

**SAMPLE QUESTION PAPER**

# **HISTORY**

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**Class - XII**



**Government of Kerala  
Department of Education**

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**Prepared by  
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**2014**

# ***Guidelines for the Preparation of Question Paper for HIGHER SECONDARY EDUCATION 2014-15***

## **Introduction**

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### **I. Preparatory stage**

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2014-15.

### **II Nature of questions**

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.

- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.

- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

### THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)

2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

***Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.***

## LEARNING OUTCOMES

- 1.1 Identify the early Harappan sites and to explain the features of early Harappan civilization
- 1.2 Analyse the agricultural activities of Harappan people in the light of archaeological evidence.
- 1.3 Explain and compare the striking features of the city of Mohenjodaro with modern urban centres.
- 1.4 Identify and explain various techniques used to analyse the social differences in Harappa
- 1.5 Appreciate the achievements of Harappan people in the field of craft and technology
- 1.6 Analyse various views about the political system of the Harappans.
- 1.7 Identify and explain the various factors behind the end of the Harappan civilization.
- 1.8 Analyse the various techniques used by the archaeologists in excavations.
- 2.1 List out and explain the 16 Mahajanapadas
- 2.2 Analyse the importance of the Maurya empire
- 2.3 Explain the new notions of kingship
- 2.4 Illustrate the features rural and urban society
- 2.5 Appraise the attempts made by historians and scholars to decipher various scripts.
- 3.1 Identify Mahabharata as a source to reconstruct the history of ancient India.
- 3.2 Analyse various rules and practices that existed in ancient Indian society connected by kinship and marriage.
- 3.3 Evaluate the social differences based on caste
- 3.4 Explain the social status of the people shaped by their economic conditions
- 3.5 Identify the complex elements of Mahabharata
- 4.1 Explain the history of Sanchi Stupa
- 4.2 Analyse the sacrificial tradition that led to the emergence of Jainism and Buddhism
- 4.3 List out the principles of Jainism
- 4.4 Describe the teachings of Buddha
- 4.5 Illustrate how and why the stupas were built.
- 4.6 Examine the themes that represent various sculptures.
- 4.7 Explain the development of Mahayana Buddhism and Puranic Hinduism
- 5.1 Explain Al-Biruni's Kitab-ul-Hind.
- 5.2 Explain Ibn Battuta's Rihla and his observations on India
- 5.3 Evaluate Francois Bernier's comparison of East and West.
- 5.4 Analyse the impact of Bernier's descriptions on India.
- 5.5 Illustrate the social condition of medieval India
- 6.1 Explain the early tradition of Bhakti.
- 6.2 Analyse the contribution of Alvars and Nayanars to early tradition of Bhakti.

- 6.3 Examine the features of Virashaiva tradition in Karnataka
- 6.4 Analyse the growth of Sufism
- 6.5 Categorise and explain the different aspects of chishtis in India.
- 6.6 Evaluate the role of Kabir, Gurunanak and Mirabai in the new devotional path of North India.
- 7.1 Explain the various efforts made by scholars to reconstruct the history of Vijayanagara.
- 7.2 Analyse the features of Nayakas and Amaranayakas in Vijayanagar administration
- 7.3 Examine the striking features of royal and sacred centres.
- 7.4 Analyse and explain the various rituals associated with Mahanavami dibba.
- 7.5 Appreciate the activities of scholars after Mackenzie at Vijayanagara sites.
- 7.6 Critically evaluate the need for further study at Vijayanagar sites.
- 8.1. Describe the importance of agriculture and the role of peasants in medieval India.
- 8.2 Examine the condition and role of women in the medieval period.
- 8.3 Illustrate the importance of Zamindars.
- 8.4 Examine the revenue system under Mughal India
- 8.5 Critically evaluate the role of Ain-I Akbari as a source material.
- 9.1 Illustrate the importance of Mughal Chronicles.
- 9.2 Explain the role of painters in modifying the chronicles.
- 9.3 Evaluate the role of Akbar Nama and Badshah Nama as a source material for the construction of medieval history.
- 9.4 Examine the concept of Divine origin theory of kingship.
- 9.5 Analyse the functions of the Mughal court
- 10.1 Evaluate the land revenue policies of the British in India.
- 10.2 Examine the lives of paharis and santhals.
- 10.3 Explain the role of jotedars in the rural areas of Bengal.
- 10.4 Analyse the impact of Americal civilwar on the cotton cultivation in India
- 10.5 Critically evaluate the Decean Riots Commission Reports
- 10.6 Describe the limitations of official sources in writing the history of peasants.
- 11.1 Describe the pattern of the Revolt of 1857
- 11.2 Locate the main centres of the Revolt of 1857
- 11.3 Analyse how the Revolt widely spread in Awadh
- 11.4 Examine the role of rumours and prophesies behind the outbreak of the Revolt.
- 11.5 Evaluate the social interference of the British
- 11.6 Critically examine the visual representations of the Revolt of 1857.
- 11.7 Explain the measures adopted by the British to crush the rebellion
- 13.1 Explains the activities of Gandhiji in South Africa and India
- 13.2 Analyse the Gandhian principles of Satyagraha and non violence
- 13.3 Appraise the Gadhian method of public interaction
- 13.4 Develop a critical attitude towards colonial rule.

- 13.5 Develop an attitude of appraisal towards our national movement.
- 14.1 Critically evaluate of the post-partition developments in India
- 14.2 Explain communalism
- 14.3 Evaluate Gandhi's peace mission
- 14.4. Examine the condition of women during partition.
- 14.5 Develop sympathetic feeling towards the refugees.
- 14.6 Arouse an anti-communalistic feeling.
- 16.1 Listout the various sources that throw light to the early history of Kerala.
- 16.2 Analyse and explain the economic activities of the people of Tamilakam during historic phase.
- 16.3 Analyse the features of the social life of early Tamilakam
- 16.4 Explain the features of the polity of medieval kerala.
- 16.5. Evaluate the economic life of the people of medieval India
- 16.6 Analyse the conditions of Kerala just before the coming of the Europeans
- 17.1 Evaluate the impact of colonial intervention in various fields of Kerala.
- 17.2 Explain the development of education in Kerala
- 17.3 Identidy various struggles for a democractic society.
- 17.4 Analyse the early resistance against colonialism.
- 17.5 Identify the social reformers of Kerala.
- 17.6 Analyse the national movement in Kerala.
- 17.7 Explain the process and factors that led to the formation of Kerala.



## Scheme of Work

<b>Term &amp; Month</b>	<b>Name of Themes</b>	<b>Number of Periods</b>	<b>Weightage to Units</b>
<b>I<sup>st</sup> term</b> (June, July and August)	BRICKS, BEADS AND BONES	90	8
	KINGS, FARMERS AND TOWNS		5
	KINSHIP, CASTE AND CLASS		4
	THINKERS, BELIEFS AND BUILDINGS		5
	THROUGH THE EYES OF TRAVELLERS		6
	BHAKTI –SUFİ TRADITIONS		4
<b>II<sup>nd</sup> term</b> (September, October, November and December)	AN IMPERIAL CAPITAL: VIJAYANAGARA	120	4
	PEASANTS, ZAMINDARS AND THE STATE		4
	KINGS AND CHRONICLES		8
	COLONIALISM AND THE COUNTRYSIDE		4
	REBELS AND THE RAJ		8
	MAHATMA GANDHI AND THE NATIONALIST MOVEMENT		8
<b>III<sup>rd</sup> term</b> (January and February)	UNDERSTANDING PARTITION	40	4
	PRE MODERN KERALA		4
	KERALA: TOWARDS MODERNITY		4
	<b>TOTAL</b>	<b>250</b>	<b>80</b>

### WEIGHT TO CONTENT & LEARNING OUTCOMES

No.	Unit	LOs	Score	Percentage
1	Cluster I	1.7, 2.5, 1.1, 2.1	12	15%
2	Cluster -2	3.4, 4.1, 4.3	10	12.5%
3	Cluster -3	5.2, 5.3, 6.2, 6.6	12	15%
4	Cluster -4	7.1, 8.1, 9.1, 7.2, 8.2, 9.3	14	17.5%
5	Cluster -5	10.1, 10.1, 11.2, 11.4	12	15%
6	Cluster -6	13.2, 14.1, 13.5	12	15%
7	Cluster -7	16.2, 17.5, 17.6	8	10%
			<b>80</b>	<b>100%</b>

### WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Conceptual Attainment	46	57.5
2	Conceptual Generation	34	42.5
	<b>Total</b>	<b>80</b>	<b>100</b>

### WEIGHTAGE TO FORM OF QUESTIONS

No.	Type of questions	No. of Questions	Score	Percentage
1	Objective	4	16	20%
2	Short Answer	14	44	55%
3	Essay	2	16	20%
4	Map	1	4	5%
	<b>TOTAL</b>	<b>21</b>	<b>80</b>	<b>100</b>

## BLUE PRINT

Thinking skills Content	Thinking skills for Conceptual attainment				Thinking skills for Conceptual Generation				TOTAL
	OB	SA	ES	Map	OB	SA	ES	Map	
Cluster I Themes I,2		2(2)					8(1)		12 (3)
Cluster II Themes 3,4		2(1)				3 (1) 5(1)			10(3)
Cluster III Themes- 5,6	4(1)	4(1)				4(1)			12(3)
Cluster IV Themes- 7, 8, 9	4(1)	4(1) 2(1)				4(1)			14(4)
Cluster V Themes 10,11		2(1)				4(1) 2(1)		4(1)	12 (4)
Cluster VI Themes -13,14	4(1)		8(1)						12 (2)
Cluster - VII Themes - 16, 17	4 (1)	4 (1)							8 (2)
<b>Total</b>									<b>80 (21)</b>

# 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, മറ്റുള്ളരുമായി 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)
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)

1. ഹരപ്പൻ സംസ്കാരത്തിന്റെ തകർച്ചയിലേക്ക് വഴിതെളിച്ച ഏതെങ്കിലും രണ്ടു ഘടകങ്ങൾ എഴുതുക (2)
2. പ്രാചീന ഇന്ത്യയുടെ ചരിത്ര പുനർനിർമ്മാണത്തിനായുള്ള പ്രധാന ഉറവിടമാണ് ശിലാശാസനങ്ങളെങ്കിലും അവയ്ക്ക് ചില പരിമിതികൾ ഉണ്ട്. അവ ഏതെല്ലാം? (2)
3. പ്രാചീന ഇന്ത്യയിൽ സ്വത്തിന്റെ കൈവശം വയ്ക്കലും അതുവഴിയുള്ള സാമൂഹികപദവിയും തീരുമാനിച്ചിരുന്നത് വർണ്ണവും, ലിംഗവും ആയിരുന്നു. അനുയോജ്യമായ ഉദാഹരണങ്ങളുടെ അടിസ്ഥാനത്തിൽ പ്രസ്താവന വിലയിരുത്തുക. (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

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.

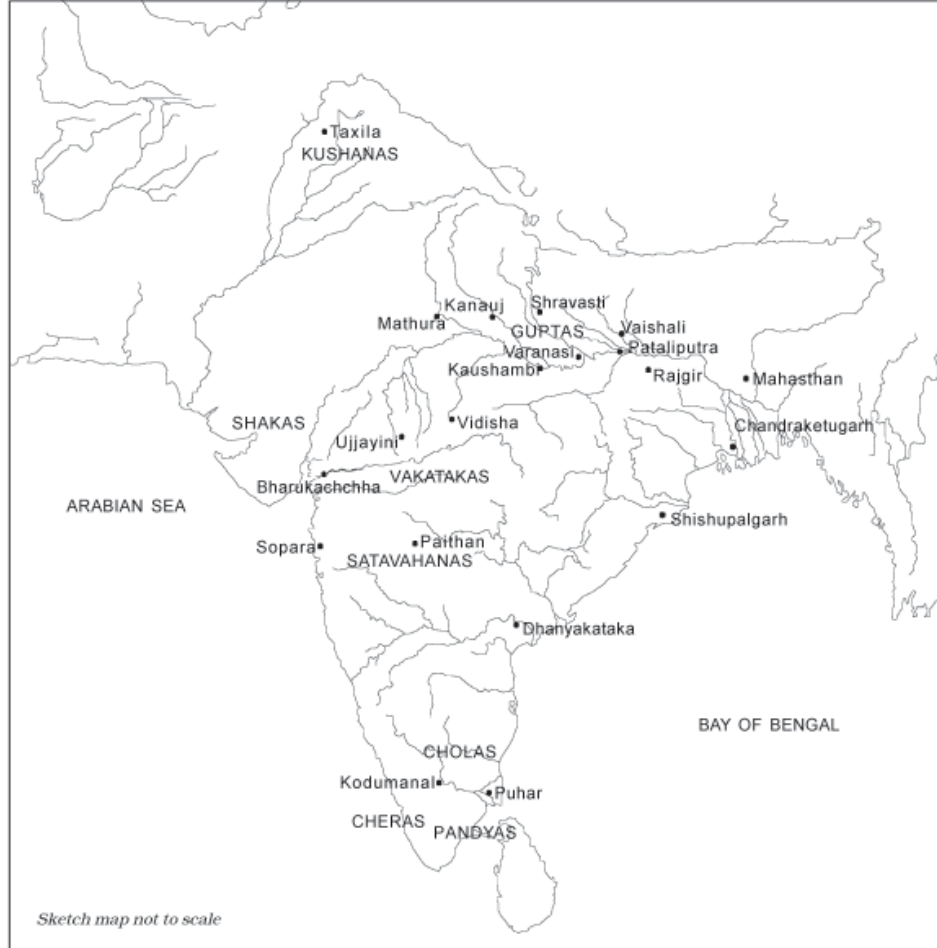
Areas to be considered:-

4. ബുദ്ധന്റേയും, ബുദ്ധമതത്തിന്റേയും പ്രതീകമായാണ് സ്തൂപങ്ങൾ പരിഗണിക്കപ്പെട്ടിരിക്കുന്നത് എന്തുകൊണ്ട്. (3)
5. മഹായാനബുദ്ധമതവും, ഹിനയാനബുദ്ധമതവും തമ്മിലുള്ള വ്യത്യാസം എഴുതുക
6. 'എ' വിഭാഗത്തിലെ രണ്ടു ഘടകങ്ങൾ തമ്മിലുള്ള പരസ്പരബന്ധം കണ്ടെത്തി അതുപോലെ 'ബി' വിഭാഗത്തിലെ വിട്ടുപോയ ഭാഗം പൂരിപ്പിക്കുക.
  - 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 അതിശയപ്പെിച്ചത് 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

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 :-

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

10. താഴെ തന്നിരിക്കുന്നവയിൽ നിന്നും ശരിയായ തിരഞ്ഞെടുത്തെഴുതുക (4)
- എ) ഹംപി നഗരത്തിന്റെ അവശിഷ്ടങ്ങൾ കണ്ടെത്തിയത് (കോളിൻ മക്കൻസി, ജോൺ.എം. ഫ്രിറ്റ്സ്, ജോർജ് 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)

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.
  - (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)

ഡി) മുഗൾ ഭരണസമ്പ്രദായത്തിൽ നികുതി പിരിവിന്റെ അധികാരി ആരായിരുന്നു?

(ഖാനുൻഗോ, ചൗധുരി, സദ്ർ, സുബേദാർ)

11. നായകൻമാരും, അമരനായകൻമാരും വിജയനഗരഭരണത്തിൽ 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 സാധൂത 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.

(ബി) നാനാസാഹിബ് കലാപം നയിച്ച സ്ഥലം

(സി) കുൻവർസിംഗ് കലാപം നയിച്ച സ്ഥലം

(ഡി) ജനക്കൂട്ടം ബ്രിട്ടീഷ്ഭരണത്തിന്റെ പതനം ആഘോഷിക്കുകയും, ബിർജിസ്ഖാദറിനെ നേതാവായി പ്രഖ്യാപിക്കുകയും ചെയ്ത സ്ഥലം
17. പ്രവചനങ്ങൾക്കും കേട്ടുകേൾവികൾക്കും 1857 ലെ വിപ്ലവത്തിനുള്ള പങ്ക് പരിശോധിക്കുക(2)
18. ഇന്ത്യൻ സ്വാതന്ത്ര്യസമരത്തെ ഗാന്ധിജി ഒരു ജനകീയ പ്രസ്ഥാനമാക്കി മാറ്റി. നിസ്സഹരണപ്രസ്ഥാനത്തിന്റെ അടിസ്ഥാനത്തിൽ ഈ പ്രസ്താവന വിശദീകരിക്കുക. ( 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	Vaikom Satyagraha
(4) C.Kesavan	Pattini Jatha

അല്ലെങ്കിൽ

ഇന്ത്യയുടെ വിഭജനത്തിലേക്ക് നയിച്ച സാഹചര്യങ്ങൾ വിവരിക്കുക. ഉൾപ്പെടുത്തേണ്ട മേഖലകൾ:-

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

19. ചുവടെ കൊടുത്തിരിക്കുന്നവയെ കാലഗണനക്രമത്തിൽ എഴുതുക. (4)

- (1) പ്രത്യക്ഷ സമരദിനം
- (2) നിസ്സഹകരണപ്രസ്ഥാനം പിൻവലിക്കൽ
- (3) ബംഗ്ലാദേശിന്റെ രൂപീകരണം
- (4) പൂർണ്ണസ്വരാജ് പ്രഖ്യാപനം.

20. മഹാശിലാസ്തൂപങ്ങളെക്കുറിച്ച് ഒരു ചെറുകുറിപ്പ് 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) ആലിമുസലിയൻ	വൈക്കംസത്യാഗ്രഹം
(4) സി.കേശവൻ	പട്ടിണിജാഥ



## Answer Key

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

### Answer Key

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

### Answer Key

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

### QUESTIONBASED ANALYSIS

Qn. No.	Content/ Unit	LO. No.	Thinking skills (no.)	Form of Questions	Score	Time
1	Cluster I	1.7	1.1 1.2	SA	2	4
2	Cluster I	2.5	1.1 2.1	SA	2	4
3	Cluster II	3.4	5.1,5.2 1.2	SA	5	8
4	Cluster II	4.1	1.2, 2.5 2.1	SA	3	5
5	Cluster II	4.3	1.1, 2.3	SA	2	4
6	Cluster III	5.2, 5.3 6.2	1.1, 1.2 2.6, 4.2	Objective	4	6
7	Cluster III	5.2	1.2, 2.7 2.4	SA	4	8
8	Cluster III	6.6	1.2, 4.2 2.4	SA	4	8
9	Cluster I	1.1 2.1	1.1, 2.1 5.1, 4.2	Essay	8	18
10	Cluster IV	7.1, 8.1 9.1	1.1, 2.7 4.1, 2.3	Objective	4	6
11	Cluster IV	7.2	1.1, 2.7, 2.2	SA	4	8
12	Cluster IV	8.2	4.2, 2.1 1.1	SA	4	8
13	Cluster IV	9.3	1.2, 2.4	SA	2	4
14	Cluster V	10.2	1.1, 5.2, 2.1	SA	4	8
15	Cluster V	10.1	1.1, 1.2,	SA	2	4
16	Cluster V	11.2,	1.1, 1.2, 2.3, 4.2	Map	4	8
17	Cluster V	11.4	1.1, 2.1	SA	2	4
18	Cluster VI	13.2 14.1	1.1, 2.7 4.2	Essay	8	15
19	Cluster VI	13.5, 14.1	1.1, 1.2, 2.3, 4.2	Objective	4	6
20	Cluster VII	16.2	1.1, 1.2, 2.7	SA	4	8
21	Cluster VII	17.5, 17.6	1.1, 1.2, 2.3, 4.1	Objective	4	6
					<b>80</b>	<b>150 mts</b>