



Series : AB4CD/3

SET ~ 3

प्रश्न-पत्र कोड  
Q.P. Code **61/3/3**

रोल नं. Roll No.							

परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Q.P. Code on the title page of the answer-book.

**नोट / NOTE :**

- 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).
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।  
Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 10 प्रश्न हैं।  
Please check that this question paper contains 10 questions.
- 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.
- 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.

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# इतिहास HISTORY



निर्धारित समय : 2 घण्टे

Time allowed : 2 hours

अधिकतम अंक : 40

Maximum Marks : 40

**61/3/3**

**316C**

Page 1

P.T.O.



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 अंकों 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।

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**खण्ड – क**

**(लघु-उत्तरीय प्रश्न)**

**3 × 4 = 12**

1. महात्मा गांधी ने भारत की राष्ट्रभाषा के लिए हिन्दुस्तानी पर जोर क्यों दिया ? स्पष्ट कीजिए। 3
2. “अलग-अलग स्थानों पर 1857 के विद्रोह के ढर्रे में समानता की वजह आंशिक रूप से उसकी योजना और समन्वय में निहित थी।” कथन की व्याख्या 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. Why did Mahatma Gandhi give emphasis on Hindustani for the national language of India ? Explain. **3**
2. “The similarities in the pattern of revolt of 1857 in different places lay partly in its planning and coordination.” Explain the statement. **3**



3. (क) 1780 में ऑगस्टस क्लीवलैंड द्वारा प्रस्तावित की गई 'शांति-स्थापना की नीति' के पहाड़ियाँ लोगों पर पड़े प्रभावों का विश्लेषण कीजिए। 3

अथवा

- (ख) संधालों के राजमहल की पहाड़ियों में बसने के बाद पहाड़ियाँ लोगों की आर्थिक स्थिति की परख कीजिए।

4. लंदन में आयोजित दूसरे गोलमेज़ सम्मेलन के अनिर्णायक परिणामों के कारणों का वर्णन कीजिए। 3

खण्ड – ख

(दीर्घ उत्तरीय प्रश्न)

6 × 3 = 18

5. अफ्रीका से लौटने के बाद भारत में गांधीजी द्वारा देखी गई स्थितियों का वर्णन कीजिए। 6

6. (क) “ताल्लुकेदारों और किसानों की विभिन्न प्रकार की पीड़ाओं ने उन्हें 1857 के विद्रोह से जोड़ दिया था।” इस कथन की व्याख्या कीजिए। 6

अथवा

- (ख) “केवल अफवाहें ही नहीं थीं बल्कि उनका दृढ़ आधार भी था जिसके कारण लोगों ने 1857 में विद्रोह किया।” इस कथन की व्याख्या कीजिए।

7. (क) “मुगल दरबार में पांडुलिपियों की रचना की प्रक्रिया में विविध प्रकार के कार्य करने वाले लोगों की संख्या शामिल थी।” कथन की पुष्टि उदाहरणों सहित कीजिए। 6

अथवा

- (ख) “मुगल साम्राज्य द्वारा तैयार करवाए गए इतिवृत साम्राज्य और उसके दरबार के अध्ययन के महत्वपूर्ण स्रोत हैं।” उदाहरणों सहित कथन की व्याख्या कीजिए।



3. (a) Analyse the impact of the 'policy of pacification' on the Paharias, proposed by Augustus Cleveland in 1780. **3**

**OR**

- (b) Examine the economic conditions of the Paharias after the settlement of Santhals in the periphery of Raj Mahal hills.
4. Describe the reasons of inconclusive results of the Second Round Table conference held in London. **3**

**SECTION – B**

**(Long Answer Type Questions)**

**6 × 3 = 18**

5. Describe the conditions observed by Gandhiji in India after returning from Africa. **6**
6. (a) "Chain of grievances of taluqdars, and peasants led them to join the revolt of 1857." Elucidate the statement. **6**

**OR**

- (b) "There were not only rumours but sound bases which led the people to revolt in 1857." Explain the statement.
7. (a) "The process of manuscript production in the Mughal Court involved a number of people performing a variety of tasks." Support the statement with examples. **6**

**OR**

- (b) "Chronicles commissioned by Mughal Emperors are the important sources for studying the empire and its court." Explain the statement with examples.



खण्ड – ग

(केस आधारित प्रश्न)

4 × 2 = 8

8. दिए गए केस को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए :

**बादशाह तक सुलभ पहुँच**

पहले जेसुइट शिष्टमंडल का एक सदस्य मान्सेरेट अपने अनुभवों का विवरण लिखते हुए कहता है :

उससे (अकबर से) भेंट करने की इच्छा रखने वाले लोगों के लिए उसकी पहुँच कितनी सुलभ है इसके बारे में अतिशयोक्ति करना बहुत कठिन है । लगभग प्रत्येक दिन वह ऐसा अवसर निकालता है कि कोई भी आम आदमी अथवा अभिजात उससे मिल सके और बातचीत कर सके । उससे जो भी बात करने आता है उन सभी के प्रति कठोर न होकर वह स्वयं को मधुरभाषी और मिलनसार दिखाने का प्रयास करता है । उसे उसकी प्रजा के दिलो-दिमाग से जोड़ने में इस शिष्टाचार और भद्रता का बड़ा असाधारण प्रभाव है ।

- 8.1 अकबर की सुलभ पहुँच का उसकी प्रजा के दिलो-दिमाग पर पड़ने वाले प्रभाव की परख कीजिए । 1
- 8.2 अकबर ने जेसुइट शिष्टमंडल को अपने दरबार में क्यों आमंत्रित किया ? 1
- 8.3 अकबर उन लोगों के लिए बैठकें किस प्रकार आयोजित करता था जो उससे मिलना चाहते थे ? 2
9. दिए गए केस को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए : 4

**“खंडित निष्ठा के लिए कोई जगह नहीं”**

गोविंद वल्लभ पंत ने कहा कि निष्ठावान नागरिक बनने के लिए लोगों को समुदाय और खुद को बीच में रख कर सोचने की आदत छोड़नी होगी :

लोकतंत्र की सफलता के लिए व्यक्ति को आत्मानुशासन की कला का प्रशिक्षण लेना होगा । लोकतंत्र में व्यक्ति को अपने लिए कम तथा औरों के लिए ज्यादा फिक्र करनी चाहिए । यहाँ खंडित निष्ठा के लिए कोई जगह नहीं है । सारी निष्ठाएँ केवल राज्य पर केंद्रित होनी चाहिए । यदि किसी लोकतंत्र में आप प्रतिस्पर्धी निष्ठाएँ रख देते हैं या ऐसी व्यवस्था खड़ी कर देते हैं जिसमें कोई व्यक्ति या समूह अपने अपव्यय पर अंकुश लगाने की बजाय बृहत्तर या अन्य हितों की ज़रा भी परवाह नहीं करता, तो ऐसे लोकतंत्र का डूबना निश्चित है ।

संविधान सभा बहस, खंड 2



**SECTION – C**  
**(Case Based Questions)**

**4 × 2 = 8**

8. Read the case given below carefully and answer the questions that follow :

**The accessible emperor**

In the account of his experiences, Monserrate, who was a member of the first Jesuit Mission, says :

It is hard to exaggerate how accessible he (Akbar) makes himself to all who wish audience of him. For he creates an opportunity almost every day for any of the common people or of the nobles to see him and to converse with him; and he endeavours to show himself pleasant – spoken and affable rather than severe towards all who come to speak with him. It is very remarkable how great an effect this courtesy and affability has in attaching him to the minds of his subjects.

- 8.1 Examine the impact of Akbar's accessibility on the minds of his subjects. 1
- 8.2 Why did Akbar invite Jesuit Mission to his court ? 1
- 8.3 How did Akbar use to facilitate meetings for those who wanted to call on him ? 2
9. Read the given case carefully and answer the questions that follow : 4

**“There cannot be any divided loyalty”**

Gobind Ballabh Pant argued that in order to become loyal citizens people had to stop focusing only on the community and the self :

For the success of democracy one must train himself in the art of self-discipline. In democracies one should care less for himself and more for others. There cannot be any divided loyalty. All loyalties must exclusively be centered round the State. If in a democracy, you create rival loyalties, or you create a system in which any individual or group, instead of suppressing his extravagance, cares nought for larger or other interests, then democracy is doomed.

*CAD. Vol. II.*



- 9.1 एकीकृत राष्ट्र के लिए गोविंद वल्लभ पंत की चिंता की परख कीजिए । 1
- 9.2 निष्ठा को सामाजिक पिरामिड का एक महत्वपूर्ण गुण क्यों माना गया ? 1
- 9.3 लोकतंत्र की सफलता के लिए महत्वपूर्ण माने जाने वाले पहलुओं का विश्लेषण कीजिए । 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 स्थान जहाँ से 1857 को विद्रोह शुरू हुआ । 1

अथवा

(ख) वह स्थान जहाँ गांधीजी ने नमक कानून तोड़ा 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 इसके पास खींची गई रेखा पर इसका नाम लिखिए । 1

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

10. I. (क) उस जगह का नाम लिखिए जहाँ 10 मई, 1857 को विद्रोह की शुरुआत हुई थी । 1

अथवा

(ख) उस स्थान का नाम लिखिए जहाँ गांधीजी ने नमक कानून तोड़ा था ।

- II. मुगल साम्राज्य के किसी एक राजधानी शहर का नाम लिखिए । 1





- 9.1 Examine the concern of Gobind Ballabh Pant for a Unified Nation. 1
- 9.2 Why was loyalty considered as an important attribute of social pyramid ? 1
- 9.3 Analyse the aspects considered significant for the success of democracy. 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 place where mutiny started in 1857. 1
- OR**
- (b) The place where Gandhiji broke the Salt law.
- II. On the same outline map of India, a place related to Capital city of the Mughal Empire has been marked as **A**. Identify it and write its name on the line drawn near it. 1

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

10. I. (a) Name the place from where mutiny started on 10<sup>th</sup> May, 1857. 1
- OR**
- (b) Name the place where Gandhiji broke the Salt law.
- II. Name any one Capital city of Mughal Empire. 1





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

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





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**Strictly Confidential: (For Internal and Restricted use only)**

**Senior Secondary School Term II Examination, 2022**

**Marking Scheme – HISTORY (SUBJECT CODE – 027)**

**(PAPER CODE – 61/3/3 )**

**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(  $\sqrt{\phantom{x}}$  ) 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 35 answer 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 totaled 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 : 61/3/3 ]****Maximum Marks : 40**

<b>Q. No.</b>	<b>EXPECTED ANSWER / VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION –A</b> <b>(SHORT ANSWER TYPE QUESTIONS)</b>	<b>3x4=12</b>
<b>1.</b>	<p><b>Why did Mahatma Gandhi give emphasis on Hindustani for the national Language of India? Explain.</b></p> <p><b><u>Gandhiji's views on Hindustani :</u></b></p> <ul style="list-style-type: none"><li>(i) He wanted Hindustani to be the national language.</li><li>(ii) It was the language of common people.</li><li>(iii) According to him, it was a popular language of large section of people of India.</li><li>(iv) Common people easily understand.</li><li>(v) This multi-cultural language would be the ideal language of communication.</li><li>(vi) It could unify Hindus and Muslims and people of the North and the South.</li><li>(vii) Any other relevant point.</li></ul> <p style="text-align: right;">(Any <i>three</i> points to be explained) (Page No. 425)</p>	<b>3</b>
<b>2.</b>	<p><b>“The similarities in the pattern of revolt of 1857 in the different places lay partly in its planning and its coordination”? Explain the statement.</b></p> <p><b><u>Planning and coordination.</u></b></p> <ul style="list-style-type: none"><li>(i) There seemed to be planning and coordination in the pattern of mutinies.</li><li>(ii) There was communication among the sepoy lines and various Cantonments.</li><li>(iii) Cavalry refused to accept the cartridges.</li><li>(iv) Sepoys or their emissaries moved from one station to another.</li><li>(v) People were also planning and talked about rebellion.</li><li>(vi) Some of the decisions were taken collectively by the Sepoys.</li><li>(vii) Any other relevant Point.</li></ul> <p style="text-align: right;">(Any <i>three</i> points to be explained) (Page No. 290)</p>	<b>3</b>

3.	<p><b>(a) Analyse the impact of the policy of pacification on the paharias, proposed by Augustus Cleveland in 1780?</b></p> <p><b><u>Impact of policy of pacification :</u></b></p> <ul style="list-style-type: none"> <li>(i) Augustus Cleveland , the collector of Bhagalpur proposed a policy of pacification for the Paharias.</li> <li>(ii) Paharia Chiefs were given annual allowance and made responsible for the proper conduct of their men.</li> <li>(iii) They were expected to maintain order in their localities and discipline their men.</li> <li>(iv) Many Paharia Chiefs refused to accept allowance.</li> <li>(v) Those accepted lost authority within the community.</li> <li>(vi) Being in the pay of colonial government they were considered stipendiary Chiefs.</li> <li>(vii) Pahari withdrew deep into the mountains.</li> <li>(viii) Paharias insulated themselves from the hostile forces.</li> <li>(ix) The experience of pacification shaped their perception of British infiltration into the area.</li> <li>(x) Paharias understood that British are there to control their forces and lands Any other relevant point.</li> </ul> <p>(Any <i>three</i> points to be analysed) (Page No. 269)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the economic conditions of the paharias after the settlement of Santhals in the Periphery of Raj Mahal hills?</b></p> <p><b><u>Economic condition of Paharias after the settlement :</u></b></p> <ul style="list-style-type: none"> <li>(i) The Paharias withdrew deeper into the hills.</li> <li>(ii) The interior hills were rocky and barren.</li> <li>(iii) They practised shifting agriculture.</li> <li>(iv) They subsisted on forest produce.</li> <li>(v) They also were hunters.</li> <li>(vi) The forests were very scanty and hence their economic condition was very poor.</li> <li>(vii) Any other relevant Point.</li> </ul> <p>(Any <i>three</i> points to be examined) (Page No. 271)</p>	3



4.	<p><b>Describe the reasons of inclusive results of the second Round Table Conference held in London?</b></p> <p><b><u>Second Round Table conference :</u></b></p> <ul style="list-style-type: none"> <li>(i) The Conference was held in London in the latter part of 1931.</li> <li>(ii) Gandhiji represented Congress.</li> <li>(iii) He claimed that Party has all India representation.</li> <li>(iv) Muslim League objected to it</li> <li>(v) Another claim was that Gandhi did not represent lowest castes.</li> <li>(vi) Gandhiji was criticised as he unable to get Viceroy's commitment for political independence for Indians</li> <li>(vii) Any other relevant point.</li> </ul> <p style="text-align: right;">(Any <i>three</i> points to be described) (Page No. 360)</p>	3
	<p><b>SECTION –B</b></p> <p><b>(LONG ANSWER TYPE QUESTIONS)</b></p>	6x3=18
5.	<p><b>Describe the conditions observed by Gandhi Ji in India after returning from Africa?</b></p> <p><b><u>Condition observed by Gandhi Ji in India after returning from Africa:</u></b></p> <ul style="list-style-type: none"> <li>(i) Although India was a colony of the British, yet it was far more active in politics.</li> <li>(ii) Indian National Congress developed into many branches in towns and cities.</li> <li>(iii) Through Swadeshi Movement it broadened its appeal.</li> <li>(iv) The movement had some towering leaders like Tilak, Bipin Pal, Lajpat Rai, etc.</li> <li>(v) This was conveying all India character of the struggle.</li> <li>(vi) People were asking for a sort of freedom.</li> <li>(vii) Any other relevant point.</li> </ul> <p style="text-align: right;">(Any <i>six</i> points to be described) (Page No. 347)</p>	6

6.	<p><b>(a) “ Chain of grievances of Taluqdars and peasants led them to join the revolt of 1857”. Elucidate the statement?</b></p> <p><b>(a) Grievances of Taluqdars and Peasants :</b></p> <ul style="list-style-type: none"> <li>(i) Due to Dethroning of Awadh Nawabs Wajid Ali Shah on the eligation of miss Governace created Grief amongst Taluqdars.</li> <li>(ii) It laid to the dissolution of court and culture.</li> <li>(iii) Taluqdars and peasants expressed their resistence against British.</li> <li>(iv) They believed that by removing Taluqdars the revenue would increase.</li> <li>(v) The British were unwilling to tolerate the power of Taluqdars .</li> <li>(vi) The summary settlement removed Taluqdars from the powers (Army fought Autonomy etc)</li> <li>(vii) Ties between Taluqdars and Peasants broke down</li> <li>(viii) Under British, Peasants were exposed to over assessment.</li> <li>(ix) The increase of the revenue demands on the crops.</li> <li>(x) In flexible methods revenue collections.</li> <li>(xi) After annexation of Awadh, the Taluqdars were dispossessed.</li> <li>(xii) No guarantee to reduce revenue during the times of hardship or crop failure</li> <li>(xiii) These grievances led the Peasants and Taluqdars to the Revolt of 1857.</li> <li>(xiv) Any other relevant point.</li> </ul> <p>(To be evaluated as a whole) (Page No. 298,99)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “There were not only Rumours but sound bases which led the people to revolt in 1857” Explain the statement?</b></p> <p><b>(b) Rumours—</b></p> <ul style="list-style-type: none"> <li>(i) New cartridges were greased with fat of cows and pigs.</li> <li>(ii) Conspiracy to destroy the caste and religion of Hindus and Muslims (Lota issue)</li> <li>(iii) Mixed bone dust of cows and pigs into the flour.</li> <li>(iv) Distributions of chapattis in various villages.</li> <li>(v) Britishers wanted Indians to convert into Christianity.</li> </ul> <p><b>Sound bases—</b></p> <ul style="list-style-type: none"> <li>(i) Introduction of Western education and Western thoughts.</li> <li>(ii) English medium schools and colleges were opened</li> </ul>	<p>6</p> <p>2+4=6</p>
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	<p>remarriage.</p> <p>(iii) Introduction of Subsidiary Alliance annexations of territory.</p> <p>(iv) Introduction of Policy of Doctrine of Lapse i.e Awadh , Jhansi , Satara etc.</p> <p>(v) Introduction of British administrative system in various region.</p> <p>(vi) Any other relevant point.</p> <p>(vii) (Any <i>six</i> points- any 2 points from rumours and any 4 points of sound bases to be explained)</p> <p>(Page No. 294–95)</p>	
7.	<p><b>(a) “The process of manuscript production in the Mughal court involved a number of people performing a variety of tasks”. Support the statement with examples?</b></p> <p><b><u>The process of Manuscripts Production</u></b></p> <p>(i) Centre of manuscript production was the Imperial Kitabkhana.</p> <p>(ii) Emperor’s collection of manuscripts was kept in the Kitabkhana.</p> <p>(iii) Creation of manuscripts involved various processes of function.</p> <p>(iv) Papermakers were needed to prepare the folios of Manuscripts.</p> <p>(v) Scribes or Calligrapher’s to copy the texts.</p> <p>(vi) The gilders illuminated the pages.</p> <p>(vii) Painters illustrated the scenes from the texts.</p> <p>(viii) Bookbinders gathered the individual folios and set them within ornamental covers.</p> <p>(ix) Finished manuscript became a work of intellectual wealth and beauty.</p> <p>(x) Any other relevant point.</p> <p>(Any <i>six</i> points to be supported with examples)</p> <p>(Page No. 227–228)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Chronicles commissioned by Mughal Emperors are the important sources of studying the empire and its court.” Explain the statement with examples?</b></p> <p><b><i>Chronicles commissioned by</i></b></p> <p>(i) Chronicles were written to project a vision of the Mughal State.</p> <p>(ii) Chronicles projected vision of an enlightened Kingdom.</p> <p>(iii) They focused on events centred on the rulers , his family , Court and Nobles.</p> <p>(iv) Chronicles mentioned about Wars and Mughal administrative arrangements.</p>	6

	<p>(v) Their titles such as AkbarNama , Shah JahaNama , AlamgirNama showed the history of Akbar Shah Jahan and Aurangzeb etc.</p> <p>(vi) Different aspects of the Empire like Geography , Society , Administration and Culture were reflected in chronicles.</p> <p>(vii) Glimpses of diverse population and composite culture were shown.</p> <p>(viii) It transmitted the ideas of divine life and King as a source of Spiritual Guidance.</p> <p>(ix) Idea of Sulah-e-kul was highlighted in Akbarnama.</p> <p>(x) Description about Capital Cities , Court arrangements Forms of Salutations , Festivals , Revenue System, Administrative system were given.</p> <p>(xi) Rulers wanted to ensure that their descendants must know about their rule.</p> <p>(xii) Authors of Chronicles were courtiers.</p> <p>(xiii) Whatever they wrote, focused on the events of their rule.</p> <p>(xiv) Persian was the court language.</p> <p>(xv) Persian was spoken by the king and the courtiers.</p> <p>(xvi) Any other relevant point.</p> <p>(Any six points explain with examples) (Page No. 226–227)</p>	
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	SECTION – C (CASE BASED QUESTIONS)	4x2=8
8.	<p>Read the case given below carefully and answer the question that follows:</p> <p><b>The accessible emperor</b>  In the account of his experiences, Monserrate, who was a member of the first Jesuit mission, says: It is hard to exaggerate how accessible he (Akbar) makes himself to all who wish audience of him. For he creates an opportunity almost every day for any of the common people or of the nobles to see him and to converse with him; and he endeavours to show himself pleasant-spoken and affable rather than severe towards all who come to speak with him. It is very remarkable how great an effect this courtesy and affability has in attaching him to the minds of his subjects.</p> <p><b>8.1 Examine the impact of Akbar’s accessibility on the mind of his subjects?</b></p> <p>a) Akbar made available to all who wanted audience.  b) He used to create an opportunity almost every day for anyone of his nobles or the common people and converse with them and showed himself as a pleasantly speaking person.  (Any one) (1)</p> <p><b>8.2 Why did Akbar invite Jesuits mission to his court?</b></p> <p>a) Akbar was curious to know about Christianity  b) He dispatched an embassy to Goa to invite Jesuit Priests to his court at Fatehpur Sikri where Akbar spoke to them about Christianity.  (Any one) (1)</p> <p><b>8.3 How did Akbar use to facilitate meetings for those who wanted to call on him?</b></p> <p>a) Akbar used to invite those who wanted to meet him.  b) He not only met nobles but common people and conversed with them politely  c) He showed courtesy towards them  d) He made him accessible and available for the cause.  e) Any other relevant point) (2)  Any two points (Page No. 250)</p>	<div>1+1+2=4</div> <div>4</div>
9.	<p>Read the case given below carefully and answer the question that follows:  <b>There cannot be any divided loyalty”</b>  Govind Ballabh Pant argued that in order to become loyal citizens people had to stop focusing only on the community and the self: For the success of</p>	1+1+2=4

democracy one must train himself in the art of self-discipline. In democracies one should care less for himself and more for others. There cannot be any divided loyalty. All loyalties must exclusively be centred round the State. If in a democracy, you create rival loyalties, or you create a system in which any individual or group, instead of suppressing his extravagance, cares nought for larger or other interests, then democracy is doomed.

Source Based Question (There cannot be divided loyalty)

**9.1 Examine the concern of Gobind Ballab Pant for a Unified Nation?**

- (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 one point ) (1)

**9.2 Why was loyalty considered as an important attribute of social pyramid?**

- (i) For maintaining political unity
- (ii) For forging a strong nation
- (iii) For considering themselves as cultural entity
- (iv) Loyalty was related with Self-discipline which could bring strength to the democracy
- (v) He argued that in order to become loyal citizens people had to train themselves in the art of self-discipline and need to show loyalty towards nations

(Any one point ) (1)

**9.3 Analyse the aspects considered significant for the success for Democracy?**

For the success of democracy

- (i) One should call less for himself and more for others.
- (ii) All loyalties must exclusively be centred on the nation.

	<p>(iii) One should work on self-discipline.</p> <p>(iv) Any other relevant point. (2)</p> <p>(Any <i>two</i> points to be analysed) (Page No. 419)</p>	
		4

10.	<p><b>On the given political outline Map of India , Locate and label any one of the following with appropriate symbol:</b></p> <p><b>I. SEE ATTACHED MAP</b></p> <p>Map :</p> <p>I. (a) Meerut or (b). Dandi</p> <p>II. Identify—A. Agra/Fatehpur Sikri</p> <p><b>FOR VISUALLY IMPAIRED STUDENTS</b></p> <p><b>10 I. (a) Merrut</b></p> <p><b>OR</b></p> <p><b>(b) Dandi</b></p> <p><b>II Lahore, Agra /Fatehpur sikri , Shahjahanabad /Delhi.</b></p> <p><b>(Any one)</b></p>	<p>1+1=2</p> <p>1+1=2</p>
	<p>प्रश्न सं. 10 के लिए मानचित्र Map for Q. No. 10 6/3/1, 6/3/2. + 6/3/3</p> <p>भारत का रेखा-मानचित्र (राजनीतिक) Outline Map of India (Political)</p>	2

