

CLASS XII
POST MID-TERM EXAMINATION (2025-26)
HISTORY
MARKING KEY
SET-A1/2

Set A1	Set A2	SECTION A OBJECTIVE ANSWER TYPE QUESTIONS	1x21=21										
1	21	With reference to the role of the British officers in India, Match Column-B with column- A, by using the codes given below. <table><tr><td>Column A</td><td>Column B</td></tr><tr><td>A.Lord Cornwallis</td><td>1. Observer</td></tr><tr><td>B.August Cleveland</td><td>2. Economist</td></tr><tr><td>C.Francis Buchanan</td><td>3. Governor General of Bengal</td></tr><tr><td>D.David Ricardo</td><td>4. Policy of Pacification</td></tr></table> Options- A. 2, 1, 4, 3 B. 3, 1, 2, 4 C. 3, 4, 1, 2 D. 2, 3, 4, 1	Column A	Column B	A.Lord Cornwallis	1. Observer	B.August Cleveland	2. Economist	C.Francis Buchanan	3. Governor General of Bengal	D.David Ricardo	4. Policy of Pacification	1
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2	2	Consider the following statements about Ain-i-Akbari. I. It was completed in 1598. II. It was second book in the three part series of Akbar Nama. III. Ain-i-Akbari is made up of five daftars (volumes). Which of the above statement is/are true? A. Only II B. I and III C. Only I D. All of these	1										

3	3	Match List I with List II <table><tr><td>LIST I</td><td>LIST II</td></tr><tr><td>A. Shaukat Ali</td><td>I. Salt Satyagraha</td></tr><tr><td>B. Kamladevi Chhatopadhaya</td><td>II. Socialist member of Congress</td></tr><tr><td>C. Jayprakash Narayan</td><td>III. Theosophical Society</td></tr><tr><td>D. Annie Besant</td><td>IV. Khilafat Movement</td></tr></table> Choose the correct answer from the options given below- 1) A-IV, B-II, C-I, D-III 2) A-IV, B-III, C-II, D-I 3) A-IV, B-I, C-II, D-III 4) A-IV, B-II, C-I, D-III	LIST I	LIST II	A. Shaukat Ali	I. Salt Satyagraha	B. Kamladevi Chhatopadhaya	II. Socialist member of Congress	C. Jayprakash Narayan	III. Theosophical Society	D. Annie Besant	IV. Khilafat Movement	1
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4	4	Which one of the following correctly associates a city with its primary route of communication during the sixth century BCE ? A. Pataliputra – Sea route; Ujjayini – Land route; Puhar – Riverine route; Mathura – Coastal route B. Pataliputra – Riverine route; Ujjayini – Land route; Puhar – Coastal route; Mathura – Land route C. Pataliputra – Land route; Ujjayini – Coastal route; Puhar – Riverine route; Mathura – Sea route D. Pataliputra – Coastal route; Ujjayini – Land route; Puhar – Coastal route; Mathura – Sea route	1										
5	5	Which one of the following was a key feature of the ‘Subsidiary Alliance’ introduced by Lord Wellesley in 1798? A. Free Trade Policy brought by British B. Maintenance of native army by British C. Imposition of Western Customs by British D. Protection of native territory by British	1										
6	6	Identify the ancient rulers of India from the given options using the provided information. • They belonged to important ruling lineage. • They were the immediate successors of the Mauryas. • They were Brahmanas. Options- A. Mauryas and Guptas B. Nandas and Cholas C. Satavahanas and Kushanas D. Shungas and Kanvas	1										

7	7	The _____ was the amount assessed and _____ was the amount collected by the Mughal Kings as land revenue. Choose the correct answer from the given options. A. Iqta and jagir B. Jama and Hasil C. Naqdi and Iqta D. Zabti and Jama	1										
8	8	There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option. Assertion (A): Some historians believe that there was a central state in the Harappan civilisation that had considerable power over a number of activities. Reason (R): The consistency of planning and similarity of decision-making in a large civilisation point to a singular authority. A. A is true and R is false B. A is false and R is true C. Both A and R are true and R explains A. D. Both A and R are true and R does not explain A.	1										
9	9	Match the column I with column II and choose the correct option. <table><thead><tr><th>Column I</th><th>Column II</th></tr></thead><tbody><tr><td>(i) Mahatma Gandhi returns from South Africa</td><td>(a) 1917</td></tr><tr><td>(ii) Champaran movement</td><td>(b) 1918</td></tr><tr><td>(iii) Peasant movements in Kheda (Gujarat), & workers' movement in Ahmedabad</td><td>(c) 1919</td></tr><tr><td>(iv) Rowlatt Satyagraha</td><td>(d) 1915</td></tr></tbody></table> Options. A. i – b, ii – c, iii – a, iv – d B. i – c, ii – a, iii – b, iv – d C. i – c, ii – d, iii – b, iv – a D. i – d, ii – a, iii – b, iv – c	Column I	Column II	(i) Mahatma Gandhi returns from South Africa	(a) 1917	(ii) Champaran movement	(b) 1918	(iii) Peasant movements in Kheda (Gujarat), & workers' movement in Ahmedabad	(c) 1919	(iv) Rowlatt Satyagraha	(d) 1915	1
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10	10	Choose the correct chronological order of the events following events out of the options given below: 1. The sepoys arrived at the gates of the Red Fort early in the morning. 2. They first seized the bell of arms and plundered the treasury. 3. Late in the afternoon of 10 May 1857, the sepoys in the cantonment of Meerut broke out in mutiny. 4. Awadh was formally annexed to the British Empire. Options A. 1, 2, 3, 4 B. 2, 1, 3, 4 C. 3, 2, 1, 4 D. 4, 3, 2, 1	1
11	11	Which of the following options accurately describes the significance of the Sangam Age in the context of literature? A. It marked the introduction of Sanskrit literature in South India. B. It was a period of decline in literary activities in Tamil Nadu. C. It witnessed the flourishing collection of ancient Tamil literature. D. It was characterized by the dominance of Greek literature in India	1
12	12	Which of the following represents the correct chronological order of events related to agrarian developments in India during the 19th century? I. The Permanent Settlement in Bengal II. The Deccan Riots Commission III. The Santhal Rebellion IV. The Fifth Report by a Select Committee. Options: A. I, II, III & IV B. II, III, IV & I C. III, II, I & IV D. I, IV, III & II	1
13	13	Who proposed that the National Flag of India be a 'horizontal tricolour of saffron, white and dark green in equal proportion', with a wheel in navy blue at the centre? A. J. B. Kripalani B. Rajendra Prasad C. Pandit Jawaharlal Nehru D. Sardar Vallabhbhai Patel	1

14	14	In a modern city, a group of friends discusses the relevance of Kabir’s teachings in today’s society. Some believe these are outdated, while others see their significance in promoting equality and love. Which of the following scenario best reflects Kabir’s relevance today ? A. A debate on Kabir’s historical context B. A discussion dismissing spirituality irrelevant C. Focus on societal norms and traditions only D. Seeking simple connection with the divine	1																																			
15	15	Match the following: <table><tr><td>LIST I</td><td>LIST II</td></tr><tr><td>(a) Narrative</td><td>(i) Sections that contain prescriptions about social norms</td></tr><tr><td>(b) Didactic</td><td>(ii) Within early Sanskrit tradition it meant "thus it was"</td></tr><tr><td>(c) Sutas</td><td>(iii) Sections that contain stories</td></tr><tr><td>(d) Itihasa</td><td>(iv) Stories composed by charioteer bards</td></tr></table> A. (a) - (i), (b) - (iv), (c) - (iii), (d) - (ii) B. (a) - (iii), (b) - (i), (c) - (iv), (d) - (ii) C. (a) - (iv), (b) - (i), (c) - (ii), (d) - (iii) D. (a) - (ii), (b) - (iii), (c) - (iv), (d) - (i)	LIST I	LIST II	(a) Narrative	(i) Sections that contain prescriptions about social norms	(b) Didactic	(ii) Within early Sanskrit tradition it meant "thus it was"	(c) Sutas	(iii) Sections that contain stories	(d) Itihasa	(iv) Stories composed by charioteer bards	1																									
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16	16	Match the column I with column II regarding the travellers who visited the Vijayanagar empire and choose the correct option. <table><tr><td>Column I</td><td>Column II</td></tr><tr><td>A.Nicolo de Conti</td><td>i.Ambassador of Persia visited in the 15th century</td></tr><tr><td>B.Abdur Razza</td><td>ii.Italian Trader who visited in the 15th century</td></tr><tr><td>C.Nikiti</td><td>iii.Portuguese traveller who visited in the 16th century</td></tr><tr><td>D. Duarte Barbosa</td><td>iv.Merchant from Russia who visited in the 15th century</td></tr></table> <table><tr><td></td><td>a</td><td>b</td><td>c</td><td>d</td></tr><tr><td>A.</td><td>iii</td><td>i</td><td>ii</td><td>iv</td></tr><tr><td>B.</td><td>iii</td><td>iv</td><td>i</td><td>ii</td></tr><tr><td>C.</td><td>i</td><td>ii</td><td>iii</td><td>iv</td></tr><tr><td>D.</td><td>ii</td><td>i</td><td>iv</td><td>iii</td></tr></table>	Column I	Column II	A.Nicolo de Conti	i.Ambassador of Persia visited in the 15 th century	B.Abdur Razza	ii.Italian Trader who visited in the 15 th century	C.Nikiti	iii.Portuguese traveller who visited in the 16 th century	D. Duarte Barbosa	iv.Merchant from Russia who visited in the 15 th century		a	b	c	d	A.	iii	i	ii	iv	B.	iii	iv	i	ii	C.	i	ii	iii	iv	D.	ii	i	iv	iii	1
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17	17	Consider the following pairs: 1) Gajapati - Name of a powerful Dynasty in Orissa 2) Ashvapati - Deccan Sultans 3) Narapati - Rayas of Vijayanagara Which of the above pairs is/are correctly matched? A. 1 only B. 2 only C. 1, 2 and 3 D. None of the above	1
18	18	How was the Constituent Assembly influenced by public opinion? Choose the correct option. 1. People aired their views outside the Parliament House. 2. People gave their reactions through the press. 3. The members of Constituent Assembly used to discuss with the public. 4. Public expressed their views in the Constituent Assembly. Options: A. I,III & IV B. II,III & IV C. I, IV & II D. I,II &III	1
19	19	Find the odd one out regarding the Permanent Settlement of 1793. A. The Sunset law B. The Burdwan's Auction C. The Fifth Report D. The Deccan Riots Commission	1

20	20	Which of the following statements of Gandhiji made at the opening of Benaras Hindu university are true? I. Gandhiji charged the Indian elite with a lack of concern for the labouring poor. II. Gandhiji was not worried about the contrast between the “richly bedecked noblemen” present and “millions of the poor” Indians who were absent. III. Gandhiji said “Our salvation will only come through the lawyers, doctors, & rich landlords.” IV. Gandhiji emphasized that farmers are going to secure the salvation of India. V. Gandhiji told the privileged invitees’ strip yourself of this jewellery and hold it in trust for your countrymen”. Choose the correct answer from the options given below- A. I, II, III only B. III, IV, V only C. II, III, IV only D. I, IV, V only	1
21	1	Who amongst the following wrote the line “Khoob Ladi Mardani, Woh To Jhansi Wali Rani Thi” ? A. Mahadevi Verma B. Harivansh Rai Bachchan C. Subhadra Kumari Chauhan D. Ramdhari Singh Dinkar	1
		SECTION B SHORT ANSWER TYPE QUESTIONS	3x6=18

22	22	A. “Ashokan inscriptions are the most significant sources to understand the administration of Ashoka.” Explain the statement. The Ashokan inscriptions are among the most important sources for understanding the administration of Emperor Ashoka, who ruled the Mauryan Empire in the 3rd century BCE. These inscriptions, found in various parts of India and neighboring regions, provide detailed information about his policies, governance, and values. Administrative Structure: The inscriptions mention the structure of the Mauryan administration, highlighting the role of local officials and the central authority. Ashoka’s inscriptions describe the different levels of governance, from regional officers to royal administrators, ensuring that the empire's vast territories were effectively managed. Welfare and Law: Ashoka’s inscriptions also provide insight into the legal and welfare measures taken during his reign. They discuss the establishment of law codes, regulations for moral conduct, and the promotion of public welfare. These laws were inscribed on pillars and rock edicts, which were publicly displayed to ensure that the general populace was informed. Religious Influence: The inscriptions are crucial for understanding Ashoka’s embrace of Buddhism after the Kalinga war. His edicts emphasize moral and ethical principles like nonviolence, religious tolerance, and respect for all living beings, reflecting the integration of Buddhist values into his administration. Conclusion Thus, Ashokan inscriptions provide a unique and invaluable record of Ashoka's governance, laws, and philosophical views, making them the most significant sources for understanding his administrative system. OR B. “The history of Mauryan empire has been constructed on the variety of sources.” Explain the statement. 1. Archaeological finds- Sculpture 2. Buddhist, Jaina and Puranic literature 3. Account of MEGASTHENES(Foreign Account) , Greek Ambassador to the court of Chandragupta Maurya 4. INSCRIPTIONS-of Ashoka on rocks and pillars 5. ARTHASHASTRA-A book on statecraft composed by chanakya Kautilya,minister/advisor of Chandragupta Maurya.	3
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23	23	A. Analyse the causes that led to the ruin of Vijayanagara empire. 1. Weak Successors- Rebellious Military chiefs called NAYAKAS troubled the successors of Krishnadevaraya. 2. Invasion from Deccan Sultanate 3. Battle of Talikota- RAMA RAYA , the chief minister of Vijayanagar fought the BATTLE OF TALIKOTA with the combined forces of BIJAPUR, AHMEDNAGAR AND GOLCONDA in which the latter emerged victorious OR B. Analyse why was Amaranayaka system considered as a major political innovation of the Vijayanagara empire. 1. Amar Nayak system a major innovation of Vijaynagar Empire. 2. Many features of this system were derived from the Iqta system of the Delhi Sultanate. 3. The Amara-nayakas were military commanders who were given lands to govern by the raya/raja. 4. They collected taxes and other dues from peasants and traders in the area. 5. Some part of the revenue was used for personal use and for maintaining horses and elephants(cavalry). 6. They were an effective fighting force. 7. They paid tribute/gift to the Kings annually & appeared in the royal court with gifts to express their loyalty. 8. Kings occasionally asserted their control over them by transferring them from one place to another. 9. During the seventeenth century, many of these nayakas established independent kingdoms. 10. This hastened/fastened the collapse/downfall of the central imperial/royal structure.	3
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24	24	A. "Art and literature helped in keeping alive the memory of 1857." Explain with examples from Indian perspective. 1. Revolt was celebrated as the First War of Independence by Nationalist artists in which all sections of India came together to fight against British rule. 2. The leaders of the revolt were presented as heroic figures leading the country into battle. 3. It helped in rousing the people to righteous indignation against oppressive imperial rule. 4. Heroic poems were written about the valour of Lakshmi Bai. 5. Subhadra Kumari Chauhan: "Khoob lari mardani woh to Jhansi wali rani thi" (Like a man she fought, she was the Rani of Jhansi). 6. Rani fought for the freedom of her motherland. 7. Rani of Jhansi was represented as a masculine figure chasing the enemy, slaying British soldiers and valiantly fighting till her last breath. OR B. "Rumours and prophecies played a part in moving the people into action during the revolt of 1857." Examine the statement with rumours and reasons for its beliefs. 1. Alien/ unknown customs The social customs of Indians were being replaced by British traditions that were alien(unknown) and oppressive. 2. Introduction of new subjects English-medium schools, colleges and universities which taught Western sciences and the liberal arts were set up. 3. Introduction of Western ideas Governor General Lord William Bentinck, introduced policies aimed at "reforming" Indian society by introducing Western education, Western ideas. 4. New laws The British established laws to abolish customs like sati (1829) and to permit the remarriage of Hindu widows. 5. Conversion to Christianity The Indians were against their forceful conversion to Christianity by the British. 6. Use of bone dust of cow and pig There was also a rumor that, the British had mixed the bone dust of cows and pigs into the flour that was being sold in the market. 7. Doctrine of Lapse If a ruler did not have a biological child, the territory will be annexed by the British. This led to the capturing of Jhansi and Satara.	3
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		8. The Subsidiary Alliance It had been imposed on Awadh in 1801. By the terms of this alliance the Nawab had to give up his military force. Allow the British to position their soldiers within the kingdom, and follow the advice of the British Resident who was now to be attached to the Indian Ruler. 9. Greased cartridges- The sepoys were angry as they feared that the new Enfield Rifle was coated with fat of cow and pig. Biting this would corrupt the religion of both Hindus and Muslims.	
25	25	Prove that Harappans had access to different parts of the world. 1. Archaeological finds suggest that copper was brought from Oman, on the southeastern tip of the Arabian peninsula. 2. Chemical analyses have shown that both the Omani copper and Harappan artefacts have traces of nickel, suggesting a common origin. 3. There are other traces of contact as well. 4. A distinctive type of vessel, a large Harappan jar coated with a thick layer of black clay has been found at Omani sites.	3

26	26	A. Describe the role of zamindars during the Mughal times. 1. Revenue collection – Zamindar collected revenue on behalf of Mughal state. 2. Milkiyat-Their personal land was called Milkiyat/property. It was cultivated with the help of hired labour. 3. Selling of produce-Zamindars sold the produce from their <i>milkiyat</i> lands. 4. Maintained military – they had control over military resources. Most zamindars had forts as well as an armed contingent comprising units of cavalry, artillery and infantry. 5. Mediators-between the Mughal king and the peasants. 6. Improved agriculture- invested money in agriculture. 7. Loans- gave loans to peasants. 8. Markets(Haats)-They established markets where peasants came to sell their crops. 9. Welfare-Repaired roads and water sources OR B. Describe the role of Panchayats in the Mughal era. <u>I. Village Panchayat</u> 1. Composition It was an assembly of elders, who had rights over their property. 2. Powers The decisions taken by the panchayats were to be followed by all. 3. Functions Construction of canals, maintaining caste rules 4. Sources of revenue Funds collected from contribution made by individuals. <u>II. Role of Jati Panchayat</u> - Each village had its own Jati Panchayat which had a lot of power. - Jati panchayats settled fights (related to land, marriages etc) between members of different castes. - In case of conflict/fight between lower caste peasants and the state or Zamindar, the Panchayat suggested compromise. - Jati Panchayat also settled demands of excessive tax made by rich groups in the rural society. <u>III. Headmen/Muqaddam/Mandal/Sarpanch</u> - The village Panchayat was led by a headman/Sarpanch. - He was chosen by the elders of the village. - His main function was to supervise/monitor the preparation of village accounts with the help of Patwari or accountant. - The headman often misused his position.	3
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27	27	Explain the barriers that Al Biruni felt obstructed his understanding. 1. Language-The first amongst these was language. According to him, Sanskrit was so different from Arabic and Persian that ideas and concepts could not be easily translated from one language into another. 2. Difference in religious beliefs-The second barrier was the difference in religious beliefs and practices. 3. Isolation of people-The self-absorption and insularity of the local population according to him, was the third barrier. 4. Solution to problem-Al-Biruni depended on the works of Brahmanas, the Vedas, the Puranas, the <i>Bhagavad Gita</i>, the works of Patanjali, the <i>Manusmriti</i>, etc., to provide an understanding of Indian society.	3
		SECTION C LONG ANSWER TYPE QUESTIONS	8x3=24

28	28	A. Explain why many leaders demanded a strong centre during the debates of the Constituent Assembly? How were powers to legislature finally divided? <u>I. IN FAVOUR OF A STRONGER CENTRE IN FAVOUR OF A STRONGER STATE</u> 1. AMBEDKAR • Ambedkar had declared that he wanted “a strong and united Centre. The powers of the Centre had to be increased to stop the communal violence. 2. NEHRU • Nehru said that post partition it is important to have A STRONG CENTRE to ensure peace, manage important matters and represent the country internationally. He said that a weak centre will be injurious to the health of the nation. 3. BALAKRISHAN SHARMA • He said that only a strong centre could plan for the well-being of the country, establish a proper administration and defend the country against foreign aggression. 4. GOPALSWAMI AYYANGAR • He declared that “the Centre should be made as strong as possible”. How was a strong Centre created in India? The Draft Constitution provided for three lists of subjects • Union List (under control of centre) • State List (under control of state) • Concurrent List (under both state & centre). • Some subjects were under centre only. • Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor. Constitution also gives more financial powers to Centre. In the case of some taxes-customs duties and Company taxes, the Centre has all the power. • In other cases, such as income tax and excise duties it shared them with the states. In still other cases such as estate duties it assigned them wholly to the states. <u>IN FAVOUR OF A STRONGER STATE</u> 1. K SANTHANAM • The rights of the states were defended by K. Santhanam from Madras. He said that if the Centre was overburdened with responsibilities, it could not function effectively. By assigning some functions to the states, the Centre could, in fact, be made stronger. Lack of financial powers would make the states poor. Without finances states will not be able to undertake any project of	8
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OR

B. “Within the Constituent Assembly of India, the language issue was intensely debated.” Examine the views put forth by the members of the Assembly on this issue.

1. MAHATAMA GANDHI

- Mahatma Gandhi promoted for the use of **HINDUSTANI**.
- He felt that everyone should speak in Hindustani because it is a language that common people could easily understand.
- Hindustani is— a mix of Hindi and Urdu – was a popular language of a large section of the people of India.
- This multi-cultural language, Mahatma Gandhi thought, would be the ideal language of communication between diverse communities.
- It could unite Hindus and Muslims, and people of the north and the south.

2. SHRI SHANKARRAO DEO

- A member from Bombay, Shri Shankarrao Deo, a follower Gandhi accepted Hindustani as a language of the nation.

3. R. V. DHULEKAR

- Congressman from the United Provinces, promoted the use of Hindi.
- Dhulekar proceeded with his speech in Hindi. He wanted Hindi to be declared not an Official Language, but a National Language.

4. SHRIMATI G. DURGABAI FROM MADRAS

- She explained her worries about the use of Hindi.
- Durgabai informed the House that the opposition in the south against Hindi was very strong. She pointed out that the use of Hindi disregards the provincial languages.
- She had accepted Hindustani as the language of the people, but now that language was being changed it was sure to create fears amongst different language groups.

5. T. A. RAMALINGAM CHETTIAR FROM MADRAS

He said that whatever was done had to be done with caution; the cause of Hindi would not be helped if it was pushed too aggressively.

RESOLUTION TO THE CONTROVERSY/PROBLEM

1. The Language Committee of the Constituent Assembly had produced its report and had thought of a compromise formula to resolve the debate between those who promoted Hindi as the national language and those who opposed it.
2. Hindi in the Devanagari script would be the official language, but the transition to Hindi would be gradual.
3. For the first fifteen years, English would continue to be used for all official purposes. Each province was to be allowed to choose one of the regional languages for official work within the province.
4. There will be no National Language.

29	A. Discuss the point that private letters and autobiographies tell us about a great deal of information about an individual? How are these sources different from official accounts? <u>I. Private Records/Sources Public records/Official sources</u> 1. Private letters Give us an idea about Gandhiji's thoughts. In letters personal emotions are reflected. 2. Autobiographies Gandhiji's autobiography named "<i>The story of my experiments with truth</i>" give us an account of his past. We need to remember that they are accounts written very often from memory. 3. Speeches Speeches, allow us to hear the public voice of an individual. <u>II. Public records/Official sources</u> 1. Journals Mahatma Gandhi regularly published in his journal, <i>Harijan</i>, letters that others wrote to him. 2. Government Records Another source is government records Example: the fortnightly reports that were prepared by the Home Department from the early twentieth century. These reports were based on police information from the localities, but often showed British outlook. If you see the Fortnightly Reports for the period of the Salt March you will notice the march was seen as a drama, to mobilise people who were unwilling to rise against the British and were busy with their daily schedules, happy under the Raj. Such reports should be read critically. 3. Newspapers Newspapers, published in English as well as in the different Indian languages, tracked Mahatma Gandhi's movements and reported on his activities, and also represented what ordinary Indians thought of him. Newspaper also have biases. They were published by people who had their own political opinions and world views. OR B. Explain why many scholars believe that the months after Independence were Gandhiji's 'finest hour.' 1. At the time of independence, Gandhiji marked the day with a 24 hour fast as the freedom he had struggled for had come at an unacceptable price i.e. partition & communal riots. 2. Through September & October he went around hospitals & refugee camps giving consolation to people. 3. He appealed to all communities to forget the past. 4. He also advised them to live in peace and help each other.	8
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	5.At the initiative of Gandhiji & Nehru, the Congress now passed a resolution on the rights of minorities. 6.It was decided that India would be a democratic secular state. 7.All citizens were to enjoy full rights. 8.Congress assured that it would continue to protect their citizens rights against aggression to the best of its ability.	
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29	A. “The Salt march was the movement that brought Gandhiji to the world attention.” Analyse the statement. 1. Reason for unpopularity • Salt Satyagraha was launched by M. Gandhi to break the Salt law introduced by the British in India. • This law gave the British Monopoly in the manufacture and sale of salt. 2. Why Salt was chosen as a symbol? • All people whether rich or poor consumed salt. • It was the basic item of the poor. • To unite Indians against British. 3. Why Gandhiji called the Salt tax more oppressive than any other taxes? • The Salt Law taxed the nation’s vital necessity, prevented the public from manufacturing it & destroyed what nature manufactures without effort in abundance. 4. Dandi March • The Salt March started in 1930 from Sabarmati Ashram in Ahmedabad for Dandi. • Parallel salt marches were conducted in the other parts of the country. • Gandhiji made a fistful of salt to defy the government. He gave speeches in the villages & called upon local officials to give up government employment & join the freedom struggle. • He called upon upper castes to serve untouchables & to unite for Poorna Swaraj. • The American news magazine, Time, noted that, the massive popular following of Gandhiji had made the British desperately anxiously. 5. The Salt March is notable because- • It gave Gandhiji worldwide attention. • It was the first Nationalist activity in which women participated in large numbers. Eg. A social activist, Kamaladevi Chattopadhyay. • It forced the British to realize that their raj will not last forever & that they would have to give some powers to Indians. OR B. “As a consequence of the Non-Cooperation Movement, the British Raj was shaken to its foundation, for the first time since the revolt of 1857.” Analyse the statement.	8
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	OBJECTIVES • Gandhiji hoped that by combining Non-cooperation with Khilafat, India's two major religious communities, Hindus and Muslims, could collectively bring an end to colonial rule. • To win Swaraj(self rule) • To restore the Caliphate(position of caliph or khalifa) EVENTS/ FEATURES • Students stopped going to schools and colleges run by the government. • Lawyers refused to attend court. • The working class went on strike in many towns and cities • Peasants, workers, and others interpreted and acted upon the call to "non-cooperate" with colonial rule in ways that best suited their interests. • Hill tribes in northern Andhra violated the forest laws. • Farmers in Awadh did not pay taxes. • Peasants in Kumaun refused to carry loads for colonial officials CONSEQUENCES/IMPORTANCE • <i>"Non-cooperation," wrote Mahatma Gandhi's American biographer Louis Fischer, "became the name of an epoch in the life of India and of Gandhiji."</i> • <i>It focussed on denial, renunciation, and self-discipline. It was training for self rule.</i> • <i>As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time since the Revolt of 1857.</i> REASONS FOR ITS FAILURE/ WHY WAS IT CALLED OFF? • The movement came to an end when an angry mob attacked and burnt a police station in Chauri Chaura in 1922. This prompted Gandhiji to call off the movement. • Thousands were put in jail and Gandhiji was arrested.	
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30	30	A.Explain the main beliefs and teachings of Guru Nanak Dev. 1. Guru Nanak was a Nirguna Bhakti saint. 2. He said there is only one God. 3. All human beings can worship God without any rituals, sacrifices. 4. He rejected the caste system and spoke against it openly. 5. He believed that everyone was equal irrespective of religion, gender and caste. 6. Guru Nanak organised his followers into a community called Sangat. 7. He emphasized on langar to remove social barriers. 8. Guru Nanak's teachings can be practised in three ways: a. Vand Shaako: Help and share with others so that all can eat together. b. Kirat karo: To earn an honest living without cheat or fraud. c. Naam Japo: To pray in the name of God for his help and guidance. OR B. Explain the role of Khanqahs in the Sufi movement in India. Describe their functions and impact on medieval Indian society. a) Sufi saints organised communities around Khanqah /hospice controlled by a Sufi master/ teacher/ Shaikh/Pir/Murshid. b) The Master laid rules for the Khanqah. c) He also appointed Murids/ disciples and a successor /Khalifa. d) Khanqahs were centres of social life. e) Life in Chishti Khanqah of Nizamuddin Auliya in Delhi. • It comprised of several rooms and a big hall(JAMAAT KHANA) where the visitors lived and prayed. • The inmates included his family members & followers. • There was an open kitchen/langar to feed the poor. • Poets like Amir Khusrau and Ziauddin Barani visited the Khanqah and wrote about the Shaikh. • Practices such as bowing before the Shaikh, shaving heads of inmates, yogic exercises were adopted. 5. SUFI SILSILAS Sufi saints belonged to different Silsilas, meaning a chain of masters/ spiritual genealogy stretching upto Prophet Muhammad and linking the disciple to Allah. Silsilas were named either after the founding figure like Qadiri or the place of origin like Chishtis.	8
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		SECTION D SOURCE BASED QUESTION	4x3=12
31	31	Read the following source carefully and answer the questions that follow. "That is very good ,Sir-bold word,noble words." 31.1)'They have left a legacy behind "who is referred as' They' 'in this statement. • The phrase "they have left a legacy behind" refers to the British colonial rulers who were departing from India. • 31.2) What do you infer from the statement 'they have left the legacy behind?This statement infers that while British rule had ended, the British left behind a negative legacy of divisive policies, particularly the "mischief" of separate electorates based on religion. Sardar Vallabhbhai Patel implies that India's newly independent leaders must overcome this issue to secure the country's unity. 31.3) Identify the ultimate message stressed by Sardar Valla Bhai Patel in his speech. • The ultimate message stressed by Sardar Vallabhbhai Patel in this speech is the crucial need for national unity and cohesion. He emphasizes that India must rise above the divisions and rivalries left by its colonial rulers to become a strong and stable country. To achieve true freedom and progress, all Indians must forget their differences of caste and creed and work together with a single-minded focus on the nation's well-being.	1+1+2

32	32	Read the following source carefully and answer the questions that follow: Declining a royal gift 32.1) What did the ruler offer Shaikh Nizamuddin Auliya ? • A local ruler offered Shaikh Nizamuddin Auliya the deed of ownership to two gardens and much land, along with provisions and tools for their maintenance. 32.2)What reason did the Shaikh give for refusing the land deeds ? • Shaikh Nizamuddin Auliya refused the land deeds by stating that he and other spiritual masters do not engage in such worldly affairs. He famously lamented, "What have I to do with gardens and fields and lands?". To further illustrate his point, he recounted a story in which his own spiritual master, Shaikh Fariduddin, had also rejected land deeds from a ruler. 32.3) How does the response of the Shaikh reflect the Sufi values ? • The Shaikh's response reflects the core Sufi values of detachment, asceticism, and independence from worldly power. • Detachment from materialism: By rejecting the gift, the Shaikh demonstrated the Sufi ideal of shunning material possessions and focusing on spiritual over material wealth. • Asceticism: The refusal was a commitment to a simple, austere life, which is a key element of the Chishti order of Sufism that he belonged to. • Rejection of royal patronage: The refusal upheld the Chishti Sufi tradition of remaining aloof from state politics and shunning the company and patronage of rulers and nobles. This was a way of maintaining spiritual authority and independence. • Focus on spiritual pursuits: By asserting that "spiritual masters" do not engage in owning land, he emphasized that their purpose was to seek God and serve humanity, not to accumulate property.	1+1+2
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33	33	Read the following source carefully and answer the questions that follow: From the Fifth Report 33.1) What was the Fifth Report about? • Fifth Report submitted to the British Parliament in 1813. It was the fifth series of report on the administration and activities of the East India Company in India. It ran into 1002 pages of which over 800 pages were appendices that reproduced petitions of zamindars and riots reports of collectors and districts statistical tables on revenue returns and notes on the revenue and judicial administration of Bengal and madras written by officials. 33.2) What was the condition of the zamindar according to the report? • According to the report Zamindars had lost their control over their lands. 33.3) Write any two points of criticism regarding this report. • Many Zamindars continue to retain control over their zamindari through other methods. • Report is misleading as Zamindars were not always displaced after auction of their lands.	1+1+2
		SECTION E MAP BASED QUESTION	1x5=5

34	34	34.1) On the given political map of India, locate and label the following with appropriate symbols: i. Sanchi-A major Buddhist site OR Kaibangan- An Indus Valley site ii. Agra-Territory Under the Control of Mughals OR Vijayanagar iii. Calcutta-a main centre of Revolt of 1857 OR Jhansi-a main centre of Revolt of 1857 34.2) 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 on the lines drawn near them.	3+2
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