

## SAMPLE QUESTION PAPER - 4

## History (027)

## Class XII (2024-25)

**Time Allowed: 3 hours**

**Maximum Marks: 80**

### General Instructions:

1. Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
2. **Section A** – Question 1 to 21 are MCQs of 1 mark each.
3. **Section B** – Question no. 22 to 27 are Short Answer Type Questions, carrying 3 marks each. The answer to each question should not exceed 60-80 words.
4. **Section C** - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each. The answer to each question should not exceed 300-350 words
5. **Section D** – Question no.31 to 33 are Source based questions with three sub-questions and are of 4 marks each
6. **Section-E** - Question no. 34 is Map based, carrying 5 marks that include the identification and location of significant test items. Attach the map with the answer book.
7. There is no overall choice in the question paper. However, an internal choice has been provided in a few questions. Only one of the choices in such questions has to be attempted.
8. In addition, separate instructions are given with each section and question, wherever necessary.

## Section A

1. Awadh was annexed into the British empire in \_\_\_\_\_ [1]
  - a) 1856
  - b) 1855
  - c) 1854
  - d) 1853
2. Who travelled the Rajmahal Hills for a survey of the area on the request of the Government of Bengal in the early nineteenth century? [1]
  - a) Captain Cook
  - b) Francis Buchanan
  - c) George Chinnery
  - d) William Hodges



a) Both A and R are true and R is the correct explanation of A.

b) Both A and R are true but R is not the correct explanation of A.

c) A is true but R is false.

d) A is false but R is true.

8. Identify the women devotee with the help of the given information. [1]

- o A woman Alvar, composed devotional poems that are still sung today.
- o She identified herself as the beloved of Vishnu and expressed her deep love for the deity through her verses.

a) Akka Mahadevi

b) Karaikkal Ammaiyar

c) Sakhubai

d) Andal

9. Which of the following is one of the social reasons for 1857 revolt? [1]

- i. The English could not establish any social relationship with the Indians.
- ii. The racial arrogance of the British created a difference between the rulers and the ruled.
- iii. Both (i) and (ii)
- iv. The company's trade policy destroyed Indian handicrafts.

a) (iv)

b) (ii)

c) (ii) i

d) (i)

10. Which of the following statements are correct regarding Rama Raya? [1]

- i. He was a successor of Krishnadeva Raya.
- ii. He was the Chief Minister of Vijayanagara.
- iii. He never defeated in any battle.
- iv. He had very tremendous military skills.

a) (i) and (iii)

b) (ii) and (iii)

c) (i) and (ii)

d) (iii) and (iv)

11. Identify the name of the person from the information given below. [1]

- i. She was a visionary ruler of Bhopal.
- ii. She supported the preservation of ancient sites and funded the Sanchi museum.

- iii. She sponsored John Marshall's volumes on Sanchi and funded their publication.
- iv. She contributed to the survival of the stupa complex through wise decisions and safeguarding it from potential threats.

- a) Shahjehan Begum                      b) Sikandar Begum
- c) Sajida Sultan Begum                d) Sultan Jehan Begum

12. Consider the given statements regarding Constituent Assembly and select the correct from the following options: [1]

- a) K.M. Munshi was called as Frontier Gandhi.
- b) Sardar Patel was the Constitutional Advisor.
- c) G.B. Pant was the Legal Advisor.
- d) Motilal Nehru moved resolution of National flag in the Constituent Assembly.

13. With reference to the forms of marriage from the Manusmriti, match Column B with Column- A, by using the codes given below. [1]

| Column A       | Column B  |
|----------------|---|
| a. First form  | 1. Bridegroom giving wealth to kinsmen and bride      |
| b. Fourth form | 2. Voluntary union of a maiden and her lover          |
| c. Fifth form  | 3. The gift of a daughter to a learned man            |
| d. Sixth form  | 4. The gift of a daughter after addressing the couple |

- a) 3, 1, 2, 4                      b) 3, 4, 1, 2  
c) 2, 3, 4, 1                      d) 2, 1, 4, 3

14. How many Indus Valley seals have been found so far? [1]

- a) More than 200                      b) More than 400
- c) More than 1000                      d) More than 2000

15. \_\_\_\_\_ edited a collection of letters written to Mahatma Gandhi during the national movement and published \_\_\_\_\_ . [1]

a) Rabindranath Tagore, The Home and the World

b) Sarojini Naidu, The Golden Threshold

c) Jawaharlal Nehru, A Bunch of Old Letters

d) Subhash Chandra Bose, The Indian Struggle

16. Why was the task of defining rights was difficult in the Constituent Assembly? [1]

a) Different groups have different demands regarding rights.

b) Rights of people in Princely states was ambiguous.

c) Gandhiji opposed the idea of special rights for some sections.

d) British do not want to include it in constitutional frame work.

17. What do you understand by the term *Khud-Kashta*? [1]

a) Head of jati panchayat

b) Revenue collectors

c) Non-resident cultivators

d) Peasants who were residents of the village

18. Choose the correct Harappan settlement from the given options: [1]  
\_\_\_\_\_ had the entire settlement fortified and sections within the town separated by walls.

a) Mohenjodaro and Lothal

b) Dholavira and Lothal

c) Mohenjodaro and Harappa

d) Harappa and Kalibangan

19. Who proposed Britishers to adopt the policy of Pacification with Paharias? [1]

a) Lord Cornwallis

b) Francis Buchanan

c) William Hodges

d) Augustus Cleveland

20. Identify the given image from the following options:

[1]



a) Domingo Paes

b) Warren Hastings

c) Lord Cornwallis

d) Colin Mackenzie

21. What does Polyandry mean?

[1]

- i. The practice of a man having several wives
- ii. The practice of a women having several wives
- iii. Both (i) and (ii)
- iv. None of these

a) Option (ii)

b) Option (iv)

c) Option (iii)

d) Option (i)

### Section B

22. Explain how access to property sharpened social differences between men and women in ancient times.

[3]

OR

How could men and women acquire wealth in early societies?

23. State any two features of Akbar Nama.

[3]

24. When did Buchanan reach the Rajmahal hills? What did he see in the village that he visited?

[3]

25. How did the rumours play a role in moving the people to revolt against the British during 1857? Explain. [3]
26. Analyse the rituals associated with Mahanavami Dibba at the Royal Centre in Vijayanagara. [3]
27. What are essential values highlighted by Harappan Script? [3]

OR

List the materials used to make beads in the Harappan Civilisation. Describe the process by which one kind of bead was made.

### Section C

28. Explain giving examples of how the accounts of foreign travellers help in reconstructing the history of India from the Tenth to Seventeenth Centuries? [8]

OR

Who was Al-Biruni? What light had he thrown on India of the 11th century?

29. Explain the main features of the Mauryan administration and explain the principles of Ashoka's **Dhamma**. [8]

OR

Explain the characteristics of Mahajanapadas and explain Magadha as the most powerful Mahajanapada.

30. Discuss the contribution of Mahatma Gandhi in the freedom struggle of India. [8]

OR

Describe the causes and events of the Quit India Movement.

### Section D

31. **Read the following text carefully and answer the questions that follow:** [4]

#### A Prayer to Agni

Here are two verses from the Rigveda invoking Agni, the god of fire:

"bring, O strong one, this sacrifice of ours to the gods, O wise one, as a liberal giver.

Bestow on us, O priest, abundant food. Agni, obtain, by sacrificing, mighty wealth for us.

Procure, O Agni, forever to him who prays to you (the gift of) nourishment, the

wonderful cow, May a son be ours, offspring that continues outline

Verses such as these were composed in a special kind of Sanskrit, known as Vedic Sanskrit. They were taught orally to men belonging to priestly families.

- i. Why was Vedic Sanskrit significant? (1)
- ii. Explain any two Vedic traditions of religious beliefs and practices. (1)
- iii. Why were sacrifices performed during Vedic Period? (2)

32. **Read the following text carefully and answer the questions that follow:**

[4]

**Declining a royal gift**

This excerpt from a Sufi text describes the proceedings at Shaikh Nizamuddin Auliya's hospice in 1313: I (the author, Amir Hasan Sijzi) had the good fortune of kissing his (Shaikh Nizamuddin Auliya's) feet ... At this time a local ruler had sent him the deed of ownership to two gardens and much land along with the provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master ... had not accepted that gift. Instead, he had lamented: 'What have I to do with gardens and fields and lands? ... None of... our spiritual masters had engaged in such activity.' Then he told an appropriate story: "... Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (Sufis), and the land for his use. Smiling, Shaikh al Islam (Fariduddin) said: 'Give me the money'. I will dispense it to the dervishes. But as for those land deeds, keep them. There are many who long for them. Give them away to such persons."

- i. What did the local ruler send to Shaikh Nizamuddin Auliya and why? Explain. (1)
- ii. What did Ulugh Khan offer to Shaikh Fariduddin when he visited him? (1)
- iii. Why did Nizamuddin Auliya refuse to accept the offer of Amir Hasan Sijzi and what did he say to him? (2)

33. **Read the following text carefully and answer the questions that follow:**

[4]

**"The Real Minorities are the Masses of this country"**

Welcoming the Objectives Resolution introduced by Jawaharlal Nehru, NG Ranga said. Sir, there is a lot of talk about minorities. Who are the real minorities? Not the Hindus in the so-called Pakistan provinces, not the Sikhs, not even the Muslims.

No, the real minorities are the masses of this country.

These people are so depressed and oppressed and suppressed till now that they are



not able to take advantage of the ordinary civil rights. What is the position? You go to the tribal areas. According to law, their own traditional law, their tribal law, their lands, cannot be alienated.

Yet our merchants go there and in the so-called free market, they are able to snatch their lands. Thus, even though the law goes against this snatching away of their lands, still the merchants are able to turn the tribal people into veritable slaves by various kinds of bonds and make them hereditary bond-slaves.

Let us go to the ordinary villagers. There goes the money lender with his money and he is able to get the villagers in his pocket. There is the landlord himself, the zamindar and the malguzar and there are the various other people who are able to exploit these poor villagers. There is no elementary education even among these people. These are the real minorities that need protection and assurances of protection. In order to give them the necessary protection, we will need much more than this Resolution....

- i. How is the notion of a minority defined by NG Ranga? (1)
- ii. Do you agree with Ranga? If not, mention who are real minorities according to you and why? (1)
- iii. Explain the conditions of ordinary villagers. (2)

### **Section E**

34. i. On the given political outline map of India, locate and label the following: **[5]**
- a. Bharhut, a major Buddhist Site
  - b. Orissa, British Control in 1857.
  - c. Kanauj. an important town (600 BCE-600 CE)
- OR
- Ajmer, a Mughal territory
- ii. On the same outline map, two places have been marked as A and B which were the centres of the National Movement. Identify them and write their correct

names.



**Solution**  
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**Section A**

1. (a) 1856

**Explanation:**

1856

2.

(b) Francis Buchanan

**Explanation:**

Francis Buchanan visited Rajmahal Hills in the early 19th century.

3.

(d) Mahayana

**Explanation:**

Mahayana

4. (a) Ashoka

**Explanation:**

Ashoka

5.

(c) Mallahzadas

**Explanation:**

Mallahzadas

6.

(d) Only (ii) and (iv) are correct.

**Explanation:**

The ruins at **Hampi** were brought to light in 1800 by an engineer and antiquarian named Colonel Colin Mackenzie.

In 1815 Colin Mackenzie was appointed the **first Surveyor General of India**, a post he held till his death in 1821.

7.

(c) A is true but R is false.

**Explanation:**

The earliest textual references to Khwaja Muinuddin's *dargah* date to the fourteenth century. It was evidently popular because of the austerity and piety of **its Shaikh**, the greatness of **its spiritual successors**, and the patronage of **royal visitors**.

The assertion is correct but the reason is incorrect.

8.

**(d)** Andal

**Explanation:**

The compositions of Andal, a woman Alvar, were widely sung (and continue to be sung to date). Andal saw herself as the beloved of Vishnu; her verses express her love for the deity.

9.

**(c)** (ii)i

**Explanation:**

Both (i) and (ii)

10.

**(c)** (i) and (ii)

**Explanation:**

(i) and (ii)

11.

**(d)** Sultan Jehan Begum

**Explanation:**

The rulers of Bhopal, Shahjehan Begum and her successor Sultan Jehan Begum, provided money for the preservation of the ancient site. No wonder then that John Marshall dedicated his important volumes on Sanchi to Sultan Jehan. She funded the museum that was built there as well as the guesthouse where he lived and wrote the volumes. She also funded the publication of the volumes. So if the stupa complex has survived, it is in no small measure due to wise decisions, and to good luck in escaping the eyes of railway contractors, builders, and those looking for finds to carry away to the museums of Europe.

12.

**(d)** Motilal Nehru moved resolution of National flag in the Constituent Assembly.

**Explanation:**

Motilal Nehru moved resolution of National flag in the Constituent Assembly.

13.

**(b)** 3, 4, 1, 2

**Explanation:**

a. First form - 3. The gift of a daughter to a learned man

b. Fourth form - 4. The gift of a daughter after addressing the couple

c. Fifth form - 1. Bridegroom giving wealth to kinsmen and bride

d. Sixth form - 2. Voluntary union of a maiden and her lover

14.

**(d)** More than 2000

**Explanation:**

More than 2000 Indus Valley seals have been found so far.

15.

(c) Jawaharlal Nehru, A Bunch of Old Letters

**Explanation:**

Nehru edited a collection of letters written to him during the national movement and published A Bunch of Old Letters.

16. (a) Different groups have different demands regarding rights.

**Explanation:**

Different groups have different demands regarding rights.

17.

(d) Peasants who were residents of the village

**Explanation:**

Sources of the seventeenth century refer to two kinds of peasants – *khud-kashta* and *pahi-kashta*. The former were **residents of the village in which they held their lands**. The latter were non-resident cultivators who belonged to some other village, but cultivated lands elsewhere.

18.

(b) Dholavira and Lothal

**Explanation:**

While most Harappan settlements have a small high western part and a larger lower eastern section, there are variations. At sites such as Dholavira and Lothal (Gujarat), the entire settlement was fortified, and sections within the town were also separated by walls.

19.

(d) Augustus Cleveland

**Explanation:**

Augustus Cleveland purposed the Policy of Pacification.

20.

(d) Colin Mackenzie

**Explanation:**

Colin Mackenzie

21. (a) Option (ii)

**Explanation:**

Polyandry is central to the narrative of the epic Mahabharata. It means the practice of a woman having several husbands.

**Section B**

22. Manusmriti stated that the parental property was equally divided between sons after the death of their parents. But the eldest son was assigned to special share. The women had no specific right to demand any share in the property, but they have complete ownership over the gifts given to them on their marriage ceremony in the form of 'Stridhana'. This property was inherited by them. The husband had no right over this property. It was known as women's wealth and often described as "Streedhan." This property could be inherited by their children without the husband having any claim on it. At the same time, Manusmriti warned the women against hoarding family property or even their own valuables. There is undoubtedly some indication that a few women in a higher society controlled all their family resources. But the property such as land, animals, and money was always under the supervision of the women. The disparity between men and women has become rampant because of the diverse control of men over women.

OR

For men, the Manusmriti declares, there are seven means of acquiring wealth: inheritance, finding, purchase, conquest, investment, work, and acceptance of gifts from good people. In the early times, the primary source of acquiring wealth for males was their ancestral or inherited wealth, which they received from their father. They can claim the share in the father's property.

For women, there are six means of acquiring wealth: what was given in front of the fire (marriage) or the bridal procession, or as a token of affection, and what she got from her brother, mother or father. She could also acquire wealth through any subsequent gift and whatever her "affectionate" husband might give her.

23. The features of Akbar Nama are

- i. Akbar Nama composed by Abu'l Fazl was written to provide a detailed description of Akbar's reign.
- ii. It is divided into three books of which the first two are chronicles. The third one is the Ain-i Akbari.
- iii. It gives detailed accounts of the organisation of the court administration and army.
- iv. It also describes about the sources of revenue and the physical layout of the provinces of Akbar's empire.

24. Buchanan reached the Rajmahal Hills in the early nineteenth century. He found these hills as impenetrable. They posed a great risk and danger to the travellers like him. Buchanan also found the hilly people as hostile, apprehensive and not willing to talk to any traveller. In fact, all the Paharias looked at him with suspicion and distrust.

Visit a Village: At the end of 1810, Buchanan crossed Ganjuria Pahar and reached a village. It was an old village that had a few tracts of land which were cleared for cultivation. He was surprised to see what change could be brought about by the

application of human labour. He was impressed with the beauty and richness of the area. He found the rocky soil of the village uncommonly fine. He found the tobacco and mustard of this village as the finest in the world. He was happy to see that the Santhals had extended their area of cultivation.

25. **Cartridges of the Enfield rifles:** Bullets coated with the fat of cows and pigs and biting those bullets would corrupt their caste and religion. This myth is said to have originated from these North Indian sepoy lines.

**Flour:** Rumours about flour mixed with bone dust claim that the British conspired to abolish the caste and religion of both Muslims and Hindus. The rumour that the British had contaminated the wheat sold in the market with pig and cow bone dust was spread by a number of locals. Because of this, neither the general public nor the sepoys in different cantonments would handle or eat their flour. Many perceived it as a British attempt to evangelise Indians. These rumours were refuted by the British, but nobody paid any attention.

**Chapattis:** All explanations for moving chapattis from one community to another have failed. Five chapattis were given to the village watchman at night by someone. He was instructed to make five more chapattis and distribute them in the village after that. Most people were still unsure of the importance of and rationale for this distribution of chapattis.

**Lota and Khalasi issue:** Khalasi from a lower caste asked a Brahmin sepoy to give him some water from his container of water. The sepoy refused to give him his container saying that touch by a lower caste would pollute the water.

**Fear of conversion:** There was fear and suspicion that the British wanted to convert Indians to Christianity.

26. Mahanavami Dibba was a distinctive structure in the Vijayanagara empire with an impressive platform. Rituals associated with the Mahanavami Dibba probably coincided with the day Mahanavmi (ninth day of the ten-day Hindu festival of Dusshera) known variously as Dusshera, Durga pooja, and Navratri. The kings of Vijayanagara displayed their prestige, power, and suzerainty on this occasion from this massive structure. The ceremonies performed on this occasion included worship of the image worship of the state horse, a sacrifice of buffaloes and other animals. Dancing, wrestling matches, and processions of caparisoned horses, elephants, etc. before the king and his guests by the Nayakas marked the occasion.

27. The Harappan script is called enigmatic because it has not been possible to decipher it so far. So its mystery has still not been solved. Characteristics:
- i. It had too many signs called enigmatic because it has not been possible to decipher it so far.

- ii. The number of the signs of this script were between 375 and 400.
- iii. This script was written from right to left. It is clear from the fact that it had a wider spacing on the right and cramping on the left. It seemed as if the writer began writing from the right and then ran out of space in the left.
- iv. This script has been found on a variety of objects. It must also have been written on some perishable material. All these things show that there was a widespread literacy in the Harappan Civilisation

OR

To prepare beads was one of the most important craft of the Harappan Civilisation. It was mainly prevalent in Chanhudaro.

**Materials used:** A large variety of materials was used to make beads. It included a beautiful red colour stone like carnelian, jasper, crystal, quartz and steatite. Besides copper, bronze, gold, shell, faience, terracotta or burnt clay was also used.

**The Process:** The process of making beads was remarkable. It differed according to the materials. It had the following stages:

- i. The beads did not have geometrical forms like the ones made out of harder stones. They had a variety of shapes.
- ii. The red colour of carnelian was obtained by firing the yellowish raw material into rough shapes. Thus, they were finely flaked into the final form.
- iii. The last phase of the process included grinding, polishing and drilling. The specialised drills have been found at many sites like Chanhudaro, Lothal and Dholavira.

### Section C

28. Most of the foreign travelers had come from a diverse social environment. The local writers remained indifferent towards them. They compared the Indian environment and social scenario with the outside world.

Their descriptions throw light on the contemporary proceedings of the royal court, religious beliefs and the features of architecture and sculpture. It helps in the writing of history.

**Some of the important Foreign Travellers are:**

- i. **Bernier:** Bernier wrote a book entitled, *Travels in the Mughal Empire*. Like the books of Al-Biruni and Ibn Battuta, the books of Bernier are a gist of his experiences. He especially compared the condition of India with that of Europe. He found the life of the people of India as worst in comparison to the life found in Europe. In all descriptions, he criticizes the control of the state over all the land.
- ii. **Ibn-Battuta:** In his book, *Rihla* Ibn Battuta provides extremely rich and interesting details about the social and cultural life in the subcontinent in the fourteenth century. He delineated a beautiful picture of the experiences that he had gathered during his various



visits and travels. From his book, we come to know a lot about various aspects of social values and new cultures. He also wrote about the cities of India and an efficient postal system. Ibn-Battuta found paan and coconut very strange. So he made a special mention of them.

- iii. **Al-Biruni:** In *Kitab-ul-Hind* Al-Biruni provides information on subjects such as religion and philosophy, festivals, astronomy, alchemy, manners and customs, social life, weights and measures, iconography, laws and metrology. His description is very simple and straightforward. He mentioned the prevalent system of the caste system.

OR

Abu Rayhan Muhammad Ibn Ahmad Al-Biruni was born on 4th September 973 at Khwarizm in Uzbekistan. He was well versed in many languages like Arabic, Persian, Hebrew, Sanskrit and Syriac. During Mahmud Ghazni's invasion of Khwarizm in 1017, he was taken into his captive and brought to Ghazni as a hostage. Mahmud Ghazni was also impressed by his capability he did not only release him from his captive but also honoured him (Al-Biruni) was the title of Shah-e-Khwarizm.

Staying in Ghazni, he developed an interest to visit India. He got a chance to visit here during Mahmud's invasion of India in 1017-1018. In India he got a chance to stay with Indian scholars. He did not only learnt Sanskrit from them but also the Hindu religion and philosophy. This great scholar died at Ghazni in 1048.

In the book of travel '*Kitab-ul-hind*', Biruni throws light about Indian culture, cities, etc, *Kitab-ul-Hind* which was completed in 1031, was also known by the names of *Tarikh- ul-Hind* and *Tahqiq-ma-Lil-Hind*. In his description, he wrote.

- i. The caste system was prevailing in Indian society. Society was divided into four castes namely Brahman, Kshatriyas, Vaishyas and Shudras.
- ii. Except, these four castes, one another caste was also prevalent in the society at that time. It was called the Antyaja. The Antyaja were considered as outside the caste system. It was expected from them to provide inexpensive labour to peasants as well as Zamindar.
- iii. He also wrote that Hindus at that time also believed in the Varna system. Life was divided into four ashrams, each comprising of 25 years. These ashrams were the Brahmacharya Ashram, the Garhasthya Ashram, the Vanaprastha Ashram and the Sanyasa Ashram.
- iv. According to him, the position of women in society was good.
- v. He writes that India was a vast country, but it was divided into many small states. These states were at continuously at war with each other to gain supremacy. So, there was a lack of political unity in India.

- vi. Indian rulers were lovers of justice. To provide justice they had set up courts at different levels of the state.
- vii. About the economic condition of India, he had written that though the foreign trade of India had declined, yet India was an economically prosperous country.
- viii. He wrote about the difficulties he faced during the collection of data for his work. He further explained that Sanskrit was a difficult language. He also criticised the texts of Hinduism written in Pali, parkrit and Sanskrit for the ornamental and hard vocabulary which was used in these texts. He said that these features of texts made it difficult for local people to read and understand these texts
- ix. He also wrote about the local population of India that they were not interested to learn about their culture he was wondered about the insularity of the local population.
- x. He also wrote about the notion of pollution. He believed that anything in the state of impurity strives continuously and succeeds in regaining its original condition of purity.

## 29. Main features of Maurayas Administration

- i. There were five major political centres in the empire. They were Pataliputra, Taxila, Ujjayni, Tosali and Suvarngiri. We can find their mention in the Asokan inscriptions as the same message was engraved everywhere. The regions included within the empire were just too diverse and had contrasting features like the hilly terrain of Afghanistan and the coast of Orissa.
- ii. Administrative control was strongest in areas around the capital and the provincial centres. These centres were carefully chosen, both Taxila and Ujjayini being situated on important long-distance trade routes, while Suvarnagiri (literally, the golden mountain) was possibly important for tapping the gold mines of Karnataka.
- iii. Communication along both river and land routes was vital.
- iv. Army was an important means for ensuring protection for those who were on the move.
- v. Megasthenes mentions a committee with six subcommittees for coordinating military activity.

**Principles of Ashoka's Dhamma:** Asoka also tried to hold his empire together by propagating dhamma, the principles of which, as we have seen, were simple and virtually universally applicable

- i. The principles of Ashoka's Dhamma were simple and virtually universally applicable.
- ii. According to Ashoka, this would ensure the well-being of people in the world and the next.
- iii. Ashoka inscribed his messages to the subjects on stones or rocks.
- iv. This included respect for elders and generosity towards Brahmins and those who renounced worldly life.
- v. Treating slaves and servants kindly.

- vi. Respect for religion and tradition other than one's own.
- vii. Special officers, known as the *dhamma mahamatta*, were appointed to spread the message of Dhamma.

OR

Early Buddhist and Jaina texts mention, amongst other things, sixteen states known as Mahajanapadas. Although the lists vary, some names such as Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara and Avanti occur frequently. Clearly, these were amongst the most important mahajanapadas. These Mahajanapadas had distinct characteristics, like:

- i. Most Mahajanpadas were ruled by kings.
- ii. Some known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas.
- iii. Both Mahavira and Buddha belonged to such ganas.
- iv. Each Mahajanpada had a capital city which was often fortified.
- v. Brahmins laid down the norms for the rulers in texts known as Dharmasutras.
- vi. Rulers were advised to collect taxes and tribute from cultivators, traders and artisans.
- vii. Gradually, some states acquired standing armies and maintained regular bureaucracies.
- viii. Some others continued to depend on the militia, recruited more often than not, from the peasantry.

#### **Magadha as the most powerful Mahajanpada**

- i. Magadha was a region where agriculture was especially productive.
  - ii. Iron-mines were accessible which provided resources for making tools and weapons.
  - iii. Elephants, an important component of army was available in the forests of this region.
  - iv. Ganga and its tributaries provided water for cheap and convenient communication.
  - v. Ambitious and powerful rulers like Bimbisara, Ajatasattu and Mahapadma Nanda and their policies.
  - vi. Capitals of Magadha was Rajagaha (house of the king) which was a fortified settlement located amongst hills. Later capital was shifted to Pataliputra, on commanding routes of communication along the Ganga.
30. Mahatma Gandhi attained a supreme place in the history of modern India. Under his leadership, the national movement got such a way that led directly to the independence of India in 1947. He challenged the authority of British rule with the weapons of truth and non-violence. He forced the Englishmen to quit India. We can discuss the contribution of Mahatma Gandhi in the freedom struggle as given below

**Political Life:** The political life of Mahatma Gandhi started in South Africa. When he came back from England, he started practising as a lawyer in India. But then he went to South Africa.

**Life in South Africa:** When Gandhiji reached South Africa, the condition of Indians there

was pitiable due to in-stream ent by the white government. Gandhiji could not bear this insult and started his Satyagraha against the white government of South Africa. He helped the people in getting their rights.

**Life in India:** Gandhiji returned to India from South Africa in 1916. The First World War had already started. The British Government was fighting this war against the Axis Powers. So it needed both men and money. Therefore Gandhiji appealed to the people to cooperate with the British. He wanted to win the hearts of the white men by helping them. He was convinced that the British would free India after the end of the war. But when the First World War ended, the British did not do anything concrete to free India. Contrary to the expectations of the people, it passed the Rowlatt Act. Gandhiji was shocked to see this drastic law and made up his mind to start the Non-Cooperation Movement against British rule.

**Non-Cooperation Movement:** Gandhiji started this movement in 1920. The people fully supported this movement and whole-heartedly participated in it. However, Gandhiji called off this movement when violent incidents took place at Chauri Chaura in Uttar Pradesh.

**Civil Disobedience Movement:** This movement was launched by Gandhiji in 1930. He took out his Dandi March and symbolically broke the Salt Laws by making a fistful of salt from the seawater. The government was taken aback by this action of Gandhiji. At last, it allowed the Indians to make salt near the coast. An important Act was also passed in 1935.

**Quit India Movement:** Gandhiji wanted to seek freedom for the country. So in 1942, he started the Quit India Movement. Lakhs of followers joined the movement of Gandhiji. The British felt shocked at such a mass movement and made up their mind to free India. At last, India was set free on 15 August 1947. The credit for Indian independence obviously goes to Mahatma Gandhi.

**Other Works:** Gandhiji did a lot of work to enhance the prestige of the Indians. To remove the poverty of the Indians, he exhorted all the people to wear Khadi. For the upliftment of the untouchable, Gandhiji called them 'Harijans'. Similarly, he preached fraternity to get the people rid of communal riots.

**Death:** Gandhiji was shot dead on 30 January 1948 by Nathu Ram Godse, a youth. He recited thrice "Hey Ram" and died. His death was mourned all over the country. The Indians cannot forget Gandhiji and still remember him as the 'Father of the Nation'.

OR

## **A. Causes of the Quit India Movement**

### **1. Failure of the Cripps Mission:**

- After the disappointment of the Cripps Mission, which did not meet Indian expectations for immediate self-rule, Gandhi initiated the Quit India Movement.

### **2. Frustration with British Rule:**

- Growing frustration with British rule, compounded by economic exploitation and political repression, fueled the desire for independence among Indians.

### **3. Desire for Immediate Independence:**

- Gandhi and other leaders believed in the urgency of achieving full independence, leading to the call for the British to quit India.

### **4. Rise of Younger Activists:**

- Younger activists, inspired by Gandhi's call, organized strikes and acts of sabotage across the country, energizing the movement.

### **5. Expansion of the Muslim League:**

- While Congress leaders were jailed, the Muslim League, led by Jinnah, expanded its influence, particularly in regions like Punjab and Sind.

## **B. Events of the Quit India Movement**

### **1. Launch of the Quit India Campaign:**

- Initiated by Gandhi in August 1942, despite his immediate imprisonment, the movement saw widespread participation, especially among the youth.

### **2. Underground Resistance and Proclaimed Governments:**

- Young activists organized strikes and sabotage while "independent" governments were proclaimed in districts like Satara and Medinipur.

### **3. Suppression by British Forces:**

- British authorities responded forcefully, yet it took over a year to suppress the rebellion, indicating the mass nature and resilience of the movement.

### **4. Release of Gandhi and Talks with Jinnah:**

- Gandhi's release in 1944 led to discussions with Jinnah in an attempt to bridge the gap between Congress and the League.

### **5. Political Polarization and Riots:**

- Elections in 1946 highlighted the political polarization, with Congress winning the "General" category but the Muslim League dominating Muslim seats. Riots erupted on "Direct Action Day" called by Jinnah.

### **6. Mountbatten's Announcement and Independence:**

- Lord Mountbatten's announcement of British India's division led to celebrations and the formal transfer of power on 15 August 1947, with Gandhi's invocation being a central moment in the proceedings.

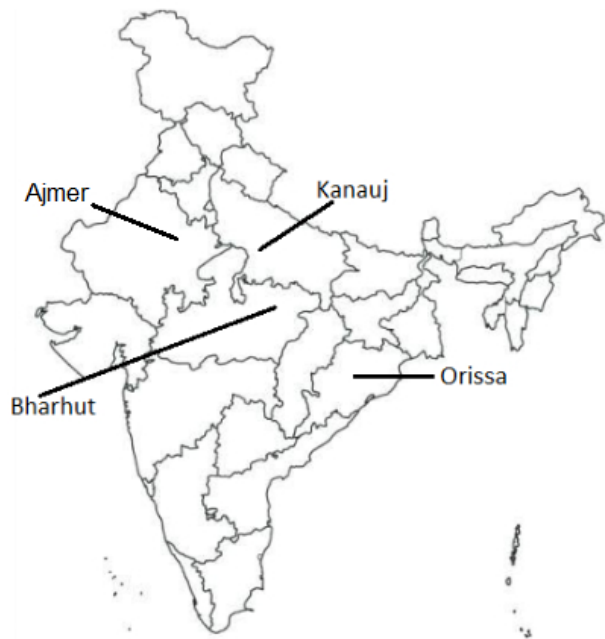
## **Section D**

31. i. Vedic Sanskrit is significant because Vedic verses were composed in a special kind of Sanskrit, known as Vedic Sanskrit. They were taught orally to men belonging to priestly families.
- ii. ■ The people prayed to Agni for cattle, sons, good health, long life etc.

- Sacrifices were performed.
  - Mostly the heads of households performed sacrifices for the well-being of the domestic unit. (any two
- iii. There was a tradition of thought, religious beliefs and practices. Rigveda consists of hymns to propitiate various deities, especially Agni, Indra and Soma. Hymns (Mantras) were chanted when sacrifices were performed.
32. i. The local ruler sent to Shaikh Nizamuddin Auliya the deed of ownership to two gardens and much land along with the provisions and tools for their maintenance. The ruler sent it to Shaikh to make it clear that he was relinquishing all his rights to both the gardens and land.
- ii. Ulugh Khan when visited the shaikh. He offered some money and ownership deeds for four villages when he visited Shaikh.
- iii. Nizamuddin Auliya refused to accept the offer as those things had no place in spiritualism. The Masters did not engage in those earthly activities. Spirituality has no relation to worldly pleasures and things. It is totally a devotional way to connect with gods. Thus, he refused all the gifts of Ulugh Khan.
33. i. According to Shri NG Ranga, the real minorities were the poor and downtrodden, especially the tribals because these people are so depressed, oppressed and suppressed till now that they are not able to take advantage of the ordinary civil rights.
- ii. I agree with Ranga that masses of this country are real minorities because these people have been depressed, suppressed and oppressed from the very long time.
- iii. a. According to NG Ranga the life of ordinary villagers is miserable since they remain subjugated and exploited in the hands of the landlords, zamindars and the malguzars.
- b. Secondly, there is no elementary education even among these people.
- c. According to NG Ranga, these are the real minorities that need protection and assurances.

## Section E

34. i.



ii. A - Champaran

B - Chauri Chaura