



Competency Based Practice Questions

History - XII

Co-created by
Board of School Education Haryana
and
Educational Initiatives

HOW TO USE THIS BOOKLET

Dear Teachers and Students,

The **Board of School Education Haryana** is pleased to present the **Competency-Based Practice Questions** booklet. This resource has been thoughtfully designed to help you deepen your understanding of key concepts and enhance your problem-solving skills. It includes **50 exemplar questions** carefully aligned with the curriculum to familiarize students with the format of **Competency-Based Questions**. These questions are intended to support targeted practice and develop the skills necessary to confidently approach a variety of question types in assessments.

Best Ways for Teachers to Utilise This Resource

1. Integrate into Classroom Teaching

- Use these questions to demonstrate how theoretical concepts translate into practical applications.
- Encourage group discussions to explore reasoning and understanding of concepts taught.

2. Scaffold Student Learning

- Start with simpler questions and guide students through the thought process.
- Gradually introduce more complex questions to build confidence and familiarity.

3. Incorporate into Assessments

- Use these questions in classroom quizzes or homework to help students adapt to the format.
- Provide feedback that emphasises reasoning over correctness, encouraging students to refine their understanding.

4. Focus on Skill Development

- Highlight how these questions nurture understanding, analysis and critical thinking.
- Use student responses to identify and address misconceptions effectively.

Best Ways for Students and Parents to Utilise This Resource

1. Focus on Conceptual Understanding

- Approach each question as a way to understand *why* and *how* a concept works, rather than simply finding the correct answer.

2. Practice Purposefully

- Don't rush—break down the question, identify the concept it addresses, and plan your approach before solving it.

3. Use Feedback to Improve

- Treat mistakes as learning opportunities. Review incorrect answers to understand *what went wrong* and *how to improve*.
- Revisit similar questions to build confidence and mastery over the topic.

Best Ways for Parents to Utilise This Resource

1. Encourage Critical Thinking

- Spend time discussing questions and concepts, asking “Why?” and “How?”.

2. Create a Positive Environment

- Celebrate effort and curiosity, not just grades.
- Help your child view mistakes as opportunities to learn and grow.

3. Collaborate with Teachers

- Stay informed about competency-based assessments through school communications.
- Share observations and work with teachers to address any concerns or challenges.

Final Message

These practice questions are an excellent opportunity to strengthen your conceptual understanding and boost your confidence in solving competency-based questions. For students, each question builds skills that will help you tackle similar challenges with ease. For teachers, this is a chance to mentor students in developing their thinking and problem-solving skills.

Start today—every effort you invest will prepare you not only for exams but for a lifetime of meaningful learning and success. Let’s make this journey toward competency-based education a meaningful and successful one!

Board of School Education, Haryana

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History | Class XII

Bricks, Beads and Bones

S.No.	Question	Marks
1	<p>Given below are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct answer.</p> <p>Assertion: Dholavira is the best suited example for present day municipal corporation representatives when it comes to tackling rainwater.</p> <p>Reason: The city of Dholavira had an advanced water conservation system with large reservoirs to store rainwater for agriculture and daily use.</p> <p>(A) A is false, but R is true. (B) A is true, but R is false. (C) Both A and R are true, and R is the correct explanation of A. (D) Both A and R are true, but R is not the correct explanation of A.</p> <p>[Skill: Application]</p>	1
2	<p>Articles from the Harappan Civilisation were found during archaeological excavations in Iraq (Mesopotamian region).</p> <p>Write in 60-80 words, what does the above line prove?</p> <p>[Skill: Understanding]</p>	3
3	<p>Given below are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct answer.</p> <p>Assertion: Harappan towns were planned hierarchically, with the citadel elevated above the lower town, signifying distinct social classes.</p> <p>Reason: The lower town housed most of the population, with wide streets and standardised brick houses reflecting Harappan urban planning.</p> <p>(A) A is false, but R is true. (B) A is true, but R is false. (C) Both A and R are true, and R is the correct explanation of A. (D) Both A and R are true, but R is not the correct explanation of A.</p> <p>[Skill: Application]</p>	1
4	<p>List any six key pieces of evidence that suggest the Harappan state may have come to an end.</p> <p>[Skill: Mechanical]</p>	6
5	<p>Given below is a terracotta figure from the Harappan civilisation.</p>	1



What does the use of terracotta in this figurine tell us about the availability of resources and the craftsmanship of the Harappan civilisation?

[Skill: Understanding]

Marking Scheme

Q.No.	Rubric	Marks
1	<p>Correct Answer: C This is the correct answer. Dholavira's advanced water conservation system justifies why it is a suitable model for modern municipal management, particularly regarding rainwater storage and usage.</p>	1
	A: If students choose this, they misunderstand the application of Dholavira's advanced water system in modern contexts. While Dholavira's water conservation system is effective, it directly supports the assertion about modern municipal cooperation, so this is incorrect.	
	B: If students choose this, they are incorrect because both the assertion and reason are true. The water system indeed existed in Dholavira and is a relevant example for modern water management.	
	D: If students choose this, they are incorrect because the reason directly explains why Dholavira is relevant for modern water management.	
2	<p>Evaluation Criteria: Award 1 mark for identifying long-distance trade between Harappa and Mesopotamia, supported by the discovery of Harappan articles.</p>	1
	Award 1 mark for mentioning the existence of ships and ports as evidence enabling this trade.	1
	Award 1 mark for recognising that the discovery implies organized systems for production and export in the Harappan civilisation.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The discovery of Harappan articles in Mesopotamia proves the existence of active long-distance trade between the two ancient civilisations. • It is evidence that ships and ports existed in both civilisations, enabling this trade. • The presence of Harappan articles suggests they had systems for producing, storing, and exporting goods on a large scale. • any other relevant point 	
3	<p>Correct Answer: D This is the correct answer. The citadel's elevation highlights social stratification, but the reason describes general urban planning, not specifically the hierarchy.</p>	1
	A: If students choose this option, they are incorrect because the assertion about social stratification (citadel elevation) is true, and the Lower Town being well-planned is also accurate.	
	B: If students choose this option, they misunderstand the reason. The Lower Town did have standardized brick houses and urban planning, so this is incorrect.	
	C: If students choose this, they are incorrect because, while both statements are true, the reason does not fully explain the social hierarchy implied by the elevated citadel.	
4	<p>Evaluation Criteria:</p>	1

	Award 1 mark for mentioning the absence of long-distance trade as evidence of the end of the Harappan state.	
	Award 1 mark for identifying the deterioration of construction techniques.	1
	Award 1 mark for stating the disappearance of writing and script.	1
	Award 1 mark for recognising the shift from standardised weights to local weights.	1
	Award 1 mark for noting the decline in public structures.	1
	Award 1 mark for mentioning the disappearance of distinctive artefacts like seals, weights, and beads.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The absence of long-distance trade • The deterioration of construction techniques • The disappearance of writing and all forms of script • The shift from a standardised weight system to the use of local weights • The decline of public structures, as large public structures were no longer produced • The disappearance of distinctive artefacts such as weights, seals, and special beads • any other relevant point 	
5	<p>Evaluation Criteria:</p> <p>Award 1 mark for any one of the following points:</p> <ul style="list-style-type: none"> • The abundance of clay in the Harappan civilisation. • Harappans had learned the art of shaping and molding clay. • Craftsmanship was encouraged in Harappan society through the use of terracotta. 	1
	<p>Sample Answer:</p> <p>The use of terracotta in the figure shows that</p> <ul style="list-style-type: none"> • The Harappan's had easy access to clay. • They valued craftsmanship • They had developed the skill of shaping and moulding clay into objects. • any other relevant point <p>(only one correct point needs to be mentioned)</p>	

Bhakti-Sufi Traditions

S.No.	Question	Marks
6	<p>Given below are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct answer.</p> <p>Assertion (A): In present-day India, the rise of shared cultural festivals can be traced back to the teachings of Bhakti and Sufi saints.</p> <p>Reason (R): The Bhakti and Sufi saints advocated that personal devotion to God was more important than birth-based privilege.</p> <p>(A) A is false, but R is true. (B) A is true, but R is false. (C) Both A and R are true, and R is the correct explanation of A. (D) Both A and R are true, but R is not the correct explanation of A.</p> <p>[Skill: Application]</p>	1
7	<p>The Bhakti and Sufi movements grew in response to the social, religious, and political changes of Medieval India.</p> <p>Provide six arguments that support the above statement, focusing on how these factors contributed to the rise of these movements.</p> <p>[Skill: Understanding]</p>	6
	<p>Read the passage given below and answer the questions based on it.</p> <p>Ultimately, it became something more as followers worked to harness the power of love and faith through the rich medium of poetry and song rendered in the vernacular languages to redress all manner of social evils, inspire people to look beyond their differences and come together to be a better version of themselves.</p> <p>At its heart, the Bhakti movement was characterised by mysticism and a soaring passion for the divinity within and without. The saints who led this reformation placed an emphasis on human rights even as they inspired their followers to imbibe from the cup of spiritual ecstasy and truly experience the essence of divinity.</p> <p>Source: https://www.indiatoday.in/news-analysis/story/bhakti-movement-and-its-role-in-india-s-freedom-struggle-that-pm-modi-talked-about-1741656-2020-11-17</p>	
8	<p>Explain two ways in which the line 'through the rich medium of poetry and song rendered (presented) in the vernacular (local) languages' helped spread the ideas of Bhakti.</p> <p>[Skill: Understanding]</p>	2
9	<p>Analyse in 20-30 words how the line: "The saints who led this reformation placed an emphasis on human rights" proves that the Bhakti movement worked to address social injustices.</p> <p>[Skill: Application]</p>	1
10	<p>In what way did Bhakti saints encourage followers to look for "a soaring passion for the divinity within and without"?</p> <p>[Skill: Understanding]</p>	1

Marking Scheme

Q. No.	Rubric	Marks
6	<p>Correct Answer: D</p> <p>Option If students choose option D, they are correct. While both statements are true, the Reason focuses on personal devotion and caste rejection, which doesn't directly explain the rise of interfaith marriages and shared cultural festivals.</p>	1
	A: If students choose option A, they are incorrect. A is true because interfaith marriages and shared festivals can be linked to the inclusive teachings of Bhakti and Sufi saints. R is also true, as personal devotion was prioritised over caste.	
	B: If students choose option B, they are incorrect. R is true because the Bhakti and Sufi movements emphasised personal devotion as more important than birth-based privilege, rejecting caste hierarchies.	
	C: If students choose option C, they are incorrect. Both A and R are true, but R does not directly explain how the inclusive nature of Bhakti and Sufi teachings led to interfaith marriages and shared cultural practices. R is about personal devotion, not the inclusive societal impacts mentioned in A.	
7	<p>Evaluation Criteria:</p> <p>Award 1 mark for explaining how dissatisfaction with ritualistic religious practices led to the rise of these movements.</p>	1
	Award 1 mark for describing how caste inequality and the rejection of the caste system fueled their popularity.	1
	Award 1 mark for discussing the role of political instability in giving space for the growth of Bhakti and Sufi teachings.	1
	Award 1 mark for linking the rise of urbanisation and trade to the movements appeal to merchants and artisans.	1
	Award 1 mark for explaining how the use of local languages and adaptation to regional cultures contributed to their spread.	1
	Award 1 mark for showing how the rejection of orthodoxy attracted followers disillusioned with traditional religious structures.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Religious dissatisfaction: In Medieval India, people were unhappy with the complex rituals and rigid religious practices that favored only the upper castes. The Bhakti and Sufi movements offered a simpler and more direct form of devotion, allowing people to connect with God without needing elaborate ceremonies. This appealed to many who felt left out by traditional practices. • Caste inequality: Both movements responded to the growing frustration with the caste system. Bhakti saints, such as Kabir and Ravidas, rejected the idea that one's birth determined their spiritual worth. Similarly, the Sufi saints embraced followers from all castes and backgrounds. Their teachings of equality and inclusivity attracted those who were marginalized by the caste system. • Political instability: The rise of the Delhi Sultanate and the frequent changes in political power during this period created instability. This gave space for new 	

	<p>ideas, and the Sufi orders flourished as they offered spiritual guidance during uncertain times. Bhakti saints also gained followers by providing hope and spiritual support amidst political turmoil.</p> <ul style="list-style-type: none"> • Urbanisation and trade: During this period, India saw the growth of urban centers and trade routes. Merchants, artisans, and craftsmen in these cities were drawn to Bhakti and Sufi teachings because they offered a sense of community and rejected the hierarchies that had excluded them from traditional religious structures. • Influence of local cultures: The Bhakti and Sufi movements grew by adapting to the local cultures and using regional languages in their teachings. Bhakti poets like Tulsidas wrote in Hindi, while Sufi saints sang devotional songs in the local dialects. This made their messages more accessible to the common people, spreading their influence widely. • Rejection of orthodoxy: Both movements criticised the rigid orthodoxy of the Brahmanical order and the religious elite. Bhakti and Sufi saints promoted personal devotion as more important than adhering to established norms. This rejection of religious elites resonated with those who were frustrated by the exclusionary practices of orthodox religions. 	
8	<p>Evaluation Criteria: Award 1 mark for explaining that poetry and songs made Bhakti teachings more relatable and easier to understand.</p>	1
	<p>Award 1 mark for identifying that using vernacular languages allowed these teachings to reach a broader audience, including the common people.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The use of poetry and songs in the Bhakti movement helped explain difficult ideas in a way that was easy to understand. • These teachings were in vernacular (local) languages, which allowed common people, not just scholars, to learn about and follow the Bhakti saints' messages. • any other relevant point 	
9	<p>Evaluation Criteria: Award 1 mark for correctly linking the Bhakti movement emphasis on human rights to challenging caste discrimination social injustices.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The Bhakti movement promoted equality and dignity for all, rejecting the caste system and opposing social discrimination. This emphasis on human rights challenged existing social injustices. • any other relevant point 	
10	<p>Evaluation Criteria: Award 1 mark for mentioning that Bhakti saints promoted developing personal connection with God through everyday acts of devotion.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Bhakti saints encouraged followers to develop a personal connection with God by performing everyday acts like singing devotional songs and helping others in need. • any other relevant point 	


Rebels and the Raj

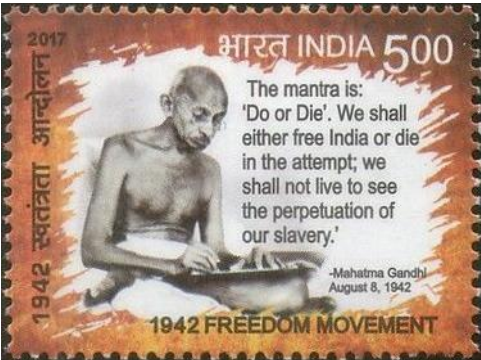
S.No.	Question	Marks
	<p>Read the passage given below and answer the questions based on it.</p> <p>"The sepoys entered Delhi, killed many British men, women, and children they could find and declared the 82-year-old emperor to be their leader. Soon, the rebellion became the largest and bloodiest anticolonial revolt against any European empire in the 19th century. Out of the 139,000 sepoys of the Bengal army, almost all turned against the British. In many places, the sepoys were supported by local people ... The British attacked Delhi on September 14, 1857, killing both rebel soldiers and ordinary citizens."</p> <p><i>Source (edited): William Dalrymple's The Last Mughal: The Fall of a Dynasty, Delhi 1857 (https://www.theguardian.com/commentisfree/2007/may/10/comment.india)</i></p>	
11	<p>What does "in many places, the sepoys were supported by local people" reveal about people who joined the Revolt of 1857 and the impact it had?</p> <p>[Skill: Understanding]</p>	2
12	<p>After learning that most of the sepoys in the Bengal army turned against the British, what actions did the British take to stop such mutinies from happening again?</p> <p>[Skill: Application]</p>	1
13	<p>How did the British forces respond to the rebellion in Delhi to suppress the revolt?</p> <p>[Skill: Understanding]</p>	1
14	<p>Rumours during the Revolt of 1857 convinced people that their way of life was under attack, leading many to rebel.</p> <p>Which modern event shows a SIMILAR effect caused by a rumour?</p> <p>(A) In 2020, the delay of a major Bollywood film due to COVID-19 caused fans to reschedule their plans.</p> <p>(B) During the 2019 Cricket World Cup, fans eagerly bought tickets after hearing about a potential sell-out.</p> <p>(C) During the 2016 demonetisation, people believed there would be limited access to new currency causing mass panic.</p> <p>(D) In 2019, during the Great Indian Sale on an online shopping website, shoppers rushed to buy items before stocks ran out.</p> <p>[Skill: Application]</p>	1

Marking Scheme

Q.No.	Rubric	Marks
11	Evaluation Criteria: Award 1 mark for identifying that civilians such as peasants and landowners joined the revolt.	1
	Award 1 mark for explaining that widespread participation expanded the scale and impact of the revolt.	1
	Sample Answer: <ul style="list-style-type: none"> • The Revolt of 1857 was not limited to sepoys; civilians from different backgrounds, including peasants and landowners, participated. • This widespread involvement made the revolt larger and more impactful than a simple military mutiny. • any other relevant point 	
12	Evaluation Criteria: Award 1 mark for identifying that the British imposed martial law, brought reinforcements from Britain, and used military power to suppress rebellion and prevent future sepoy mutinies.	1
	Sample Answer: <ul style="list-style-type: none"> • The British imposed martial law, brought in reinforcements from Britain, and used military power to suppress rebellion and prevent future widespread sepoy mutinies. • any other relevant point 	
13	Evaluation Criteria: Award 1 mark for correctly identifying that the British responded with extreme violence and force to suppress the rebellion.	1
	Sample Answer: The British forces responded with extreme violence in Delhi, using fear and force to control the rebellion and prevent further uprisings.	
14	Correct Answer: C If students choose option C, then they might be confusing a scarcity-driven response with panic. While there's urgency, it's not fear-based.	1
	A: If students choose option A, then they correctly understand that false information can trigger widespread panic and fear-driven actions, much like the rumors during the Revolt of 1857.	
	B: If students choose option B, then they misunderstand that this scenario represents a calculated purchase decision rather than an emotional response to a rumour.	
	D: If students choose this option D, then they incorrectly assume that changing plans equates to panic, but there's no element of fear or urgency.	

Mahatma Gandhi and the Nationalist Movement

S.No.	Question	Marks
15	<p>In the movie Gandhi, the character of Mahatma Gandhi explains the idea of civil resistance with the following words:</p> <p><i>"The function of a civil resistance is to provoke response, and we will continue to provoke until they respond or change the law. They are not in control; we are."</i></p> <p>Based on this statement, which of the following events most closely reflects Gandhi's strategy of provoking the British government through civil disobedience?</p> <p>(A) during the Salt March from Ahmedabad to Dandi (B) during the First Round Table Conference with the British (C) when he gave a speech at the opening of Banaras Hindu University (D) when the Congress accepted "Purna Swaraj" as its goal at the Lahore Congress</p> <p>[Skill: Application]</p>	1
16	<p>Examine the cartoon by R.K. Laxman, showing Mahatma Gandhi walking through a modern-day street.</p>  <p>How does this image contrast with Gandhi's vision of self-reliant India and Swadeshi?</p> <p>[Skill: Understanding]</p>	3
17	<p>Gandhi's early leadership in local struggles laid the groundwork for his broader national movements.</p> <p>List three such local-level movements and briefly explain the purpose of each.</p> <p>[Skill: Mechanical]</p>	3
18	<p>Rana is participating in a quiz, where the quiz master has provided him with a set of clues highlighting significant aspects of a key phase in India's struggle for freedom.</p> <p>Clues that shaped the phase</p>	1

	<p>1. Peasant struggle in Bihar 2. Tax relief campaign in Kheda 3. Textile workers' dispute in Gujarat</p> <p>Which of the following does the quiz master most likely refer to?</p> <p>(A) The Non-Cooperation Movement (B) Gandhi's early Satyagrahas in India (C) The reasons behind the Rowlatt Act protests (D) Gandhi's role during the Quit India Movement</p> <p>[Skill: Mechanical]</p>	
19	<p>Observe the image below.</p>  <p>Source: Wikicommons</p> <p>Explain three key ideas or messages that can be inferred from this stamp.</p> <p>[Skill: Application]</p>	3

Marking Scheme

Q.No.	Rubric	Marks
15	<p>Correct Answer: A</p> <p>If students choose this option, they might believe that Gandhi’s civil resistance philosophy was about negotiating in formal settings. However, the Round Table Conferences were primarily dialogues with the British, not acts of resistance aimed at provoking a public response.</p>	1
	<p>B:</p> <p>Gandhi’s Salt Satyagraha is a prime example of civil resistance aimed at provoking a response from the British authorities. It was a direct action designed to challenge unjust laws and gain public attention.</p>	
	<p>C:</p> <p>Students may think Gandhi’s speech at BHU, where he criticized the elite, was an example of provocation. However, this event focused on raising awareness about class disparity rather than active resistance to British laws.</p>	
	<p>D:</p> <p>If students select this, they may believe that Gandhi’s statement refers to Congress’s declaration of complete independence (Purna Swaraj). While significant, the declaration itself wasn’t a direct act of civil resistance or an attempt to provoke an immediate response from the British.</p>	
16	<p>Evaluation Criteria:</p> <p>Award 1 mark for clearly identifying Gandhi’s vision of Swadeshi and self-reliance.</p>	1
	<p>Award 1 mark for contrasting the image with Gandhi’s ideals of rejecting foreign products.</p>	1
	<p>Award 1 mark for explaining the shift from rural production to modern consumerism.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The cartoon contrasts Gandhi’s vision of self-reliant India and Swadeshi with modern consumerism. Gandhi championed local goods and simple living, while the image shows international brands like Pepsi and Coca-Cola, symbolising dependency on foreign products. • This shift towards mass-produced, factory-made goods contradicts Gandhi’s focus on self-sufficiency and economic independence through Swadeshi, which emphasised rural production and sustainability. • any other relevant point 	
17	<p>Evaluation Criteria:</p> <p>Award 1 mark for each correctly identified satyagraha with an accurate and concise explanation of its purpose.</p>	3
	<p>Sample Answer:</p>	

	<ul style="list-style-type: none"> Champan Satyagraha (1917): Gandhi fought for the rights of indigo farmers in Bihar who were forced by British planters to grow indigo under oppressive conditions. Kheda Satyagraha (1918): In Gujarat, Gandhi led a movement for the remission of taxes after a poor harvest, helping struggling peasants. Ahmedabad Mill Strike (1918): Gandhi mediated between textile mill owners and workers, securing better wages for laborers. any other relevant point 	
18	<p>Correct Answer: B</p> <p>This is the correct answer. It points to Gandhi’s involvement in localised struggles like the Champan, Ahmedabad, and Kheda Satyagrahas, which were Gandhi’s first practical applications of nonviolent resistance before launching national movements.</p>	1
	A: If students choose this option, they may confuse national-level protests against the Simon Commission with earlier local movements. The Simon Commission boycott happened much later, in 1928, unrelated to the peasant and worker disputes mentioned.	
	C: If students choose this option, they may conflate Gandhi’s later role in the Civil Disobedience Movement with his earlier local movements. However, the Civil Disobedience Movement started in 1930, whereas the clues reference earlier events.	
	D: If students choose this option, they might confuse the local struggles with the political reforms of the British government. The Government of India Act, though important, were unrelated to the local Satyagrahas mentioned in the clues.	
19	<p>Evaluation Criteria:</p> <p>Award 1 mark for explaining how “Do or Die serves as a call to everyone, urging even previously inactive individuals to join the movement.</p>	1
	Award 1 mark for interpreting the idea of non-negotiation in “we shall not live to see the perpetuation of our slavery,” showing that leaders demand full independence without compromise.	1
	Award 1 mark for recognising the call for unity and sacrifice, highlighting the collective effort and commitment to achieve freedom at all costs.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> Call for Mass Participation: The phrase “Do or Die” is a powerful call to every Indian, regardless of background, is now needed in the struggle. Firm Stand of Non-Negotiation: The line “we shall not live to see the perpetuation of our slavery” reflects that Indian leaders are no longer willing to negotiate; instead, they demand complete independence and will accept nothing less. Unity and Willingness to Sacrifice: The stamp implies a call for collective sacrifice, as all Indians are encouraged to support independence, even at personal risk. any relevant point 	

Kings, Farmers and Towns


S.No.	Question	Marks
20	<p>In the sixth century BCE, a merchant from the Indian subcontinent sought to expand his trade routes. What challenges might he face during his travels across the subcontinent?</p> <p>[Skill: Application]</p>	6
21	<p>Given below are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct answer.</p> <p>Assertion (A): Historians prioritise inscriptions over other sources as they offer a myth-free account that historians can trust.</p> <p>Reason (R): Inscriptions record concrete permanent events, such as land grants, while myths are often shaped by cultural beliefs.</p> <p>(A) A is false, but R is true. (B) A is true, but R is false. (C) Both A and R are true, and R is the correct explanation of A. (D) Both A and R are true, but R is not the correct explanation of A.</p> <p>[Skill: Application]</p>	1
22	<p>Ashoka's <i>dhamma</i> was broad enough to be inclusive and accessible to all...</p> <p>Source: https://scroll.in/article/951118/why-ashoka-the-emperor-of-india-who-inspired-the-symbols-of-new-republic</p> <p>Give three reasons in support of the above statement.</p> <p>[Skill: Understanding]</p>	3
23	<p>What does the practice of granting land to powerful allies tell us about the way ancient rulers maintained control over distant regions?</p> <p>[Skill: Mechanical]</p>	1

Marking Scheme

Q.No.	Rubric	Marks
20	<p>Evaluation Criteria: Award 1 mark for mentioning that the merchant will face threats from bandits and harsh weather while traversing long, unsafe trade routes.</p>	1
	Award 1 mark for identifying the lack of well-built roads and the reliance on animals such as bullock carts for transportation, which made trade slow and inefficient.	1
	Award 1 mark for explaining that merchants often had to pay local rulers or authorities for protection to ensure their safety, adding to the cost of trade.	1
	Award 1 mark for recognising that it was difficult for merchants to carry large amounts of goods over long distances, due to the reliance on pack-animals and lack of advanced vehicles.	1
	Award 1 mark for mentioning that unpredictable weather (e.g., monsoons, droughts) could impact travel, especially for sea routes, causing delays or losses.	1
	Award 1 mark for pointing out that communication between different trading centres was limited, making it harder to coordinate or get timely information about market conditions or safety.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Risky and long trade routes (bandits, harsh weather). • Limited infrastructure for smooth trade (poor road systems, reliance on animals). • High dependency on protection from local rulers (often paying for security). • Inability to carry goods in large quantities efficiently (bullock carts, pack-animals). • Unreliable and unpredictable weather impacting trade routes (especially by sea). • Difficulty in communication over large distances with other trading centres. • any other relevant point <p>(students need to elaborate on each point)</p>	
21	<p>Correct Answer: A If students choose option A, they are incorrect because they have misunderstood the reliability of inscriptions. A is true because inscriptions provide factual, dependable records. R is also true, as inscriptions record specific events, unlike myths, which often contain symbolic elements.</p>	1
	B: If students choose option B, they are incorrect because they are confused about why inscriptions are prioritized. A is true since historians rely on inscriptions for factual content. R is also true, explaining that inscriptions document specific events, whereas myths are often symbolic.	
	C: If students choose option C, they are correct because Both A and R are true, and R provides the correct explanation for A, showing that inscriptions record concrete events, unlike symbolic myths. This makes inscriptions more trustworthy for historians.	

	D: If students choose option D, they are incorrect because they may not recognize the explanatory link between A and R. While both are true, R directly supports A by clarifying why inscriptions are more reliable than myths.	
22	Evaluation Criteria: Award 1 mark if the student clearly explains how respect for elders and teachers made Ashoka’s Dhamma inclusive.	1
	Award 1 mark for mentioning kindness toward slaves and servants and how this made Ashoka’s Dhamma welcoming for all social positions.	1
	Award 1 mark if the student explains how respect for other religions promoted acceptance among people of different faiths.	1
	Sample Answer: <ul style="list-style-type: none"> • Respect for Everyone: Ashoka’s Dhamma taught people to respect elders and teachers, making it inclusive for all age groups and social roles. • Kind Treatment of Workers: Ashoka’s Dhamma promoted treating slaves and servants with kindness, making it relevant and welcoming to people in all social positions. • Religious Tolerance: It encouraged respect for other religions and traditions, helping people from different faiths feel accepted. • any other relevant point 	
23	Evaluation Criteria: Award 1 mark for an answer that correctly states that land grants indicate rulers’ reliance on local elites to control distant areas, suggesting limited direct power.	1
	Sample Answer: <ul style="list-style-type: none"> • The practice of granting land to powerful allies suggests that ancient rulers relied on local elites to administer far-off regions, indicating that their control was indirect and that they lacked the ability to maintain direct authority over distant areas. 	

Kinship, Caste and Class

S.No.	Question	Marks
24	<p>Sources of history are things like old writings, objects, or artwork that tell us about the past.</p> <p>As a historian, which three types of sources of history would you use to learn about daily life in early Indian society? Explain why each source is useful.</p> <p>[Skill: Application]</p>	3
25	<p>Chinese traveller Fa Xian visited India in the early 5th century and observed a community living outside the city. He wrote:</p> <p>“If such a person enters a town or marketplace, he strikes a piece of wood to keep himself separate. People, hearing this sound, know what it means and avoid touching him.”</p> <p>What does this tell us about the social structure of early Indian society? Give examples from the Mahabharata to support your answer.</p> <p>[Skill: Understanding]</p>	3
26	<p>Given below is an image of an archaeological source of historical information. Based on it, answer the question that follows.</p>  <p style="text-align: center;">The 12th-century Mahabharata relief from the Hoysaleswara temple in Halebidu, Karnatka. Source: Wikicommons</p> <p>Describe the scene shown in this carving and the key figures involved.</p> <p>[Skill: Application]</p>	1
27	<p>Analyse how kinship systems like patriliney shaped family roles and inheritance in early Indian society and their broader social implications.</p> <p>[Skill: Application]</p>	6
28	<p>Since many tribes do not have written records, historians rely on oral traditions—stories, songs, and spoken histories passed down through generations—to understand their histories.</p> <p>In what way is depending on oral traditions in tribal histories <u>SIMILAR</u> to how historians use texts like the <i>Mahabharata</i> to study early Indian society?</p> <p>(A) Both rely on artifacts and archaeological findings as primary sources. (B) Both serve as primary sources for studying cultural and social values. (C) Both emphasise documenting political alliances and military conquests. (D) Both focus exclusively on religious practices rather than family and social roles.</p> <p>[Skill: Understanding]</p>	1

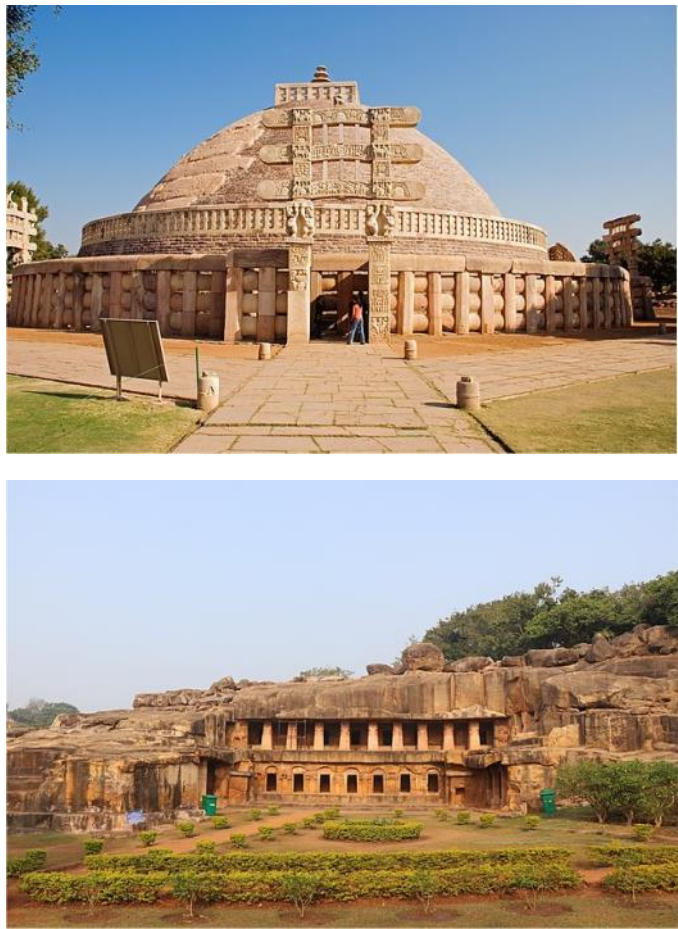
Marking Scheme

Q.No.	Rubric	Marks
24	Evaluation Criteria: Award 1 mark for correctly identifying literary sources and explaining their relevance to understanding societal norms and beliefs.	1
	Award 1 mark for mentioning archaeological evidence and its importance in providing physical evidence of social structures.	1
	Award 1 mark for noting artistic representations and explaining how they help in understanding cultural practices and social hierarchies.	1
	Sample Answer: <ul style="list-style-type: none"> • Literary Sources: To understand societal norms, religious beliefs, and legal practices through texts like the Mahabharata. • Archaeological Evidence: To gain insights into daily life, trade, and social hierarchies from artefacts, pottery, and inscriptions. • Artistic Representations: To explore cultural practices, rituals, and social hierarchies depicted in paintings, sculptures, and carvings. • any other relevant point 	
25	Evaluation Criteria: Award 1 mark for correctly identifying that Fa Xian’s observations reflect the rigid social hierarchy in early Indian society, particularly the marginalisation of certain communities.	1
	Award 1 mark for providing a relevant example from the Mahabharata that illustrates similar social segregation or caste-based discrimination.	1
	Award 1 mark for explaining how the practice of striking wood to announce presence highlights the strict social boundaries enforced by the caste system.	1
	Sample Answer: <ul style="list-style-type: none"> • Fa Xian’s account highlights the rigid social hierarchy in early Indian society, where certain communities were marginalised and forced to live on the outskirts, much like in the Mahabharata. • The practice of striking wood to announce their presence reflects the strict segregation and social boundaries enforced by the caste system. • The Mahabharata also describes similar instances, where certain castes were given menial tasks and denied access to resources, reinforcing their subordinate status. • any other relevant point 	
26	Evaluation Criteria: Award 1 mark for describing that the carving depicts a battle scene, showing warriors, chariots, and archers from the Mahabharata, representing a war sequence.	1
	Sample Answer: The carving shows a battle scene with warriors, chariots, and archers, where key figures such as warriors are engaged in combat.	
27	Evaluation Criteria:	1

	Award 1 mark for accurately defining <i>patriliney</i> as tracing family lineage through the male line.	
	Award 1 mark for identifying a textual example (e.g., <i>Mahabharata</i>) that highlights the importance of male heirs.	1
	Award 1 mark for explaining how patriliney shaped family roles, specifically granting men authority over assets.	1
	Award 1 mark for discussing the limited inheritance rights of women within a patrilineal structure.	1
	Award 1 mark for mentioning rare exceptions (e.g., Prabhavati Gupta) and how these contrast with patrilineal norms.	1
	Award 1 mark for explaining the broader social impact of patriliney, such as reinforcing male dominance in societal hierarchy.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Definition and Importance of Patriliney: Patriliney, where descent and inheritance are traced through the male line, was central to family and societal structures in early Indian society. • Role in Succession and Family Legacy: Texts like the <i>Mahabharata</i> reinforced the value of sons as heirs, with stories such as the Pandavas and Kauravas emphasising the importance of male succession to preserve family legacy. • Influence on Family Roles: Patriliney assigned primary authority over family assets to men, limiting women’s rights to inheritance and reinforcing male dominance within the family. • Rare Female Authority as Exceptions: Although there were rare cases of women like Prabhavati Gupta holding power, these instances were exceptions and did not alter the patrilineal norm. • Impact on Marriage Practices: Patriliney influenced marriage customs, such as exogamy (marrying outside the family), which helped form alliances while maintaining patrilineal purity. • Broader Social Implications: This kinship system established a social hierarchy that prioritised male lineage and continuity, deeply shaping societal norms and reinforcing gender roles. • any other relevant point 	
28	<p>Correct Answer: B</p> <p>If students choose Option B, they correctly recognise that both oral traditions and the <i>Mahabharata</i> serve as primary sources for studying cultural and social values in societies lacking extensive written records.</p>	1
	A: If students choose Option A, they misunderstand the nature of these sources. Artifacts and archaeological findings are separate historical sources and do not rely on oral or textual traditions.	
	C: If students choose Option C, they misinterpret the focus of oral traditions and the <i>Mahabharata</i> , assuming these sources primarily document political events like alliances and conquests rather than cultural values.	

	D: If students choose Option D, they incorrectly assume that oral traditions and the <i>Mahabharata</i> emphasize only religious practices, overlooking their role in preserving broader family and social values.	

Thinkers, Beliefs and Buildings

S.No.	Question	Marks
29	<p>Look at the images of the Sanchi Stupa and a Rock-Cut Temple.</p>  <p>Identify one feature that distinguishes the architecture of the Sanchi Stupa from the Rock-Cut Temple.</p> <p>[Skill: Understanding]</p>	1
30	<p>Which of the following is a practice that Mitali should include in her daily routine as a practising Buddhist?</p> <p>(A) Help others through small acts of kindness (B) Make offerings to temples to gain good karma (C) Focus on achieving personal success and recognition (D) Spend time in deep meditation to avoid life's problems</p> <p>[Skill: Mechanical]</p>	1
31	<p>Asha is a believer in Vaishnavism; list three key beliefs or ideas she would likely follow.</p> <p>[Skill: Mechanical]</p>	3
32	<p>There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.</p> <p>Assertion (A): Jainism's teachings connect environmental protection with religious duty by encouraging kindness and responsibility toward all living beings.</p>	1

Reason (R): Jainism advocates that everything in nature has life, promoting respect and non-violence toward plants, animals, and people.

(A) A is true but R is false.

(B) A is false but R is true.

(C) Both A and R are true and R explains A.

(D) Both A and R are true but R does not explain A.

[Skill: Understanding]

Marking Scheme

Q.No.	Rubric	Marks
29	<p>Evaluation Criteria: Award mark for correctly identifying that the Sanchi Stupa is a mound structure, while the Rock-Cut Temple is carved into solid rock.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The Sanchi Stupa is a solid hemispherical mound built above ground, while the Rock-Cut Temple is carved into the living rock. • any other relevant point 	
30	<p>Correct Answer: A If students choose option A, they are incorrectly focusing on materialism, which is discouraged in Buddhist teachings that promote detachment from possessions.</p>	1
	<p>B: If students choose option B, they correctly recognise that practising kindness aligns with Buddhist values of compassion and helping others in everyday life.</p>	
	<p>C: If students choose option C, they are mistakenly prioritising material offerings, whereas Buddhism encourages inward spiritual growth over external displays of wealth.</p>	
	<p>D: If students choose option D, they are misinterpreting the role of speech, as Buddhism teaches the importance of right speech, which promotes harmony.</p>	
31	<p>Evaluation Criteria: Award 1 mark for correctly identifying Vishnu as the main god worshipped in Vaishnavism.</p>	1
	<p>Award 1 mark for mentioning the belief in the idea of incarnations or avatars within Vaishnavism.</p>	1
	<p>Award 1 mark for stating the belief in Vishnu’s ten avatars to protect the world from evil and disorder.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Belief in Vishnu as the main god – Asha would revere Vishnu as the central deity in Vaishnavism. • Belief in the idea of incarnations – Asha would believe that Vishnu incarnates in various forms. • Belief in Vishnu’s ten avatars for saving the world – Asha would believe that these avatars appear whenever the world is threatened by evil and disorder. • any other relevant point 	
32	<p>Correct Answer: C If a student selects Option C, then they correctly understand that Jainism’s belief in universal life and non-violence toward nature explains its connection to environmental responsibility.</p>	1
	<p>A: If a student selects Option A, then they may understand Jainism’s teachings on environmental responsibility but misunderstand the concept of non-violence toward nature as part of Jain beliefs.</p>	

	B: If a student selects Option B, then they recognize Jain teachings on non-violence toward nature but incorrectly assume that these teachings do not imply a link with environmental duty.	
	D: If a student selects Option D, then they understand both statements but fail to connect Jain beliefs on non-violence toward nature as explaining its environmental message.	

Through the Eyes of Travellers



S.No.	Question	Marks
33	<p>"Decisions about what to include, what to exclude, and how to understand it make history writing manageable... yet controversial"</p> <p><i>Source: https://hwpi.harvard.edu/files/hwp/files/bg_writing_history.pdf</i></p> <p>Explain how the above statement applies to the travel writings of Al-Biruni.</p> <p>[Skill: Understanding]</p>	2
34	<p>Ravi is reading an article comparing Ibn Battuta's observations of 14th-century Indian cities with today's cities. Name one topic the article might mention.</p> <p>[Skill: Mechanical]</p>	1
35	<p>How do the themes of Ibn Battuta's travel accounts differ from those of Al-Biruni's writings on India?</p> <p>(A) Ibn Battuta wrote about cities and markets, while Al-Biruni focused on caste and society.</p> <p>(B) Al-Biruni's accounts are more recent than Ibn Battuta's, making them more accurate.</p> <p>(C) Ibn Battuta focused on rural life, while Al-Biruni explored trade and architecture.</p> <p>(D) Al-Biruni documented urban life, while Ibn Battuta focused on religion.</p> <p>[Skill: Understanding]</p>	1
36	<p>Explain how Bernier's writings became a key source of European knowledge about India in the late 17th to early 18th centuries.</p> <p>[Skill: Understanding]</p>	3

Marking Scheme

Q.No.	Rubric	Marks
33	Evaluation Criteria: Award 1 mark for identifying the language barriers Al-Biruni encountered while translating Sanskrit texts and how it affected his writings.	1
	Award 1 mark for explaining how cultural differences shaped Al-Biruni's interpretation of Indian religious practices and society.	1
	Sample Answer: <ul style="list-style-type: none"> • Al-Biruni faced language barriers when translating Sanskrit into Arabic, which influenced his interpretation of Indian texts. • His cultural background also shaped his view of Indian religious practices. These factors reflect the challenge of deciding what to include and how to interpret foreign societies in historical writing. • any other relevant point 	
34	Evaluation Criteria: Award 1 mark if the student correctly mentions any of the following topics from Ibn Battuta's observations: Cities being densely populated / Cities having crowded markets/ Cities being well connected with trade networks	1
	Sample Answer: <ul style="list-style-type: none"> • Dense population • Crowded markets • Strong trade networks • any other relevant point (any one correct point to be assessed)	
35	Correct Answer: A If students choose option 1 then they are correct as Ibn Battuta described urban life, markets, and cities, while Al-Biruni focused more on caste and social structures in India.	1
	B: If students choose option 2 then they are incorrect as Al-Biruni's accounts are from the 11th century, making them older, not more recent or more accurate than Ibn Battuta's.	
	C: If students choose option 3 then they are incorrect as Ibn Battuta focused on urban centers, not rural life, and Al-Biruni did not focus extensively on trade or architecture.	
	D: If students choose option 4 then they are incorrect as Al-Biruni primarily studied caste and social structures, not urban life, and Ibn Battuta documented cities and markets, not religion.	
36	Evaluation Criteria: Award 1 mark for explaining that Bernier's works were widely circulated and translated across Europe.	1
	Award 1 mark for mentioning his critical comparisons between India and Europe, shaping European perceptions.	1

	Award 1 mark for noting the influential audience, including King Louis XIV, that his writings reached.	1
	Sample Answer: <ul style="list-style-type: none">• Bernier's writings were widely published in France between 1670-71 and translated into English, Dutch, German, and Italian.• His works were reprinted several times, with three reprints in English by 1684, making them accessible to Europeans.• In contrast to Arabic and Persian manuscripts, which remained unpublished before 1800, Bernier's works became a key source of European knowledge about India.• any other relevant point	

An Imperial Capital: Vijayanagar

S.No.	Question	Marks
37	<p data-bbox="204 208 1305 241">Given below are images of Achyutaraya Temple and Hazara Rama Temple in Hampi.</p>  <p data-bbox="204 808 778 842"><i>Source: Wikicommons, Achyutaraya Temple</i></p>  <p data-bbox="204 1442 791 1476"><i>Source: Wikicommons, Hazara Rama Temple</i></p> <p data-bbox="204 1509 1243 1621">Look at the images of Achyutaraya Temple and Hazara Rama Temple from the Vijayanagara Empire. Based on their architecture, what can you infer about the following:</p> <ol data-bbox="204 1653 1267 1816" style="list-style-type: none">1. The skills and knowledge of the builders.2. The support or resources provided for constructing these temples.3. How these temples might have been used by the people of the Vijayanagara Empire? <p data-bbox="204 1823 443 1856">[Skill: Application]</p>	3
38	<p data-bbox="204 1872 1361 1984">"Ministers, captains, and other courtiers who pushed too hard on the king risked execution. Kings who pushed too hard on their ministers and captains risked losing their support."</p>	3

	<p>Source: Barodawala, Azim (2007) <i>“As a Sapphire...to the blades of grass”</i>: The Rationality of Politics and Power in Vijayanagar. The Lauder Institute, University of Pennsylvania. Thesis.</p> <p>Discuss how the above statement reflects the balance of power in the Vijayanagar Empire's political structure. Write your answer in 60–80 words.</p> <p>[Skill: Understanding]</p>	
39	<p>"Vijayanagara: A Hub of Horses, Technology, and Trade!"</p> <p>Critically justify the above statement with three points.</p> <p>[Skill: Application]</p>	3
40	<p>List three factors why Krishnadevaraya’s death is called a turning point for the Vijayanagara Empire.</p> <p>[Skill: Mechanical]</p>	3

Marking Scheme

Q.No.	Rubric	Marks
37	<p>Evaluation Criteria: Award 1 mark for identifying the skills and knowledge of builders</p> <p>Example: Mentions advanced skills like intricate carvings, stonework, or architectural mastery.</p>	1
	<p>Award 1 mark for explaining the support or resources provided</p> <p>Example: Highlights royal patronage, funding by elites, or organised labour (artisans, architects, masons).</p>	1
	<p>Award 1 mark for describing how the temples were used by people</p> <p>Example: States that temples were religious centers, gathering places, or symbols of royal power and prosperity.</p>	1
	<p>Sample Answer:</p> <p>Skills and Knowledge of Builders: The builders demonstrated advanced skills in architecture, sculpture, and design. The intricate carvings and detailed depictions of mythological stories suggest mastery over stonework and a deep understanding of religious symbolism.</p> <p>Support or Resources Provided: The construction of such grand temples indicates royal patronage, with kings and wealthy elites funding the work. A large, organised labour force, including artisans, architects, and masons, was likely involved.</p> <p>Usage of Temples by People: Temples were not just religious spaces but also centers for community gatherings, festivals, and cultural activities. They served as symbols of royal power, devotion, and prosperity.</p>	
38	<p>Evaluation Criteria: Award 1 mark for explaining the risk to ministers/captains if they pushed the king too hard (e.g., execution).</p>	1
	<p>Award 1 mark for explaining the risk to the king if he pushed too hard (e.g., loss of support).</p>	1
	<p>Award 1 mark for discussing the balance of power and the need for careful navigation by both sides.</p>	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • The statement highlights the fragile balance of power between the king and his ministers or captains in Vijayanagara. If courtiers pushed the king too hard or overstepped their authority, they risked execution. • Conversely, if the king pressured his ministers excessively, he risked losing their vital support, destabilising his reign. 	

	<ul style="list-style-type: none"> This mutual dependence required both parties to exercise caution and restraint to maintain stability and ensure political survival, illustrating the delicate and interdependent nature of power in the Vijayanagara Empire. any other relevant point 	
39	<p>Evaluation Criteria: Award 1 mark for explaining the role of horse imports in building military strength.</p>	1
	Award 1 mark for discussing the impact of Portuguese technology on Vijayanagara military power.	1
	Award 1 mark for explaining how trade contributed to Vijayanagara economic growth.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> Strategic Import of Horses: Vijayanagara's import of horses from Arabia and Central Asia strengthened its cavalry, essential for defense and dominance over rivals. Portuguese Military Technology: The Portuguese introduced advanced military technologies, like muskets, which enhanced Vijayanagara's strategic military capabilities. Thriving Trade Markets: The bustling markets of Vijayanagara, dealing in spices, textiles, and precious stones, generated wealth that contributed to its prosperity and influence. any other relevant point 	
40	<p>Evaluation Criteria: Award 1 mark for mentioning the rebellion of the <i>nayakas</i> as a destabilising factor after Krishnadevaraya's death.</p>	1
	Award 1 mark for identifying the shift to the Aravidu dynasty and its impact on Vijayanagara's stability.	1
	Award 1 mark for explaining the significance of the Battle of Talikota in contributing to the empire's eventual decline.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> Rebellion of the <i>Nayakas</i>: After <i>Krishnadevaraya</i>'s death, local military chiefs (<i>nayakas</i>) rebelled, weakening centralised control over the empire. Shift to the <i>Aravidu</i> Dynasty: The ruling family transitioned to the <i>Aravidu</i> lineage, which struggled to maintain the empire's stability and unity. Battle of <i>Talikota</i>: The Deccan Sultanates united against Vijayanagara and defeated its forces in the Battle of <i>Talikota</i>, leading to the empire's collapse. any other relevant point 	

Peasants, Zamindars and the States

S.No.	Question	Marks
41	<p>In the 16th-17th century Indian agrarian society, women were allowed to remarry, and a bride price was paid to their families instead of giving dowry to the groom's family. Does this suggest that women held power in society during that time? Analyse this view using evidence from the agrarian society of that period.</p> <p>[Skill: Application]</p>	3
42	<p>Analyse the three ways how the village panchayats in the Mughal period helped maintain social order.</p> <p>[Skill: Application]</p>	3
43	<p>Choose the correct word to fill in the blank.</p> <p>The economic and social status of groups like the <i>mallahzadas</i> in Mughal society reflected how _____ (poverty/land ownership) and social hierarchy were often intertwined.</p> <p>[Skill: Understanding]</p>	1

Marking Scheme

Q.No.	Rubric	Marks
41	<p>Evaluation Criteria: Award 1 mark for identifying that remarriage and bride price practices were based on economic or reproductive needs.</p>	1
	Award 1 mark for explaining that men still controlled the household and decisions, reflecting women's status in society.	1
	Award 1 mark for concluding that women, though valued, did not hold major decision-making power in society.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • While remarriage and bride price existed, they were tied to women's role as child-bearers and labourers in a labour-intensive economy. • Men were still considered heads of households and controlled women's lives, • Hence it does shows that the society was not one where women held real power? but it was the men who exercised all the power. • any other relevant point 	
42	<p>Evaluation Criteria: Award 1 Mark for identifying the role of panchayats in conflict resolution.</p>	1
	Award 1 Mark for explaining the role of panchayats in tax collection and community accountability.	1
	Award 1 Mark for describing how panchayats upheld social norms and customs.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Settling Disputes Locally: By resolving conflicts within the village, panchayats acted as local courts, which likely prevented disputes from growing. This approach kept the peace and built trust within the community. • Community-Based Tax Collection: Village panchayats collected taxes from villagers, reducing outside involvement. • Upholding Social Norms: Panchayats enforced local customs, ensuring community rules were followed which helped avoid conflicts. • any other relevant point 	
43	<p>Evaluation Criteria: Award 1 mark if the student correctly fills in the blank with the word "poverty," demonstrating understanding of the social hierarchy in Mughal society.</p>	1
	<p>Sample Answer: poverty</p>	

Colonialism and The Countryside

S.No.	Question	Marks
44	<p>Describe three common consequences faced by both zamindars and peasants under British land revenue policies in the 18th century.</p> <p>[Skill: Understanding]</p>	3
45	<p>A merchant in Bombay writes in his diary in 1865:</p> <p>"Cotton prices have dropped again today. The farmers I deal with borrowed so much during the boom, but now, with prices down, they're at a loss. I fear some will lose more than just money."</p> <p>Based on this diary entry, explain three economic challenges Indian peasants likely faced after the Cotton Boom ended.</p> <p>[Skill: Understanding]</p>	3
46	<p>In 1793, under the Permanent Settlement, British colonial authorities introduced a system where zamindars were required to pay a specific amount of land revenue to the government annually, regardless of how much they earned from their land or crop yields.</p> <p>Which of the following modern systems is MOST SIMILAR to the system for the paying party (zamindars) under the Permanent Settlement?</p> <p>(A) Usage-based subscription: Users pay based on how much they use the service. (B) Fixed subscription model: Users pay the same fee regularly, regardless of how much they use the service. (C) Tiered subscription: Users pay different fees based on the level of service they choose (e.g., basic, premium). (D) Refundable subscription: Users are refunded or receive discounts if they don't use the service much or experience issues.</p> <p>[Skill: Application]</p>	1

Marking Scheme

Q.No.	Rubric	Marks
44	Evaluation Criteria: Award 1 mark for identifying high taxation as a common factor for both zamindars and peasants.	1
	Award 1 mark for explaining how zamindars and peasants both lost autonomy.	1
	Award 1 mark for explaining the pressure to borrow money or loan from local moneylenders.	1
	Sample Answer: Both zamindars and peasants faced heavy taxation, leading to financial strain, with peasants paying both zamindars and the British. Zamindars risked losing land due to unpaid taxes, while peasants lost control, being forced to grow cash crops. Both groups became reliant on moneylenders to meet their tax obligations, worsening their economic situation. <i>Any other relevant point that illustrates the economic hardships experienced by both groups can also be credited.</i>	
45	Evaluation Criteria: Award 1 mark for explaining how peasants faced a debt crisis after borrowing money during the Cotton Boom and being unable to repay due to falling cotton prices.	1
	Award 1 mark for describing how lower earnings from cotton production left peasants in financial trouble, making it difficult to cover their expenses or repay loans.	1
	Award 1 mark for stating that many peasants risked losing their land to moneylenders when they couldn't repay their debts, further increasing their poverty.	1
	Sample Answer: <ul style="list-style-type: none"> • Debt Crisis: Many peasants borrowed heavily during the cotton boom to expand cultivation. With the drop in cotton prices, they could no longer repay their debts, causing financial strain. • Lower Earnings: As cotton prices fell sharply, peasants' incomes decreased significantly, making it difficult to meet daily needs and pay back loans. • Land Loss: When peasants were unable to repay their loans, they often lost their land to moneylenders, worsening their economic hardship and increasing poverty. • any other relevant point 	
46	Correct Answer: B If students choose Option 2 they correctly understand the fixed nature of the Permanent Settlement. Just like a fixed subscription, the zamindars were required to pay a specific amount of land revenue regularly, regardless of how much they earned or how well their land performed. This is the closest modern equivalent to the Permanent Settlement.	1
	A: If students choose Option 1 they misunderstand the nature of the Permanent Settlement. This option involves payments based on actual usage, whereas the	

	<p>Permanent Settlement required a fixed payment regardless of output. The Permanent Settlement was not dependent on how much land or crops were used or produced.</p>	
	<p>C: If students choose Option 3 they confuse the idea of different levels of service with the fixed tax requirement in the Permanent Settlement. This option suggests that different fees are charged based on the service level chosen, but the Permanent Settlement imposed a uniform payment that did not change based on performance or conditions.</p>	
	<p>D: If students choose Option 4 they incorrectly assume that the Permanent Settlement included some form of relief or refund for poor performance. However, under the Permanent Settlement, zamindars were not refunded or given discounts, even during poor harvests or economic downturns. This option misunderstands the lack of flexibility in the Permanent Settlement.</p>	

Framing of the Constitution

S.No.	Question	Marks
47	<p>Explain the challenges India faced in balancing Hindi and regional languages during the language policy formation.</p> <p>[Skill: Application]</p>	3
48	<p>What was one reason English was kept as a link language in India after independence?</p> <p>(A) It was easier for people to learn than Hindi. (B) It was important to maintain ties with British rule. (C) It was the most widely spoken language across India. (D) It helped connect different regions with many languages.</p> <p>[Skill: Mechanical]</p>	1
49	<p>Which of the following did K. Santhanam believe would make the Centre stronger?</p> <p>(A) If the Centre focused on fewer responsibilities and allowed states to manage more local matters. (B) If the Centre streamlined its governance by delegating non-critical functions to autonomous bodies. (C) If the Centre maintained control over national defence and ensured a well-organised army. (D) If the states depended on the Centre for financial resources to fund their projects.</p> <p>[Skill: Mechanical]</p>	1
50	<p>"Constitutions not only limit power but also aim to empower those traditionally deprived of it." <i>Source: Rajeev Bhargava, "Why We Need a Constitution," The Hindu, July 8, 2018.</i></p> <p>Analyse how the above statement reflects the Constituent Assembly's vision on separate electorates for minorities, focusing on debates about empowerment and unity.</p> <p>[Skill: Application]</p>	3

Marking Scheme

Q.No.	Rubric	Marks
47	Evaluation Criteria: Award 1 mark for identifying that leaders from non-Hindi regions resisted making Hindi the sole national language, which the cartoon symbolises.	1
	Award 1 mark for explaining that the cartoon reflects opposition to the imposition of Hindi on non-Hindi speaking regions during India's language policy debates.	1
	Award 1 mark for explaining how these debates led to a constitutional compromise, granting official status to Hindi, English, and regional languages.	1
	Sample Answer: Leaders from non-Hindi regions, especially the south, resisted making Hindi the sole national language, fearing it would suppress regional languages. This resistance led to significant debates during the formation of India's language policy. Many argued for linguistic diversity and regional identity, resulting in a constitutional compromise that granted official status to Hindi, English, and regional languages, preserving India's linguistic diversity and cultural heritage.	
48	Correct Answer: D If students choose option D, they correctly recall that English was retained as a link language to bridge India's linguistic diversity.	1
	A: If students choose option A, they are incorrectly focusing on the complexity of language, which was not the primary concern in the debates.	
	B: If students choose option B, they may confuse the decision to retain English with a desire to maintain colonial ties, which wasn't the reason.	
	C: If students choose option C, they might mistakenly believe that English was the most spoken language, when in fact regional languages were more prevalent.	
49	Correct Answer: A K. Santhanam believed decentralisation would make the Centre stronger by allowing it to focus on key national responsibilities while empowering states to handle local governance efficiently.	1
	B: While delegating non-critical functions improves efficiency, Santhanam focused on decentralisation to states, not autonomous bodies.	
	C: Although national defence is crucial, Santhanam emphasised decentralisation of power to states as the key to strengthening the Centre, not military centralisation.	
	D: Financial dependence weakens federalism and increases strain on the Centre, which contradicts Santhanam's vision of a balanced distribution of responsibilities.	
50	Evaluation Criteria: Award 1 mark for clearly stating that leaders like Sardar Patel opposed separate electorates, viewing them as divisive and weakening national unity.	1
	Award 1 mark for explaining G.B. Pant's argument that minorities would gain true empowerment through a unified electorate, fostering common citizenship and inclusivity.	1

	Award 1 mark for noting that Ambedkar’s vision of equal citizenship influenced the Assembly’s decision to integrate diverse communities under one cohesive constitutional framework.	1
	<p>Sample Answer:</p> <ul style="list-style-type: none"> • Many leaders, including Sardar Patel, opposed separate electorates, believing they would deepen divisions rather than empower minorities. • Members like G.B. Pant advocated for a unified electorate, emphasising that minorities would be better empowered through active participation in shared governance and common citizenship. • Influenced by Ambedkar’s vision of equal citizenship, the Assembly prioritised an inclusive framework that integrated diverse communities under a single, cohesive constitutional vision. • any other relevant point 	

