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
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 mohenjodaro with modern urban centers.
• 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 - Dayaram Sahni

ii. a. Harappa - Mortimer Wheeler
    b. Mohenjodaro - Mortimer Wheeler

iii. a. Horizontal excavation - John Marshall
     b. Vertical excavation - John Marshall

iv. a. Ploughed field - Kalibangan
    b. Granaries - Kalibangan

Scoring Indicators

b. India (1 Score)
b. R.D. Banerji (1 Score)
b. Mortimer Wheeler (1 Score)
b. Mohen Jodaro (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 Cunning Ham, Mortimer Wheeler, John Marshal etc... Drawbacks of the study
- John Marshal - 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
- Vaiji

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.
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?

Score 5, Time 10 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.

Score 5, Time 10 Minutes

Learning Outcomes

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

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

Score 4, Time 8 Minutes
Learning Outcomes

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

Q. 7 Find out 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

1. Asoka
2. Prayaga Prashasti
3. Gupta Empire
4. 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 600 BCE to 300 BCE
- Explain the development of trade and commerce from 300 BCE onwards.

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

Founding of the Mauryan Empire

CE78

Founding of the Gupta empire

1838

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 600 BCE to 300 BCE
- Explain the development of trade and commerce from 300 BCE onwards.

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mudra Rakshasa</td>
<td>Navaratna</td>
<td>Bimbisra</td>
</tr>
<tr>
<td>Prayaga Prasasthi</td>
<td>Rajagriha</td>
<td>Chandragupta II</td>
</tr>
<tr>
<td>Magadha</td>
<td>Vishakha Datta</td>
<td>Chandragupta I</td>
</tr>
<tr>
<td>Vikramaditya</td>
<td>Harisena</td>
<td>Chandragupta Maurya</td>
</tr>
</tbody>
</table>

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 kingship 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.

Score 4, Time 8 Minutes

Scoring Indicators

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

Learning Outcomes

- Evaluate the social differences based on caste

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

Score 3, Time 6 Minutes

Scoring Indicators

- Who were Chandalas
- Social status of Chandalas

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?

Score 4, Time 8 Minutes

Scoring Indicators

- Gendered access to property
- Varna access to property
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’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical edition of Mahabharatha</td>
<td>BB Lal</td>
</tr>
<tr>
<td>Archaeological excavation at Hastinapura</td>
<td>Mahashweda devi</td>
</tr>
<tr>
<td>Kunti O Nishadi</td>
<td>Bharatha</td>
</tr>
<tr>
<td>Natyasastra</td>
<td>V. S Sukthankar</td>
</tr>
</tbody>
</table>

**Scoring Indicators**

- VS Sukthankar
- BB Lal
- Mahashweda 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

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

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 4, Time 8 Minutes
Score 5, Time 10 Minutes
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- Yasti- Chhatri

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

Learning Outcomes

- Analyse the themes that represent various sculptures.

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

Scoring Indicators

- Scene from Vassantara 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](image)

- 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](image)

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

Score 4, Time 8 Minutes

Learning Outcomes

- Describe the teachings of Buddha

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

a) The place where Buddha was born?

b) The place where Buddha got enlightenment?

c) The place where Buddha gave his first sermon?

d) The place where Buddha attained nibbana?

![Scoring Indicators](image)

a) Lumbini
b) Bodh Gaya
c) Saranath
d) 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 entries from column ‘B’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kutagarashala</td>
<td>1818</td>
</tr>
<tr>
<td>Sanchi</td>
<td>Serpent motif</td>
</tr>
<tr>
<td>Walter Elliot</td>
<td>Religious discussions</td>
</tr>
<tr>
<td>James Fergusson</td>
<td>Amaravati Stupa</td>
</tr>
</tbody>
</table>

⚠️ Scoring Indicators

- Religious discussions
- 818
- Amaravati Stupa
- Serpent Motif

Score 4, Time 8 Minutes
Learning Outcomes

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

Q. 1 Match Column ‘A’ with ‘B’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Al-Biruni</td>
<td>Physician to Darashukoh</td>
</tr>
<tr>
<td>b) Ibn Battuta</td>
<td>Kitab - Ul- Hind</td>
</tr>
<tr>
<td>c) Manucci</td>
<td>Rihla</td>
</tr>
<tr>
<td>d) Francois Bernier</td>
<td>Italian doctor</td>
</tr>
</tbody>
</table>

Scoring Indicators

- a) Kitab-Ul-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 Francois 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.

1) A. Montesquieu - Oriental despotism
   B. Karl Max - ..........................................................
2) 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)

---

**Learning Outcomes**

- Explain the importance of Al-Biruni’s *Kitab-Ul-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.

---

**Learning Outcomes**

- Explain the importance of Al-Biruni’s *Kitab-Ul-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.

---

**Learning Outcomes**

- Explain the importance of Al-Biruni’s *Kitab-Ul-Hind*.

Q. 5 Analyse the description of Al-Biruni 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.

Score 5, Time 10 Minutes

Scoring Indicators

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

Learning Outcomes

- Examine Ibn Battuta as a world traveller.

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

Score 2, Time 4 Minutes

Scoring Indicators

- Trade routes - Postal System

Learning Outcomes

- Explain the importance of Al-Biruni’s Kitab-Ul-Hind.

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

Score 2, Time 4 Minutes

Scoring Indicators

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

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.

Score 5, Time 10 Minutes

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
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 - ‘Degenered 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  
1. A. Worship of deities - Saguna  
   B. Worship of an abstract form of God - ............................................
2. A. Andal - Alvar  
   B. Karaikkal Ammaiyar - .............................................
3. A. Murshid - Guru  
   B. Murids - ............................................
4. A. Defying Sharia - Be-sharia  
   B. Obeying sharia - ............................................
5. A. Wedding songs - Shadnamana  
   B. Lullabies - ............................................

Scoring Indicators
1. Nirguna (Score 1)
2. Nayanar (Score 1)
3. Disciples (Score 1)
4. Ba-Sharia (Score 1)
5. 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’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Zimmi</td>
<td>Gharib Nawaz</td>
</tr>
<tr>
<td>b. Khwaja Muinuddin</td>
<td>Basavanna</td>
</tr>
<tr>
<td>c. Nalayira Divya Prabandham</td>
<td>Jizya (Jaziya)</td>
</tr>
<tr>
<td>d. Lingayats</td>
<td>Tamil Veda</td>
</tr>
</tbody>
</table>
History

### Scoring Indicators

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Jizya</td>
</tr>
<tr>
<td>b.</td>
<td>Gharib Nawaz</td>
</tr>
<tr>
<td>c.</td>
<td>Tamil Veda</td>
</tr>
<tr>
<td>d.</td>
<td>Basavanna</td>
</tr>
</tbody>
</table>

### 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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Tevaram</td>
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<td>2.</td>
<td>Ziyarat</td>
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<tr>
<td>3.</td>
<td>Masnavis</td>
</tr>
<tr>
<td>4.</td>
<td>Guru Gobind Singh</td>
</tr>
</tbody>
</table>

### 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

### Learning Outcomes

- Examine the integration of cult.

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

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

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

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

Q. 9 List out the five principles of Islam
Learning Outcomes

Q. 10 Do you think the architecture of Mosques in the Subcontinent reflects a 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

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

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

Scoring Indicators

• defying sharia rules
• obeying sharia rules

Score 2, Time 4 Minutes

Learning Outcomes

Q. 13 Sketch the life in a Chishti Khanqah.

Scoring Indicators

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

Score 5, Time 10 Minutes
• 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
  - gurbani - Adi granth Sahib
• Mirabai - Women poet - devote 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
Learning Outcomes

- The Lingayats
- Attitude towards caste
- Relation with state

Score 8, Time 16 Minutes

Q. 18 The medieval Bhakti Movement promoted the feeling of ‘universal brotherhood’. Substantiate. Do you think such movements are essential in the present day?

Score 4, Time 8 Minutes

Scoring Indicators

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

Learning Outcomes

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

Score 4, Time 8 Minutes

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 8, Time 16 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?

Score 4, Time 8 Minutes

Scoring Indicators

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

Score 4, Time 8 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
- 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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>c. 1336</td>
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<tr>
<td>d. 1512</td>
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<td>a. 1565</td>
<td>Score 1</td>
<td></td>
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<tr>
<td>b. 1976</td>
<td>Score 1</td>
<td></td>
</tr>
</tbody>
</table>

(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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Col. Colin Mackenzie</td>
<td>Council Chamber</td>
</tr>
<tr>
<td>Brihadeshwara temple</td>
<td>Tuluva dynasty</td>
</tr>
<tr>
<td>Lotus Mahal</td>
<td>Thanjavoor</td>
</tr>
<tr>
<td>Krishnadevaraya</td>
<td>Hampi</td>
</tr>
</tbody>
</table>

Score 5, Time 10 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?

Score 4, Time 6 Minutes

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.

Score 5, Time 10 Minutes

Score 4, Time 6 Minutes

Score 4, Time 6 Minutes

Score 5, Time 10 Minutes

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 with in the fortified area of the city.

 риск 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.

 риск 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.

 риск 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 - traveller's 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.

Score 5, Time 10 Minutes

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

Learning Outcomes

- Illustrate the importance of Zamindars.

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

Score 4, Time 8 Minutes

Scoring Indicators

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

Learning Outcomes

- Illustrate the importance of Zamindars.

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

Score 8, Time 16 Minutes

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.
Learning Outcomes

• Examine the revenue system under Mughal India

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

 contiene indicadores

• 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.

 contiene indicadores

• 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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ain- I Akbari</td>
<td>Perfect crops</td>
</tr>
<tr>
<td>Kharif</td>
<td>Mandal</td>
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<tr>
<td>Jins-I- Kamil</td>
<td>Autumn</td>
</tr>
<tr>
<td>Village headman</td>
<td>Abul Fazl</td>
</tr>
</tbody>
</table>

 contiene indicadores

• 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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>Chandni Chawk</td>
<td>Kitab Khana</td>
</tr>
<tr>
<td>Mahabharatha</td>
<td>Sulh-I-Kul</td>
</tr>
<tr>
<td>Manuscripts</td>
<td>Jahanara</td>
</tr>
<tr>
<td>Absolute peace</td>
<td>Razm Nama</td>
</tr>
</tbody>
</table>

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.
Learning Outcomes

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

Scoring Indicators

- fictious sale
- manipulation in auction
- attack.

Score 3, Time 3 Minutes

Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Permanent Settlement</td>
<td>Bombay, Deccan</td>
</tr>
<tr>
<td>The Santhals</td>
<td>Raw cotton</td>
</tr>
<tr>
<td>Riotwari Settlement</td>
<td>Sunset Law</td>
</tr>
<tr>
<td>Americal civil war</td>
<td>Rajmahal hills</td>
</tr>
</tbody>
</table>

⚠️ 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, primitieve 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 Damin 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

1. A. Bengal : Permanent Settlement
   B. Bombay, Deccan : ....................................

2. A. The Deccan Revolt : Peasant Revolt
   B. The Santhal Revolt : ...................................
\section*{History}

\textbf{Scoring Indicators}

1. Riotwari Settlement
2. Tribal revolt

\textit{Score 2, Time 4 Minutes}

\section*{Learning Outcomes}

- Critically evaluate the impact of permanent settlement.

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

\textbf{Scoring Indicators}

- If the payment did not come in by sunset of the specified date the zamindari was to be auctioned.

\textit{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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanasahib</td>
<td>Arrah</td>
</tr>
<tr>
<td>Bahadurshah</td>
<td>Awadh</td>
</tr>
<tr>
<td>Kunwarsingh</td>
<td>Kanpur</td>
</tr>
<tr>
<td>Birjis Qadr</td>
<td>Delhi</td>
</tr>
</tbody>
</table>

### 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- vengence 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 prophesies

Q. 6 Rumours and prophesies 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 prophesies

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.

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

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

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
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 ally 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 troops
- 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 taluqdar, 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.

1. A. Bahadurshah : Delhi
   B. Rani Lakshmi Bhai : ...........................................

2. A. Nana Sahib : Kanpur
   B. Kunwar Singh : ...........................................

Scoring Indicators

1. Jhansi
2. Arrah

Score 2, Time 3 Minutes
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 Gadhiji’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 Gadhiji’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
Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence
- Appraise the Gadhiji’s method of public interaction

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

Learning Outcomes

- Analyse the Gandhian principles of Satyagraha and non violence
- Appraise the Gadhiji’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.
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 Gadhiji’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’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt March</td>
<td>Uttarpradesh</td>
</tr>
<tr>
<td>Purna Swaraj</td>
<td>London</td>
</tr>
<tr>
<td>Chauri Chaura</td>
<td>Dandi</td>
</tr>
<tr>
<td>Round Table conferences</td>
<td>Lahore congress</td>
</tr>
</tbody>
</table>

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 coorporation 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 into 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, descendents 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 elect 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 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 - Sudenness 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 concessions I 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 Bhadralok in Bengal support partition?

าะ Scoring Indicators

- Sikh leaders- congress men in punjab- partition necessary- swapped 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

าะ Scoring Indicators

- Collapse of institution of governance- police failed to fire- unwilling to take dscision-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?

าะ 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?

าะ 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 indetail- 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 affected 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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sikander Hayatkhan</td>
<td>1946</td>
</tr>
<tr>
<td>Kushdev Singh</td>
<td>Unionist Party</td>
</tr>
<tr>
<td>Urvashi Bhutalia</td>
<td>Dharampur</td>
</tr>
<tr>
<td>Cabinet Mission</td>
<td>The Other side of Silence</td>
</tr>
</tbody>
</table>

Scoring Indicators

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

Score 4, Time 6 Minutes
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 Tinais 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 Tinais
- 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?

Score 3, Time 5 Minutes

Scoring Indicators

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

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.

Score 4, Time 8 Minutes

Scoring Indicators

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

Learning Outcomes

• Describe political consolidation under Perumals and its impact.

Q. 6 Analyse the Perumal administration in Kerala?

Score 8, Time 16 Minutes

Scoring Indicators

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

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?

Score 8, Time 16 Minutes

Scoring Indicators

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

Learning Outcomes

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

Q. 9 Link column A with appropriates from column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Kolachal</td>
<td>Sakthan Thampuran</td>
</tr>
<tr>
<td>Kettezhuthu</td>
<td>Vascoda Gama</td>
</tr>
<tr>
<td>Third Mysore war</td>
<td>Marthanda Varma</td>
</tr>
<tr>
<td>Cartaz System</td>
<td>Tippu Sulthan</td>
</tr>
</tbody>
</table>

Scoring Indicators

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

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

1. A. Sakthan Thampuran : Kochi
   B. Marthanda Varma : ...............................................

2. 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?

 ASSERT

• 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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaikunda Swamikal</td>
<td>Atmavidya Sangham</td>
</tr>
<tr>
<td>Ayyankali</td>
<td>Adi Bhasha</td>
</tr>
<tr>
<td>Vagbhatananda</td>
<td>Samatwa Samajam</td>
</tr>
<tr>
<td>Chatampi Swamikal</td>
<td>Sadhujana Paripalana Samgham</td>
</tr>
</tbody>
</table>

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

 ASSERT

• 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

edd

Learning Outcomes

- Identify various struggles for a democratic society.

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

edd

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.

edd

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.

edd

Learning Outcomes

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

1. A. Electricity Agitation : Kochi
   B. Pattini Jadha : ...........................................
2. A. Keezhariyur Bomb Case : Malabar
   B. Nivarthana Movement : ..................................
3. A. P. Krishna Pillai : Guruvayur Satyagraha
   B. A.G velayudhan : ........................................
4. A. Mappila Outbreaks : Agrarian uprising
   B. The kurichiya revolt : ...................................

Score 4, Time 6 Minutes
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.

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. 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)

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. (Vedas) What is the relationship between the different Veda-s? Evaluate with examples (2)

4. What is the main purpose of a stupa? (3)

5. How does Mahayana Buddhism differ from Hinayana Buddhism? (2)

6. 'On' in Vedic Period and Vedic Religion and its evolution. (2)

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   • Lower Town
   • Domestic Architecture
   • Drainage System
   • Citadel
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

Areas to be considered:
- Trading Towns
- Urban Populations
- Internal and External trade
- Coins
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 Mughal. (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 kunvar 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)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) T.K.Madhavan</td>
<td>Malabar Rebellion</td>
</tr>
<tr>
<td>(2) A.K. Gopalan</td>
<td>Paliyam Satyagraha</td>
</tr>
<tr>
<td>(3) Ali Musliar</td>
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</tr>
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<td>(4) C.Kesavan</td>
<td>Pattini Jatha</td>
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<th>(1)</th>
<th>(1) C.Kesavan</th>
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<tr>
<td>(2)</td>
<td>(2) A.K. Gopalan</td>
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</tbody>
</table>
## Answer Key

<table>
<thead>
<tr>
<th>Qn. No.</th>
<th>Value points</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1       | • Climate  
• Deforestation  
• Excessive floods  
• The shifting and/or drying up of river (Any two) | 2     |       |
| 2       | • Technical limitation  
• Projection of the person (s) who commissioned them (Any two) | 2     |       |
| 3       | • Gendered access to property  
• Varna and access to property  
• Suitable examples | 2     | 5     |
| 4       | • The stupas regarded as sacred because it contained relics of Buddha.  
• Description of stupas at Bharhut, Sanchi and Sarnath | 1     | 3     |
| 5       | Mahayananism  
• Worship of images of Buddha  
• Bodhisattas  
• Called great vehicle  
• Hinayanism  
• Traditional from of Buddhism  
• Lesser vehicle | 1     | 2     |
| 6       | a. Rihla  
b. French  
c. Alvars  
d. Persia | 1     | 4     |
| 7       | • 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 | 1     | 4     |
| 8       | • Kabir Bijak - kabir Granthavali  
• Poems of Kabir  
• Description of ultimate Reality  
• Exponent of Hindu - Muslim unity | 4 x 1 | 4     |
| 9       | • Lower Town  
• Domestic Architecture | 2     | 1     |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Collected taxes.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Amara Nayakas were military commanders. They were given the territories to govern.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Women sowed, weeded, threshed and winnowed the harvest. Segregation between men and women.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Wrote about the domestic world of the mughals. No eulogy of the mughal emperors.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Santhal rebellion against Zamindars and money landers. Exploitation by the colonial rulers.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>The contents of Fifth Report. The Impact of Fifth Report.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>(a) Awadh. (b) Kanpur. (c) Arrah/Bihar. (d) Lucknow.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Qn. No.</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
| 17     | - 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     | - 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 | 8 |
| 19     | (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     | (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 |