रोल नं.
Roll No.

नोट / NOTE :

(i) कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 12 (**मानचित्र** सहित) हैं ।

Please check that this question paper contains **12** printed pages (Including **Map**).

(ii) प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।

Q.P. Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.

(iii) कृपया जाँच कर लें कि इस प्रश्न-पत्र में **10** प्रश्न हैं ।

Please check that this question paper contains **10** questions.

(iv) **कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें ।**

Please write down the Serial Number of the question in the answer-book before attempting it.

(v) इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।

15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period. ✳

इतिहास
HISTORY

निर्धारित समय : *2 घण्टे*
Time allowed : 2 hours

अधिकतम अंक : *40*
Maximum Marks : 40

सामान्य निर्देश :

निम्नलिखित निर्देशों को बहुत सावधानी से पढ़िए और उनका पालन कीजिए :

(i)   इस प्रश्न-पत्र में कुल **10** प्रश्न हैं । प्रत्येक प्रश्न के सामने प्रश्न के अंक दिये गए हैं ।

(ii)   **सभी** प्रश्न अनिवार्य हैं ।

(iii)   यह प्रश्न-पत्र **चार** खण्डों में विभाजित किया गया है – खण्ड क, ख, ग तथा घ ।

(iv)   **खण्ड-क** में प्रश्न संख्या **1** से **4** तक लघु-उत्तरीय प्रकार के प्रश्न हैं जिसमें प्रत्येक प्रश्न **3** अंकों का है । इन प्रश्नों के उत्तर **80** शब्दों से अधिक नहीं दिये जाने चाहिये ।

(v)   **खण्ड-ख** में प्रश्न संख्या **5** से **7** तक दीर्घ उत्तरीय प्रकार के प्रश्न हैं जिसमें प्रत्येक प्रश्न **6** अंकों का है । इन प्रश्नों के उत्तर **150** से **200** शब्दों से अधिक नहीं दिये जाने चाहिये ।

(vi)   **खण्ड-ग** में प्रश्न संख्या **8** तथा **9** केस आधारित प्रश्न हैं, प्रत्येक प्रश्न **4** अंकों का है ।

(vii)   **खण्ड-घ** प्रश्न संख्या **10** मानचित्र आधारित **2** अंक का प्रश्न है ।

(viii) प्रश्न-पत्र में कोई समग्र विकल्प नहीं है । हालाँकि कुछ प्रश्नों में आंतरिक विकल्प का चयन प्रदान किया गया है । इस प्रकार के प्रश्नों में से केवल **एक** ही प्रश्न का उत्तर लिखिए ।

*

खण्ड – क

(लघु-उत्तरीय प्रश्न)   3 × 4 = 12

1.   1857 के विद्रोह ने बहादुरशाह ज़फ़र से किस प्रकार वैधता प्राप्त की ? स्पष्ट कीजिए ।   **3**

2.   (क)   गांधीजी द्वारा 'असहयोग आंदोलन' को शुरू करने के कारणों को स्पष्ट कीजिए ।   **3**

अथवा

     (ख)   उन कारणों की व्याख्या कीजिए जिनके कारण 1930 का 'सविनय अवज्ञा' आंदोलन शुरू हुआ ।

3.   संविधान सभा में 'एकीकृत राष्ट्र' पर गोविंद वल्लभ पंत की भूमिका की परख कीजिए ।   **3**

4.   इस्तमरारी बंदोबस्त व्यवस्था में बंगाल के जोतदारों ने ज़मींदारों से अधिक शक्ति किस प्रकार दिखाई ?
     स्पष्ट कीजिए ।   **3**

General Instructions :

Please read the following instructions carefully and strictly follow them.

    (i)   *This question paper contains **10** questions. Marks have been indicated against each question.*

    (ii) ***All** questions are compulsory.*

    (iii) *This question paper is divided into **FOUR** Sections – Section A, B, C and D.*

    (iv) ***Section A** – Question Nos. **1** to **4** are Short answer type questions of **3** marks each. Answer to each question should not exceed **80** words.*

    (v) ***Section B** – Question Nos. **5** to **7** are Long answer type questions, carrying **6** marks each. Answer to each question should not exceed **150 to 200** words.*

    (vi) ***Section C** – Question Nos. **8** and **9** are Case Based questions, carrying **4** marks each.*

    (vii) ***Section D** – Question No. **10** is MAP based question, carrying **2** marks.*

    (viii) *There is no overall choice in the question paper. However, an internal choice has been provided in some questions. Only **one** of the choices in such questions have to be attempted.*

SECTION – A
(Short Answer Type Questions)   3 × 4 = 12

1. How did the revolt of 1857 acquire legitimacy from the Bahadur Shah Zafar ? Explain.   **3**

2. (a) Explain the reasons of initiating the Non-Cooperation Movement by Gandhiji.   **3**

               OR

   (b) Explain the reasons that led to the Civil Disobedience Movement of 1930.

3. Examine the role of Gobind Ballabh Pant on the Unified Nation in the Constituent Assembly.   **3**

4. How did Jotedars of Bengal show more power than Zamindars in the Permanent Settlement System ? Explain.   **3**

(दीर्घ उत्तरीय प्रश्न)   6 × 3 = 18

5.   1857 के विद्रोह में नेताओं और उनके संगठन की भूमिका की व्याख्या कीजिए ।   6

6.   (क)   अबुल फ़ज़ल कौन था ? अकबरनामा को उसके महत्त्वपूर्ण योगदानों में से एक क्यों माना जाता है ?

स्पष्ट कीजिए ।   6

अथवा

(ख)   मुगल साम्राज्य में शाही अधिकारियों को दरबारी इतिहासकारों ने 'फूलों के गुलदस्ते' के रूप में

क्यों वर्णित किया ? व्याख्या कीजिए ।

7.   (क)   "संविधान सभा में 'राष्ट्रभाषा के विषयक' पर गहन बहस हुई ।" उदाहरण सहित कथन को स्पष्ट

कीजिए ।   6

अथवा

(ख)   'संविधान सभा में केन्द्र और राज्य स्तर पर 'सत्ता के विभाजन' के मुद्दे पर बहुत बहस हुई ।'

उदाहरण सहित कथन को स्पष्ट कीजिए ।

खण्ड – ग

(केस आधारित प्रश्न)   4 × 2 = 8

8.   दिए गए केस का अध्ययन कीजिए और नीचे दिए गए प्रश्नों के उत्तर लिखिए :   1 + 1 + 2 = 4

बादशाहनामा का सफ़र

मुगलों के अधीन बहुमूल्य पांडुलिपियों की भेंट एक स्थापित राजनयिक प्रथा थी । इसी का अनुकरण

करते हुए अवध के नवाब ने 1799 में जार्ज तृतीय को सचित्र बादशाहनामा भेंट में दिया । तभी से यह

विंडिसर कासल के अंग्रेजी शाही संग्रहों में सुरक्षित है ।

SECTION – B

(Long Answer Type Questions)   **6 × 3 = 18**

5.   Explain the role of leaders and their organization in the revolt of 1857.   **6**

6.   (a)   Who was Abul – Fazal ? Why is Akbarnama considered as his one of the important contributions ? Explain.   **6**

OR

(b)   Why were the imperial officers in the Mughal Empire described by the court historians as a 'bouquet of flowers' ? Explain.

7.   (a)   "In the Constituent Assembly, issues over 'national language' were intensely debated." Explain the statement with examples.   **6**

OR

(b)   "Issues of 'division of power of the government' at the Centre and State level were intensely debated in the Constituent Assembly." Explain the statement with examples.

SECTION – C

(Case Based Questions)   **4 × 2 = 8**

8.   Read the case given below and answer the questions that follow :   **1 + 1 + 2 = 4**

Travels of the Badshah Nama

Gifting of precious manuscripts was an established diplomatic custom under the Mughals. In emulation of this, the Nawab of Awadh gifted the illustrated Badshah Nama to King George III in 1799. Since then it has been preserved in the English Royal Collections, now at Windsor Castle.

1994 में हुए संरक्षण कार्य में बँधी हुई पांडुलिपि को अलग–अलग करना आवश्यक हो गया । इसी की वजह से चित्रों को प्रदर्शित करना संभव हुआ और 1997 में पहली बार बादशाहनामा के चित्र नई दिल्ली, लंदन और वाशिंगटन में हुई प्रदर्शनियों में दिखाए गए ।

8.1   मुगलों की राजनयिक प्रथा को स्पष्ट कीजिए ।   1

8.2   अवध के नवाब ने जार्ज तृतीय के साथ राजनयिक उपहार देने की प्रथा को क्यों साझा किया ?   1

8.3   मुगलों की बेशकीमती कृतियों को कैसे सुरक्षित रखा गया है ?   2

9.   दिए गए केस का अध्ययन कीजिए और नीचे दिए गए प्रश्नों के उत्तर लिखिए :   1 + 1 + 2 = 4

चरखा

महात्मा गाँधी आधुनिक युग, जिसमें मशीनों ने मानव को गुलाम बनाकर श्रम को हटा दिया था, के घोर आलोचक थे । उन्होंने चरखा को एक ऐसे, मानव समाज के प्रतीक रूप में देखा, जिसमें मशीनों और प्रौद्योगिकी को बहुत महिमामंडित नहीं किया जाएगा । इससे भी अधिक चरखा गरीबों को पूरक आमदनी प्रदान कर सकता था तथा उन्हें स्वावलम्बी बना सकता था ।
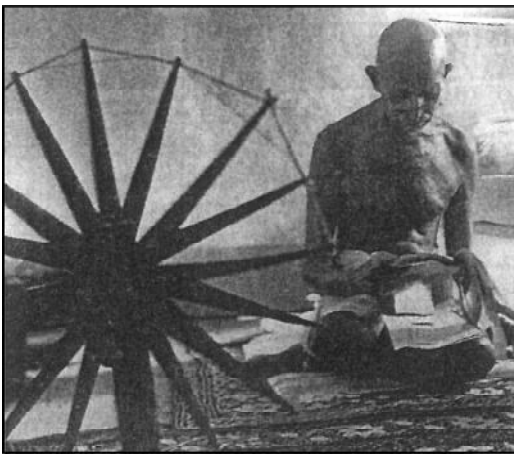
मेरी आपत्ति मशीन के प्रति सनक से है । यह सनक श्रम बचाने वाली मशीनरी के लिए है । ये तब तक 'श्रम बचाते' रहेंगे जब तक कि हज़ारों लोग बिना काम के और भूख से मरने के लिए सड़कों पर न फेंक दिए जाएँ । मैं मानव समुदाय के किसी एक हिस्से के लिए नहीं बल्कि सभी के लिए समय और श्रम बचाना चाहता हूँ; मैं धन का केंद्रीकरण कुछ ही लोगों के हाथों में नहीं बल्कि सभी के हाथों में करना चाहता हूँ ।

यंग इंडिया, 13 नवंबर, 1924

खद्दर मशीनरी को नष्ट नहीं करना चाहता बल्कि यह इसके प्रयोग को नियमित करता है और इसके विकास को नियंत्रित करता है । यह मशीनरी का प्रयोग सर्वाधिक ग़रीब लोगों के लिए उनकी अपनी झोपड़ियों में करता है । पहिया अपने आप में ही मशीनरी का एक उत्कृष्ट नमूना है ।

यंग इंडिया, 17 मार्च, 1927

In 1994, conservation work required the bound manuscript to be taken apart. This made it possible to exhibit the paintings, and in 1997 for the first time, the Badshah Nama paintings were shown in exhibitions in New Delhi, London and Washington.

8.1 Explain the diplomatic practice of Mughals. 1

8.2 Why did Nawab of Awadh share a common ground of diplomatic gift giving practice with King George III ? 1

8.3 How have the precious work of Mughals preserved ? 2

9. Read the case given below and answer the questions that follow : **1 + 1 + 2 = 4**

Charkha

Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the charkha as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant.
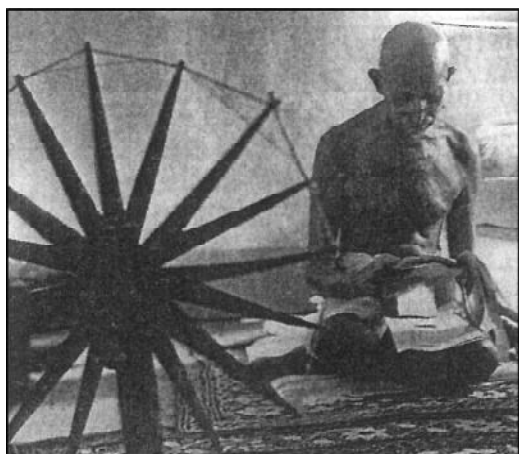
What I object to, is the craze for machinery as such. The craze is for what they call labour-saving machinery. Men go on "saving labour", till thousands are without work and thrown on the open streets to die of starvation. I want to save time and labour, not for a fraction of mankind, but for all; I want the concentration of wealth, not in the hands of few, but in the hands of all.

Young India, 13 November, 1924

Khaddar does not seek to destroy all machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel is itself an exquisite piece of machinery.

Young India, 17 March, 1927

9.1 गांधीजी ने चरखे को पवित्र क्यों माना ? 1

9.2 गांधीजी ने खद्दर को महत्त्व क्यों दिया ? 1

9.3 गांधीजी ने चरखे को सेवा की भावना और समर्थ ग्रामीण जीवन की नींव से कैसे जोड़ा ? 2

खण्ड – घ

(मानचित्र आधारित प्रश्न) 1 + 1 = 2

10. भारत के दिए गए राजनीतिक रेखा–मानचित्र पर निम्नलिखित में से किसी **एक** को उपयुक्त चिह्न के साथ अंकित कीजिए और नाम लिखिए ।

(I) (क) वह राज्य जहाँ गांधीजी ने असहयोग आंदोलन वापिस लिया । 1

अथवा

(ख) वह राज्य जहाँ गांधीजी ने खेड़ा के किसानों के पक्ष में सत्याग्रह शुरू किया था ।

(II) भारत के इसी रेखा–मानचित्र पर मुगल साम्राज्य के राजधानी शहर को A के रूप में अंकित किया गया है । इसकी पहचान कीजिए और उसके पास खींची गई रेखा पर उसका नाम लिखिए । 1

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 10 के स्थान पर है ।

10. (I) मुगल साम्राज्य के किसी एक राजधानी शहर का नाम लिखिए । 1

(II) (क) 1857 के विद्रोह के किसी एक केन्द्र का उल्लेख कीजिए । 1

अथवा

(ख) उस राज्य का नाम लिखिए जहाँ जलियांवाला बाग घटना घटी ।

_____

9.1 Why was Charkha considered sacred by Gandhiji ? **1**

9.2 Why did Gandhiji give importance to Khaddar ? **1**

9.3 How had Gandhiji related Charkha with the spirit of service and foundation of sound village life ? **2**

SECTION – D

(Map Based Questions) **1 + 1 = 2**

10. On the given political outline Map of India, locate and label any **one** of the following with appropriate symbol.

(I) (a) The State where Gandhiji withdrew Non-Cooperation Movement. **1**

OR

(b) The State where Gandhiji started Satyagraha for the Kheda peasants.

(II) On the same outline Map of India, a place related to the Capital city of Mughal Empire is marked as A. Identify it and write its name on the lines drawn near them. **1**

Note : The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 10.

10. (I) Name any one capital city of Mughal Empire. **1**

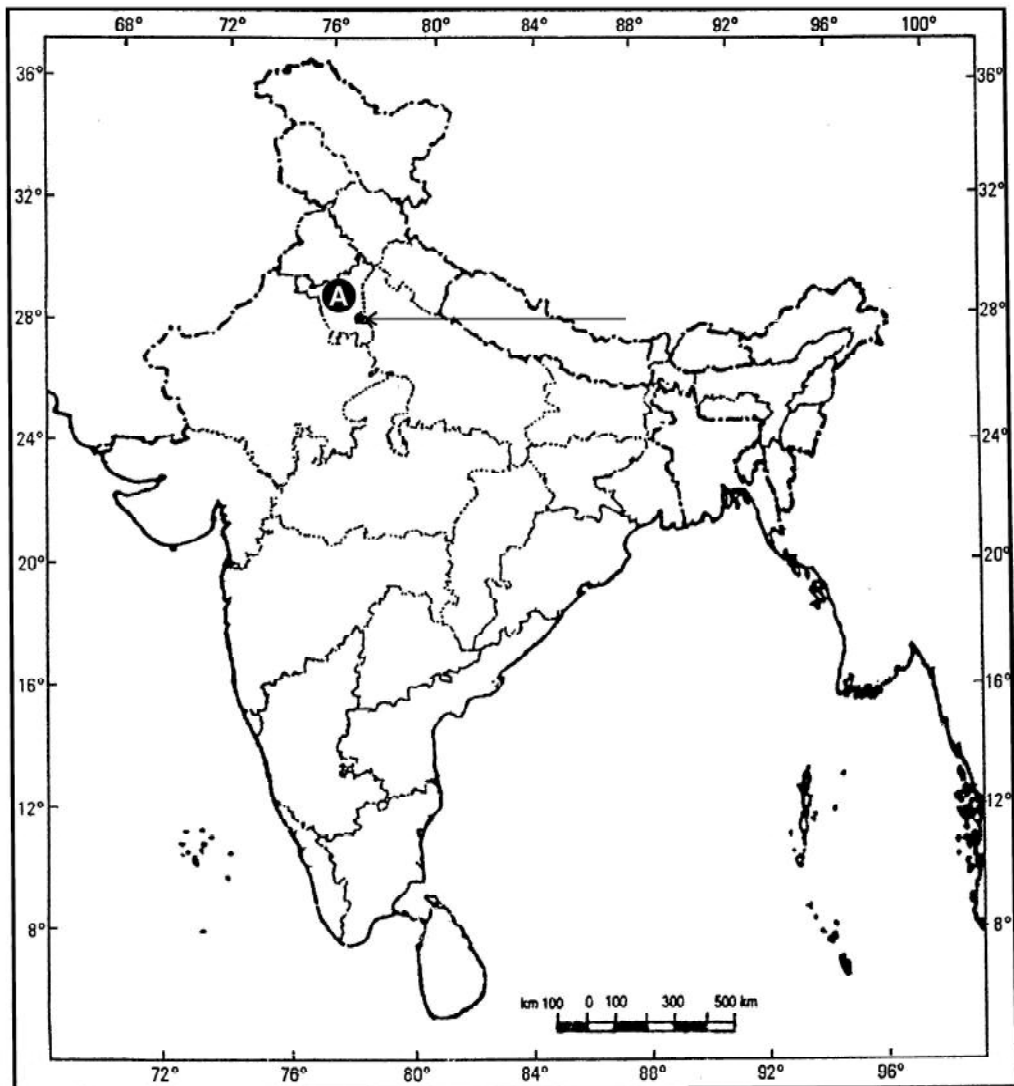(II) (a) Mention any one centre related to the Revolt of 1857. **1**

OR

(b) Name the State where Jallianwala Bagh event took place.

भारत का रेखा—मानचित्र (राजनीतिक)
Outline Map of India (Political)

यहाँ से काटें — Cut Here — यहाँ से काटें — Cut Here

SeniorSecondary School ,Term II Examination2022

Marking Scheme – HISTORY (SUBJECT CODE – 027)

(PAPER CODE – 61/1/3)

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.

2. **"Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC."**

3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them. In class-XII, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**

4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.

5. Evaluators will mark(√) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**

6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.

7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.

8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.

9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks _____(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35answer books per day in other subjects (Details are given in Spot Guidelines).This is in view of the reduced syllabus and number of questions in question paper.

12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-

   • Leaving answer or part thereof unassessed in an answer book.

   • Giving more marks for an answer than assigned to it.

   • Wrong totaling of marks awarded on a reply.

   • Wrong transfer of marks from the inside pages of the answer book to the title page.

   • Wrong question wise totaling on the title page.

   • Wrong totaling of marks of the two columns on the title page.

   • Wrong grand total.

   • Marks in words and figures not tallying.

   • Wrong transfer of marks from the answer book to online award list.

   • Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)

   • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.

13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.

14. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.

15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.

16. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.

17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME
Senior Secondary School Examination TERM–II, 2022
HISTORY   (Subject Code–027)
[Paper Code : 61/1/3]

Maximum Marks : 40

1.

Q. No.	EXPECTED ANSWER / VALUE POINTS	Mar ks
	SECTION—A **Short Answer-type Questions**	**3×4 =12**
1	**How did the Revolt of 1857 acquire legitimacy from the Bahadur Shah Zafar ? Explain** *(i)* The sepoys arrived at the gates of the Red Fort early in the morning on 11 May. *(ii)* It was the month of Ramzan, the Muslim holy month of prayer and fasting. *(iii)* The old Mughal emperor, Bahadur Shah, had just finished his prayers and meal before the sun rose and the fast began. He heard the commotion at the gates. *(iv)* The sepoys who had gathered under his window told him—"We have come from Meerut after killing all the Englishmen there, because they asked us to bite bullets that were coated with the fat of cows and pigs with our teeth. This has corrupted the faith of Hindus and Muslims alike." *(v)* Another group of sepoys also entered Delhi, and the ordinary people of the city joined them. *(vi)* Europeans were killed in large numbers; the rich of Delhi were attacked and looted. *(vii)* It was clear that Delhi had gone out of British control. *(viii)* Some sepoys rode into the Red Fort, without observing the elaborate court etiquette expected of them. *(ix)* They demanded that the emperor give them his blessings. *(x)* Surrounded by the sepoys, Bahadur Shah had no other option but to comply. *(xi)* The revolt thus acquired a kind of legitimacy because it could now be carried on in the name of the Mughal emperor. *(xii)* Any other relevant point To be evaluated as a whole **PG-288**	3
2(a)	**Explain the reasons of initiating the Non-Cooperation Movement by Gandhiji.** *)* During I World War Britishers had instituted censorship of the press and	3

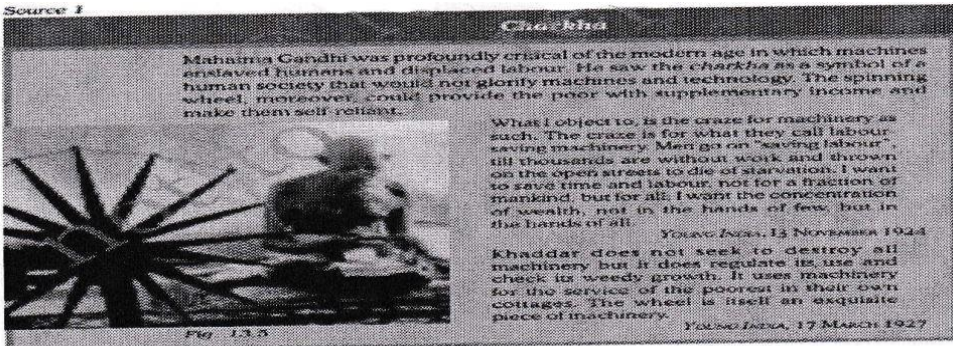|		permitted detention without trial.	
		) Economic hardships due to World War I growing dissatisfaction among people.	
		) Rowlatt Act-discriminatory Law.	
		) Jallianwala Bagh Massacre – Killing of innocent.	
		) Khilafat Movement.	
		) Nagpur and Calcutta Sessions of Congress – resolution for the non-cooperation movement.	
		) Growing resentment against the British the Govt. of India Act 191 9	
		) Any other relevant point.	
		Any three points to be explained **PG-349**	
(b)		**Or**	3
		Explain the reasons that led to the Civil Disobedience Movement of 1930.	
		(i) In 1928 an all India campaign to oppose Simon commission.	
		(ii) Lahore Session of Congress.	
		(iii) Demand for 'Poorna Swaraj'	
		(iv) 1929 Economic depression on Indian economy and unrest among Indians.	
		(v) Failure of the Simon Commission and the death of Lala Lajpat Rai while protesting against the Commission.	
		(vi) Salt law- state monopoly over salt.	
		(vii) Nationalist feelings among Indians.	
		(viii) Any other relevant point.	
		Any three points to be explained **PG-355**	
3.		**Examine the role of GB Pant on the unified nation in the Constituent Assembly.**	3
		(i) He gave emphasis on political unity and strong nation.	
		(ii) Every individual to be moulded into a citizen of state.	
		(iii) Each group had to be assimilated within the nation.	
		(iv) Citizens had to offer their loyalties' to the state.	
		(v) Communities to be recognised as cultural entities and assure cultural rights.	
		(vi) Members of all communities had to act as equal members of one state.	
		(vii) There should not be any divided loyalties'.	
		(viii) Citizens are important as they are the base of the social pyramid.	
		(ix) He was against the separate electorate system.	

	(x) He wanted India to be a strong nation.	
	(xi) Any other relevant point	
	Any three points to be described	
	PG418,419	
4	**How did Jotedars of Bengal show more power than Zamindars in the Permanent Settlement System? Explain.**	3
	The powers of Jotedars were more effective than that of Zamindars.	
	(i) They controlled local trade as well as money lending.	
	(ii) Jotedars were located in the villages and exercised direct control over poor villagers.	
	(iii) They mobilised ryots and deliberately delayed payments of revenue to the Zamindars.	
	(iv) In some places they were called Haoldars , Gantidars and mandals.	
	(v) Any other relevant point.	
	(Any three points to be explained)	
	PG-261	
	SECTION—B	
	Long Answer Type Questions :	**6×3 =18**
5	**Explain the role of leaders and their organisation in the Revolt of 1857.**	6
	(i) In *Kanpur, Nana Sahib*, the successor of Peshwa Baji Rao II became the leader of the Revolt.	
	(ii) In *Jhansi, Rani Lakshmi Bai* assumed the leadership of the uprising.	
	(iii) In Arrah in *Bihar, Kunwar Singh*, a local Zamindar became leader under popular pressure	
	(iv) *Wajid Ali Shah from Awadh* due to the allegation of misgovernance was exiled.	
	(v) Therefore in *Lucknow, Birjis Qadr*, became the leader of the Revolt against the annexation of the State.	
	(vi) *Gonoo,* a tribal cultivator of Singhbhum in Chota nagpur, became a rebel leader of the Kol tribal of the region .	
	(vii) *Shah Mal* organized the villagers of Pargana Barout.	
	(viii) *Rajas , Rani , Nawabs and Taluqdars* from various regions joined.	
	(ix) Any other relevant point.	
	(Any six points to be explained) **PG–292**	
6 (a)	**Who was Abul Fazal? Why is *Akbar Nama* considered as one of his important contributions? Explain.**	**2+4 =6**
	ABUL FAZL	

(i) Abul Fazl Author of Akbar Nama was one of the Courtiers of Akbar's Court as an adviser and spokesperson for his policies.

(ii) He was well-versed with Arabic, Persian, Greek philosophy and Sufism.

(iii) He was an independent thinker who consistently opposed the views of the conservative Ulamas.

(iv) Emperor's objective was to free the State from the control of religious orthodoxy.

(v) In his role as court historian, Abul Fazl both shaped and articulated the ideas associated with the reign of Akbar.

(vi) Any other relevant point.

(Any Two Points to be explained)

THE *AKBAR NAMA*

The *Akbar Nama* is one of the important illustrated official chronicles and was written by Abul Fazal.

(i) The manuscript has paintings of battles, sieges, hunts, building construction and court scenes.

(ii) Abul Fazl worked on the *Akbar Nama* for thirteen years, repeatedly revising the draft.

(iii) The chronicle is based on a range of sources, including actual records of events (waqai), official documents and oral testimonies of knowledgeable persons.

(iv) The *Akbar Nama* is divided into three books. The first two are chronicles and the third is *Ain-i-Akbari*.

(v) The first volume starts from the history of mankind from Adam to one celestial cycle of Akbar's life.

(vi) The *Akbar Nama* was written to provide detailed information of the political events of Akbar's reign.

(vii) The *Akbar Nama* also provide a detailed description of Akbar's empire—geographic, social, administrative and cultural-without reference to chronology.

(viii) In the *Ain-i-Akbari*, the Mughal Empire was presented as having a diverse population consisting of Hindus, Jainas, Buddhists and Muslims and a composite culture.

(ix) This Indo-Persian style was patronized at Court, and there were a large number of writers who wanted to write like Abul Fazl.

(x) Any other relevant point.

Any four points to be explained. **Pg-230**

(b)		**Or** **Why were the imperial officers in the Mughal Empire described by the court historians as a bouquet of flowers? Explain** The Mughal nobility was comprised of Iranis, Turanis, Afghans,Rajputs, Deccanis, etc (i) The Mughal nobility were the main pillars of Mughal State. (ii) The Mughal nobility was chosen from different groups, both religiously and ethnicity to ensure a balance of power between the various groups. (iii) They were described as guldasta or a bouquet of flowers in the official chronicles. (iv) It signified their unity, held together by loyalty towards the Mughal Emperor. (v) All nobles were ranked or were allotted Mansabs comprising of Zat and Sawar (vi) The nobles were also required to perform military service for the emperor (vii) Zat which was an indicator of the position in the imperial hierarchy and the salary of the official (Mansabdar). (viii) Sawar, term used to indicate the number of horsemen. (ix) The nobles participated in the military campaigns and served as officers of the empire in the provinces. (x) The military commanders recruited, equipped and trained the main wing of the Mughal army, i.e, the cavalry. (xi) By serving in the imperial offices the nobles acquired power, wealth and reputation. (xii) The PayMaster General (Mir Bakshi), the Diwan-l Ala (Finance Minister) and Sadr-us sudur (Minister of Grants or madad-i-maash, and in charge of appointing local judges or Qazis) (xiii) Akbar with these and other advisors shaped the administrative, fiscal and monetary institutions of the empire (xiv) Any other relevant point to be evaluated as awhole **PG-245**	6
7 (a)		**"In the Constituent Assembly issues over 'National language' were intensely debated". Explain the statement with examples.** (i) *Congress and Mahatma Gandhi* accepted Hindustani as national language. As it was easy to understand and was a popular language among large section of India. Hindustani developed with the interaction of diverse culture and language. Hindustani language was chiefly made up of Hindi and Urdu.	6

	(ii) A plea for making Hindi as national language by *R. V. Dhulekar*.	
	(iii) Language Committee tried to resolve the issue by deciding that *Hindi in Devanagri script would be an official language.*	
	(iv) Transition to Hindi was a gradual process.	
	(v) For initial 15 years after Independence, *English to be used as official* language.	
	(vi) *Provinces* were allowed to choose one language for official work within the province.	
	(vii) S. G. Durgabai, raised intense opposition against Hindi *in South India.*	
	(viii) *Shri Shankkarro Deo accepted Hindustani* as a language of the nation	
	(ix) *T. A. Ramalingam Chettiar* warned the cause of Hindi would not help if it was pushed too aggressively.	
	(x) Many members felt that issue of Hindi as a national language must be treated cautiously	
	(xi) Any other relevant point	
	To be evaluated as a whole **PG-425,**	
(b)	**Or** **"Issues of 'Division of power of the government' at the Centre and State level were intensely debated in the Constituent Assembly" Explain the statement with examples.**	6
	(i) Draft Constitution provided three lists of subject.	
	(ii) Union List, Union Government can make laws on it.	
	(iii) State List, State Government can make laws on it.	
	(iv) Concurrent List, both Union and State Government can make laws on listed items.	
	(v) Union Government was made more powerful to ensure peace, security and to speak for whole country in the international sphere.	
	(vi) Article 356 gave the Centre the power to take over a State Administration on the recommendation of Governor	
	(vii) Debate on Powers of Centre and State : K. Santhanam from Madras said reallocation of power was necessary. He said if Centre is overburdened with responsibility it could not function properly. So it is important that some powers to the State should be transferred. States should be given appropriate fiscal provision so that they can work independently and they do not need to depend on Centre for even nominal expenditure.	
	(viii) The need for strong government had been further reinforced by the events of partition.	
	(ix) Many leaders like Jawaharlal Nehru, B. R. Ambedkar, Gopalaswami Ayyangar, Balakrishna Sharma, etc., advocated for strong Centre.	

	(x)	Ambedkar had declared that he wanted a strong and united Centre much stronger than the Government of India Act of 1935..	
	(xi)	Gopalaswami Ayyangar declared that the Centre should be made as strong as possible.	
	(xii)	Balakrishna Sharma reasoned at length that only strong Centre could plan for well-being of the country, mobilize the available resources, established proper administration and defend the country against aggression.	
	(xiii)	Any other relevant point.	

To be evaluated as a whole   **PG-423,424**

<table>
<tr>
<td colspan="3" align="center">SECTION—C
Case-Based Questions :</td>
<td>4x2
=8</td>
</tr>
<tr>
<td>8.</td>
<td colspan="2">Read the source given below and answer the questions that follows :
<div align="center">Travels of the Badshah Nama</div>
Gifting of precious manuscripts was an established diplomatic custom under the Mughals. In the emulation of this, the Nawab of Awadh gifted the illustrated Badshah Nama to king George III in 1799. Since then it has been preserved in the English Royal Collections, now at Windsor Castle.

In 1994, conservation work required the bound manuscript to be taken apart. This made it possible to exhibit the paintings, and in 1997 for the first time. Badshah Nama paintings were shown in exhibitions in New Delhi, London and Washington.

Source from <i>The Kings and Chronicles,</i> Theme9, PG-231 NCERT Unit-II

8.1 Explain the diplomatic practice of Mughals.

Gifting of precious manuscripts was an established diplomatic custom under Mughals.

8.2 Why did Nawab of Awadh share a common ground of diplomatic gift giving practice with King George III ?</td>
<td>1+1
+2=
4

1</td>
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<tr>
<td></td>
<td>(i)</td>
<td>Nawab of Awadh shared gifts with George III to maintain political and diplomatic relations.</td>
<td>1</td>
</tr>
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<td></td>
<td>(ii)</td>
<td>It was a court custom also.

(Any one point)</td>
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<td></td>
<td colspan="2">8.3 How has the precious work of Mughals preserved?
<i>(i)</i> Manuscripts were preserved.
<i>(ii)</i> Paintings were exhibited in London, Washington and New Delhi.
<i>(iii)</i> Efforts are to conserved Mughal miniature collection.</td>
<td>

2</td>
</tr>
</table>

	(iv) Any other relevant point. Any two points Source from *The Kings and Chronicles,* Theme9, PG-231 NCERT Unit–II	

9	**Read the source given below and answer the questions that follow :**
	
	Charkha
	
	Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the charkha as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant.
	
	What I object to, id the craze for machinery as such. The craze is for what they call labour-saving machinery. Men go on "saving labour" , till thousands are without work and thrown on the open streets to die of starvation. I want the concentration of wealth, not in the hands of few, but in the hands of all.
	
	Young India, 13 November, 1924
	
	Khaddar does not seek to destroy all the machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel itself an exquisite piece of machinery.
	
	Young India, 17 march, 1927
	
	Source from Theme 13-'' PG-352-NCERT
	
	9.1 Why was Charkha considered sacred by Gandhiji?
	   (i) To Gandhiji Charkha was like a service, a medium for spiritual upliftment.
	  (ii) A symbol of dharma, of self-help and self-reliance
	 (iii) Of dignity of labour and human values
	  (iv) Any other relevant point
	
	Any one point
	
	9.2 Why did Gandhiji give importance to Khaddar?
	   (i) According to Gandhiji, Khaddar regulated use of machinery and check its weedy growth.
		1+1
		+2=
		4
		
		1

	(ii) It used simple and domestic machinery for the service of the poorest in their own cottages		1
	(iii) Any other relevant point		
	Any one point		
	9.3 **How had Gandhiji related Charkha with the spirit of service and foundation of sound village life?**		
	(i) The Charkha supplemented the agriculture of the villagers and gave it dignity.		2
	(ii) The Charkha enabled villages to become self-contained.		
	(iii) Charkha could restore India to its pristine glory		
	(iv) It provides the golden bridge between the rich and the poor.		
	(v) Any other relevant point		
	Any two points		
	Source from Theme-13		
	SECTION—D		1+1 =2
	Map Skill-based Questions		
10	On the given political outline map of India, locate and label ANY ONE of the following with appropriate symbol :		
	SEE ATTACHED MAP		1
	I. **The State where Gandhiji withdrew Non-Cooperation Movement**—UttarPradesh (**UP**)		1
	Or		
	II. **The State where Gandhiji started Satyagraha for the Kheda planters**—Gujarat		1
	(b) **On the same outline map of India, a place related to capital city of Mughal empire is marked as A. Identify it and write its name on the line drawn near them.**		1
	(A) Delhi \ Shahjahanabad		
	Note : *The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 10*		1
	Name any one capital cities of Mughal Empire.		
	Agra, Lahore,Fatehpur Sikri , Delhi/Shahjahanabad (Any one)		
	Or		

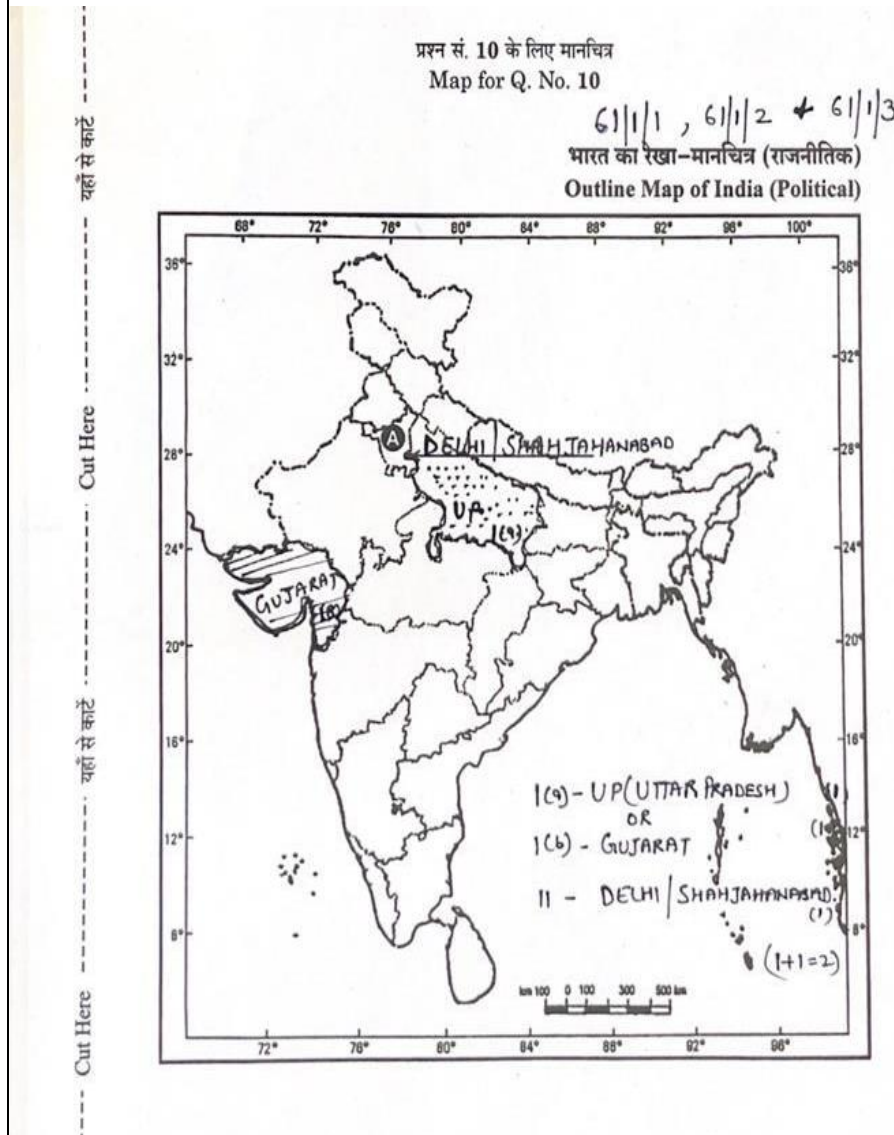**Mention any one places related to the Revolt of 1857.**

Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta,

Banaras, Gwalior, Jabalpur, Agra, Avadh (Any one)

1

OR

1

Name the state where Jallianwala Bagh event took place. Punjab(Amritsar)

प्रश्न सं. 10 के लिए मानचित्र
Map for Q. No. 10

61|1|1 , 61|1|2 & 61|1|3

भारत का रेखा–मानचित्र (राजनीतिक)
Outline Map of India (Political)