

EDUMATE

XII

History



Government of Kerala
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT), Kerala
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Foreword

As part of the comprehensive revision of curriculum from pre-primary to the Higher Secondary sector, new textbooks have been developed for Std. XI and Std XII during the years 2014 -15 and 2015-16 respectively. Evaluation activities should go hand in hand with the new curriculum. Real learning takes place by constructing knowledge through various learning processes.

In a constructive classroom, learners have opportunities to engage in a number of activities in which a range of attributes can be developed. The same activities provide the learner with scope for assessing development of these attributes. Hence there has been a shift from assessing only the products of learning to the process of learning. Anyhow it is to be noted that term end assessment is a part of continuous and comprehensive evaluation.

The main objective of this book is to help the learners to face the public examination with confidence. In this context, questions from all chapters of each subject of Std. XII have been developed along with the scoring indicators. Hope that this question bank titled “Edumate” will be helpful to learners as well as teachers.

Your comments and suggestions are welcome and will assist us in improving the content of this book.

Wish you all the best.

Dr. J. Prasad
Director

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Learning Outcomes

- Identify the early Harappan sites and to explain the features of early Harappan civilization
- Explain and compare the striking features of the city of Mohenjo-daro with modern urban centres.
- Appreciate the achievements of Harappan people in the field of craft and technology
- Analyse the various techniques used by the archaeologists in excavations.

Q. 1 Find out the relationship between the two parts of item 'a' and fill in the blanks of item 'b' accordingly.

- | | | |
|------|--------------------------|-----------------|
| i. | a. Dilmun | - Bahrain |
| | b. Meluha | - ----- |
| ii. | a. Harappa | - Dayaram Sahni |
| | b. Mohenjo-daro | - ----- |
| iii. | a. Horizontal excavation | - John Marshall |
| | b. Vertical excavation | - ----- |
| iv. | a. Ploughed field | - Kalibangan |
| | b. Granaries | - ----- |

**Scoring Indicators**

- | | |
|---------------------|-----------|
| b. India | (1 Score) |
| b. R.D. Banerji | (1 Score) |
| b. Mortimer Wheeler | (1 Score) |
| b. Mohenjo-daro | (1 Score) |

Score 5, Time 6 Minutes

Learning Outcomes

- Identify the early Harappan sites and to explain the features of early Harappan civilization
- Appreciate the achievements of Harappan people in the field of craft and technology
- List out the various factors behind the end of the Harappan civilization.
- Analyse the various techniques used by the archaeologists in excavations.

Q. 2 Choose the correct answer from the given options.

- a) First Director General of Archaeological survey of India?
(John Marshal, Alexander Cunning Ham, Daya Ram Sahni, Mortimer Wheeler)
- b) Harappan seals were made out of?
(cherts, steatite, Terracotta, Shells)
- c) Name the book written by S.N. Roy
(Indus civilization, understanding Harappa, The story of Indian Archaeology, Birth of civilization in India and Pakistan)
- d) Find out the reason for the decline of Harappan civilization suggested by Mortimer wheeler
(Climatic changes, Deforestation, Floods in river Indus, Aryan invasion)



Scoring Indicators

- | | |
|------------------------------------|-----------|
| a) Alexander Cunning Ham | (1 Score) |
| b) Steatite | (1 Score) |
| c) The story of Indian Archaeology | (1 Score) |
| d) Aryan Invasion | (1 Score) |

Score 4, Time 6 Minutes

Learning Outcomes

- Identify the early Harappan sites and to explain the features of early Harappan civilization
- Appreciate the achievements of Harappan people in the field of craft and technology

Q. 3 Mark the following places on the outline map of Ancient India.

- a) The site where the great bath discovered
- b) The first discovered site in indus valley civilization
- c) The site where the terracotta model of plough have been discovered.
- d) The place from where the Harappans received copper



Scoring Indicators

- | | |
|-----------------------|-----------|
| a) Mohenjodaro | (1 Score) |
| b) Harappa | (1 Score) |
| c) Banwali | (1 Score) |
| d) Khetri (Rajasthan) | (1 Score) |

Score 4, Time 6 Minutes

Learning Outcomes

- Explain and compare the striking features of the city of mohenjodaro with modern urban centres.

Q. 4 First urbanisation in India started during the period of Harappan civilization. Examine the statement in the light of town planning of Mohanjodaro.

Scoring Indicators

- Proper Introduction (1 Score)
- The Citadel (1 Score)
- The great bath (2 Score)
- Lower Town (1 Score)
- Drainage system (2 Score)
- Conclusion (1 Score)

Score 8, Time 16 Minutes

Learning Outcomes

- Analyse the agricultural activities of Harappan people in the light of archaeological evidence.

Q.5 Examine the striking features of subsistence strategies of Harappan people.

Scoring Indicators

- Harappan Agricultural activities 3 score
- Domestication of Animals 2 Score

Score 5, Time 10 Minutes

Learning Outcomes

- Identify and explain the social differences in Harappa

Q.6 Did any type of social differences exist in Harappan civilization. Substantiate your arguments.

Scoring Indicators

- Different types of burials 2 Score
- Presence of Luxury items 2 Score
- Different types of Houses 1 Score

Score 5, Time 10 Minutes

Learning Outcomes

- Appreciate the achievements of Harappan people in the field of craft and technology

Q.7 “Indus people were excellent in craft production” Prepare a note on the basis of this statement

Scoring Indicators

- Different types of craft production 2 score
- Designs of craft items 1 score

Score 3, Time 6 Minutes

Learning Outcomes

- Appreciate the achievements of Harappan people in the field of craft and technology

Q.8 “Harappan seals are very excellent and marvellous and it helped the growth of trade and commerce” Review the features and uses of Harappan seals.

Scoring Indicators

- Features of Harappan Seals 2 Score
- Uses of Harappan Seals 2 Score

Score 4, Time 8 Minutes

Learning Outcomes

- Appreciate the achievements of Harappan people in the field of craft and technology

Q.9 Do you think that Indus Script is an enigmatic script. Substantiate.

Scoring Indicators

- Peculiarities of Harappan Scripts

Score 2, Time 4 Minutes

Learning Outcomes

- Describe various views about the political system of the Harappans.

Q.10 According to R.S. Sharma “Harappa was ruled by a group of merchants”. Do you agree with this opinion. Point out your arguments

Scoring Indicators

- Different Interpretations about the political system of the Harappans 4 Scores

Score 4, Time 8 Minutes

Learning Outcomes

- List out the various factors behind the end of the Harappan civilization.

Q.11 Write any three reasons for the decline of Harappan civilization

Scoring Indicators

- Climatic Changes
 - Excessive floods
 - Deforestation
 - Shifting or Drying of rivers
 - Over use of landscapes
- (Any three)

Score 3, Time 6 Minutes

Learning Outcomes

- Analyse the various techniques used by the archaeologists in excavations.

Q.12 Archaeological remains are the major sources for the study of Harappan civilization. What were the major problems faced by archaeologists in the interpretations of various Archaeological sources?

Scoring Indicators

- Contributions of Archaeologists - Alexander Cunningham, Mortimer Wheeler, John Marshall etc... Drawbacks of the study
- John Marshall - Horizontal excavation
Mortimer Wheeler - Vertical excavation 4 Scores
- Problems in interpretation of mother Goddesses
Priest King - Great bath - Fire altars - Proto Siva 4 Scores

Score 8, Time 16 Minutes

Learning Outcomes

- Identify and locate the sixteen Mahajanapadas.

Q.1 The 6th century BCE is considered as a turning point in Indian history. Do you think so? Substantiate your arguments.

**Scoring Indicators**

- Formation of Mahajanapadas, Birth of towns, use of iron implements use of coinage system, rise and growth of new thoughts.

Score 3, Time 6 Minutes

Learning Outcomes

- Identify and locate the sixteen Mahajanapadas.

Q.2 Locate the following Mahajanapadas on the outline map of India

- The Mahajanapada which became the first empire in India
- One Mahajanapada in western India
- One Mahajanapada in central India
- One Mahajanapada in middle Ganga valley

**Scoring Indicators**

- Magadha
- Gandhara
- Avanti
- Vajji

Score 4, Time 6 Minutes

Learning Outcomes

- Analyse the features of the Maurya administration.

Q.3 Mauryas laid the foundation stone of modern Indian administrative system. Do you agree with this opinion? Point out your arguments by analysing the feature of Mauryan administrative system with modern Indian administrative system.

 **Scoring Indicators**

- Sources of Mauryans (1 score)
- Central administration (2 score)
- Provincial administration and revenue system (2 score)
- Military system (2 score)
- Law and justice (1 score)

Score 8, Time 16 Minutes

Learning Outcomes

- Explain the new notions of kingship

Q. 4 Explain the notions of kingship that developed by the post Mauryan rulers for attaining higher privileges?

 **Scoring Indicators**

- Divinity of kingship
- Making statues of their own
- Received the title of Devaputra
- Making prasasthis

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the features of the Maurya administration.

Q. 5 Was Asoka and his policy of Dhamma responsible for the unity of Mauryan empire? Prepare an enquiry report by analysing and Dhamma policy.

 **Scoring Indicators**

- Asoka's policy of Dhamma
- How it led to the unity of Maurya empire

Score 5, Time 10 Minutes

Learning Outcomes

- Evaluate the different methods to improve agriculture from 600BCE to 300 BCE

Q. 6 Indian feudalism developed from the land grant system that emerged in post Mauryan period. Examine the validity of this statement.

 **Scoring Indicators**

- Explain land grants, different types of grants
- Land grant- relation with feudalism

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the features of the Maurya administration.
- Explain the new notions of kingship

Q.7 Findout the relationship of the two parts of item 'A' and fill in the blanks of item 'B' similarly.

- | | | | | |
|----|----|---------------------|---|---------------|
| 1. | A. | Devaputra | : | Kanishka |
| | B. | Piyadassi | : | |
| 2. | A. | Kautilya | : | Arthasasthra |
| | B. | Harisena | : | |
| 3. | A. | Chandragupta Maurya | : | Maurya Empire |
| | B. | Samudra Gupta | : | |
| 4. | A. | Masattuvan | : | Merchants |
| | B. | Vellalar | : | |



Scoring Indicators

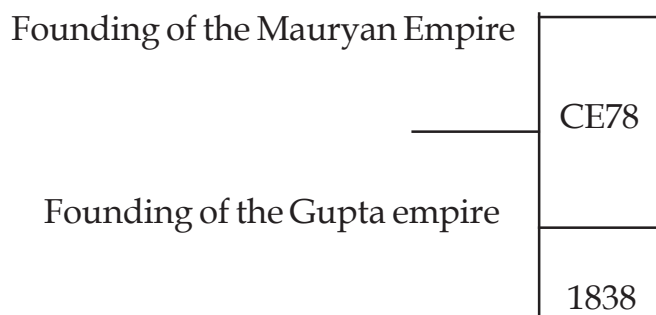
- Asoka
- Prayaga Prashasti
- Gupta Empire
- Land owners

Score 4, Time 6 Minutes

Learning Outcomes

- Analyse the features of the Maurya administration.
- Explain the new notions of kingship
- Evaluate the different methods to improve agriculture from 600BCE to 300 BCE
- Explain the development of trade and commerce from 300BCE onwards.

Q.8 Complete the time line by using appropriate years or events



Scoring Indicators

- BCE 321
- Accession of Kanishka
- CE 320
- Decipherment of Brahmi Script

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the features of the Maurya administration.
- Explain the new notions of kingship
- Evaluate the different methods to improve agriculture from 600BCE to 300 BCE
- Explain the development of trade and commerce from 300BCE onwards.

Q.9 Match column A with appropriate from B and C

A	B	C
Mudra Rakshasa	Navaratna	Bimbisra
Prayaga Prasasthi	Rajagriha	Chandragupta II
Magadha	Vishakha Datta	Chandragupta I
Vikramaditya	Harisena	Chandragupta Maurya



Scoring Indicators

- Vishakha Datta- Chandragupta Maurya
- Harisena- Chandragupta I
- Rajagriha- Bimbisara
- Navaratna- Chandragupta II

Score 4, Time 6 Minutes

Learning Outcomes

- Explain the new notions of kingship

Q.10 Analyse the new notions of kingship that existed in ancient India.



Scoring Indicators

- Ancient Tamil Country - Chera, Chola, Pandya
- Satavahanas
- Shakas
- Kushanas - Divine kings
- Guptas - Samantas

Score 8, Time 15 Minutes

Learning Outcomes

- Identify Mahabharata as a source to reconstruct the history of ancient India.

Q.1 “Mahabharata represents more of an entire literature..... and contains so much and so many kind of things”. Substantiate the importance of Mahabharata in the light of this statement made by a famous historian.

**Scoring Indicators**

- Critical edition of Mahabharatha
- Kinship and marriage
- Economic aspects
- Social differences
- Language, content, authorship

Score 8, Time 16 Minutes

Learning Outcomes

- Analyse various rules and practices that existed in ancient Indian society connected by kinship and marriage.

Q.2 A peculiar type of patrilineal system existed in the early societies of India. How far that patrilineal system affected the existing system of kinship and marriage in ancient India?

**Scoring Indicators**

- Family system
- Idea of patrilineal system
- Rule of marriages

Score 5, Time 10 Minutes

Learning Outcomes

- Evaluate the social differences based on caste

Q.3 Varna and Jati system created many social differences in ancient India. Do you think so? Substantiate your arguments.

**Scoring Indicators**

- Features of Varna
- Features of Jati and the social differences

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the social differences based on caste

Q.4 Do you heard about Chandallas? Critically analyse the conditions of Chandallas in ancient India?

**Scoring Indicators**

- Who were Chandallas
- Social status of Chandallas

Score 3, Time 6 Minutes

Learning Outcomes

- Explain the social status of the people shaped by their economic conditions

Q.5 Explain the two criteria which determine the property right in ancient India?

**Scoring Indicators**

- Gendered access to property
- Varna access to property

Score 4, Time 8 Minutes

Learning Outcomes

- Analyze the historical importance of Mahabharata.

Q. 6 Evaluate the problems faced by the historians while analysing the historical importance of Mahabharata.



Scoring Indicators

- Language and content
- Authorship and date
- The search for convergence

Score 3, Time 6 Minutes

Learning Outcomes

- Identify Mahabharata as a source to reconstruct the history of ancient India.

Q. 7 Locate the following places at Kuru Panchala region in the outline map provided.

1. Hastinapura
2. Ujjaini
3. Indraprastha
4. Varanasi



Scoring Indicators

1. Hastinapura
2. Ujjaini
3. Indraprastha
4. Varanasi

Score 4, Time 6 Minutes

Learning Outcomes

- Identify Mahabharata as a source to reconstruct the history of ancient India.
- Analyze the historical importance of Mahabharata.

Q. 8 Link column A with appropriate items from 'B'

A	B
Critical edition of Mahabharatha	BB Lal
Archaeological excavation at Hastinapura	Mahashweda devi
Kunti O Nishadi	Bharatha
Natyasastra	V. S Sukthankar



Scoring Indicators

- VS Sukthankar
- BB Lal
- Mahashweta devi
- Bharatha

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the social differences based on caste

Q. 9 Analyse the concept of social contract developed by the Buddhist in ancient period.



Scoring Indicators

- Suttapitaka - alternative understanding - kingship based on human choice.

Score 4, Time 8 Minutes

Learning Outcomes

- Identify Mahabharata as a source to reconstruct the history of ancient India.

Q. 10 Explain the features of the gotra of women narrated in Mahabharata.



Scoring Indicators

- Named after a vedic seer - women were expected to give up their father's gotra.

Score 2, Time 4 Minutes

Learning Outcomes

- Explain the history of Sanchi Stupa

Q.1 “No wonder that John Marshall dedicated his important volumes on Sanchi to Sultan Jahan”. Based on this statement, elucidate the historic importance of Sanchi Stupa and the efforts made for its preservation.

**Scoring Indicators**

- Important source for Buddhist study
- Efforts for preservation

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the factors that led to the emergence of Jainism and Buddhism

Q.2 Analyse the circumstances that led to the emergence of new religions.

**Scoring Indicators**

- Sacrifices and debates
- The Sacrificial tradition
- New questions
- Economic factors
- Problem related to caste and language

Score 5, Time 10 Minutes

Learning Outcomes

- List out the principles of Jainism
- Describe the teachings of Buddha

Q.3 Analyse how the teachings of Jainism and Buddhism challenged the existed beliefs and practices?

**Scoring Indicators**

- Main teachings of Jainism
- Main teachings of Buddhism
- How they challenged the Brahmanical beliefs and practices.

Score 8, Time 16 Minutes

Learning Outcomes

- Illustrate how and why the stupas were built.

Q. 4 Discuss how and why Stupas were built? Analyse the structure of a Stupa.

Scoring Indicators

- Why- Relics of Buddha
- Asokavadana
- How- Donations
- Structure- Anda-Harmika- Yashti- Chhatri

Score 4, Time 8 Minutes

Learning Outcomes

- Explain the history of Sanchi Stupa
- Illustrate how and why the stupas were built.
- Analyse the themes that represent various sculptures.

Q. 5 Give your reasons for the survival of Sanchi and the collapse of Amaravati?

Scoring Indicators

- Efforts of Bhopal rulers to preserve Sanchi
- Amaravati- Local raja- Colin Mackenzie- Walter Elliot- Slabs taken to different parts- early discovery- scholars have no idea of preserving things in the site

Score 5, Time 10 Minutes

Learning Outcomes

- Analyse the themes that represent various sculptures.

Q. 6 “Stupas are stories in stone” - Elucidate.

Scoring Indicators

- Scene from Vasantara jataka
- Symbols of worship
- Shalabhanjika
- Animal motifs
- Gajalakshmi
- Serpent

Score 5, Time 10 Minutes

Learning Outcomes

- Explain the rise of Mahayana Buddhism and Puranic Hinduism

Q.7 Do you think that Mahayana Buddhism was a diversion from original Buddhist Principles?



Scoring Indicators

- Great Vehicle
- Idea of saviour
- Buddha as God- not human being
- Bodhisatta
- Image worship

Score 4, Time 8 Minutes

Learning Outcomes

- Explain the rise of Mahayana Buddhism and Puranic Hinduism

Q.8 Discuss the development in sculpture and architecture associated with the rise of Vaishnavism and Shaivism?



Scoring Indicators

- Worship of a chosen deity
- Avatars
- Shivalinga
- Temple building

Score 4, Time 8 Minutes

Learning Outcomes

- Describe the teachings of Buddha

Q.9 Findout the following places and locate them on the outline map provided.

- The place where Buddha was born?
- The place where Buddha got enlightenment?
- The place where Buddha gave his first sermon?
- The place where Buddha attained nibbana?



Scoring Indicators

- Lumbini
- Bodh Gaya
- Saranath
- Kushinagara

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the factors that led to the emergence of Jainism and Buddhism
- Analyse the themes that represent various sculptures.

Q. 10 Match column A with appropriate from column 'B'

A	B
Kutagarashala	1818
Sanchi	Serpent motif
Walter Elliot	Religious discussions
James Fergusson	Amaravati Stupa

**Scoring Indicators**

- Religious discussions
- 818
- Amaravati Stupa
- Serpent Motif

Score 4, Time 8 Minutes

Learning Outcomes

- Explain the importance of Al-Biruni's Kitab-UI-Hind.
- Examine Ibn Battuta as a world traveller.
- Evaluate Francois Bernier's comparison of East and West.

Q.1 Match Column 'A' with 'B'

A	B
a) Al-Biruni	Physician to Darashukoh
b) Ibn Battuta	Kitab - Ul- Hind
c) Manucci	Rihla
d) Francois Bernier	Italian doctor

**Scoring Indicators**

- | | |
|----------------------------|-----------|
| a) Kitab-UI-Hind | (1 Score) |
| b) Rihla | (1 Score) |
| c) Italian doctor | (1 Score) |
| d) Physician to Darashukoh | (1 Score) |

Score 4, Time 6 Minutes

Learning Outcomes

- Examine Ibn Battuta as a world traveller.
- Evaluate Franois Bernier's comparison of East and West.

Q.2 Find out the relationship of item 'A' and fill in the blanks of item 'B' accordingly.

- A. Montesquieu - Oriental despotism

B. Karl Max -
- A. Al-Biruni - Khwarizm

B. Ibn Battuta -

- 3) A. Tavernier - French Traveller
 B. Duarte Barbosa -
- 4) A. Uluq - Horse Post
 B. Dawa -

 **Scoring Indicators**

- 1. Asiatic mode of production (1 Score)
- 2. Tangier (1 Score)
- 3. Portuguese (1 Score)
- 4. Foot Post (1 Score)

Score 4, Time 6 Minutes

Learning Outcomes

- Explain the importance of Al-Biruni's Kitab-UI-Hind.

Q.3 “Al-Biruni opted a distinctive structure in each chapter” - Write the peculiarities of that distinctive structure.

 **Scoring Indicators**

- Beginning with a question - description based on sanskritic tradition - concluding with comparison.

Score 3, Time 6 Minutes

Learning Outcomes

- Explain the importance of Al-Biruni's Kitab-UI-Hind.

Q.4 List out the three barriers discussed by Al-Biruni that obstructed his understanding about India.

 **Scoring Indicators**

- Language - differences in religious beliefs and practices - Attitude of local people.

Score 3, Time 6 Minutes

Learning Outcomes

- Explain the importance of Al-Biruni's Kitab-UI-Hind.

Q.5 Analyse the description of Albiruni regarding the caste system of India.

 **Scoring Indicators**

- Social divisions of Persia - equality in Islam - comparing with India - notion of Pollution

Score 4, Time 8 Minutes

Learning Outcomes

- Examine Ibn Battuta as a world traveller.

Q. 6 Consider the description of Ibn Battuta about Indian cities and in the light of it, analyze whether it is useful in understanding the life of contemporary cities.



Scoring Indicators

- Full of opportunities - streets and markets - Delhi and Daulatabad-bazaars-Trade-Commerce-Village provide wealth to town-contemporary relevant features.

Score 5, Time 10 Minutes

Learning Outcomes

- Examine Ibn Battuta as a world traveller.

Q. 7 Write short note on the communication system described by Ibn Battuta.



Scoring Indicators

- Trade routes - Postal System

Score 2, Time 4 Minutes

Learning Outcomes

- Explain the importance of Al-Biruni's Kitab-UI-Hind.

Q. 8 Write short note on Kitab-UI-Hind



Scoring Indicators

- Al-Biruni-Arabic-80 chapters-Subjects-structure of chapters.

Score 2, Time 4 Minutes

Learning Outcomes

- Examine Ibn Battuta as a world traveller.
- Evaluate Francois Bernier's comparison of East and West.
- Critically evaluate the observations of Bernier.

Q. 9 Compare and contrast the perspectives from which Ibn Battuta and Bernier wrote their accounts of their travels in India.



Scoring Indicators

- Short note on Ibn Battuta writings- Paan & Coconut, about cities, trade etc.
- Short note on Berniers degenerated east
- Battuta recognised and admired Indian culture
- Bernier hailed the European Supremacy

Score 5, Time 10 Minutes

Learning Outcomes

- Critically evaluate the observations of Bernier.

Q. 10 Analyse the views of Bernier regarding Private property and discuss how it influenced the western theorists?

Scoring Indicators

- Private property in India and Europe-merits and demerits
- Oriental despotism
- Asiatic mode of production

Score 5, Time 10 Minutes

Learning Outcomes

- Illustrate the social condition of medieval India

Q. 11 How the travelogues helps in understanding the social conditions of medieval India?

Scoring Indicators

- Condition of women
- Sati
- Slaves - female slaves
- Writings of travellers - 'Degenerated East'

Score 5, Time 10 Minutes

Learning Outcomes

- Examine the integration of cult.
- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- Categorise and explain the different aspects of chishtis in India.

- Q.1
- Worship of deities - Saguna
 - Worship of an abstract form of God -
 - Andal - Alvar
 - Karaikkal Ammaiyar -
 - Murshid - Guru
 - Murids -
 - Defying Sharia - Be-sharia
 - Obeying sharia -
 - Wedding songs - Shadinama
 - Lullabies -



Scoring Indicators

- Nirguna (Score 1)
- Nayanar (Score 1)
- Desciples (Score 1)
- Ba-Sharia (Score 1)
- Lurinama (Score 1)

Score 5, Time 7.5 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- Appraise the attempts of Lingayats for eradicating social evils.
- Identify and explain how the universal faith of Islam blended with the local tradition.
- Categorise and explain the different aspects of chishtis in India.

- Q.2 Match Column 'A' with appropriates in Column 'B'

	A	B
a.	Zimmi	Gharib Nawaz
b.	Khwaja Muinuddin	Basavanna
c.	Nalayira Divya Prabandham	Jizya (Jaziya)
d.	Lingayats	Tamil Veda

 **Scoring Indicators**

- | | |
|-----------------|-----------|
| a. Jizya | (1 Score) |
| b. Gharib Nawaz | (1 Score) |
| c. Tamil Veda | (1 Score) |
| d. Basavanna | (1 Score) |

Score 4, Time 6 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- Categorise and explain the different aspects of chishtis in India.
- Examine the role of Kabir, Gurunanak and Mirabai to bhakti tradition.

Q.3 Choose the correct answer from the given alternatives

- 1) Collection of Tamil Shaiva hymns is known as.....
(Silappatikaram, Nalayira Divya Prabandham, Bhagavata Purana, Tevaram)
- 2) Pilgrimage to the tombs of Sufi Saints is called
(Qawwali, Ziyarat, Masnavis, Zikr)
- 3) Prem akhyan Padmavat belongs to
(Lullabies, Shadinama, Masnavis, Qawwali)
- 4) Khalse panth was founded by
(Guru Gobind Singh, Guru Nanak, Guru Tejbahadur, Guru Arjun Singh)

 **Scoring Indicators**

- | | |
|----------------------|-----------|
| 1. Tevaram | (1 Score) |
| 2. Ziyarat | (1 Score) |
| 3. Masnavis | (1 Score) |
| 4. Guru Gobind Singh | (1 Score) |

Score 4, Time 6 Minutes

Learning Outcomes

- Examine the integration of cult.

Q.4 What you mean by integration of Cults? Explain with examples

 **Scoring Indicators**

- Integration Processes
- Example of Puri
- Simple Sanskrit Verse

Score 3, Time 6 Minutes

Learning Outcomes

- Examine the integration of cult.

Q.5 Write a short note on the Tantric forms of worship

Scoring Indicators

- Goddess worship - ignored caste system and Vedas, open to women

Score 2, Time 4 Minutes

Learning Outcomes

- Examine the integration of cult.

Q.6 Differentiate Saguna and Nirguna traditions of Bhakti

Scoring Indicators

- Worship of deities
- Worship of an abstract form of God

Score 2, Time 4 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- List out the names of religious leaders and their teachings

Q.7 Analyse the attitude of the Alvars, Nayanars and Virashaivas towards caste system.

Scoring Indicators

- Protest against caste system and Brahmanical domination.
- Lingayats challenged caste system and pollution
- Questioned idea of rebirth

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- Appraise the attempts of Lingayats for eradicating social evils.
- Categorise and explain the different aspects of chishtis in India.

Q.8 Examine how and why the rulers established connections with south Indian bhakthi tradition and Sufi tradition?

Scoring Indicators

- Chola rulers supported
- Temple construction - Chidambaram, Thanjavoor, Gangaikonda Cholapuram, Tevaram
- Sufi - Grants and donations from rulers
 - Charitable trusts, tax free lands
 - Donations used to immediate requirements
 - Enhanced moral authority and mass support of Sufis
 - Derived authority directly from God
 - Instances of conflicts.

Score 5, Time 10 Minutes

Learning Outcomes

- Identify and explain how the universal faith of Islam blended with the local tradition.

Q.9 List out the five principles of Islam

Scoring Indicators

- Single God, Allah and Prophet Muhammed is his messenger
- Five time prayer in a day
- Fasting during Ramzan
- Giving alms
- Performing the pilgrimage to Mecca.

Score 5, Time 10 Minutes

Learning Outcomes

- Identify and explain how the universal faith of Islam blended with the local tradition.

Q. 10 Do you think the architecture of Mosques in the Subcontinent reflects combination of Universal ideas and local traditions? Substantiate

Scoring Indicators

- Orientation towards Mecca
- Universal - Mihrab
Minbar
- Local - Building Materials
Roofs

Score 4, Time 8 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.

Q. 11 Highlight the major beliefs and practices of Sufi Saints

Scoring Indicators

- Khanqah - Silsilas - dargah - ziyarat - Quwwali - mysticism - against materialism - concept of salvation

Score 5, Time 10 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.

Q. 12 Distinguish between be-sharia and ba-sharia

Scoring Indicators

- defying sharia rules
- obeying sharia rules

Score 2, Time 4 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.

Q. 13 Sketch the life in a Chishti Khanqah

Scoring Indicators

- Centre of Social life
- Several rooms - big hall
- Open kitchen
- The inmates

- Visitors
- Practices

Score 4, Time 8 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.

Q. 14 Define Ziyarat and Qawwali

Scoring Indicators

- Pilgrimage to the tombs
- Part of Ziyarat - use of mystical music (sama) by trained musicians or qawwals.

Score 2, Time 4 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.
- Examine the role of Kabir, Gurunanak and Mirabai to bhakti tradition.

Q. 15 “The Sufi and Bhakti Saints used local languages.” Analyse why they preferred a variety of local languages?

Scoring Indicators

- Used languages of common people
- Can easily convey the ideas
- Got popular support

Score 3, Time 6 Minutes

Learning Outcomes

- Examine the role of Kabir, Gurunanak and Mirabai to bhakti tradition.

Q. 16 Explain the major teachings of Kabir, Guru Nanak, and Mirabai and analyse how they were preserved?

Scoring Indicators

- Kabir - Poet Saint, Dohas, Ulatbansi, ultimate reality - love, Hindu-Muslim unity
Bijak, Granthavali, Adi Granth Sahib
- Nanak - hymns and teachings - Nirguna Bhakti - rejected sacrifices and rituals - shabad
- gurbari - Adi granth Sahib
- Mirabai - Women poet - devotee of Krishna attracted low castes - bhajans

Score 5, Time 10 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
- Appraise the attempts of Lingayats for eradicating social evils.

Q. 17 Prepare a Seminar paper on South Indian Bhakti movement.
Areas to be considered

- The Alvars
- The Nayanars

- The Lingayats
- Attitude towards caste
- Relation with state

Scoring Indicators

- The Alvars - teachings - leaders
- The Nayanars - teachings - leaders
- The Lingayats - teaching - leader
- Attitude with state

Score 8, Time 16 Minutes

Learning Outcomes

- Categorise and explain the different aspects of chishtis in India.
- Q. 18 Prepare a seminar paper on Chishtis in India
Areas to be considered

- Major beliefs and practices of Sufi Saints
- Life in Chishti Khangah
- Chisti devotionalism
- Languages
- Relation with the state

Scoring Indicators

- Sufi saints - beliefs and practices
- Life in chishti Khanqah
- Devotionalism

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.
 - Appraise the attempts of Lingayats for eradicating social evils.
 - Identify and explain how the universal faith of Islam blended with the local tradition.
 - Examine the role of Kabir, Gurunanak and Mirabai to bhakti tradition.
- Q. 19 The medieval Bhakti Movement promoted the feeling of 'universal brotherhood'. Substantiate. Do you think such movements are essential in the present day?

Scoring Indicators

- Against caste and pollution
- Universal brotherhood
- Gender equality, simplicity
- Own observation

Score 4, Time 8 Minutes

AN IMPERIAL CAPITAL - VIJAYANAGARA

Learning Outcomes

- Identify and explain the various efforts made by scholars to reconstruct the history of Vijayanagara.
- Analyse the features of Nayakas and Amaranayakas in Vijayanagar administration
- Examine the activities of scholars after Mackenzie at Vijayanagara sites.

Q.1 Arrange the following in chronological order

- a. Battle of Talikota
- b. Hampi got National Importance
- c. Vijayanagara empire was established
- d. Krishnadevaraya captured Raichur doab.



Scoring Indicators

- | | |
|---------|---------|
| c. 1336 | Score 1 |
| d. 1512 | Score 1 |
| a. 1565 | Score 1 |
| b. 1976 | Score 1 |

(A timeline question can also be asked)

Score 4, Time 6 Minutes

Learning Outcomes

- Identify and explain the various efforts made by scholars to reconstruct the history of Vijayanagara.
- Analyse the features of Nayakas and Amaranayakas in Vijayanagar administration
- Describe the striking features of the city of Vijayanagara and its environs.

Q.2 Match column A with appropriate from column B

A	B
Col. Colin Mackenzie	Council Chamber
Brihadeshwara temple	Tuluva dynasty
Lotus Mahal	Thanjavoor
Krishnadevaraya	Hampi

 Scoring Indicators

- Hampi (1 Score)
- Thanjavoor (1 Score)
- Council chamber (1 Score)
- Tuluva dynasty (1 Score)

Score 4, Time 6 Minutes

Learning Outcomes

- Describe the striking features of the city of Vijayanagara and its environs.

Q.3 How were the water requirements of Vijayanagara Met?

 Scoring Indicators

- River Thungabhadra
- Reservoirs - Kamalapuram Tank, Hiriya Canal

Score 4, Time 6 Minutes

Learning Outcomes

- Describe the striking features of the city of Vijayanagara and its environs.

Q.4 “The Persian ambassador Abdul Razzaq was greatly impressed by the fortification of Vijayanagara” Explain the features of fortification.

 Scoring Indicators

- Seven lines of forts - agricultural land also - linked with hills - style and materials for construction - well guarded gates

Score 5, Time 10 Minutes

Learning Outcomes

- Describe the striking features of the city of Vijayanagara and its environs.

Q.5 Elucidate the merits and demerits of enclosing agricultural land within the fortified area of the city.

Scoring Indicators

- Merits - elaborate canal system - fields, gardens - protect the agricultural belt - built large graneries - well protected - can overcome long sieges
- Demerits - Expensive, inconvenience to farmers.

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse and explain the various rituals associated with Mahanavami dibba.

Q.6 Examine the significance of Mahanavami dibba.

Scoring Indicators

- About the building - image worship - worship of state horse - dance - procession - ritual presentation - sacrifices - inspection of army - king displayed his power.

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse and explain the various rituals associated with Mahanavami dibba.

Q.7 Analyse the temple architecture prevailed in the Vijayanagara empire.

Scoring Indicators

- Gopurams - Mandapas - raya gopurams - Virupaksha temple - Vithala temple - Chariot streets

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the activities of scholars after Mackenzie at Vijayanagara sites.

Q.8 Discuss the various efforts made by the scholars at Vijayanagara after Mackenzie.

 **Scoring Indicators**

- Survey - travellers Accounts - Inscriptions - national monuments - survey map.

Score 3, Time 6 Minutes

Learning Outcomes

- Analyse the features of Nayakas and Amaranayakas in Vijayanagar administration

Q.9 “Krishnadevaraya was the greatest Vijayanagara ruler” Examine the validity of the statement.

 **Scoring Indicators**

Tuluva dynasty - conquests - building temples - Nagalapuram

Score 4, Time 8 Minutes

Learning Outcomes

- Describe striking features of the city of Vijayanagara and its environs.

Q.10 “Vijayanagara had a distinctive physical layout and building style”. Analyse the statement by considering the following areas.

- The capital and its environs
- The Royal centre
- The sacred centre

 **Scoring Indicators**

- Fortifications and roads
- Water resources
- The urban centre
- The Royal centre
- The sacred centre

Score 8, Time 16 Minutes

Learning Outcomes

- Describe the importance of agriculture and the role of peasants in medieval India.

Q.1 Define Khud-Kashta and Pahi- Kashta.

Scoring Indicators

- Khud- Kashta - Resident village cultivator
- Pahi-Kashta - Non resident village cultivator who belonged to some other village-cultivating land on contractual basis.

Score 2, Time 4 Minutes

Learning Outcomes

- Describe the importance of agriculture and the role of peasants in medieval India.

Q.2 What were the three components of village community during the Mughal period? Analyse how the village headman and the Panchayats regulated rural society?

Scoring Indicators

- Cultivators, the Panchayat and Village headman (1 score)
- Role of Panchayats (1 score)
- Jati Panchayats (1 score)
- Role of Village headman (1 score)
- Conclusion regarding their control over village (1 score)

Score 5, Time 10 Minutes

Learning Outcomes

- Describe the importance of agriculture and the role of peasants in medieval India.

Q.3 “Distinction between artisans and peasants in village society was difficult”. Evaluate the validity of this statement.

Scoring Indicators

- Different groups of artisans (1 score)
- Remunerations given to artisans (2 scores)
- Proper conclusion on the statement (1 score)

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the condition and role of women in the medieval period.

Q. 4 Assess the role played by women in the agrarian society.

Scoring Indicators

- Women worked together with men in fields
- Women sowed, weeded, threshed and winnowed the harvest
- Engaged in craft production
- High mortality rate and new social customs
- Petitions and punishments
- Property right

Score 5, Time 10 Minutes

Learning Outcomes

- Illustrate the importance of Zamindars.

Q. 5 Illustrate the changes tookplace in the lives of the forest dwellers due to the entry of external forces.

Scoring Indicators

- Jangli and their occupations
- State's concept of the forest
- Reasons for infiltration
- Social changes
- Tribal kingdoms

Score 4, Time 8 Minutes

Learning Outcomes

- Illustrate the importance of Zamindars.

Q. 6 Who were Zamindars? Explain their role in the Mughal India.

Scoring Indicators

- Part of rural society - who lived on agricultural production- Milkiyat- upper caste
- Functions
- collect revenue
 - mediate between king and peasants
 - maintain military
 - developed agricultural land
 - Give money to farmers for cultivation
 - Established markets
 - Relationship with peasants.

Score 8, Time 16 Minutes

Learning Outcomes

- Examine the revenue system under Mughal India

Q.7 “Land Revenue was the economic mainstay of the Mughal Empire” - Substantiate the statement.

Scoring Indicators

- Importance and arrangements made for Revenue collection
- Office of Diwan
- Revenue officials and record keepers penetrated to vilages
- Assessment stage- Jama
- Collection stage- hasil
- Amil-guzar
- Land measurement

Score 5, Time 10 Minutes

Learning Outcomes

- Critically evaluate the role of Ain-I Akbari as a source material.

Q.8 Critically evaluate the Ain- I- Akbari as a source for reconstructing the agrarian history of Mughal period.

Scoring Indicators

- The project of Akbar Nama
- Content of Ain-I- Akbari
- Limitations of Ain

Score 5, Time 10 Minutes

Learning Outcome

- Describe the importance of agriculture and the role of peasants in medieval India.

Q.9 Match column A with appropriates from column B

A	B
Ain- I Akbari	Perfect crops
Kharif	Mandal
Jins-I- Kamil	Autumn
Village headman	Abul Fazl

Scoring Indicators

- Abul Fazl (1 score)
- Autumn (1 score)
- Perfect crops (1 score)
- Mandal (1 score)

Score 4, Time 6 Minutes

Learning Outcomes

- Describe the importance of agriculture and the role of peasants in medieval India.
- Examine the revenue system under Mughal India

Q. 10 Find out the relation of item A and fill in the blanks of item B accordingly

- | | | | |
|----|-------------------------------------|---|------------|
| a) | A. Halalkhoran | : | Scavengers |
| | B. Mallahazadas | : | |
| b) | A. Village headman | : | Muqaddam |
| | B. Village Accountant | : | |
| c) | A. Daily allowance and diet money : | | Jajmani |
| | B. Tax levied from forest people | : | |
| d) | A. The amount assessed | : | Jama |
| | B. The amount collected | : | |



Scoring Indicators

- Sons of boatmen
- Patwari
- Peshkash
- Hasil

Score 4, Time 6 Minutes

Learning Outcomes

- Describe the importance of agriculture and the role of peasants in medieval India.

Q. 11 Why the Britishers called the villagers of India as “little republics”?



Scoring Indicators

- Sharing of resources
- Labour in collective
- Remind as a separate unit

Score 4, Time 6 Minutes

Learning Outcomes

- Illustrate the importance of Mughal Chronicles.

Q. 1 Explain the process of manuscript production under the Mughals

**Scoring Indicators**

- Kitabkhana
- Different Chronicles
- Process of manuscript making

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the role of Akbar Nama and Badshah Nama as a source material for the construction of medieval history.

Q. 2 Analyse the importance of Akbar Nama and Badshah Nama as source materials for the study of Mughal Empire.

**Scoring Indicators**

- Akbar Nama - author- project- three books- its content - provide complete picture of Akbar's reign.
- Badshah Nama - author- content - provide a detailed picture of Sajahan's reign.
- Efforts of preservation by the British
- Conclusion regarding its validity

Score 5, Time 10 Minutes

Learning Outcomes

- Examine the concept of Divine origin theory of kingship.

Q. 3 Sulh-I-Kul was a noble idea introduced by Akbar. Illustrate the statement with examples.

**Scoring Indicators**

- meaning of Sulh-I-Kul
- Nobility from different sect given positions and awards purely on service and loyalty
- Abolished taxes- Jizya, Pilgrimage tax
- Instruction to officers to follow Sulh-I-Kul
- If temples destroyed, grants for repair

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the concept of Divine origin theory of kingship.

Q.4 “Abul Fazl defined sovereignty as a social contract”. Explain the concept of ‘Social Contract’ in the context of Mughal Empire.

Scoring Indicators

- Emperor protects four essentials of subjects
- In return demands obedience and a share of resources
- motifs

Score 3, Time 6 Minutes

Learning Outcomes

- Analyse the functions of the Mughal court

Q.5 Write a diary note regarding the daily routine of the Mughal Emperor.

Scoring Indicators

- Prayers
- Jharoka darsan
- Diwan-I- am
- Diwan-I- khas

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the functions of the Mughal court

Q.6 Assess the role of women in the imperial household of the Mughal Empire?

Scoring Indicators

- Harem- wives, concubines, near and distant relatives
- Begams and Aghas
- Male and female slaves
- Nurjahan, Jahanara and Roshanara
- Humayun Nama

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the functions of the Mughal court

Q.7 “One important pillar of the Mughal state was its corps of officers”. Explain the recruitment and rank of these officials.

Scoring Indicators

- Turanic and Iranian nobles- Rajputs and Indian muslims- Mansabs- Zat and Sawar- Emperor’s personnel involvement in recruitment etc- Tajwis- Tainat-I- Rakab

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the functions of the Mughal court

Q. 8 Analyse the main features of Mughal provincial administration.



Scoring Indicators

- Empire- Subas and Subadars- Sarkars and Faujdars- Parganas and Qanungo, Chaudhuri, Qazi- beaurocracy

Score 4, Time 8 Minutes

Learning Outcomes

- Illustrate the importance of Mughal Chronicles.
- Examine the concept of Divine origin theory of kingship.
- Analyse the functions of the Mughal court

Q. 9 Match column A with appropriates from column B

A	B
Chandni Chawk	Kitab Khana
Mahabharatha	Sulh-I-Kul
Manuscripts	Jahanara
Absolute peace	Razm Nama



Scoring Indicators

- Jahanara (1 score)
- Razm Nama (1 score)
- Kitab Khana (1 score)
- Sulh-i-Kul (1 score)

Score 4, Time 6 Minutes

Learning Outcomes

- Illustrate the importance of Mughal Chronicles.
- Evaluate the role of Akbar Nama and Badshah Nama as a source material for the construction of medieval history.
- Analyse the functions of the Mughal court

Q. 10 Find out the most suitable answers from the given alternatives

- a) The new capital city built by Akbar
(Shajahanabad, Fatehpursikri, Chandni Chawk, Kabul)
- b) Who was the author of Humayun Nama?
(Gulbadan Begum, Abul Fazl, Sadullah Khan, Waris)
- c) The officer in charge of a Sarkar?
(Subadar, Chaudhuri, Qanungo, Faujdar)
- d) Abdul Hamid Lahori was credited with the authorship of?
(Alamgir Nama, Humayun Nama, Badshah Nama, Akbar Nama)



Scoring Indicators

- a) Fatehpur Sikri (1 score)
- b) Gulbadan Begum (1 score)
- c) Faujdar (1 score)
- d) Badshah Nama (1 Score)

Score 4, Time 6 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.

Q.1 “The British hoped that the Permanent settlement would solve the problems they had been facing in Bengal”. Elucidate.

**Scoring Indicators**

- Securing rights of property-fixing the rates of revenue permanently- regular flow of revenue-capital to improve agriculture- emergence of a new class.

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.

Q.2 Why did the zamindars fail to pay the revenue demand of the British?

**Scoring Indicators**

- high revenue demand
- low price of agricultural products
- variable revenue
- limit in the power of zamindars

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.
- Examine the strategies adopted by the Zamindars

Q.3 ‘The decline of the zamindars in Bengal led to the rise of Jotedars’. Substantiate.

Scoring Indicators

- Jotedars-rich peasants-controlled local trade and money lending- living urban areas- jotedars purchased the land auctioned by the zamindars

Score 3, Time 6 Minutes

Learning Outcomes

- Examine the strategies adopted by the Zamindars

Q. 4 What are the strategies adopted by the Zamindars to resist the British?

Scoring Indicators

- fictitious sale
- manipulation in auction
- attack.

Score 3, Time 3 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.
- Examine the strategies adopted by the Zamindars

Q. 5 Analyse the circumstances that led to the passing of the Fifth Report.

Scoring Indicators

- 1813- report on the administration and activities of the company- opposition in Britain to the monopoly of the company- private traders- British manufacturers- political groups

Score 3, Time 5 Minutes

Learning Outcomes

- Describe the lives of Pahariyas and Santhals

Q. 6 “The life of the Paharias was intimately connected to forest”. Elucidate.

Scoring Indicators

- Food gatherers, hunters, shifting cultivators, charcoal producers, silkworm weavers.

Score 2, Time 3 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.

- Describe the lives of Pahariyas and Santhals
- Analyse the factors responsible for the boom in cotton production.

Q.7 Link column A with appropriate items from column B

A	B
The Permanent Settlement	Bombay, Deccan
The Santhals	Raw cotton
Riotwari Settlement	Sunset Law
Americal civil war	Rajmahal hills



Scoring Indicators

- Sunset Law
- Rajmahal hills
- Bombay, Deccan
- Raw Cotton

Score 4, Time 6 Minutes

Learning Outcomes

- Examine the strategies adopted by the Zamindars
- Describe the lives of Pahariyas and Santhals
- Illustrate the problems faced by the peasants during 1820 -34.
- Explain the importance and limitations of Deccan Riots Commission.

Q.8 Arrange the following in chronological order

- The Fifth Report
- The Deccan Riots Commission
- Santhal Revolt
- Limitation Law



Scoring Indicators

- The Fifth Report
- Santhal Revolt

- Limitation Law
- The Decan Riots Commission.

Score 4, Time 6 Minutes

Learning Outcomes

- Describe the lives of Pahariyas and Santhals

Q. 9 Compare the attitude of Santhals and Paharias towards settled cultivation.

Scoring Indicators

- Paharias refused to cut forests, resisted touching the plough and continued to be turbulent
- The santhals were ideal settlers, clearing forests and ploughing the land with vigour

Score 4, Time 8 Minutes

Learning Outcomes

- Describe the lives of Pahariyas and Santhals

Q. 10 Why did the British feel that forest had to be cleared?

Scoring Indicators

- The British associated forests with wildness and saw forest people as savage, unruly, primitive and difficult to govern

Score 2, Time 4 Minutes

Learning Outcomes

- Describe the lives of Pahariyas and Santhals

Q. 11 “The Santhals found that the land they had brought under cultivation was slipping away from their hands”. Substantiate the statement.

Scoring Indicators

- high tax by the state- high rate of interest by moneylenders- control of zamindars over the Damini area

Score 3, Time 6 Minutes

Learning Outcomes

- Analyse the factors responsible for the boom in cotton production.

Q. 12 “The riots in the Deccan burnt the account books, looted grain shops and set fire to the houses of Sahukars”. Why? Explain.



Scoring Indicators

- Debt bond- poverty- exploitation- money lending

Score 3, Time 5 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.
- Illustrate the problems faced by the peasants during 1820 -34.

Q. 13 Analyse the reasons for the non extension of the Permanent Settlement to any region beyond Bengal.



Scoring Indicators

- Rise in agricultural prices- increase in the value of harvest produce, increase in the income of the zamindars

Score 3, Time 5 Minutes

Learning Outcomes

- Examine the strategies adopted by the Zamindars
- Illustrate the problems faced by the peasants during 1820 -34.

Q. 14 Why did the British officials in India think that the history of Bengal confirmed Ricardo’s theory?



Scoring Indicators

- Average rent-surplus- tax

Score 2, Time 4 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.

Q. 15 Find out the relationship between the two parts of item ‘A’ and fill in the blanks of item ‘B’ accordingly

- A. Bengal : Permanent Settlement

B. Bombay, Deccan :
- A. The Deccan Revolt : Peasant Revolt

B. The Santhal Revolt :

 **Scoring Indicators**

1. Riotwari Settlement
2. Tribal revolt

Score 2, Time 4 Minutes

Learning Outcomes

- Critically evaluate the impact of permanent settlement.

Q. 16 The permanent settlement is called as the 'Sunset Law'. Why?

 **Scoring Indicators**

- If the payment didnot come in by sunset of the specified date the zamindari was to be auctioned.

Score 2, Time 4 Minutes

Learning Outcomes

- Locate the main centres of the Revolt of 1857
- Examine the consequences of annexation of Awadh

Q.1 Link column A with appropriate items from column B

A	B
Nanasahib	Arrah
Bahadurshah	Awadh
Kunwarsingh	Kanpur
Birjis Qadr	Delhi

**Scoring Indicators**

- Kanpur
- Delhi
- Arrah
- Awadh

Score 4, Time 6 Minutes

Learning Outcomes

- Critically evaluate the visual representations of 1857

Q.2 Analyse the role of images in the revolt of 1857.

**Scoring Indicators**

- Victorial images produced by the British and the Indians- celebrating saviour, relief of Lucknow, In memmorium- tales of violence against women and children- vengeance and retribution- terror- nationalist imageries

Score 8, Time 16 Minutes

Learning Outcomes

- Enumerate the various measures adopted by the British to crush the rebellion.

Q.3 How did the British suppressed the Revolt of 1857?

**Scoring Indicators**

- Martial law- Reconquering Delhi- Military power- help of big land holders and peasants

Score 4, Time 6 Minutes

Learning Outcomes

- Locate the main centres of the Revolt of 1857

Q.4 Name the following places and mark them in the outline map of India

1. The place described by Lord Delhousie as 'a cherry that will drop in to our mouth one day'?
2. The place where Nana Sahib led the revolt of 1857?
3. The place where Kunwar Singh led the revolt of 1857?
4. The place from where the sepoys arrived in Delhi?

 **Scoring Indicators**

- | | |
|----------|-----------|
| 1. Awadh | 2. Kanpur |
| 3. Arrah | 4. Meerut |

Score 4, Time 6 Minutes

Learning Outcomes

- Locate the main centres of the Revolt of 1857

Q.5 Is there any planning and coordination on the part of the rebels in the revolt of 1857? Explain.

 **Scoring Indicators**

- Yes, Available documents attests so - chappathis - hidden communications - sepoy panchayats.

Score 4, Time 6 Minutes

Learning Outcomes

- Evaluate the role of rumours and prophecies

Q.6 Rumours and prophecies played a vital role in the revolt of 1857. Substantiate

 **Scoring Indicators**

- New greased catridges used
- Captain Wright report
- Rumourers- British destroyed the caste and religion of hindus and muslims

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the role of rumours and prophecies

Q.7 Why did people believe in the rumours ?

 **Scoring Indicators**

- British policies in 1820s
- western policies, education, Sati, remarriage of widows
- Annexation of Awadh, Jhansi, Satara

- Changes made in the pattern of land holding and revenue payments
- Activities of Christian missionaries.

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the consequences of annexation of Awadh

Q. 8 How did the British rule affect the Taluqdars of Awadh?

Scoring Indicators

- Disarmament of Taluqdars
- Summary settlements of 1856
- Renewal of taluqdars
- Taluqdars and peasant relation
- Taluqdars discontent to British

Score 5, Time 10 Minutes

Learning Outcomes

- Analyse the pattern of the Revolt of 1857
- Locate the main centres of the Revolt of 1857

Q. 9 The Sepoys had many discontents against the British rule. Comment on this statement.

Scoring Indicators

- Low level payment
- Difficulty of getting revenue
- In 1820's white officers friendship
- 1840s change (sense of superiority, racial inferiors)
- Trust replaced by suspicion
- Links between sepoys and rural india

Score 4, Time 8 Minutes

Learning Outcomes

- Illustrate how unity was achieved among various sections of the rebels.

Q. 10 Analyse the concepts of vision of unity in connection with the revolt of 1857?

Scoring Indicators

- Rebels proclamation of 1857
- proclamation of muslim princes
- Bahadursha's proclamation
- No religious division
- Barcilly incidents

Score 4, Time 8 Minutes

Learning Outcomes

- Illustrate how unity was achieved among various sections of the rebels.

Q. 11 Evaluate the steps taken by the rebels to attack the symbols of oppression.

 **Scoring Indicators**

- proclamation against the British rule
- attack on an allies of the British
- humiliate the elite of society
- burning account books
- attacked moneylenders homes

Score 3, Time 5 Minutes

Learning Outcomes

- Illustrate how unity was achieved among various sections of the rebels.

Q. 12 The rebels tried to establish some kind of authority and administration. Do you think so? Substantiate.

 **Scoring Indicators**

- yes
- Delhi, Lucknow and Kanpur
- shortlived
- appointments in various ports- collection of revenue- payments of troupes
- stop loot and plunder
- restoration of Mughal rule

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the consequences of annexation of Awadh

Q. 13 Analyse the role of Awadh in the revolt of 1857?

 **Scoring Indicators**

- Delhousie’s descriptions
- Subsidiary alliance- imposition- Annexation of Awadh
- Role of taluqdars, peasants and Sepoys

Score 8, Time 15 Minutes

Learning Outcomes

- Locate the main centres of the Revolt of 1857

Q. 14 Find out the relationship of the two parts of item ‘A’ and fill in the blanks of Item ‘B’ accordingly

- A. Bahadurshah : Delhi

B. Rani Lakshmi Bhai :
- A. Nana Sahib : Kanpur

B. Kunwar Singh :

 **Scoring Indicators**

1. Jhansi
2. Arrah

Score 2, Time 3 Minutes

MAHATMA GANDHI AND THE NATIONALIST MOVEMENT

Learning Outcomes

- Explain the activities of Gandhiji in South Africa.

Q.1 South Africa was “the making of the Mahatma” Why did the historian Chandran Devanesan has made such an observation? Elucidate.



Scoring Indicators

- In South Africa that Gandhiji first forged the protest known as Satyagraha, first promoted harmony between religions, and first alerted upper caste Indians to their discriminatory treatment of low castes and women.

Score 3, Time 5 Minutes

Learning Outcomes

- Appraise the Gandhiji's method of public interaction

Q.2 Why did Gandhiji consider Indian nationalism as an elite phenomenon?



Scoring Indicators

- During the early period Gandhiji considered Indian nationalism as a creation of lawyers and doctors and landlords.

Score 2, Time 3 Minutes

Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence
- Appraise the Gandhiji's method of public interaction

Q.3 Arrange the following in chronological order.

Opening of the Banaras Hindu University

Chauri Chaura incident

Swadeshi movement

Jallianwala Bagh massacre

Scoring Indicators

- Swadeshi movement 1 score
- Opening of Banaras Hindu University 1 score
- Jallianwala Bagh massacre 1 score
- Chauri Chaura incident 1 score

Score 4, Time 4 Minutes

Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence
- Appraise the Gandhiji's method of public interaction

Q. 4 It was the Rowlatt Satyagraha that made Gandhiji a truly national leader. Substantiate the statement.

Scoring Indicators

- Gandhiji called for a country wide campaign against the Rowlatt Act - life came to a standstill -shops shut down - schools closed - bandh - intense in Punjab - Jallianwala Bagh massacre

Score 3, Time 5 Minutes

Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence
- Appraise the Gandhiji's method of public interaction

Q. 5 “ If non-cooperation was effectively carried out, India would win Swaraj within a year” - Analyse the validity of the statement by evaluating the campaign of non-cooperation.

Scoring Indicators

- To stop attending schools, colleges and law courts, and not to pay taxes. Renunciation of voluntary association with the British Government. 2 scores
- Own judgement 1 score

Score 3, Time 6 Minutes

Learning Outcomes

- Examine the role of Gandhiji in civil disobedience movement and in the conferences.

Q. 6 Why did Gandhiji make salt as his target of struggle?



Scoring Indicators

- Manufacturing of salt became state monopoly.
- Salt was indispensable for every household.

Score 2, Time 4 Minutes

Learning Outcomes

- Appraise the Gandhiji's method of public interaction
- Examine the role of Gandhiji in civil disobedience movement and in the conferences.

Q. 7 Link column 'A' with appropriate items from column 'B'

A	B
Salt March	Uttarpradesh
Purna Swaraj	London
Chauri Chaura	Dandi
Round Table conferences	Lahore congress



Scoring Indicators

- Dandi
- Lahore Congress
- Uttarpradesh
- London

Learning Outcomes

- Examine the role of Gandhiji in civil disobedience movement and in the conferences.

Q. 8 The salt march made the British aware of the fact that their Raj would not last forever. Why?



Scoring Indicators

- Salt march got world attention, participation of women

Score 2, Time 3 Minutes

Learning Outcomes

- Evaluate the Crips mission and Quit India movement.

Q.9 Mahatma Gandhi made India's freedom movement into a mass national movement - Substantiate the statement.

 **Scoring Indicators**

- Satyagraha Non-violent protest - Non-cooperation - Salt march - Civil disobedience - Quit India movement - mass movement

Score 8, Time 15 Minutes

Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence

Q.10 Though the non cooperation movement failed to achieve swaraj it made fundamental changes in the nature of Indian National Movement. Analyse the validity of the statement.

 **Scoring Indicators**

- Expansion of national movement - Mass movement, New branches of congress - Prajamandals

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India

Q.1 How did partition affect the people of India?

**Scoring Indicators**

- Thousands of people killed- women raped- transformed in to refugees- homeless- lost their immovable property- separated from their relatives and friends- abandoned their houses- fields and fortunes.

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India
- Explain communalism

Q.2 Indian haters in Pakistan and Pakistan haters in India are the products of partition. Examine the validity of the statement.

**Scoring Indicators**

- In India- Muslims-cruel, bigoted, unclean, descenders of invaders
- Hindus- liberal, kind, pure, children of the invaded
- In Pakistan- Muslim- fair, brave, monotheists, meat eaters
- Hindus- dark-cowardly, polytheists- vegetarian

Score 4, Time 8 Minutes

Learning Outcomes

- Explain communalism

Q.3 How did communal politics and Communal tension lead to partition?

**Scoring Indicators**

- Separate electorate to Muslims in 1909- Muslims could now elects their representatives - sectarian slogans- favour to their religious groups- music before mosque- cow protection movements-Arya Samaj's Suddhi movement-Tabligh and tanzim

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India
- Explain communalism

Q.4 Analyse the factors that led to the partition of India.

 **Scoring Indicators**

- The provincial election of 1937- Congress victory- League's failure- Congress ministers role (3 score)
- Pakistan Resolution- Suddenness of partition- post war developments- emergence of league (3 score)
- Cabinet mission and its failure- Towards partition (2 score)

Score 8, Time 16 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India

Q.5 How did the Muslim League emerge as a dominant party among the Muslims in the election of 1946? Explain.

 **Scoring Indicators**

- League success -86.6 % of the Muslim votes- 422 of 509 seats- established itself as a dominant party among Muslims- its claims-spokesmen of Indian Muslims

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India

Q.6 Explain the proposals and the factors that led to the failure of Cabinet Mission.

 **Scoring Indicators**

- Assemblies grouped in to three- A for Hindu majority provinces- B and C for the Muslim majority provinces- groups of provinces- regional unit
- Mentally opposed integration- Leagues demand grouping B and C - Congress- provinces asked to join groups-League demand- grouping first- provinces rights after the constitution- League and Congress accept its proposal

Score 5, Time 10 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India
- Explain communalism

Q.7 Muslim League's idea of partition as a bargaining counter against the British. Comment on this statement.

 **Scoring Indicators**

- Not serious demand for partition- Block possible British concessionsI to Congress- gain additional favours for the muslims

Score 2, Time 4 Minutes

Learning Outcomes

- Locate the partition effected centres and analyse the effect of partition.

Q.8 Why the Congress leaders in Punjab and Bhadraklok in Bengal support partition?

Scoring Indicators

- Sikh leaders- congress men in punjab- partition necessary- swaped by muslim majorities- muslim leaders dictate terms- Bradralok- political power to remain them- fear- permanent tutelage of muslim- division led to their political dominance

Score 4, Time 8 Minutes

Learning Outcomes

- Locate the partition effected centres and analyse the effect of partition.

Q.9 'Soldiers and policemen in India acts as Hindus, Muslims or Sikhs during the partition.' Explain the validity of the statement

Scoring Indicators

- Collapse of institution of governance- police failed to fire- unwilling to take descision- officials asked for help to Gandhi, Nehru etc.- police forgot professional commitment- held co-religious groups-supported members of the community.

Score 5, Time 10 Minutes

Learning Outcomes

- Appraise Gandhi's peace mission

Q.10 Explain the role of Gandhiji in reducing communal tension during the partition?

Scoring Indicators

- Restore communal harmony- his efforts - people's mind change- Nakhali-Bihar- Culcutta to Delhi- stop Hindus and Muslims kill each other-1946 culcutta- local Muslim to guarantee the safety of Hindus-

Score 4, Time 8 Minutes

Learning Outcomes

- Examine the condition of women during partition.

Q.11 How did partition affect women?

Scoring Indicators

- Raped- settled with strangers- develop new family bonds- recovery- 22000 Muslim and 8000 Hindu and Sikhs- men feared - their women stolen by enemy- Urvashi Bhutalia's 'The other side of silence'- Thoakhalsa village incidents- martyrdom of women- celebration.

Score 4, Time 8 Minutes

Learning Outcomes

- Appraise the humanitarian works and services of the period.

Q. 12 'Partition is an enormous history of help, humanity and harmony' - Do you think so? Substantiate.

Scoring Indicators

- Kushdev Singh's efforts- give food, shelter- security to migrants like muslims, sikhs, hindus- humanity and generosity- Love is stronger than Hate: A Remembrance of 1947- Karachi airport incidents

Score 4, Time 8 Minutes

Learning Outcomes

- Appraise the humanitarian works and services of the period.

Q. 13 Examine the strength and limitation of oral history.

Scoring Indicators

- Group experience and memories in detail- broaden the boundaries of disciplines- memories of men and women ignored- data seen to lack concreteness- chronology- imprecise- large picture cannot built- from micro evidences- one witness is no witness- tangential issues

Score 4, Time 8 Minutes

Learning Outcomes

- Critically evaluate of the post-partition developments in India
- Locate the partition effected centres and analyse the effect of partition.
- Appraise the humanitarian works and services of the period.

Q. 14 Match column A with appropriate from column B

A	B
Sikander Hayatkhan	1946
Kushdev Singh	Unionist Party
Urvashi Bhutalia	Dharampur
Cabinet Mission	The Other side of Silence

Scoring Indicators

- Unionist Party
- Dharampur
- The other side of silence
- 1946

Score 4, Time 6 Minutes

PRE-MODERN KERALA: ECONOMY, SOCIETY AND POLITY

Learning Outcomes

- List out the sources of pre-historic period and explain the stone age in Kerala.

Q.1 Write any two categories of sources for the study of pre historic period in Kerala



Scoring Indicators

- Archaeological sources
- Literary sources
- Travelogue of foreigners

Score 2, Time 4 Minutes

Learning Outcomes

- List out the sources of pre-historic period and explain the stone age in Kerala.

Q.2 Megalithic monuments are the part of iron age in Kerala. Substantiate the statement.



Scoring Indicators

- Features of Megalithic culture and different types
- Relation with iron age

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the socio-economic and political life of early historic period.

Q.3 Tinai is considered as socio-economic, Geographical division of ancient Tamizhakom. Explain the statement by examining different subsistent strategies of this period



Scoring Indicators

- Name the different Tinai
- Relation with Geography- Occupation

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the formation of multi cultural society.

Q. 4 Prepare a note on the redistribution of Sangham Society?

Scoring Indicators

- Idea of political authority of Sangham period (Kizhar, Velir, Vendan, Mannan etc)

Score 3, Time 5 Minutes

Learning Outcomes

- Evaluate the formation of multi cultural society.

Q. 5 Find out the different reasons for the formation of multi cultural settlements in ancient Kerala.

Scoring Indicators

- Coming of Buddhism, Jainism, Christianity, Judaism, Islam
- Geography and trade- creating cultural symposis in Kerala

Score 4, Time 8 Minutes

Learning Outcomes

- Describe political consolidation under Perumals and its impact.

Q. 6 Analyse the Perumal administration in Kerala?

Scoring Indicators

- Significance of Perumals of Mahodayapuram
- Nadus and Nattudayavar
- Naraga and Ur
- Code of conduct, taxes and dues

Score 8, Time 16 Minutes

Learning Outcomes

- Explain political and economic developments in Travancore, Cochin and Malabar.

Q. 7 Evaluate the socio, economic and political transformations of Kerala from CE1200-1800?

Scoring Indicators

- Multi crop production
- Trade and commerce
- Naduvazhi Swarupams and Sanketams
- Land system and agrarian relations

Score 8, Time 16 Minutes

Learning Outcomes

- Explain political and economic developments in Travancore, Cochin and Malabar.

Q.8 Do you consider Marthanda Varma as the real founder of Modern Travancore? Substantiate your arguments?

Scoring Indicators

- Revenue administration
- Military administration
- Political consolidation and suppression of Feudal elements.

Score 4, Time 8 Minutes

Learning Outcomes

- Explain political and economic developments in Travancore, Cochin and Malabar.

Q.9 Link column A with appropriate from column B

A	B
Battle of Kolachal	Sakthan Thampuran
Kettezhuthu	Vascoda Gama
Third Mysore war	Marthanda Varma
Cartaz System	Tippu Sulthan

Scoring Indicators

- Marthanda Varma
- Sakthan Thampuran'
- Tippu Sultan
- Vasco da Gama

Score 4, Time 8 Minutes

Learning Outcomes

- Explain political and economic developments in Travancore, Cochin and Malabar.
- Analyse the socio-economic and political life of early historic period.
- Listout the sources of pre-historic period and explain the stone age in Kerala.

Q.10 Find the relation of the two items of 'A' and fill in the blanks of item 'B' accordingly

- A. Sakthan Thampuran : Kochi

B. Marthanda Varma :
- A. Swarupam : Autonomous territory

B. Sanketham :

- 3. A. Kurinchi : Mountainous region
- B. Marutham :
- 4. A. Devaswam : Temple Land
- B. Cherikkal :

 **Scoring Indicators**

- 1. Travancore
- 2. Semi autonomous territory
- 3. River basin
- 4. King's Land

Score 4, Time 8 Minutes

Learning Outcomes

- Evaluate the impact of colonial intervention in various fields of Kerala.

Q.1 “The political control gave the British the power to dictate trade in Kerala.”
Substantiate the statement..

**Scoring Indicators**

- Free trade controlled by colonial capital- indigenous merchants had only a subsidiary role- trade laws and regulations

Score 2, Time 4 Minutes

Learning Outcomes

- Evaluate the impact of colonial intervention in various fields of Kerala.

Q.2 How did the British develop a colonial economy in Kerala?

**Scoring Indicators**

- Introduction
- Land revenue
- Administrative system
- Plantation of agriculture
- Non local investment
- Infrastructure
- Own conclusion.

Score 8, Time 16 Minutes

Learning Outcomes

- Explain the development of education in Kerala

Q.3 “Education was the cardinal force behind the modernization of kerala society”. Evaluate the validity of the statement.

**Scoring Indicators**

- Missionary education- LMS,CMS, Salvation army,BEM
- Gouri Parvathy Bhai- 1817- Munro- Swathy Thirunal
- Schools and colleges

Score 5, Time 10 Minutes

Learning Outcomes

- Analyse the early resistance against colonialism.

Q.4 Analyse the early resistance movements against the British in Malabar?

Scoring Indicators

- Pazhassi revolt
- Kurichiya revolt
- Mappila outbreaks

Score 8, Time 15 Minutes

Learning Outcomes

- Identify the social reformers of Kerala.

Q.5 Link column A with appropriate items from column B

A	B
Vaikunda Swamikal	Atmavidya Sangham
Ayyankali	Adi Bhasha
Vagbhatananda	Samatwa Samajam
Chatampi Swamikal	Sadhujana Paripalana Samgham

Scoring Indicators

- Samatwa Samajam
- Sadhujana Paripalana Samgham
- Atma Vidya Sangham
- Adi Bhasha

Score 4, Time 8 Minutes

Learning Outcomes

- Analyse the early resistance against colonialism.

Q.6 “Following Malabar, Travancore and Cochin witnessed resistance against the British during first half of the 19th century.” Substantiate the argument

Scoring Indicators

- Veluthampi in Travancore
- Paliyath Achan in Cochin

Score 5, Time 8 Minutes

Learning Outcomes

- Analyse the early resistance against colonialism.
- Identify the social reformers of Kerala.
- Identify various struggles for a democratic society.

Q.7 Arrange the following events in chronological order

- Abolition of slavery in cochi
- Kundara Proclamation
- Treaty of Srirangapattanam
- Death of Pazhassi Raja



Scoring Indicators

- Treaty of Srirangapattanam
- Death of Pazhassi Raja
- Kundara proclamation
- Abolition of slavery in Cochin

Score 4, Time 8 Minutes

Learning Outcomes

- Identify various struggles for a democratic society.

Q.8 Do you consider the Vaikom satyagraha as a struggle for human rights? Why? Elucidate



Scoring Indicators

- Right of the untouchables to walk on the approach roads of Vaikom temple- TK Madhavan- Mannath Padmanabhan- Savarna Jadhva

Score 3, Time 5 Minutes

Learning Outcomes

- Analyse the national movement in Kerala.

Q.9 “ The influence of Socialist and Communist ideologies on peasants and workers led to the popular struggles in Kerala.” Analyse the importance of this view point.



Scoring Indicators

- The kayyur revolt of 1941
- The Punnapra Vayalar outbreak of 1946

Score 4, Time 6 Minutes

Learning Outcomes

- Explain the process and factors that led to the formation of Kerala.

Q.10 “ A Language can create a state” Evaluate the validity of the statement on the basis of the formation of the state of Kerala.



Scoring Indicators

- Malayalam language, Leela Thilakam, Malayali memorial, Onnekalkodi malayalikal- Political movement- 1956

Score 4, Time 6 Minutes

Learning Outcomes

- Analyse the early resistance against colonialism.
- Analyse the national movement in Kerala.

Q. 11 Find out the relationship between the two parts of item 'A' and fill in the blanks of item 'B' accordingly.

- A. Electricity Agitation : Kochi

B. Pattini Jadhha :
- A. Keezhariyur Bomb Case : Malabar

B. Nivarthana Movement :
- A. P. Krishna Pillai : Guruvayur Satyagraha

B. A.G velayudhan :
- A. Mappila Outbreaks : Agrarian uprising

B. The kurichiya revolt :



Scoring Indicators

- Malabar
- Travancore
- Paliyam Satyagraha
- Tribal Revolt

Score 4, Time 6 Minutes

Reg. No:

Name :

Higher Secondary Education

HISTORY**Sample Question Paper -I****Maximum : 80 Score****Time: 2½ hrs****Cool off time : 15 mts****General Instructions to candidates:**

- There is 'Cool off time' of 15 minutes in addition to the writing time of 2.30 hrs.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Maps, figures and graphs should be shown in the answer sheet itself.
- Malayalam version of the questions is also provided.
- Give equations wherever necessary
- Only nonprogrammable calculators are allowed in the Examination Hall.

പൊതുനിർദ്ദേശങ്ങൾ

- നിർദ്ദിഷ്ട സമയത്തിന് പുറമെ 15 മിനിട്ട് 'കൂൾ ഓഫ് ടൈം' ഉണ്ടായിരിക്കും. ഈ സമയത്ത് ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതാനോ, മറ്റുള്ളവരുമായി ആശയം വിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- 'ചോയ്സ്' ചോദ്യങ്ങൾ ഒഴികെ എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- ഒരു ചോദ്യനമ്പർ ഉത്തരമെഴുതാൻ തെരഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പറിൽ നിന്ന് തന്നെ തെരഞ്ഞെടുക്കേണ്ടതാണ്.
- ഭൂപടങ്ങൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ മാത്രമേ പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടുള്ളൂ.

1. Write any two factors that led to the end of Harappan civilization (2)
2. Eventhough the inscriptions are a major source to reconstruct the history of ancient India, they have certain limitations. What are they? (2)

1. ഹരപ്പൻ സംസ്കാരത്തിന്റെ തകർച്ചയിലേക്ക് വഴിതെളിച്ച ഏതെങ്കിലും രണ്ടു ഘടകങ്ങൾ എഴുതുക (2)
2. പ്രാചീന ഇന്ത്യയുടെ ചരിത്ര പുനർനിർമ്മാണത്തിനായുള്ള പ്രധാന ഉറവിടമാണ് ശിലാ ശാസനങ്ങളെങ്കിലും അവയ്ക്ക് ചില പരിമിതികൾ ഉണ്ട്. അവ ഏതെല്ലാം? (2)

3. In ancient India varna and gender determined the access to property and thereby social status of the people. Evaluate the statement with suitable examples (5)
4. The stupas are considered to be an emblem of Buddha and Buddhism Why? (3)
5. Distinguish between Mahayana Buddhism and Hinayana Buddhism (2)
6. Find out the relationship of the two parts of item 'a' and fill in the blanks of item 'b' accordingly (4)
 - a) Al-Biruni : Kitab-ul-Hind
 - b) Ibn Battuta -
 - a) Durate Barbosa : Portuguese
 - b) Francois Bernier :
 - a) Tevaram : Nayanars
 - b) Nalayira Divyaprabandham:.....
 - a) Turushka : Turkey
 - b) Parashika :
7. why did the cities in the Indian subcontinent excite Ibn Battuta? (4)
8. Prepare a short note on the legacy of Kabir (4)
9. Mohenjodaro was a planned urban centre. Substantiate the statement with the help of the following hints. (8)
 - Lower Town
 - Domestic Architecture
 - Drainage System
 - Citadel

OR

3. പ്രാചീന ഇന്ത്യയിൽ സ്വത്തിന്റെ കൈവശം വയ്ക്കലും അതുവഴിയുള്ള സാമൂഹികപദവിയും തീരുമാനിച്ചിരുന്നത് വർണ്ണവും, ലിംഗവും ആയിരുന്നു. അനുയോജ്യമായ ഉദാഹരണങ്ങളുടെ അടിസ്ഥാനത്തിൽ പ്രസ്താവന വിലയിരുത്തുക. (5)
4. ബുദ്ധന്റേയും, ബുദ്ധമതത്തിന്റേയും പ്രതീകമായാണ് സ്തൂപങ്ങൾ പരിഗണിക്കപ്പെട്ടിരിക്കുന്നത് എന്തുകൊണ്ട്. (3)
5. മഹായാനബുദ്ധമതവും, ഹിനയാനബുദ്ധമതവും തമ്മിലുള്ള വ്യത്യാസം എഴുതുക (2)
6. 'എ' വിഭാഗത്തിലെ രണ്ടു ഘടകങ്ങൾ തമ്മിലുള്ള പരസ്പരബന്ധം കണ്ടെത്തി അതുപോലെ 'ബി' വിഭാഗത്തിലെ വിട്ടുപോയ ഭാഗം പൂരിപ്പിക്കുക. (4)
 - എ) അൽബിറൂണി : കിതബ് - ഉൽ-ഹിന്ദ് ബി) ഇബ്ൻ ബത്തൂത്ത :
 - എ) ഡുറാത്തേ ബർബോസ: പോർച്ചുഗീസ് ബി) ഫ്രാൻകോ ബർണിയർ :
 - എ) തേവാരം : നായനാർമാർ ബി) നാലായിരദിവ്യപ്രബന്ധം :
 - എ) തുരുഷ്ക : തുർക്കി ബി) പരാഷിക :
7. ഇന്ത്യൻ ഉപഭൂഖണ്ഡത്തിലെ നഗരങ്ങൾ ഇബ്ൻ ബത്തൂത്തയെ അതിശയപ്പെടുത്തി എന്തുകൊണ്ട്? (4)
8. കബീറിന്റെ സംഭാവനയെക്കുറിച്ച് ഒരു ചെറുകുറിപ്പ് തയ്യാറാക്കുക. (4)
9. മോഹൻജൊദാരോ ഒരു ആസൂത്രിതനഗരകേന്ദ്രമായിരുന്നു. താഴെ കൊടുത്തിരിക്കുന്ന സൂചകങ്ങളുടെ അടിസ്ഥാനത്തിൽ ഈ പ്രസ്താവനയെ സാധൂകരിക്കുക. (8)
 - കീഴ്പട്ടണം
 - ഗൃഹനിർമ്മാണ വാസ്തുവിദ്യ
 - അഴുക്കുചാൽ സമ്പ്രദായം
 - കോട്ട

അല്ലെങ്കിൽ

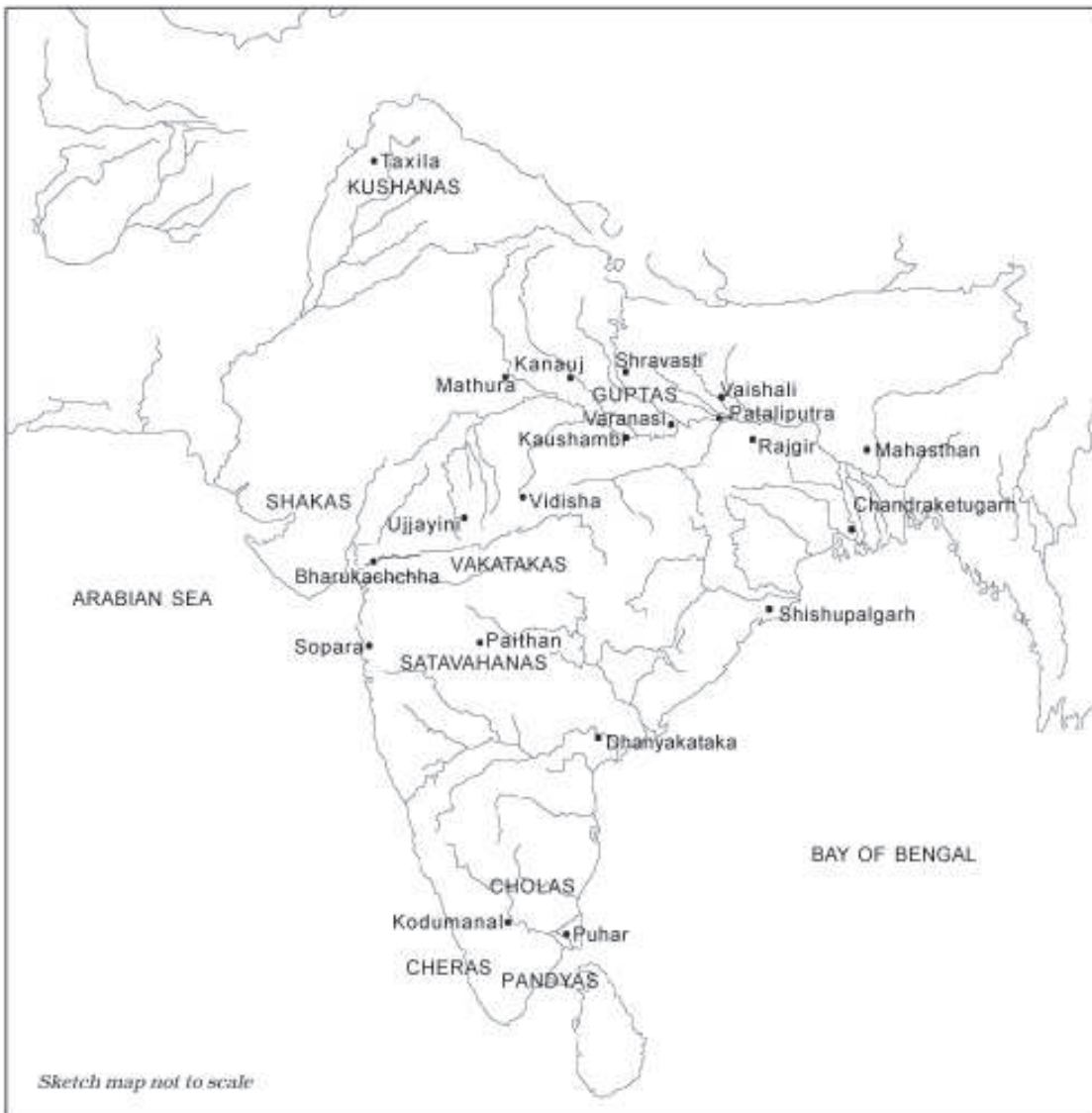
The following map shows some important towns that emerged in ancient India from sixth century BCE onwards. Identify the locational factor that helped the growth of these towns and explain the development of trade during this time.

Areas to be considered:-

- Trading Towns
- Urban Populations
- Internal and External trade
- Coins

ബി.സി.ഇ. ആറാം നൂറ്റാണ്ടോടുകൂടി പ്രാചീന ഇന്ത്യയിൽ ഉയർന്നു വന്ന പ്രധാനപ്പെട്ട നഗരങ്ങളാണ് താഴെ ഭൂപടത്തിൽ നൽകിയിട്ടുള്ളത്. ഈ നഗരങ്ങളുടെ വളർച്ചയ്ക്ക് സഹായിച്ച സ്ഥാനനിർണയ ഘടകം കണ്ടെത്തി ഈ കാലഘട്ടത്തിലെ വാണിജ്യ പുരോഗതി വിവരിക്കുക. പരിഗണിക്കേണ്ട മേഖലകൾ :-

- വാണിജ്യ നഗരങ്ങൾ
- നഗരത്തിലെ ജനവിഭാഗങ്ങൾ
- ആഭ്യന്തര - വിദേശ വ്യാപാരം
- നാണയങ്ങൾ



10. Choose the correct answer from the given alternatives (4)
 - a) The ruins of Hampi were discovered by. (*Colin Mackenzie, John.M.Fritz, George Michell, M.S.Nagaraja Rao*)
 - b) During the Mughal Period, the Panchayat headman was known as. (*Muqaddam, Patwari, Muzarian, Jangli*)
 - c) Who is the author of Badshah Nama? (*Abdul Hamid Lahori, Abul Fazl, Gulbadan, Begam, Dara Shukoh*)
 - d) Who was incharge of revenue collection in mughal administration? (*Qanungo, Chandhuri, Sadar, Subadar*)
11. The nayakas and amaranayakas played a vital role in Vijayanagar administration. Do you agree with this statement? Substantiate (4)
12. Analyse the relationship between women and agriculture in medieval Indian society under the Mughals.(4)
13. Mention the peculiarities of the Humayun Nama written by Gulbadan Begam (2)
14. The Santhals revolted against native and foreign exploitation. Examine the validity of the statement (4)
15. Comment on the Fifth Report (2)
16. Name the following places and mark them on the outline map provided (4)
 - (a) The Kingdom described by Lord Dalhousie as a cherry that will drop into our mouth one day.

10. താഴെ തന്നിരിക്കുന്നവയിൽ നിന്നും ശരിയുത്തരം തിരഞ്ഞെടുത്തെഴുതുക (4)
 - എ) ഹംപി നഗരത്തിന്റെ അവശിഷ്ടങ്ങൾ കണ്ടെത്തിയത് (കോളിൻ മക്കൻസി, ജോൺ.എം. ഫ്രിറ്റ്സ്, ജോർജ്ജ് മിച്ചൽ, എം.എസ്.നാഗരാജറാവു)
 - ബി) മുഗൾ കാലഘട്ടത്തിൽ പഞ്ചായത്തിന്റെ തലവനെ അറിയപ്പെട്ടിരുന്ന പേര് (മുക്കദം, പട്വാരി, മുസാരിയൻ, ജംഗ്ലി)
 - സി) ബാദ്ഷാനാമയുടെ കർത്താവ് ആര് (അബ്ദുൾ ഹമീദ് ലഹോരി, അബുൾഫസൽ, ഗുൾബദൻബീഗം, ദാരാഷിക്കോ)
 - ഡി) മുഗൾ ഭരണസമ്പ്രദായത്തിൽ നികുതി പിരിവിന്റെ അധികാരി ആരായിരുന്നു? (ഖാനുൻഗോ, ചൗധൂരി, സദ്ർ, സുബേദാർ)
11. നായകന്മാരും, അമരനായകന്മാരും വിജയ നഗരഭരണത്തിൽ പ്രധാന പങ്കു വഹിച്ചിരുന്നു. ഈ പ്രസ്താവനയോട് യോജിക്കുന്നുണ്ടോ? സാധൂകരിക്കുക. (4)
- 12 മുഗൾ ഭരണകാലത്തെ മധ്യകാല ഇന്ത്യൻ സമൂഹത്തിൽ സ്ത്രീകളും, കൃഷിയും തമ്മിലുള്ള ബന്ധത്തെ വിശകലനം ചെയ്യുക. (4)
13. ഗുൽബദൻബീഗം രചിച്ച ഹുമയൂൺനാമയുടെ പ്രത്യേകതകൾ എഴുതുക (2)
14. സന്താളുകൾ തദ്ദേശീയ- വിദേശ ചൂഷണത്തിനെതിരെ കലാപം നടത്തി. ഈ പ്രസ്താവനയുടെ സാധ്യത പരിശോധിക്കുക (4)
15. അഞ്ചാം റിപ്പോർട്ടിനെക്കുറിച്ച് അഭിപ്രായം എഴുതുക (2)
16. താഴെ നൽകിയിരിക്കുന്ന സ്ഥലങ്ങൾ കണ്ടെത്തി അവ ഭൂപടത്തിൽ രേഖപ്പെടുത്തുക (4)
 - (എ) ഒരു ദിവസം നമ്മുടെ വായിൽ വീഴുന്ന ചെറിപ്പഴം എന്ന് ഡൽഹൗസിപ്രഭുവിശേഷിപ്പിച്ച രാജ്യം.

- (b) The place where Nanasahid led the revolt
 - (c) The place where kunwar singh led the revolt.
 - (d) The place where the populace celebrated the fall of British rule by hailing Birjis Qadr as their leader.
17. Examine the role of rumours and prophecies in the revolt of 1857. (2)
18. Gandhiji made Indian freedom movement a popular movement. Elucidate the statement on the basis of non-co-operation movement. (8)

OR

Explain the circumstances that led to the partition of India. Areas to be included.

- Provincial election of 1937
- Pakistan Resolution
- Post War developments
- Towards partition

19. Arrange the following in chronological order (4)
- (i) Direct Action Day
 - (ii) Suspension of Non co-operation Movement
 - (iii) Formation of Bangladesh
 - (iv) Proclamation of Purna Swaraj
20. Prepare a short note on Megalithic monuments (4)
- 21 Match Column A with B (4)

A	B
(1) T.K.Madhavan	Malabar Rebellion
(2) A.K. Gopalan	Paliyam Satyagraha
(3) Ali Musliar	Vaikkom Satyagraha
(4) C.Kesavan	Pattini Jatha

- (ബി) നാനാസാഹിബ് കലാപം നയിച്ച സ്ഥലം
- (സി) കുൻവർസിംഗ് കലാപം നയിച്ച സ്ഥലം
- (ഡി) ജനക്കൂട്ടം ബ്രിട്ടീഷ് ഭരണത്തിന്റെ പതനം ആഘോഷിക്കുകയും, ബിർജിസ്ഖാദറിനെ നേതാവായി പ്രഖ്യാപിക്കുകയും ചെയ്ത സ്ഥലം

17. പ്രവചനങ്ങൾക്കും കേട്ടുകേൾവികൾക്കും 1857 ലെ വിപ്ലവത്തിനുള്ള പങ്ക് പരിശോധിക്കുക(2)
18. ഇന്ത്യൻ സ്വാതന്ത്ര്യസമരത്തെ ഗാന്ധിജി ഒരു ജനകീയ പ്രസ്ഥാനമാക്കി മാറ്റി. നിസ്സഹരണ പ്രസ്ഥാനത്തിന്റെ അടിസ്ഥാനത്തിൽ ഈ പ്രസ്താവന വിശദീകരിക്കുക. (8)

അല്ലെങ്കിൽ

ഇന്ത്യയുടെ വിഭജനത്തിലേക്ക് നയിച്ച സാഹചര്യങ്ങൾ വിവരിക്കുക. ഉൾപ്പെടുത്തേണ്ട മേഖലകൾ:-

- 1937 ലെ പ്രവിശ്യാതെരഞ്ഞെടുപ്പ്
- പാകിസ്ഥാൻ പ്രമേയം
- യുദ്ധാനന്തര സംഭവങ്ങൾ
- വിഭജനത്തിലേക്ക്

19. ചുവടെ കൊടുത്തിരിക്കുന്നവയെ കാലഗണനാക്രമത്തിൽ എഴുതുക. (4)
- (1) പ്രത്യക്ഷ സമരദിനം
 - (2) നിസ്സഹരണപ്രസ്ഥാനം പിൻവലിക്കൽ
 - (3) ബംഗ്ലാദേശിന്റെ രൂപീകരണം
 - (4) പൂർണ്ണസ്വരാജ് പ്രഖ്യാപനം.
20. മഹാശിലാസ്തൂപങ്ങളെക്കുറിച്ച് ഒരു ചെറു കുറിപ്പ് തയ്യാറാക്കുക (4)
21. 'എ' വിഭാഗത്തിൽ കൊടുത്തിരിക്കുന്നവയ്ക്ക് അനുയോജ്യമായ 'ബി' വിഭാഗത്തിൽ നിന്നും തിരഞ്ഞെടുത്തെഴുതുക. (4)

എ	ബി
(1) ടി.കെ.മാധവൻ	മലബാർകലാപം
(2) എ.കെ.ഗോപാലൻ	പാലിയംസത്യാഗ്രഹം
(3) ആലിമുസലിയാർ	വൈക്കംസത്യാഗ്രഹം
(4) സി.കേശവൻ	പട്ടിണിജാഥ

Answer Key

Qn. No.	Value points	Score	Total
1	<ul style="list-style-type: none"> • Climate • Deforestation • Excessive floods • The shifting and/or drying up of river(Any two) 		2
2	<ul style="list-style-type: none"> • Technical limitation • Projection of the person (s) who commissioned them (Any two) 		2
3.	<ul style="list-style-type: none"> • Gendered access to property • Varna and access to property • Suitable examples 	2 2 1	5
4.	<ul style="list-style-type: none"> • The stupas regarded as sacred because it contained relics of Buddha. • Description of stupas at Bharhut, Sanchi and Sarnath 	1 2	3
5.	Mahayanism <ul style="list-style-type: none"> • Worship of images of Buddha • Bodhisattas • Called great vehicle Hinayanism <ul style="list-style-type: none"> • Traditional form of Buddhism • Lesser vehicle 	1 1	2
6	a. Rihla b. French c. Alvars d. Persia	1 1 1 1	4
7	<ul style="list-style-type: none"> • Cities were densely populated • Prosperous • Cities had crowded streets • Markets or bazaars • The bazaars were hub of social and cultural activities • Productive Agriculture-Soil fertility 		4
8	<ul style="list-style-type: none"> • Kabir Bijak - kabir Granthavali • Poems of Kabir • Description of ultimate Reality • Exponent of Hindu -Muslim unity 	4 x 1	4
9	<ul style="list-style-type: none"> • Lower Town • Domestic Architecture 	2 1	

Qn. No.	Value points	Score	Total
	<ul style="list-style-type: none"> • Drainage System • Citadel • Conclusion For explaining these points OR <ul style="list-style-type: none"> • Identifying locational factors • Trading towns • Urban population • Trade • Coins 	2 2 1 1 1 2 2 2	8
10	a. Colin Mackenzie b. Muqaddam c. Abdul Hamid Lahori d. Chandhuri	1 1 1 1	4
11	<ul style="list-style-type: none"> • Nayakas were the chief of army • Many nayakas submitted to the authority of the kings of Vijayanagara • Amara Nayakas were military commanders. • They were given the territories to govern by the raga. • They collected taxes. • Amara Nayakas sent tribute to the king (Anu four) 		4
12	<ul style="list-style-type: none"> • Women was an important resource in agrarian society. • Women sowed, weeded, threshed and winnowed the harvest. • Segregation between men and women • Importance of landed gentry 		4
13	<ul style="list-style-type: none"> • Wrote about the domestic world of the mughals • No eulogy of the mughal emperors 	1 1	2
14	<ul style="list-style-type: none"> • Santhal rebellion against Zamindars and money landers • Exploitation by the colonial rulers 	2 2	4
15	<ul style="list-style-type: none"> • The contents of Fifth Report • The Impact of Fifth Report 	1 1	2
16	(a) Awadh (b) Kanpur (c) Arrah/Bihar (d) Lucknow	1 1 1 1	4

Qn. No.	Value points	Score	Total
17	<ul style="list-style-type: none"> • Role of rumours - captain wright • Conspiracy to destroy the caste and religious of Hindu and Muslims • Rumours of chappatti distribution from village (any two) 	2 x 1	2
18	<ul style="list-style-type: none"> • Gandhi's entry into national movement- Champaran, Ahamadabad and Kheda • Rowlatt Satyagraha • Non- Co-operation Movement Chauri Chaura • Conclusion OR • Provincial elections of 1937 • Pakistan Resolution • Post war developments • Towards partition 	1 1 5 1 2 2 2 2	8 8
19	<ol style="list-style-type: none"> (1) Suspension of Non-Cooperation movement (2) Proclamation of Purna Swaraj (3) Direct Action Day (4) Formation of Bangladesh 	1 1 1 1	4
20	Megalithic monuments - sites Features	2 2	4
21	<ol style="list-style-type: none"> (1) T.K.Madhavan - Vaikkom Satyagraha (2) A.K. Gopalan - Pattini Jatha (3) Ali Musaliar - Malabar Rebellion (4) C.Kesavan - Paliyam Satyagraha 	1 1 1 1	4