed into a little river. 2 marks
- (iii) 1. to irrigate the gardens and rice fields
 2. for water supply to the cities
 3. for water supply, through a channel to the "royal centre".
 4. for providing large scale employment 4 marks
(Pg. 177, Book 2)

Or

Music in the Market

1. Ibn Battuta considered experience gained through travels to be a more important source of knowledge than books. He just loved travelling, and went to far- off places, exploring new worlds. 2 marks

(Assess as a whole)

2. The passage describes market place where not only goods were sold but there were also place for female singers,. The shops were decorated with carpets, and at the centre of a shop there was a swing on which a female singer sat decked with all kinds of finery with her female attendant. There was a cupola, in the middle of the market place, which was carpeted and decorated and in which the chief of the musicians took his place. Market place was not only a trading centre but also a cultural centre.

4 marks

(Assess as a whole)

3. The prosperity of Indian towns was because of the productive agriculture due to fertile soil. The subcontinent was well connected with inter-Asian networks of trade and commerce. Indian goods were in great demand in West Asia and Southeast Asia.

2 marks

Any two points

(Pg. 128, Book 2)

Ans. 16 Separate Electorates

- (i) According to Mr. G. B. Pant separate electorates will be suicidal because then the minorities will be isolated for ever, and they will never be able to convert themselves into a majority and a feeling of frustration will creep in. They will not be able to be a part of this great nation and will never be able to fulfil their aspirations. 4 marks

(Assess as a whole)

- (ii) No, creation of separate electorates can never solve the problems of the minorities because it shall force them to consider themselves minorities. It would lead to ghettoization of the minorities which only breeds contempt and suspicion. Instead a full scale assimilation into the national stream is the answer.

3 marks

(Assess as a whole)

- (iii) One way of solving the problem of minorities is effective education which will make them aware of their rights and difficulties and support by the government to the minorities.

1 mark

Any 1 point

(Pg. 418, Book 3)

Or

A Ryot Petitions

- (i) The ryot was complaining to the collector about the money lender, as they could not earn enough to meet their needs, they would turn to the money lender for help. The money lender charged them high rates for grain and cloth, which was about 25% to 50% more than the usual rate. He also cunningly usurped their produce by not crediting it their accounts. 3 marks

(Assess as a whole)

- (ii) The moneylender wanted to keep the poor peasantry in bondage, tying them

forever with his debt. It is for this reason that he did not credit their produce to their account nor did he give them any receipt. A receipt would be a proof of the payment, by not giving one, the moneylender oppressed the peasants through generations.

3 marks

(Assess as a whole)

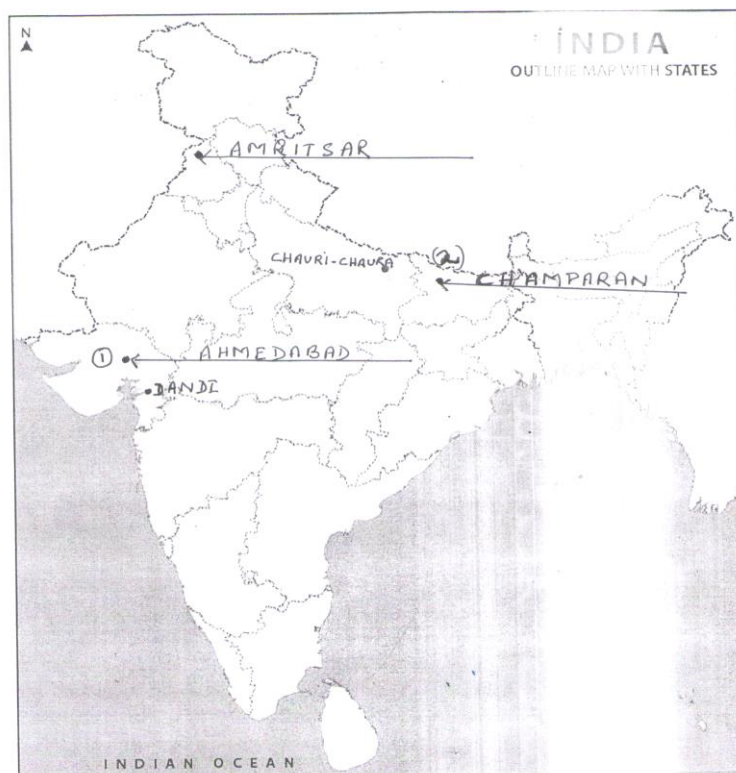
- (iii) Peasants were illiterate lot who did not remember the amount of loan taken. As for the receipts, since an illiterate peasant could not read there was no need for a receipt and support given by the government to the money lender.

2 marks

Any 2 points

(Pg. 282, Book 3)

QUE No-17.1& 2



Questions for Visually Impaired

In lieu of Question 17.1 and 17.2

17.1& 2

- 1) Magadha
- 2) Dandi
- 3) Kalibangan
- 4) Dholavira
- 5) Agra