

Series PQ3RS/3

Set – 1



प्रश्न-पत्र कोड
Q.P. Code

61/3/1

अनुक्रमांक

Roll No.

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

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

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 21 + 1 मानचित्र हैं ।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 34 प्रश्न हैं ।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें ।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।
- Please check that this question paper contains 21 printed pages + 1 Map.
- Please check that this question paper contains 34 questions.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please write down the serial number of the question in the answer-book before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.



इतिहास HISTORY



निर्धारित समय : 3 घण्टे

अधिकतम अंक : 80

Time allowed : 3 hours

Maximum Marks : 80

61/3/1-13

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P.T.O.



सामान्य निर्देश :

निम्नलिखित निर्देशों को ध्यानपूर्वक पढ़िए और उनका पालन कीजिए :

- (i) इस प्रश्न-पत्र में 34 प्रश्न हैं । सभी प्रश्न अनिवार्य हैं ।
- (ii) प्रश्न-पत्र पाँच खण्डों में विभाजित है – खण्ड क, ख, ग, घ एवं ङ ।
- (iii) खण्ड क – प्रश्न संख्या 1 से 21 बहुविकल्पीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 1 अंक का है ।
- (iv) खण्ड ख – प्रश्न संख्या 22 से 27 लघु-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 3 अंकों का है । प्रत्येक प्रश्न का उत्तर 60 से 80 शब्दों में लिखिए ।
- (v) खण्ड ग – प्रश्न संख्या 28 से 30 दीर्घ-उत्तरीय (LA) प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 8 अंकों का है । प्रत्येक प्रश्न का उत्तर 300 से 350 शब्दों में लिखिए ।
- (vi) खण्ड घ – प्रश्न संख्या 31 से 33 तीन उप-प्रश्नों वाले स्रोत-आधारित प्रश्न हैं । प्रत्येक प्रश्न 4 अंकों का है ।
- (vii) खण्ड ङ – प्रश्न संख्या 34 मानचित्र-आधारित प्रश्न है जिसमें महत्वपूर्ण परीक्षण वस्तुओं की पहचान और स्थान शामिल हैं । यह प्रश्न 5 अंकों का है । मानचित्र को उत्तर-पुस्तिका के साथ संलग्न करें ।
- (viii) प्रश्न-पत्र में समग्र विकल्प नहीं दिया गया है । यद्यपि, खण्ड ख, ग तथा घ में आंतरिक विकल्प का प्रावधान दिया गया है । परीक्षार्थी को इन प्रश्नों में से किसी एक प्रश्न का उत्तर लिखना है ।
- (ix) इसके अतिरिक्त, ध्यान दें कि दृष्टिबाधित परीक्षार्थियों के लिए फोटो तथा मानचित्र आदि आधारित प्रश्नों के स्थान पर एक अन्य प्रश्न दिया गया है । इन प्रश्नों के उत्तर केवल दृष्टिबाधित परीक्षार्थी ही लिखें ।

खण्ड क

(बहुविकल्पीय प्रकार के प्रश्न)

21×1=21

1. मगध के संदर्भ में निम्नलिखित में से कौन-से विकल्प सही हैं ?

- I. मगध एक बहुत शक्तिशाली महाजनपद था ।
- II. राजगाह मगध की राजधानी थी ।
- III. मगध अर्ध-शुष्क क्षेत्र में था ।
- IV. मगध प्राकृतिक संसाधनों से समृद्ध था ।

विकल्प :

- (A) I, II और IV सही हैं
- (B) I, II और III सही हैं
- (C) I, III और IV सही हैं
- (D) II, III और IV सही हैं





General Instructions :

Read the following instructions carefully and follow them :

- (i) This question paper contains **34** questions. **All** questions are **compulsory**.
- (ii) Question paper is divided into **five** Sections – **Sections A, B, C, D and E**.
- (iii) **Section A** – question number **1 to 21** are Multiple Choice type questions. Each question carries **1** mark.
- (iv) **Section B** – question number **22 to 27** are Short Answer type questions. Each question carries **3** marks. Write answer to each question in **60 to 80** words.
- (v) **Section C** – question number **28 to 30** are Long Answer (LA) type questions. Each question carries **8** marks. Write answer to each question in **300 to 350** words.
- (vi) **Section D** – question number **31 to 33** are Source-based questions having three sub-questions. Each question carries **4** marks.
- (vii) **Section E** – question number **34** is Map-based question that includes the identification and location of significant test items. This question carries **5** marks. Attach the Map with the answer-book.
- (viii) There is no overall choice. However, an internal choice has been provided in Sections B, C and D of question paper. A candidate has to write answer for only one of the alternatives in such questions.
- (ix) In addition to this, Note that a separate question has been provided for Visually Impaired candidates in lieu of questions having visual inputs, Map etc. Such questions are to be attempted by Visually Impaired candidates only.

SECTION A

(Multiple Choice Type Questions)

21×1=21

1. Which of the following options are correct regarding Magadha ?

- I. Magadha was the most powerful Mahajanapada.
- II. Rajgaha was the capital of Magadha.
- III. Magadha was in a semi-arid area.
- IV. Magadha was rich in natural resources.

Options :

- (A) I, II and IV are correct
- (B) I, II and III are correct
- (C) I, III and IV are correct
- (D) II, III and IV are correct





2. निम्नलिखित को कालानुक्रम से क्रमबद्ध कीजिए और सही विकल्प का चयन कीजिए :

- | | |
|------------------------|-------------------------|
| I. अशोक का शासन | II. महापद्मनंद का शासन |
| III. हर्षवर्धन का शासन | IV. समुद्रगुप्त का शासन |

विकल्प :

- | | |
|--------------------|--------------------|
| (A) I, III, IV, II | (B) III, II, I, IV |
| (C) II, I, IV, III | (D) IV, III, I, II |

3. स्तम्भ I का मिलान स्तम्भ II से कीजिए और सही विकल्प का चयन कीजिए :

स्तम्भ I

(महाभारत के पात्र)

1. दुर्योधन
2. गांधारी
3. कुंती
4. घटोत्कच

स्तम्भ II

(भूमिका)

- (i) हिडिम्बा का पुत्र
- (ii) धृतराष्ट्र का ज्येष्ठ पुत्र
- (iii) पांडवों की माता
- (iv) दुर्योधन की माता

विकल्प :

- | | |
|------------------------------------|------------------------------------|
| (A) 1-(iv), 2-(iii), 3-(ii), 4-(i) | (B) 1-(ii), 2-(i), 3-(iv), 4-(iii) |
| (C) 1-(ii), 2-(i), 3-(iii), 4-(iv) | (D) 1-(ii), 2-(iv), 3-(iii), 4-(i) |

4. निम्नलिखित में से किस कला शैली को बुद्ध की दी गई मूर्तिकला छवि में दर्शाया गया है ?



- | | |
|----------------------|--------------------|
| (A) अमरावती कला शैली | (B) मथुरा कला शैली |
| (C) गांधार कला शैली | (D) गौथिक कला शैली |





2. Arrange the following in chronological order and choose the correct option :

- | | |
|-----------------------------|-----------------------------|
| I. Rule of Asoka | II. Rule of Mahapadma Nanda |
| III. Rule of Harshavardhana | IV. Rule of Samudragupta |

Options :

- | | |
|--------------------|--------------------|
| (A) I, III, IV, II | (B) III, II, I, IV |
| (C) II, I, IV, III | (D) IV, III, I, II |

3. Match Column I with Column II and choose the correct option :

Column I

(*Characters of Mahabharata*)

Column II

(*Role*)

- | | |
|----------------|---------------------------------|
| 1. Duryodhana | (i) Son of Hidimba |
| 2. Gandhari | (ii) Eldest son of Dhritrashtra |
| 3. Kunti | (iii) Mother of Pandavas |
| 4. Ghatotkacha | (iv) Mother of Duryodhana |

Options :

- | | |
|------------------------------------|------------------------------------|
| (A) 1-(iv), 2-(iii), 3-(ii), 4-(i) | (B) 1-(ii), 2-(i), 3-(iv), 4-(iii) |
| (C) 1-(ii), 2-(i), 3-(iii), 4-(iv) | (D) 1-(ii), 2-(iv), 3-(iii), 4-(i) |

4. Which of the following schools of art is depicted in the given sculpture image of Buddha ?



- | | |
|----------------------------|---------------------------|
| (A) Amravati school of art | (B) Mathura school of art |
| (C) Gandhara school of art | (D) Gothic school of art |



नोट: निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र.सं. 4 के स्थान पर है :

बुद्ध की शिक्षाओं का संकलन निम्नलिखित में से किस ग्रंथ में किया गया ?

- (A) उत्तराध्ययन सूत्र (B) सुत्त पिटक
(C) कल्पसूत्र (D) ऋग्वेद

5. दिए गए विकल्पों में से उचित शब्द से रिक्त स्थान की पूर्ति कीजिए :

_____ का हड़प्पा पुरास्थल वर्तमान राजस्थान में स्थित है ।

- (A) राखीगढ़ी (B) लोथल
(C) कालीबंगन (D) मांडा

6. कनिंघम के संदर्भ में निम्नलिखित कथनों को पढ़िए और सही विकल्प का चयन कीजिए :

- I. कनिंघम भारतीय पुरातात्विक सर्वेक्षण का पहला डायरेक्टर-जनरल था ।
II. उसने 19वीं शताब्दी के मध्य में पुरातात्विक उत्खनन का कार्य आरम्भ किया ।
III. उसने पुरातत्त्व की पद्धति में सैनिक परिशुद्धता का समावेश किया ।
IV. उसने चीनी बौद्ध तीर्थयात्रियों द्वारा छोड़े गए वृत्तांतों का प्रयोग किया ।

विकल्प :

- (A) I और IV सही हैं (B) I और II सही हैं
(C) I, II और III सही हैं (D) I, II और IV सही हैं

7. नीचे दो कथन दिए गए हैं, अभिकथन (A) और कारण (R) । उन्हें ध्यानपूर्वक पढ़िए और सही विकल्प का चयन कीजिए :

अभिकथन (A) : इब्न बतूता ने भारतीय कृषि को बहुत उत्पादक पाया ।

कारण (R) : मिट्टी उपजाऊ थी जिससे किसानों को साल में दो फसलों को उगाना संभव था ।

विकल्प :

- (A) अभिकथन (A) और कारण (R) दोनों सही हैं और कारण (R), अभिकथन (A) की सही व्याख्या करता है ।
(B) अभिकथन (A) और कारण (R) दोनों सही हैं, परन्तु कारण (R), अभिकथन (A) की सही व्याख्या नहीं करता है ।
(C) अभिकथन (A) सही है, परन्तु कारण (R) ग़लत है ।
(D) अभिकथन (A) ग़लत है, परन्तु कारण (R) सही है ।



Note : The following question is for the **Visually Impaired Candidates**, only in lieu of Q. No. 4 :

In which of the following texts were Buddha's teachings compiled ?

- (A) *Uttaradhyayana Sutta* (B) *Sutta Pitaka*
(C) *Kalpsutta* (D) *Rigveda*

5. Fill in the blank with the appropriate word from the given options :

The Harappan site of _____ is located in present day Rajasthan.

- (A) Rakhigarhi (B) Lothal
(C) Kalibangan (D) Manda

6. Read the following statements regarding Cunningham and choose the correct option :

- I. Cunningham was the first Director-General of ASI.
II. He began archaeological excavations in mid 19th century.
III. He brought a military precision to the practice of archaeology.
IV. He used the accounts left by Chinese Buddhist pilgrims.

Options :

- (A) I and IV are correct (B) I and II are correct
(C) I, II and III are correct (D) I, II and IV are correct

7. Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A) : Ibn Battuta found Indian agriculture very productive.

Reason (R) : The soils were fertile which allowed the farmers to produce two crops a year.

Options :

- (A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct explanation of the Assertion (A).
(B) Both Assertion (A) and Reason (R) are correct, but Reason (R) is **not** the correct explanation of the Assertion (A).
(C) Assertion (A) is correct, but Reason (R) is incorrect.
(D) Assertion (A) is incorrect, but Reason (R) is correct.





8. निम्नलिखित जानकारी की सहायता से व्यक्ति की पहचान कीजिए :

- वह एक प्रसिद्ध अभियंता, सर्वेक्षक और मानचित्रकार था ।
- 1815 में उसे भारत का पहला सर्वेयर जनरल बनाया गया ।

विकल्प :

- (A) अलेक्जेंडर ग्रीनलॉ
- (B) कॉलिन मैकेंज़ी
- (C) जॉन मार्शल
- (D) आर.ई.एम. व्हीलर

9. निम्नलिखित में से कौन-सा जोड़ा सही सुमेलित है ?

| <i>स्तम्भ I</i> (मंदिर) | <i>स्तम्भ II</i> (स्थान) |
|----------------------------|-----------------------------|
| (A) चिदम्बरम मंदिर | — तंजावुर |
| (B) बृहदेश्वर मंदिर | — विजयनगर |
| (C) चन्नकेश्व मंदिर | — बेलूर |
| (D) हज़ार राम मंदिर | — तमिलनाडु |

10. मुगल काल में निम्नलिखित में से कौन-सा कबीला भारत और अफ़ग़ानिस्तान के बीच ज़मीनी व्यापार में लगा था और पंजाब के गाँवों और शहरों में भी शिरकत करता था ?

- (A) मुंडा
- (B) कोच
- (C) अहोम
- (D) लोहानी

11. निम्नलिखित में से कौन-सा जोड़ा सही सुमेलित है ?

| <i>संत</i> | <i>उनका क्षेत्र</i> |
|--------------|---------------------|
| (A) कबीरदास | — कर्नाटक |
| (B) मीराबाई | — राजस्थान |
| (C) बासवन्ना | — असम |
| (D) शंकरदेव | — उत्तर प्रदेश |





8. Identify the person with the help of following information :

- He was a famous engineer, surveyor and cartographer.
- He was appointed the first Surveyor General of India in 1815.

Options :

- (A) Alexander Greenlaw
- (B) Colin Mackenzie
- (C) John Marshall
- (D) R.E.M. Wheeler

9. Which one of the following pairs is correctly matched ?

| <i>Column I</i> (Temple) | | <i>Column II</i> (Location) |
|-----------------------------|---|--------------------------------|
| (A) Chidambaram Temple | — | Thanjavur |
| (B) Brihadishvara Temple | — | Vijayanagara |
| (C) Chennakeshava Temple | — | Belur |
| (D) Hazara Rama Temple | — | Tamil Nadu |

10. Which one of the following tribes was engaged in overland trade between India and Afghanistan and in the villages and towns in Punjab during the Mughal era ?

- (A) Mundas
- (B) Koch
- (C) Ahoms
- (D) Lohanis

11. Which one of the following pairs is correctly matched ?

| <i>Saints</i> | | <i>Their Region</i> |
|------------------|---|---------------------|
| (A) Kabirdas | — | Karnataka |
| (B) Mirabai | — | Rajasthan |
| (C) Basavanna | — | Assam |
| (D) Shankaradeva | — | Uttar Pradesh |





12. स्तम्भ I का मिलान स्तम्भ II से कीजिए और निम्नलिखित में से सही विकल्प का चयन कीजिए :

स्तम्भ I

(1857 के विद्रोह के नेता)

स्तम्भ II

(संबंधित क्षेत्र)

- | | |
|----------------|-------------|
| 1. कुँवर सिंह | (i) सिंहभूम |
| 2. शाह मल | (ii) आरा |
| 3. बिरजिस कद्र | (iii) बड़ौत |
| 4. गोनू | (iv) लखनऊ |

विकल्प :

(A) 1-(i), 2-(ii), 3-(iii), 4-(iv) (B) 1-(iii), 2-(ii), 3-(iv), 4-(i)

(C) 1-(ii), 2-(iii), 3-(iv), 4-(i) (D) 1-(iv), 2-(ii), 3-(iii), 4-(i)

13. निम्नलिखित में से किसने महाभारत का समालोचनात्मक संस्करण तैयार करने का ज़िम्मा उठाया ?

- | | |
|---------------------|-------------------|
| (A) डी.एन. झा | (B) इरावती कार्वे |
| (C) वी.एस. सुकथांकर | (D) राम करण शर्मा |

14. स्तम्भ I का मिलान स्तम्भ II से कीजिए और सही विकल्प का चयन कीजिए :

स्तम्भ I

(यात्री)

स्तम्भ II

(लिखी गई किताबें)

- | | |
|----------------------|--------------------------------|
| 1. अबुल फज़ल | (i) ट्रेवल्स इन द मुगल एम्पायर |
| 2. इब्न बतूता | (ii) किताब-उल-हिन्द |
| 3. अल-बिरुनी | (iii) रिहला |
| 4. फ्राँस्वा बर्नियर | (iv) आइन-ए-अकबरी |

विकल्प :

(A) 1-(iv), 2-(iii), 3-(ii), 4-(i) (B) 1-(iii), 2-(ii), 3-(i), 4-(iv)

(C) 1-(ii), 2-(i), 3-(iv), 4-(iii) (D) 1-(i), 2-(iii), 3-(ii), 4-(iv)

15. दिए गए विकल्पों में से उचित शब्द से रिक्त स्थान की पूर्ति कीजिए :

मुगल साम्राज्य की वह ज़मीन जिसमें एक के बाद एक फ़सल की सालाना खेती होती थी, को _____ कहा जाता था ।

- | | | | |
|----------|-----------|----------|---------|
| (A) पोलज | (B) परौती | (C) बंजर | (D) चचर |
|----------|-----------|----------|---------|



12. Match Column I with Column II and choose the correct option from the following :

Column I

(Leaders of the Revolt of 1857)

Column II

(Related Region)

- | | |
|-----------------|---------------|
| 1. Kunwar Singh | (i) Singhbhum |
| 2. Shah Mal | (ii) Arrah |
| 3. Birjis Qadr | (iii) Barout |
| 4. Gonoo | (iv) Lucknow |

Options :

- | | |
|------------------------------------|------------------------------------|
| (A) 1-(i), 2-(ii), 3-(iii), 4-(iv) | (B) 1-(iii), 2-(ii), 3-(iv), 4-(i) |
| (C) 1-(ii), 2-(iii), 3-(iv), 4-(i) | (D) 1-(iv), 2-(ii), 3-(iii), 4-(i) |

13. Who among the following initiated the task of preparing the critical edition of *Mahabharata* ?

- | | |
|---------------------|----------------------|
| (A) D.N. Jha | (B) Irawati Karve |
| (C) V.S. Sukthankar | (D) Ram Karan Sharma |

14. Match Column I with Column II and choose the correct option :

Column I

(Traveller)

Column II

(Books authored)

- | | |
|---------------------|---|
| 1. Abu'l Fazl | (i) <i>Travels in the Mughal Empire</i> |
| 2. Ibn Battuta | (ii) <i>Kitab-ul-Hind</i> |
| 3. Al-Biruni | (iii) <i>Rihla</i> |
| 4. François Bernier | (iv) <i>Ain-i-Akbari</i> |

Options :

- | | |
|------------------------------------|------------------------------------|
| (A) 1-(iv), 2-(iii), 3-(ii), 4-(i) | (B) 1-(iii), 2-(ii), 3-(i), 4-(iv) |
| (C) 1-(ii), 2-(i), 3-(iv), 4-(iii) | (D) 1-(i), 2-(iii), 3-(ii), 4-(iv) |

15. Fill in the blank with the appropriate word from the given options :

The land which was annually cultivated for each crop in succession was called _____ in the Mughal Empire.

- | | | | |
|-----------|-------------|------------|-------------|
| (A) Polaj | (B) Parauti | (C) Banjar | (D) Chachar |
|-----------|-------------|------------|-------------|





16. निम्नलिखित में से किस जिले में रैयतों ने रैयतवाड़ी व्यवस्था में साहूकारों के विरुद्ध विद्रोह किया था ?
(A) अवध (B) बैरकपुर (C) भागलपुर (D) पूना
17. निम्नलिखित में से कौन भारतीय राष्ट्रीय काँग्रेस के नरम दल से संबंधित थे ?
(A) बिपिन चंद्र पाल (B) बाल गंगाधर तिलक
(C) गोपाल कृष्ण गोखले (D) लाला लाजपत राय
18. 'भारत छोड़ो आंदोलन' से संबंधित निम्नलिखित कथनों में से कौन-सा सही **नहीं** है ?
(A) भारत छोड़ो आंदोलन एक जन आंदोलन था ।
(B) हजारों भारतीयों ने इस आंदोलन में भाग लिया ।
(C) सतारा और मेदिनीपुर में 'स्वतंत्र' सरकार की स्थापना कर दी गई ।
(D) रजवाड़ों में 'प्रजा मंडलों' की एक शृंखला स्थापित की गई ।
19. "खूब लड़ी मर्दानी, वह तो झाँसी वाली रानी थी ।"
निम्नलिखित में से किसने इन पंक्तियों को लिखा और लक्ष्मी बाई को अन्याय का विरोध करने के प्रतीक के रूप में चित्रित किया है ?
(A) सरोजिनी नायडू (B) सूर्यकांत त्रिपाठी निराला
(C) हरिवंश राय बच्चन (D) सुभद्रा कुमारी चौहान
20. 13 दिसम्बर, 1946 को संविधान सभा में निम्नलिखित में से किसने 'उद्देश्य प्रस्ताव' पेश किया ?
(A) वल्लभ भाई पटेल (B) बी.आर. अम्बेडकर
(C) जवाहरलाल नेहरू (D) राजेन्द्र प्रसाद
21. संविधान सभा में केन्द्र में मजबूत सरकार बनाने के लिए निम्नलिखित में से किस पर चर्चा की गई ? निम्नलिखित में से सही विकल्प का चयन कीजिए ।
I. देश के कल्याण के लिए योजना बनाने के लिए ।
II. राज्य स्तर पर मजबूत प्रशासन स्थापित करने के लिए ।
III. उपलब्ध आर्थिक संसाधनों को जुटाने के लिए ।
IV. विदेशी आक्रमण से देश की रक्षा करने के लिए ।
विकल्प :
(A) I, II और IV (B) I, II और III
(C) II, III और IV (D) I, III और IV





16. In which of the following districts did the ryots revolt against sahkars of the Ryotwari system ?
(A) Awadh (B) Barrackpore (C) Bhagalpur (D) Poona
17. Who among the following belonged to a Moderate group of Indian National Congress ?
(A) Bipin Chandra Pal (B) Bal Gangadhar Tilak
(C) Gopal Krishan Gokhale (D) Lala Lajpat Rai
18. Which of the following statements is *not* correct regarding 'Quit India Movement' ?
(A) Quit India Movement was a mass movement.
(B) Thousands of Indians took part in this movement.
(C) 'Independent' governments were proclaimed in Satara and Medinipur.
(D) A series of 'Prajya Mandals' were established in princely states.
19. "Khoob ladi mardani, woh to Jhansi wali rani thi."
Who among the following has written these lines and portrayed Laxmi Bai as a symbol to resist injustice ?
(A) Sarojini Naidu (B) Suryakant Tripathi Nirala
(C) Harivansh Rai Bachchan (D) Subhadra Kumari Chauhan
20. Who among the following introduced the 'Objectives Resolution' in the Constituent Assembly on 13th December, 1946 ?
(A) Vallabh Bhai Patel (B) B.R. Ambedkar
(C) Jawaharlal Nehru (D) Rajendra Prasad
21. Which of the following were discussed in the Constituent Assembly for making a strong government at the Centre ? Choose the correct option from the following.
I. Planning for the well-being of the country.
II. To establish strong administration at the state level.
III. To mobilise available economic resources.
IV. To defend the country against foreign aggression.
- Options :
- (A) I, II and IV (B) I, II and III
(C) II, III and IV (D) I, III and IV





खण्ड ख
(लघु-उत्तरीय प्रकार के प्रश्न)

6×3=18

22. (क) विभिन्न स्थलों पर हड़प्पावासियों द्वारा उपयोग की जाने वाली सिंचाई की विधियों की व्याख्या कीजिए । 3
- अथवा**
- (ख) हड़प्पा सभ्यता में लोगों के बीच सामाजिक और आर्थिक अंतरों को समझने में शवाधान किस प्रकार सहायक हैं, व्याख्या कीजिए । 3
23. मौर्य साम्राज्य के बारे में जानने के विभिन्न स्रोतों का विश्लेषण कीजिए । 3
24. इब्न बतूता ने भारतीय शहरों का वर्णन किस प्रकार किया है ? स्पष्ट कीजिए । 3
25. मुगलों ने अपनी भू-राजस्व प्रणाली को किस प्रकार व्यवस्थित किया ? स्पष्ट कीजिए । 3
26. (क) समाज सुधारक के रूप में गाँधीजी की भूमिका का वर्णन कीजिए । 3
- अथवा**
- (ख) भारत में 1905 से 1907 के दौरान राष्ट्रीय आंदोलन की गतिविधियों की व्याख्या कीजिए । 3
27. जी.बी. पंत द्वारा परिभाषित एक निष्ठावादी नागरिक के गुणों की व्याख्या कीजिए । 3

खण्ड ग
(दीर्घ-उत्तरीय प्रकार के प्रश्न)

3×8=24

28. (क) साँची के स्तूप की मुख्य विशेषताओं और इसके संरक्षण में भोपाल के शासकों की भूमिका की परख कीजिए । 5+3=8
- अथवा**
- (ख) बुद्ध की मुख्य शिक्षाओं की परख कीजिए और बुद्ध के समय में बौद्ध धर्म तेज़ी से क्यों बढ़ा, व्याख्या कीजिए । 5+3=8
29. (क) अलवारों और नयनारों के विचारों की व्याख्या कीजिए । राज्यों के साथ इन्होंने अपने संबंध किस प्रकार स्थापित किए ? स्पष्ट कीजिए । 4+4=8
- अथवा**
- (ख) सूफ़ीवाद के उदय के कारणों की व्याख्या कीजिए और सूफ़ियों के राज्य के साथ संबंधों को भी स्पष्ट कीजिए । 4+4=8



SECTION B

(Short Answer Type Questions)

6×3=18

22. (a) Explain the methods of irrigation used by the Harappans at different sites. 3

OR

- (b) Explain how burials help in understanding the social and economic differences amongst the people in Harappan civilization. 3
23. Analyse the various sources to know about the Mauryan Empire. 3
24. Explain how Ibn Battuta described the Indian cities. 3
25. How did Mughals organize their land revenue system ? Explain. 3
26. (a) Describe the role of Gandhiji as a social reformer. 3

OR

- (b) Explain the activities of the national movement in India during 1905 to 1907. 3
27. Explain the attributes of a loyal citizen as defined by G.B. Pant. 3

SECTION C

(Long Answer Type Questions)

3×8=24

28. (a) Examine the main features of the Stupa at Sanchi and the role of the rulers of Bhopal in preserving it. 5+3=8

OR

- (b) Examine the major teachings of Buddha and explain why Buddhism grew rapidly during the time of Buddha. 5+3=8
29. (a) Explain the ideas of Alvars and Nayanars. Elucidate how they established their relations with the states. 4+4=8

OR

- (b) Explain the causes of the growth of Sufism and also explain the Sufis relations with the state. 4+4=8





30. (क) बंगाल में इस्तमरारी बंदोबस्त के कार्यान्वयन और इसके परिणामों को प्रभावित करने वाले कारकों की परख कीजिए । 4+4=8

अथवा

- (ख) “18वीं शताब्दी के अंत में उत्तर बंगाल के कुछ क्षेत्रों में जोतदार प्रभावशाली बन गये थे ।” इस कथन की परख कीजिए । 8

खण्ड घ

(स्रोत-आधारित प्रश्न)

3×4=12

31. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए : 1+1+2=4

रेशम बुनकरों ने क्या किया ?

निम्नलिखित अंश संस्कृत के एक अभिलेख से उद्धृत है :

कुछ लोगों को संगीत से अत्यंत प्रेम है जो कानों को प्रिय होता है; अन्य को गर्व है सैकड़ों उत्तम जीवनियों (के रचयिता होने) का, इस तरह वे अनेक कथाओं से परिचित हैं । (अन्य) विनीत भाव से उत्तम धार्मिक व्याख्यानों में तल्लीन हैं... कुछ लोग अपने धार्मिक अनुष्ठानों में श्रेष्ठ हैं; इसी तरह अपने पर निग्रह रखने वाले (वैदिक) खगोल शास्त्र में पारंगत हैं ।

- (31.1) शिलालेख में संगीत के प्रति प्रेम कैसे व्यक्त किया गया ? 1
- (31.2) व्यक्तियों ने वैदिक खगोल विज्ञान में अपनी निपुणता कैसे प्रदर्शित की ? 1
- (31.3) शिलालेख में उल्लिखित विभिन्न प्रतिभाओं ने समाज के समग्र ढाँचे में किस प्रकार योगदान दिया ? 2





30. (a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences. 4+4=8

OR

- (b) "The jotedars became powerful figures in many areas of North Bengal during the end of the 18th century." Examine the statement. 8

SECTION D

(Source-Based Questions)

3×4=12

31. Read the given source carefully and answer the questions that follow : 1+1+2=4

What the silk weavers did

Here is an excerpt from the inscription, which is in Sanskrit :

Some are intensely attached to music (so) pleasing to the ear; others, being proud of (the authorship of) a hundred excellent biographies, are conversant with wonderful tales; (others), filled with humility, are absorbed in excellent religious discourses; ... some excel in their own religious rites; likewise by others, who were self-possessed, the science of (Vedic) astronomy was mastered.

- (31.1) How was love for music expressed in the inscription ? 1
- (31.2) How did individuals demonstrate their mastery in the science of Vedic astronomy ? 1
- (31.3) In what ways did the various talents mentioned in the inscription contribute to the overall fabric of society ? 2



32. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए : 1+1+2=4

हौज़ों/जलाशयों का निर्माण किस प्रकार होता था ?

कृष्णदेव राय द्वारा बनवाए गए जलाशय के विषय में पेस लिखता है :

राजा ने एक जलाशय बनवाया ... दो पहाड़ियों के मुख-विबर पर जिससे दोनों में से किसी पहाड़ी से आने वाला सारा जल वहाँ इकट्ठा हो, इसके अलावा जल 9 मील (लगभग 15 किमी) से भी अधिक की दूरी से पाइपों से आता है जो बाहरी शृंखला के निचले हिस्से के साथ-साथ बनाए गए थे । यह जल एक झील से लाया जाता है जो छलकाव से खुद एक छोटी नदी में मिलती है । जलाशय में तीन विशाल स्तंभ बने हैं जिन पर खूबसूरती से चित्र उकेरे गए हैं; ये ऊपरी भाग में कुछ पाइपों से जुड़े हुए हैं जिनसे ये अपने बगीचों तथा धान के खेतों की सिंचाई के लिए पानी लाते हैं । इस जलाशय को बनाने के लिए इस राजा ने एक पूरी पहाड़ी को तुड़वा दिया ... जलाशय में मैंने इतने लोगों को कार्य करते देखा कि वहाँ पन्द्रह से बीस हज़ार आदमी थे, चींटियों की तरह ...

- (32.1) कृष्णदेव राय ने जलाशय का निर्माण क्यों करवाया ? 1
- (32.2) कृष्णदेव राय ने जलाशय के निर्माण के लिए दो पहाड़ियों के मुख-विबर के स्थान को क्यों चुना ? 1
- (32.3) जलाशयों के पानी का उपयोग किस प्रकार किया जाता था ? 2

33. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए : 1+1+2=4

नवाब साहब जा चुके हैं

एक और गीत में ऐसे शासक की दुर्दशा पर विलाप किया जा रहा है जिसे मजबूरन अपनी मातृभूमि छोड़नी पड़ी :

अभिजात और किसान, सब रो रहे थे ।

और सारा आलम रोता-चिल्लाता था ।

हाय! जान-ए-आलम देस से विदा लेकर परदेस चले गए हैं ।

- (33.1) नवाब को हटाने का तत्काल प्रभाव क्या पड़ा ? 1
- (33.2) नवाब के गद्दी से हटने और जाने पर भावनात्मक उथल-पुथल क्यों मची ? 1
- (33.3) अवध का अधिग्रहण अंग्रेज़ों की औपनिवेशिक रणनीति में किस प्रकार सही रहा ? स्पष्ट कीजिए । 2





32. Read the given source carefully and answer the questions that follow : 1+1+2=4

How tanks were built ?

About a tank constructed by Krishnadeva Raya, Paes wrote :

The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants ...

- (32.1) Why did Krishnadeva Raya construct a tank ? 1
- (32.2) Why did Krishnadeva Raya choose the location at the mouth of two hills for building the tank ? 1
- (32.3) In what ways was the water from the tanks used ? 2

33. Read the given source carefully and answer the questions that follow : 1+1+2=4

The Nawab has left

Another song mourned the plight of the ruler who had to leave his motherland :

Noble and peasant all wept together
and all the world wept and wailed
Alas! The chief has bidden adieu to
his country and gone abroad.

- (33.1) What was the immediate impact of the removal of the Nawab ? 1
- (33.2) Why was there emotional upheaval at the dethroning and departure of the Nawab ? 1
- (33.3) How did the annexation of Awadh fit into the British colonial strategy ? Explain. 2



खण्ड ड
(मानचित्र-आधारित प्रश्न)

5

34. (34.1) **भारत** के दिए गए राजनीतिक रेखा-मानचित्र (पृष्ठ 23 पर) में, निम्नलिखित को उपयुक्त चिह्नों से अंकित कीजिए और उनके नाम लिखिए : 3×1=3

- (i) धौलावीरा - हड़प्पा पुरास्थल
- (ii) मेरठ स्तम्भ - अशोक के शिलालेख का एक स्थल
- (iii) (क) विजयनगर
अथवा
(ख) बीजापुर

(34.2) **भारत** के इसी राजनीतिक रेखा-मानचित्र पर दो स्थानों को A और B के रूप में चिह्नित किया गया है जो 1857 के दौरान ब्रिटिश के अधीनस्थ थे। उन्हें पहचानिए और उनके निकट खींची गई रेखाओं पर सही नाम लिखिए। 2

नोट: निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 34 के स्थान पर हैं:

- (34.1) किसी एक हड़प्पा पुरास्थल का नाम लिखिए। 1
- (34.2) किसी एक बौद्ध स्थल का उल्लेख कीजिए। 1
- (34.3) (क) विजयनगर साम्राज्य की राजधानी का नाम लिखिए। 1
अथवा
(ख) विजयनगर साम्राज्य के किसी एक पड़ोसी राज्य का नाम लिखिए। 1
- (34.4) 1857 के दौरान ब्रिटिश अधीनस्थ किन्हीं दो शहरों का उल्लेख कीजिए। 2





SECTION E
(Map-Based Question)

5

34. (34.1) On the given political outline map of **India** (on page 23), locate and label the following with appropriate symbols : **3×1=3**

- (i) Dholavira – a Harappan site
- (ii) Meerut Pillar – a site of Asokan inscription
- (iii) (a) Vijayanagara

OR

- (iii) (b) Bijapur

(34.2) On the same political outline map of **India**, two places related to British control in 1857 are marked as A and B. Identify them and write their correct names on the lines drawn near them. **2**

Note : The following questions are for the **Visually Impaired Candidates**, only in lieu of Q. No. 34 :

(34.1) Name any one Harappan site. **1**

(34.2) Mention any one Buddhist site. **1**

(34.3) (a) Name the capital city of Vijayanagara Empire. **1**

OR

(34.3) (b) Mention any one neighbouring state of the Vijayanagara Empire. **1**

(34.4) Mention any two cities which were under the British control during 1857. **2**

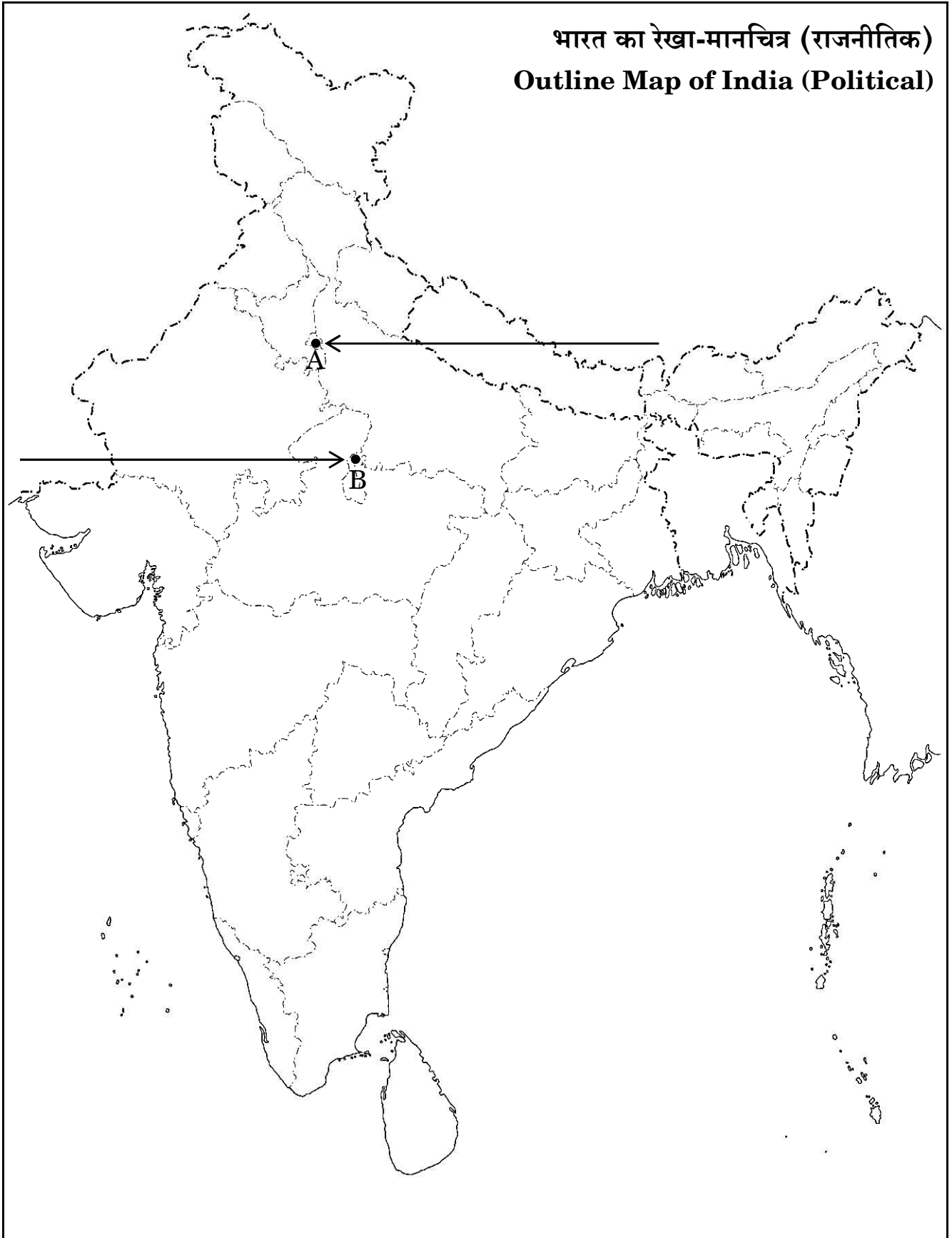






प्रश्न सं. 34 के लिए

For question no. 34



Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/3/1)

General Instructions:

| | |
|---|--|
| 1 | You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. |
| 2 | “Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to the public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/ document to anyone, publishing in any magazine and printing in News Paper/ Website etc. may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand the given answer and even if the reply is not from the marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark (√) wherever the answer is correct. For wrong answer CROSS ‘x’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is the most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question”. |



| | |
|----|--|
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalised only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving the answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the 'x' for incorrect answers.) ● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks. |
| 15 | Any un-assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously. |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |



SET - 61/3/1
MARKING SCHEME 2024
HISTORY (027)

MM:80

| S.NO | Value Points | Pg No. | Marks |
|---|---|--------------------|-------|
| SECTION A (Multiple Choice Type Questions) 21x1=21 | | | |
| 1 | (A) I,II and IV are correct | Pg.31 | 1 |
| 2 | (C) II,I,IV,III | Pg.32,50 | 1 |
| 3 | (D) 1-(ii),2-(iv),3-(iii),4-(i) | Pg.60 &65 | 1 |
| 4 | (B) Mathura school of art (B) Sutta Pitaka (<i>for the Visually Impaired Candidates</i>) | Pg.103 Pg.86 | 1 |
| 5 | (C) Kalibangan | Pg.2 | 1 |
| 6 | (D) I,II,and IV are correct | Pg. 19 | 1 |
| 7 | (A) Both Assertion(A) and Reason (R) are correct and Reason (R) is the correct explanation of Assertion (A) | Pg.128 | 1 |
| 8 | (B) Colin Mackenzie | Pg. 171 | 1 |
| 9 | (C) Chennakeshava Temple-Belur | Pg. 172 | 1 |
| 10 | (D) Lohanis | Pg. 210 | 1 |
| 11 | (B) Mirabai-Rajasthan | Pg.164 | 1 |
| 12 | (C) 1-(ii),2-(iii),3-(iv),4-(i) | Pg.262 | 1 |
| 13 | (C) V.S.Sukthankar | Pg.54 | 1 |
| 14 | (A) 1-(iv),2-(iii),3-(ii),4-(i) | Pg.117-118 &122 | 1 |
| 15 | (A) Polaj | Pg.214 | 1 |
| 16 | (D) Poona | Pg. 276 | 1 |
| 17 | (C) Gopal Krishna Gokhale | Pg.287 | 1 |
| 18 | (D) A Series of 'Prajha Mandals'were established in Princely States | Pg.303 | 1 |
| 19 | (D) Subhadra Kumari Chauhan | Pg.283 | 1 |
| 20 | (C) Jawaharlal Nehru | Pg.322,323 | 1 |
| 21 | (D) I,III and IV | Pg. 334 | 1 |



Section B
(Short-Answer Type Questions)

6x3=18

| | | | |
|----|--|---------|---|
| 22 | <p>a) Explain the methods of irrigation used by the Harappans at different sites.</p> <p>(i) Most Harappan sites are located in semi-arid lands, where irrigation was probably required for agriculture.</p> <p>(ii) For irrigation, traces of canals have been found at Shortughai in Afghanistan , but not in Punjab or Sindh.</p> <p>(iii) Water drawn from wells used for irrigation.</p> <p>(iv) Water reservoirs were found in Dholavira for the purpose of irrigation or to store water for agriculture.</p> <p>(v) Any other relevant point. Explain any three points.</p> | Pg.3- 4 | 3 |
| OR | | | |
| | <p>(b) Explain how burials help in understanding the social and economic differences amongst the people in Harappan civilization.</p> <p>(i) The dead were laid in pits.</p> <p>(ii) Sometimes pits had differences.</p> <p>(iii) Some pits were lined with bricks .</p> <p>(iv) Some graves contained pottery and ornaments.</p> <p>(v) Jewellery has been found in graves of both men and women.</p> <p>(vi) In some cases the dead were buried with copper mirror or jasper beads etc.</p> <p>(vii) It appears that Harappans did not believe in burying precious things with the dead.</p> <p>(viii) Any other relevant point. Explain any three points.</p> | Pg. 9 | 3 |
| 23 | <p>Analyse the various sources to know about the Mauryan Empire.</p> <p>(i) Archaeological findings.</p> <p>(ii) Contemporary works account of Megasthenes (Indica description of the court of ChandraGupta Maurya)</p> <p>(iii) Arthshastra composed by Kautilya or Chanakya..</p> <p>(iv) Buddhist, Jain, puranic literature and Sanskrit literary work.</p> <p>(v) Inscription of Ashoka.</p> <p>(vi) Sculptures.</p> <p>(vii) Any other relevant point. Explain any three points.</p> | Pg. 32 | 3 |



| | | | |
|-----|--|-------------|---|
| 24 | <p>Explain how Ibn Battuta described the Indian cities.</p> <ul style="list-style-type: none"> (i) Ibn Battuta found Indian cities full of exciting opportunities. (ii) Cities were densely populated and prosperous. (iii) Most cities had crowded streets, bright and colourful markets. (iv) A great variety of goods were available for everybody's needs. (v) Ibn Battuta described Delhi as vast city, with great population, the largest in India. (vi) Daulatabad (in Maharashtra) was no less, and easily rivalled Delhi in size. (vii) The Bazaars were not only places of economics transactions, but also the hub of social and cultural activities. (viii) Ibn Battuta wrote about Daulatabad that there is a market place for male and female singers and one of greatest and most beautiful bazaars. (ix) Any other relevant point. <p>Explain any three points.</p> | Pg.127-128 | 3 |
| 25. | <p>How did Mughals organize their land revenue system? Explain. During the period of Akbar land was classified as under</p> <ul style="list-style-type: none"> (i) The land revenue arrangements consisted of two stages – first, assessment and then actual collection. (ii) The jama was the amount assessed, as opposed to hasil, the amount collected. (iii) Akbar decreed <i>Amil-guzar</i> should strive to make cultivators pay in cash. (iv) The option of payment in kind was also to be kept open. (v) While fixing revenue, the attempt of the state was to maximise its claims. (vi) Both cultivated and cultivable lands were measured in each province. (vii) Polaj land – was very fertile and crops were grown in continuity, one after the other. Annually cultivated for each crop in succession and is never allowed lie fallow. (viii) Parauti– Though fertile yet left uncultivated for some time to regain fertility. (ix) Chachar lands – less fertile and left uncultivated for there to four years. (x) Banjar lands – were infertile and left uncultivated for five years and more. (xi) Polaj and Parauti land had three classes, good, middling and bad. (xii) They add together the produce of each sort, and the third of this represents the medium produce, one third part of which is exacted as Royal dues. (xiii) Any other relevant point <p>Explain any three points</p> | Pg. 213-214 | 3 |



| | | | |
|----|---|------------|---|
| 26 | <p>(a) Describe the role of Gandhiji as a social reformer.</p> <p>(i) Gandhi worked to eradicate social evils. (ii) He worked against untouchability. (iii) He spoke against child marriage. (iv) He worked for Hindu-Muslim unity. (v) He promoted Khadi and Swadeshi. (vi) Indians of one faith had also to cultivate a genuine tolerance for Indians of another faith, as taught by Gandhiji. (vii) Gandhiji also give emphasis that Indians had to learn to become self-reliant. (viii) Any other relevant point Explain any three points</p> | Pg.294-295 | 3 |
| OR | | | |
| | <p>(b) Explain the activities of the national movement in India during 1905 to 1907.</p> <p>(i) India, though colony, yet far more active in political scene. (ii) Indian National Congress had many branches in different towns and cities. (iii) Swadeshi Movement of 1905 – 07 had broadened its appeal among the middle classes. (iv) This movement had thrown up some towering leaders–Lal Bal and Pal on the scene of India. (v) The alliteration conveying the all India character of their struggle, since their native place provinces were very different from one another. (vi) Where these leaders advocated militant opposition to colonial rule, there was a group of ‘moderates’ who preferred a more gradual and persuasive approach. (vii) Among these Moderates was Gandhiji’s acknowledged political mentor, Gopal Krishna Gokhale as well as Mohammad Ali Jinnah. They asked for Swaraj. (viii) Any other relevant point. Explain any three points.</p> | Pg. 287 | 3 |



| | | | |
|-----|--|---------|---|
| 27. | <p>Explain the attributes of a loyal citizen as defined by G.B. Pant.</p> <ul style="list-style-type: none"> (i) G.B.Pant agreed that in order to become loyal citizen people had to stop focusing on the community and the self. (ii) One must train oneself in the art of self-discipline. (iii) All loyalties must be centered around the state. (iv) One should care less for oneself but more for others. (v) There cannot be any divided loyalty. (vi) If in a democracy, you have rival loyalties then democracy is doomed. (vii) Any other relevant point. <p>Explain any three points.</p> | Pg. 330 | 3 |
|-----|--|---------|---|

Section C
(Long-Answer Type Questions)

3x8=24

| | | | |
|----|---|-------------------|-------|
| 28 | <p>(a) Examine the main features of the Stupa at Sanchi and the role of the rulers of Bhopal in preserving it.</p> <p>Main features of the Stupa at Sanchi</p> <ul style="list-style-type: none"> (i) Sanchi Stupa is a wonderful ancient building at Sanchi in M.P. (ii) It gives a view to stone sculpture and statue of Buddha and an ancient gateway. (iii) The Stupas at Sanchi is plain except for the stone railings. (iv) The Northern gate way of Sanchi Stupa depicts the scene from the Vessantara Jataka. (v) Various symbols of worship like Bodhi tree, the wheel of dharma ,the empty seat ,the stupa are depicted in Sanchi stupa sculpture. (vi) Shalabhanjika motif, elephant motif, gajalakshmi, serpent etc. seems to be derived from popular traditions. (vii) The Jataka tales contains several animal stories that are depicted at Sanchi. (viii) These animals were carved to create lively scenes to draw viewers. (ix) James Fergusson considered Sanchi to be a Centre of tree and serpent worship. He arrived at this conclusion by studying the images at Sanchi. (x) So the knowledge of Buddhist literature help in understanding the sculpture at Sanchi. (xi) Any other relevant point. <p>Explain any five points.</p> <p>Role of the rulers of Bhopal in preserving Sanchi Stupa.</p> <ul style="list-style-type: none"> (i) The ruins appear to be the objects of great interest to Europeans. (ii) Cunningham examined the ruins of monument most carefully. (iii) French wanted to take away the eastern gateway and sought | Pg. 82–83, 99–103 | 5+3=8 |
|----|---|-------------------|-------|



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| | <p>permission from Shahjehan Begum.</p> <p>(iv) Englishmen also wanted to do the same thing.</p> <p>(v) But later ShahJehan Begum of Bhopal did not permit them to do so and satisfied both the French and the English with carefully prepared plaster-cast copies and the original remained at the site part of the Bhopal.</p> <p>(vi) The rulers of Bhopal provided funds to preserve the Stupa.</p> <p>(vii) Sultan Jehan Begum funded the museum that was built there as well as the guest house.</p> <p>(viii) Any other relevant point. Explain any three points.</p> | | |
| OR | | | |
| | <p>(b) Examine the major teachings of Buddha and explain why Buddhism grew rapidly during the time of Buddha.</p> <p>Major teachings of Buddha</p> <p>(i) According to Buddhist philosophy the world is transient and changing.</p> <p>(ii) It is also soulless, nothing is permanent or eternal.</p> <p>(iii) Sorrow is intrinsic to human existence.</p> <p>(iv) By following the middle path between severe penance and self-indulgence one can rise above the troubles of world.</p> <p>(v) Whether God exists, not relevant.</p> <p>(vi) Individual effort was expected to transform social relations.</p> <p>(vii) Buddha emphasized on individual agency and righteous action as means to escape from the cycle of rebirth and attain self-realization and nibbana.</p> <p>(viii) Buddha's last words to his followers were "Be lamps unto yourselves as all of you must work out your own liberation".</p> <p>(ix) Any other relevant point. Explain any three points.</p> <p>Buddhism's growth during the time of Buddha</p> <p>(i) Buddhism appealed to many people.</p> <p>(ii) Those confused with other religions shifted towards Buddhism.</p> <p>(iii) Buddhist literature played the desired part.</p> <p>(iv) The importance attached to conduct and values rather than claims of superiority based on birth, promoted Buddhism.</p> <p>(v) The emphasis placed on metta and karuna for younger and weaker than oneself drew men and women to Buddhist teachings.</p> <p>(vi) Equality.</p> <p>(vii) Any other relevant point. Explain any three points.</p> | Pg. 91–94 | 5+3=8 |



| | | | |
|------------|---|----------------------|--------------|
| <p>29.</p> | <p>a) Explain the ideas of Alvars and Nayanars. Elucidate how they established their relations with the states. Ideas of Alvars and Nayanars.</p> <p>Alvars and Nayanars initiated a movement against the caste system</p> <ul style="list-style-type: none"> (i) They criticised dominance of Brahmins. (ii) They tried to reform the system. (iii) They claimed that their compositions were as important as Vedas. (iv) Their anthology 'Nalayira Divyaprabandham' was often described as the Tamil Veda. (v) The most striking feature of these traditions was the presence of women. (vi) Andal who saw herself as a beloved of Vishnu. (vii) Karaikkal ammaiyar a devotee of Shiva. (viii) Any other relevant point. (ix) Explain any four points. <p>Relations with the state.</p> <ul style="list-style-type: none"> (i) There were instances to show that they had cordial relations with the rulers. (ii) They used to get royal patronage. (iii) Cholas gave grants for constructing temples of Vishnu and Shiva. (iv) Important temples at Thanjavur, and Chidambaram were constructed under the patronage of Chola rulers. (v) Chola rulers claimed divine support. (vi) They proclaimed their own power and status by building splendid temples. (vii) These kings also introduced the singing of Tamil hymns. (viii) They organized them into a text (Tevaram). (xi) Chola ruler Prantaka I consecrated metal images of Saints- Appar ,Sambandar and Sundarar in a Shiva temple. (x) Any other relevant point. Explain any four points. . | <p>Pg.144 -146</p> | <p>4+4=8</p> |
| <p>OR</p> | | | |
| | <p>(b) Explain the causes of the growth of Sufism and also explain the Sufis relations with the state.</p> <p>Causes of the growth of Sufism</p> <ul style="list-style-type: none"> (i) Sufism grew in protest against the growing materialism of the Caliphate as a religious and political institution. (ii) They were critical of the dogmatic definition of interpreting Quran and Sunna. (iii) Instead they laid emphasis on seeking salvation through | <p>pg153,158-159</p> | <p>4+4=8</p> |



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| | <p>intense devotion and love for God.</p> <p>(iv) They followed the command of the Prophet.</p> <p>(v) They regarded the Prophet as the perfect human being.</p> <p>(vi) They sought interpretation of Quran on the basis of their personal experience.</p> <p>(vii) By eleventh century, Sufism evolved into a well-developed movement.</p> <p>(viii) Any other relevant point.</p> <p>Explain any four points</p> <p>Sufis relations with the state</p> <p>(i) They developed their literature, and Sufi practices.</p> <p>(ii) A major feature of the Chishti tradition was austerity, including a distance from worldly power.</p> <p>(iii) The Sufis accepted unsolicited grants and donation from the political elites.</p> <p>(iv) The Sultans in turn set up charitable trust as they gave endowments for hospices and granted tax free land.</p> <p>(v) Kings demonstrated their association with Sufis. They also required legitimation from them.</p> <p>(vi) The Delhi Sultan resisted the insistence of the ulema on imposing shariat as state law.</p> <p>(vii) The Sultans sought out the Sufis- who derived their authority directly from God.</p> <p>(viii) Kings often wanted their tombs to be in the vicinity of Sufi shrines and hospices.</p> <p>(ix) There were instances of conflict between the sultans and the Sufis.</p> <p>(x) Sufi Shaikh was addressed with high-sounding titles like sultan-ul-mashaikh.</p> <p>(xi) To assert the authority of sultans and Sufis both expected certain rituals such as prostration and kissing of the feet.</p> <p>(xii) Any other relevant point.</p> <p>Explain any four points</p> | | |
|--|---|--|--|



| | | | |
|----|--|------------|-------|
| 30 | <p>(a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences.</p> <p>Factors that influenced the implementation of the Permanent Settlement in Bengal</p> <ul style="list-style-type: none"> (i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal. (ii) The initial demands were very high and zamindars could not pay. (iii) Officials felt that agriculture, trade and the revenue resources of the state could be developed by encouraging investment in agriculture. (iv) This could be done by securing rights of property and permanently fixing the rates of revenue demand. (v) Permanent revenue demand would be ensure the regular flow of income for the company. (vi) Permanent settlement initially curtailed the power of zamindars. (vii) It would lead to the emergence of a class of yeomen farmers and rich landowners such farmer would have the capital and enterprise to improve agriculture. (viii)The company recognised zamindars as important but wanted to control and regulate them. (ix) Zamindars regularly failed to pay the revenue demand. Nutured by the British, this class wpuld also be loyal to the Company. (x) Any other relevant point. Explain any four points <p>CONSEQUENCES</p> <ul style="list-style-type: none"> (i) The East India Company had fixed the revenue that each zamindar had to pay. The estates of those who failed to pay were to be auctioned to recover the revenue. (ii) Zamindars lost their power to organise local justice. (iii) Zamindars regularly failed to pay the revenue demand. (iv) Nurtured by the British they would be loyal to the Company. (v) Unpaid balances accumulated. (vi) The zamindars' troops were disbanded, (vii) Customs duties abolished, (viii) Their“cutcheries”(courts) brought under the supervision of a Collector appointed by the Company. (ix) Collectorate emerged as an alternative centre of authority, if restricted what the zamindar could do (x) Any other relevant point. Explain any four points | Pg.228-229 | 4+4=8 |
| OR | | | |



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| | <p>(b) “The jotedars became powerful figures in many areas of North Bengal during the end of the 18th century.” Examine the statement.</p> <p>(i) A group of rich peasants were consolidating their position in the villages.</p> <p>(ii) Jotedars had acquired vast areas of land – sometimes as much as several thousand acres.</p> <p>(iii) They controlled local trade as well as moneylending, exercising immense power over the poorer cultivators of the region.</p> <p>(iv) A large part of their land was cultivated through sharecroppers. They exercised immense power over the poor cultivators.</p> <p>(v) The power of jotedars was more effective than that of zamindars.</p> <p>(vi) Jotedars were located in the villages and exercised direct control over a considerable section of poor villagers.</p> <p>(vii) They fiercely resisted efforts by zamindars to increase the jama of the village, prevented zamindari officials from executing their duties.</p> <p>(viii) They mobilised raiyat who were dependent on them, and deliberately delayed payments of revenue to the zamindar.</p> <p>(ix) Any other relevant point. Explain any eight points.</p> | Pg. 231 | 8 |
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SECTION D
(Source-Based Questions)

3x4=12

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| 31 | <p style="text-align: center;"><i>What the silk weavers did</i></p> <p><i>What the silk weavers did Here is an excerpt from the inscription, which is in Sanskrit : Some are intensely attached to music (so) pleasing to the ear; others, being proud of (the authorship of) a hundred excellent biographies, are conversant with wonderful tales; (others), filled with humility, are absorbed in excellent religious discourses; ... some excel in their own religious rites; likewise by others, who were self-possessed, the science of (Vedic) astronomy was mastered.</i></p> | Pg. 64 | 1+1+2 =4 |
| | <p>(31.1) How was love for music expressed in the inscription? (1)</p> <p>It was pleasing to the ear, attachment to music. Any other relevant point. Explain any one point.</p> | Pg. 64 | |
| | <p>(31.2) How did individuals demonstrate their mastery in the science of Vedic astronomy? (1)</p> <p>Through self-possession the science of (Vedic) astronomy was mastered. Any other relevant point.</p> | Pg. 64 | |



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| | Explain any one point. | | |
| | (31.3) In what ways did the various talents mentioned in the inscription contribute to the overall fabric of society? (2) (i) Development of different skills. (ii) Development of different occupation. (iii) Intermixture of tradition/culture (iv) Promoting a sense of tolerance and harmony (v) Development of the social values. (vi) Any other relevant point. Explain any two points. | Pg. 64 | |
| 32 | <i>How tanks were built?</i> <i>About a tank constructed by Krishnadeva Raya, Paes wrote: The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants.</i> | Pg. 177 | 1+1+2 =4 |
| | (32.1) Why did Krishnadeva Raya construct a tank? (1) (i) For the collection of water. (ii) To cultivate lands (iii) To provide water to the city (iv) Any other relevant point. Explain any one point. | Pg. 177 | |
| | (32.2) Why did Krishnadeva Raya choose the location at the mouth of two hills for building the tank? (1) (i) To receive a regular supply of water from basin of Tungabhadra. (ii) Water come from three leagues to fill the lake. (iii) Any other relevant point. Explain any one point, | Pg. 177 | |
| | (32.3) In what ways was the water from the tanks used? (2) (i) The water was supplied to the city for domestic use. (ii) For their gardens and rice-field. (iii) To the royal center. (iv) For the purpose of irrigation. | Pg. 177 | |



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| | (v) Any other relevant point. Explain any two point. | | |
| 33 | <p style="text-align: center;"><i>The Nawab has left</i></p> <p><i>Another song mourned the plight of the ruler who had to leave his motherland :</i></p> <p><i>Noble and peasant all wept together</i> <i>and all the world wept and wailed</i> <i>Alas! The chief has bidden adieu to</i> <i>his country and gone abroad.</i></p> | Pg. 266-267 | 1+1+2 =4 |
| | <p>(33.1) What was the immediate impact of the removal of the Nawab? (1)</p> <p>(i) People of Awadh were unhappy (ii) They wept (iii) They wailed. (iv) Soul had gone out of the body. (v) They were dissatisfied with the British. (vi) Any other relevant point. Explain any one point</p> | Pg. 266-267 | |
| | <p>(33.2) Why was there emotional upheaval at the dethroning and departure of the Nawab ? (1)</p> <p>(i) There was upheaval and the people were greatly annoyed. (ii) Nawab was dethroned on frivolous grounds. (iii) Awadh annexed. (iv) He was seen as father figure. (v) They started believing that the soul left the body. (vi) Loss of livelihood. (vii) Dissolution of court culture. (viii) <i>Any other relevant point.</i> Explain any one point.</p> | Pg. 266-267 | |
| | <p>(33.3) How did the annexation of Awadh fit into the British colonial strategy? Explain. (2)</p> <p>(i) Lord Dalhousie described the kingdom of Awadh as “a cherry that will drop into our mouth one day”. (ii) The British felt that the soil there was good for producing indigo and cotton. (iii) The region was ideally located to be developed into the principal market of Upper India. (iv) By the early 1850s, all the major areas of India had been conquered: Maratha lands, Doab, the Carnatic, the Punjab and Bengal. (v) The takeover of Awadh in 1856 was expected to complete a process of territorial annexation. (vi) Any other relevant point. Explain any two points</p> | Pg. 266-267 | |



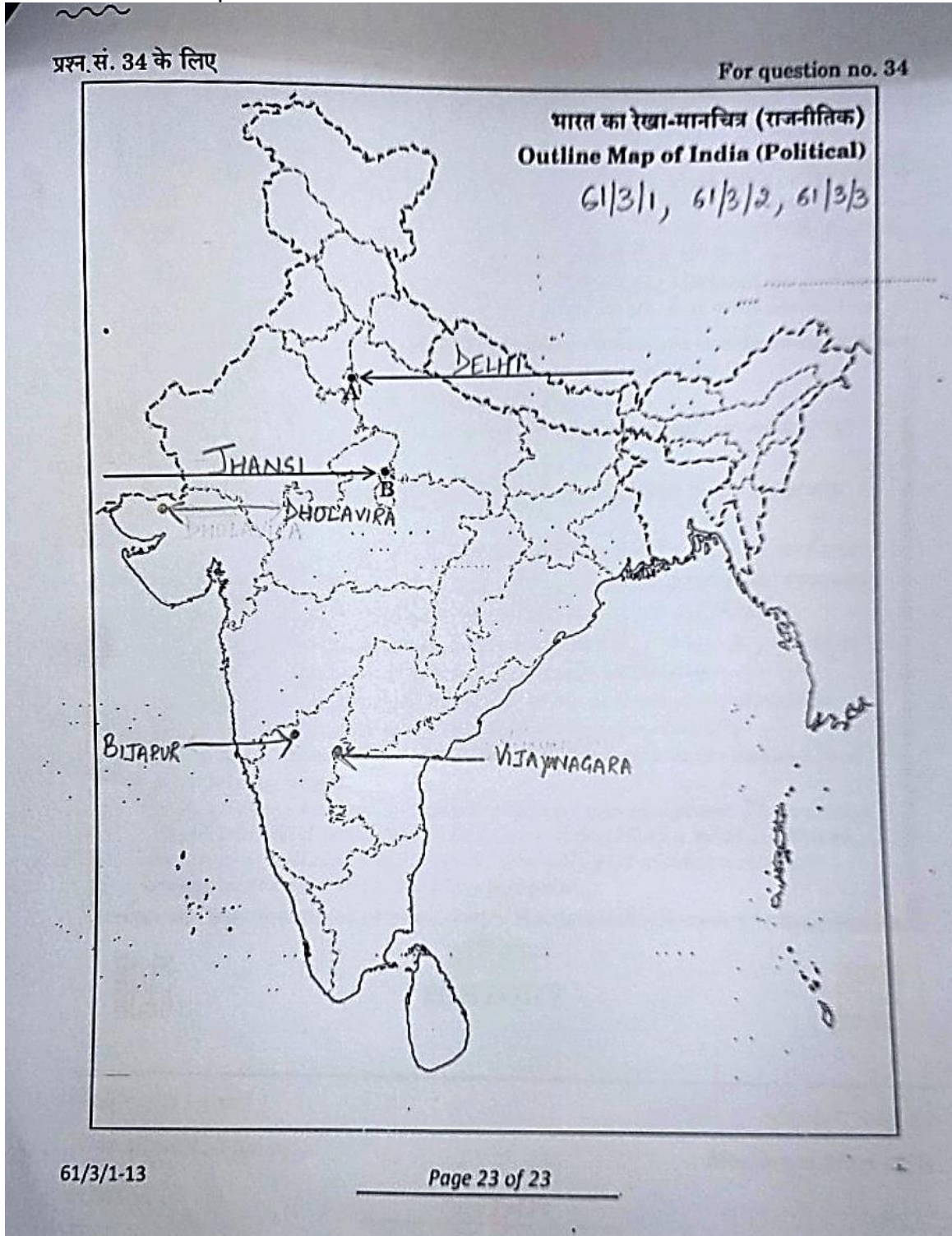
SECTION E
(Map-Based Questions)

5

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| 34 | <p>34.1 On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <p>(i) Dholavira – a Harappan site 1 (ii) Meerut Pillar – a site of Asokan inscription 1 (iii) (a) Vijayanagara 1 <div style="text-align: center;">OR</div> (iii) (b) Bijapur</p> <p>Filled in map attached herewith.</p> | Pg 2 Pg 33 Pg174 | 3X1=3 |
| | <p>(34.2) On the same political outline map of India, two places related to British control in 1857 are marked as A and B. Identify them and write their correct names on the lines drawn near them. Any two Centers under the control of British from the given list. (A) Delhi (B) Jhansi</p> | Pg275 | 2 |
| | <p>Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34 :</p> | | |
| | <p>34.1 Name any one Harappan site.</p> <p>Kalibangan, Banawali, Rakhigarhi, Lothal, Kotdiji, Chanudaro, Balakot, Dholavira , Nageshwar, Rangpur, Mohenjodaro, Harappa Any other relevant place. Mention any one.</p> | Pg 2 | 1 |
| | <p>34.2 Mention any one Buddhist site.</p> <p>Sanchi, Amravati, Nagarjunkonda, Sarnath, Shravasti, Lumbini, Kushinagar, Bodhgaya. Any other relevant place. Mention any one.</p> | Pg 95 | 1 |
| | <p>34.3(a) Name the capital city of Vijayanagara Empire.</p> <p>Hampi/ Vijayanagara Mention any one.</p> | Pg 174 | 1 |
| | <p>OR</p> | | |
| | <p>34.3 (b) Mention any one neighbouring state of the Vijayanagara Empire. Mention any one.</p> <p>Bijapur, Golkonda, Bidar, Ahmadnagar , Berar Any other relevant place .</p> | Pg 174 | 1 |

| | | |
|--|--------|---|
| Mention any one. | | |
| <p>34.4 Mention any two cities which were under the British control during 1857.</p> <p>Delhi ,Jhansi, Gwalior, Lucknow, Kanpur Any other relevant place. Mention any two.</p> | Pg 275 | 2 |

Please see the attached map



Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/3/2)

General Instructions:

| | |
|---|--|
| 1 | You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. |
| 2 | “Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to the public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/ document to anyone, publishing in any magazine and printing in News Paper/ Website etc may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand the given answer and even if the reply is not from the marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark (✓) wherever the answer is correct. For wrong answer CROSS “x” be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is the most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |

| | |
|----|--|
| 9 | If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question". |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalised only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving the answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the 'x' for incorrect answers.) ● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks. |
| 15 | Any un-assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

SET - 61/3/2
MARKING SCHEME 2024
HISTORY (027)

MM:80

| S.NO | Value Points | Pg No. | Marks |
|---|---|--------------------|--------|
| SECTION A (Multiple Choice Type Questions) 21x1=21 | | | |
| 1 | (D) 1-(ii),2-(iv),3-(iii),4-(i) | Pg.60 &65 | 1 |
| 2 | (C) II,I,IV,III | Pg.32,50 | 1 |
| 3 | (A) I,II and IV are correct | Pg.31 | 1 |
| 4 | (B) Colin Mackenzie | Pg. 171 | 1 |
| 5 | (A) Both Assertion(A) and Reason (R) are correct and Reason (R) is the correct explanation of Assertion (A) | Pg.128 | 1 |
| 6 | (C) Kalibangan | Pg.2 | 1 |
| 7 | (D) I,II,and IV are correct | Pg. 19 | 1 |
| 8 | (B) Mathura school of art (B) Sutta Pitaka (<i>for the Visually Impaired Candidates</i>) | Pg.103 Pg.86 | 1 1 |
| 9 | (C) Chennakeshava Temple- Belur | Pg. 172 | 1 |
| 10 | (D) Poona | Pg. 276 | 1 |
| 11 | (A) Polaj | Pg.214 | 1 |
| 12 | (A)1-(iv),2-(iii),3-(ii),4-(i) | Pg.117- 118&122 | 1 |
| 13 | (C) 1-(ii),2-(iii),3-(iv),4-(i) | Pg.262 | 1 |
| 14 | (C) V.S.Sukthankar | Pg.54 | 1 |
| 15 | (B) Mirabai-Rajasthan | Pg. 164 | 1 |
| 16 | (D) Lohanis | Pg. 210 | 1 |
| 17 | (C) Gopal Krishna Gokhale | Pg.287 | 1 |
| 18 | (D) I,III and IV | Pg. 334 | 1 |
| 19 | (C) Jawaharlal Nehru | Pg.322,323 | 1 |
| 20 | (D) Subhadra Kumari Chauhan | Pg.283 | 1 |
| 21 | (D) A Series of 'Praja Mandals'were established in Princely States | Pg.303 | 1 |



Section B
(Short-Answer Type Questions)

6x3=18

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|-----|---|------------|---|
| 22. | <p>(a) Describe the role of Gandhiji as a social reformer.</p> <p>(i) Gandhi worked to eradicate social evils. (ii) He worked against untouchability. (iii) He spoke against child marriage. (iv) He worked for Hindu-Muslim unity. (v) He promoted Khadi and Swadeshi. (vi) Indian of one faith had also to cultivate a genuine tolerance for Indians of another faith. (vii) Gandhi ji also give emphasis that Indians had to learn to become self-reliant. (viii) Any other relevant point. Explain any three points.</p> | Pg.294-295 | 3 |
| OR | | | |
| | <p>(b) Explain the activities of the national movement in India during 1905 to 1907.</p> <p>(i) India, though colony, yet far more active in political scene. (ii) Indian National Congress had many branches in different towns and cities. (iii) Swadeshi Movement of 1905 – 07 had broadened its appeal among the middle classes. (iv) This movement had thrown up some towering leaders—Lal Bal and Pal on the scene of India. (v) The alliteration conveying the all India character of their struggle, since their native place provinces were very different from one another. (vi) Where these leaders advocated militant opposition to colonial rule, there was a group of ‘moderates’ who preferred a more gradual and persuasive approach. (vii) Among these Moderates was Gandhiji’s acknowledged political mentor, Gopal Krishna Gokhale as well as Mohammad Ali Jinnah. They asked for Swaraj. (viii) Any other relevant point. Explain any three points.</p> | Pg.287 | 3 |
| 23 | <p>Explain any three sources on which the histories of Gupta rulers have been reconstructed.</p> <p>(i) Major source of literature. (ii) Available coins. –Coin of Samudra Gupta Veenavadan (iii) Inscriptional evidence.–Pryaag Prashasti of Harishen (iv) Puranas- (V) Smriti</p> | Pg. 36-45 | 3 |



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| | (Vi) Dharmshastra (vii) Archaeological sources. (viii) Any other relevant point. Explain any three points. | | |
| 24 | Explain the main features of Al-Biruni's travels in India. (i) Al Biruni arrived in India in the 11th century with Mahmud of Ghazni I (ii) He spent a few years in the Punjab region. (iii) He decided rather to document the civilian and scholarly aspects of Hindu life, examining culture, science, and religion. (iv) The Indian culture attracted him and he learnt Sanskrit. (v) He studied Indian philosophy. (vi) He toured large portions of India and studied the Socio-economic condition of this land. (vii) He spent time with Brahmin priests and scholars learning Sanskrit. (viii) Any other relevant point. Explain any three points | (Pg. 116,117,124 | 3 |
| 25 | Explain how the forest dwellers earned their livelihood during the 16th and 17th centuries. (i) Forest dwellers were termed jangali in contemporary texts. (ii) Their livelihood came from the gathering of forest produce, hunting and shifting agriculture. (iii) These activities were largely season specific. (iv) Among the Bhils, for example, spring was reserved for collecting forest produce, summer for fishing, the monsoon months for cultivation, and autumn and winter for hunting. (v) Such a sequence presumed and perpetuated mobility, which was a distinctive feature of tribes. (vi) For the state, the forest was a subversive place – a place of refuge (mawas) for troublemakers. (vii) Any other relevant point. Explain any three points. | Pg. 208 | 3 |
| 26. | (a) Explain the early contributions of Mahatma Gandhi in India. (i) The India that Mahatma Gandhi came back to in 1915 was rather different from the one that he had left in 1893. (ii) On Gokhale's advice, Gandhiji spent a year travelling around British India, getting to know the land and its peoples. (iii) His first major public appearance was at the opening of the Banaras Hindu University (BHU) in February 1916. (iv) Gandhiji charged the Indian elite with a lack of concern for the labouring poor. (v) Gandhiji chose instead to remind those present of the peasants | Pg.287-289 | 3 |



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| | <p>and workers who constituted a majority of the Indian population,</p> <p>(vi) He was approached by a peasant from Champaran in Bihar, who told him about the harsh treatment of peasants by British indigo planters.</p> <p>(vii) Gandhiji was involved in two campaigns in his home state of Gujarat.</p> <p>(viii) He intervened in a labour dispute in Ahmedabad, demanding better working conditions for the textile mill workers.</p> <p>(ix) He joined peasants in Kheda in asking the state for the remission of taxes following the failure of their harvest.</p> <p>(x) These initiatives in Champaran, Ahmedabad and Kheda marked Gandhiji out as a nationalist with a deep sympathy for the poor.</p> <p>(xi) Rowlatt Satyagrah.</p> <p>(xii) Any other relevant point. Explain any three points.</p> | | |
| | OR | | |
| | <p>(b) Explain the role of Gandhiji in the Non-Cooperation Movement.</p> <p>(i) Gandhiji called for a countrywide campaign against the "Rowlatt Act".</p> <p>(ii) In towns across North and West India, life came to a standstill, as shops shut down and schools closed in response to the bandh call</p> <p>(iii) Jallianwala Bagh massacre happened.</p> <p>(iv) The Rowlatt satyagraha that made Gandhiji a truly national leader.</p> <p>(v) Hindus and Muslims could collectively bring an end to colonial rule.</p> <p>(vi) Louis Fischer, "became the name of an epoch in the life of India and of Gandhiji.</p> <p>(vi) Non-cooperation was negative enough to be peaceful but positive enough to be effective.</p> <p>(vi) It entailed denial, renunciation, and self-discipline.</p> <p>(vii) It was training for self-rule.</p> <p>(vii) As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time.</p> <p>(viii) During the Non-Cooperation Movement thousands of Indians were put in jail.</p> <p>(ix) Gandhiji became a great patriot and a leader.in the eyes of millions of countrymen.</p> <p>(x) Gandhiji had transformed Indian nationalism.</p> <p>(xi) Any other relevant point. Explain any three points.</p> | Pg.289-294 | 3 |
| 27 | Why did Vallabh Bhai Patel remark that the British element is gone, but they have left the mischief behind? | Pg. 328 | 3 |



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| | <ul style="list-style-type: none"> (i) In the meeting of the Constituent Assembly, Sardar Vallabhbhai Patel had said that the British had done their mischief while leaving and had created many problems. (ii) While leaving, the British raised the issue of separate electorates. (iv) Patel said, "It is not only for my benefit but it is also for your benefit that we forget the past. (v) The British left, but while leaving they sowed the seeds of divide and rule. (vi) When the British presented this idea they did not expect that they would have to go so soon. (vii) They wanted it for their easy administration. (viii) Any other relevant point. <p>Explain any three points.</p> | | |
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Section C
(Long-Answer Type Questions)

3x8=24

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| 28 | <p>(a) Examine how the Buddhist Stupa at Amravati fell to ruins and the Sanchi Stupa survived.</p> <ul style="list-style-type: none"> (i) Each stupa had a history of its own, so as the history of Amaravati. (ii) In 1796, when a local raja wanted to build a palace/ temple, he came across stupa ruins at Amravati. (iii) Some years later Colin Mackenzie visited the site. (iv) He found many pieces of sculpture and he made detailed drawings. (v) In 1854 Walter Elliot visited Amaravati. (vi) He discovered the remains of western gateway. (vii) He found Amaravati was one of the largest magnificent stupas. (viii) By 1850s the slabs from Amravati began to be taken to different places. (ix) Even new officials of the area continued to remove sculptures. (x) In this way Amaravati fell to ruins. (xi) One of the few men who had a different point of view was an archaeologist named H.H. Cole believed that museums should have plaster-cast facsimiles of sculpture, whereas the originals should remain where they had been found. (xii) Unfortunately, Cole did not succeed in convincing the authorities about Amaravati, although his plea for in situ preservation was adopted in the case of Sanchi. (xiii) Amaravati was discovered before scholars understood the value of the finds and realised how critical it was to preserve things where they had been found instead of removing them from the site. (xiv) When Sanchi was "discovered" in 1818, three of its four gateways were still standing, the fourth was lying on the spot where it had fallen and the mound was in good condition. | Pg. 83,98,99 | 8 |
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| | <p>(xv) It was suggested that the gateway be taken to either Paris or London.</p> <p>(xvi) A number of factors helped to keep Sanchi as it was, and so it stands.</p> <p>(xvii) The Begums of Bhopal- Sultan Jahan and Shahjehan Begum helped in preservation of Stupa of sanchi.</p> <p>(xviii) The Mahachaitya at Amaravati is now just an insignificant little mound, totally denuded of its former glory.</p> <p>(vix) Any other relevant point. Explain any eight points.</p> | | |
| OR | | | |
| | <p>(b) Examine the growth of Puranic Hinduism.</p> <p>(i) Puranic traditions of Hinduism began to grow alongside Jainism and Buddhism.</p> <p>(ii) Vaishnavism is a form of Hinduism within which Vishnu was worshipped as the principal deity</p> <p>(iii) Shaivism is a tradition within which Shiva was regarded as the chief God.</p> <p>(iv) In Hinduism there was growing emphasis on the worship of a chosen deity.</p> <p>(v) In such worship the bond between the devotee and the God was visualised as one of love and devotion, or bhakti.</p> <p>(vi) In the case of Vaishnavism, cults developed around the various avatars or incarnations of the deity.</p> <p>(vii) Ten avatars were recognised within the tradition.</p> <p>(viii) These were forms that the deity was believed to have assumed in order to save the world whenever it was threatened by disorder and destruction because of the dominance of evil forces.</p> <p>(ix) Some of these forms were represented in sculptures, as were other deities. Shiva, for instance, was symbolised by the linga, although he was occasionally represented in human form too.</p> <p>(x) All such representations depicted a complex set of ideas about the deities and their attributes through symbols such as headdresses, ornaments and ayudhas etc. – weapons or auspicious objects the deities hold in their hands – how they are seated, etc.</p> <p>(xi) Many stories of Pauranic Hinduism are given in the Puranas.</p> <p>(xii) Any other relevant point. Explain any eight points.</p> | Pg. 104,105 | 8 |



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|-----|---|------------|-------|
| 29. | <p>(a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences.</p> <p>Factors that influenced the implementation of the Permanent Settlement in Bengal</p> <ul style="list-style-type: none"> (i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal. (ii) The initial demands were very high and zamindars could not pay. (iii) Officials felt that agriculture, trade and the revenue resources of the state could be developed by encouraging investment in agriculture. (iv) This could be done by securing rights of property and permanently fixing the rates of revenue demand. (v) Permanent revenue demand would ensure the regular flow of income for the company. (vi) Permanent settlement initially curtailed the power of zamindars. (vii) It would lead to the emergence of a class of yeomen farmers and rich landowners such farmer would have the capital and enterprise to improve agriculture. (viii)The company recognised zamindars as important but wanted to control and regulate them. (ix) Zamindars regularly failed to pay the revenue demand. Nutured by the British, this class wpuld also be loyal to the Company. (x) Any other relevant point. Explain any four points <p>CONSEQUENCES</p> <ul style="list-style-type: none"> (i) The East India Company had fixed the revenue that each zamindar had to pay. The estates of those who failed to pay were to be auctioned to recover the revenue. (ii) Zamindars lost their power to organise local justice. (iii) Zamindars regularly failed to pay the revenue demand. (iv) Nurtured by the British they be loyal to the Company. (v) Unpaid balances accumulated. (vi) The zamindars' troops were disbanded, (vii) Customs duties abolished, (viii) Their“cutcheries”(courts) brought under the supervision of a Collector appointed by the Company. (ix) Collectorate emerged as an alternative centre of authority, if restricted what the zamindar could do (x) Any other relevant point. Explain any four points | Pg.228-229 | 4+4=8 |
| OR | | | |
| | <p>(b) “The jotedar became powerful figures in many areas of North Bengal during the end of the 18th century.” Examine the statement.</p> <ul style="list-style-type: none"> (i) A group of rich peasants were consolidating their position in the villages. | Pg. 231 | 8 |



| | | | |
|----|--|-------------|-------|
| | <ul style="list-style-type: none"> (ii) Jotedars had acquired vast areas of land – sometimes as much as several thousand acres. (iii) They controlled local trade as well as moneylending, exercising immense power over the poorer cultivators of the region. (iv) A large part of their land was cultivated through sharecroppers. They exercised immense power over the poor cultivators. (v) The power of jotedars was more effective than that of zamindars. (vi) Jotedars were located in the villages and exercised direct control over a considerable section of poor villagers. (vii) They fiercely resisted efforts by zamindars to increase the jama of the village, prevented zamindari officials from executing their duties. (viii) They mobilised raiyat who were dependent on them, and deliberately delayed payments of revenue to the zamindar. (ix) Any other relevant point. <p>Explain any eight points.</p> | | |
| 30 | <p>(a) Explain the ideas of Alvars and Nayanars. Elucidate how they established their relations with the states.</p> <p>Ideas of Alvars and Nayanars.</p> <ul style="list-style-type: none"> (i) Alvars and Nayanars initiated a movement against the caste system (ii) They criticised dominance of Brahmins. (iii) They tried to reform the system. (iv) They claimed that their compositions were as important as Vedas. (v) Their anthology 'Nalayira Divyaprabandham' was often described as the Tamil Veda. (vi) The most striking feature of these traditions was the presence of women. (vii) Karaikkal Ammaiyar ,a devotee of Shiva in Nayanars (viii) Any other relevant point. <p>Explain any four points</p> <p>Relations with the state.</p> <ul style="list-style-type: none"> (i) There were instances to show that they had cordial relations with the rulers. (ii) They used to get royal patronage. (iii) Cholas gave grants for constructing temples of Vishnu and Shiva. (iv) Important temples at Thanjavur, and Chidambaram were constructed under the patronage of Chola rulers. (v) Chola rulers claimed divine support. (vi) They proclaimed their own power and status by building splendid temples. (vii) These kings also introduced the singing of Tamil hymns (viii) They organized them into a text (Tevaram). (ix) Chola ruler Prantaka I consecrated metal images of Appar | Pg.144 -146 | 4+4=8 |

| | | | |
|--|--|-----------------------|--------------|
| | <p>,Sambandar and Sundarar in a Shiva temple.</p> <p>(x) Any other relevant point. Explain any four points.</p> | | |
| | <p>OR</p> | | |
| | <p>(b) Explain the causes of the growth of Sufism and also explain the Sufis relations with the state.</p> <p>Causes of the growth of Sufism</p> <p>(i) Sufism grew in protest against the growing materialism of the Caliphate as a religious and political institution.</p> <p>(ii) They were critical of the dogmatic definition of interpreting Quran and Sunna.</p> <p>(iii) Instead they laid emphasis on seeking salvation through intense devotion and love for God.</p> <p>(iv) They followed the command and command of the Prophet.</p> <p>(v) They regarded the Prophet as the perfect human being.</p> <p>(vi) They sought interpretation of Quran on the basis of their personal experience.</p> <p>(vii) By eleventh century, Sufism evolved into a well-developed movement.</p> <p>(viii) Any other relevant point. Explain any four points.</p> <p>Sufis relations with the state</p> <p>(i) They developed their literature, and Sufi practices.</p> <p>(ii) A major feature of the Chishti tradition was austerity, including a distance from worldly power.</p> <p>(iii) The Sufis accepted unsolicited grants and donation from the political elites.</p> <p>(iv) The Sultans in turns set up charitable trust as endowments for hospices and granted tax free land.</p> <p>(v) Kings did not simply need to demonstrate their association with Sufis, they also required legitimation from them.</p> <p>(vi) The Delhi Sultan, they resisted the insistence of the ulema on imposing shariat as state law.</p> <p>(vii) The Sultans sought out the Sufis- who derived their authority directly from God.</p> <p>(viii) Kings often wanted their tombs to be in the vicinity of Sufi shrines and hospices.</p> <p>(ix) There were instances of conflict between the sultans and the Sufis.</p> <p>(x) Sufi shaikh was addressed with high-sounding titles. For example, the disciples of Nizamuddin Auliya addressed him as sultan-ul-mashaikh</p> <p>(xi) To assert the authority of sultans and Sufis both expected certain rituals such as prostration and kissing of the feet.</p> <p>(xii) Any other relevant point. Explain any four points</p> | <p>Pg 153,158-159</p> | <p>4+4=8</p> |

SECTION D
(Source-Based Questions)

3x4=12

| | | | |
|----|---|---------|-------------|
| 31 | <p><i>How tanks were built?</i></p> <p><i>About a tank constructed by Krishnadeva Raya, Paes wrote: The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants .</i></p> | Pg. 177 | 1+1+2 =4 |
| | <p>(31.1) Why did Krishnadeva Raya construct a tank? (1)</p> <p>(i) For the collection of water. (ii) To cultivate lands (iii) To provided water to the city (iv) Any other relevant point. Explain any one point.</p> | Pg. 177 | |
| | <p>(31.2) Why did Krishnadeva Raya choose the location at the mouth of two hills for building the tank? (1)</p> <p>(i) To receive a regular supply of water from basin of Tungabhadra. (ii) Water came from 3 leagues to fill the lake. (iii) Any other relevant point Explain Any one point</p> | Pg. 177 | |
| | <p>(31.3) In what ways was the water from the tanks used? (2)</p> <p>(i) The water was supplied to the city for domestic use. (ii) For their gardens and rice-field. (iii) To the royal center. (iv) For the purpose of irrigation. (v) Any other relevant point Explain any one point</p> | Pg. 177 | |
| 32 | <p><i>What the silk weavers did</i></p> <p><i>What the silk weavers did Here is an excerpt from the inscription, which is in Sanskrit : Some are intensely attached to music (so) pleasing to the ear; others, being proud of (the authorship of) a hundred excellent biographies, are conversant with wonderful tales; (others), filled with humility, are absorbed in excellent religious discourses; ... some excel in their own religious rites; likewise by others, who were self-possessed, the science of (Vedic) astronomy was mastered.</i></p> | Pg. 64 | 1+1+2 =4 |
| | <p>(32.1) How was love for music expressed in the inscription? (1)</p> | Pg. 64 | |

| | | | |
|----|---|-------------|-------------|
| | <p>(i) It was pleasing to the ear, attachment to music .</p> <p>(ii) Any other relevant point Explain any one point</p> | | |
| | <p>(32.2) How did individuals demonstrate their mastery in the science of Vedic astronomy? (1)</p> <p>(i) Through self-possession the science of (vedic) astronomy was mastered</p> <p>(ii) Any other relevant point Explain any one point</p> | Pg. 64 | |
| | <p>(32.3) In what ways did the various talents mentioned in the inscription contribute to the overall fabric of society? (2)</p> <p>(i) Development of different skills. (ii) Development of different occupation. (iii) Intermixture of tradition/culture (iv) Promoting a sense of tolerance and harmony (v) Development of the social values. (vi) Any other relevant point Explain any two points</p> | Pg. 64 | |
| 33 | <p style="text-align: center;"><i>The Nawab has left</i></p> <p><i>Another song mourned the plight of the ruler who had to leave his motherland :</i></p> <p><i>Noble and peasant all wept together</i> <i>and all the world wept and wailed</i> <i>Alas! The chief has bidden adieu to</i> <i>his country and gone abroad.</i></p> | Pg. 266-267 | 1+1+2 =4 |
| | <p>(33.1) What was the immediate impact of the removal of the Nawab? (1)</p> <p>(i) People of Awadh were unhappy (ii) They wept (iii) They wailed. (iv) Soul had gone out of the body. (v) They were dissatisfied with the British. (vi) Any other relevant point Explain any one point.</p> | Pg. 266-267 | |
| | <p>(33.2) Why was there emotional upheaval at the dethroning and departure of the Nawab ? (1)</p> <p>(i) There was upheaval and the people were greatly annoyed. (ii) Nawab was dethroned on frivolous grounds. (iii) Awadh annexed. (iv) He was seen as father figure. (v) They started believing that the soul left the body. (vi) Loss of livelihood.</p> | Pg. 266-267 | |



| | | | |
|--|--|-------------|--|
| | (vii) Dissolution of court culture. (viii) Any other relevant point Explain any one point. | | |
| | (33.3) How did the annexation of Awadh fit into the British colonial strategy? Explain. (2) (i) Lord Dalhousie described the kingdom of Awadh as “a cherry that will drop into our mouth one day”. (ii) The British felt that the soil there was good for producing indigo and cotton. (iii) The region was ideally located to be developed into the principal market of Upper India. (iv) By the early 1850s, all the major areas of India had been conquered: Maratha lands, Doab, the Carnatic, the Punjab and Bengal. (v) The takeover of Awadh in 1856 was expected to complete a process of territorial annexation. (vi) Any other relevant point Explain any one point. | Pg. 266-267 | |

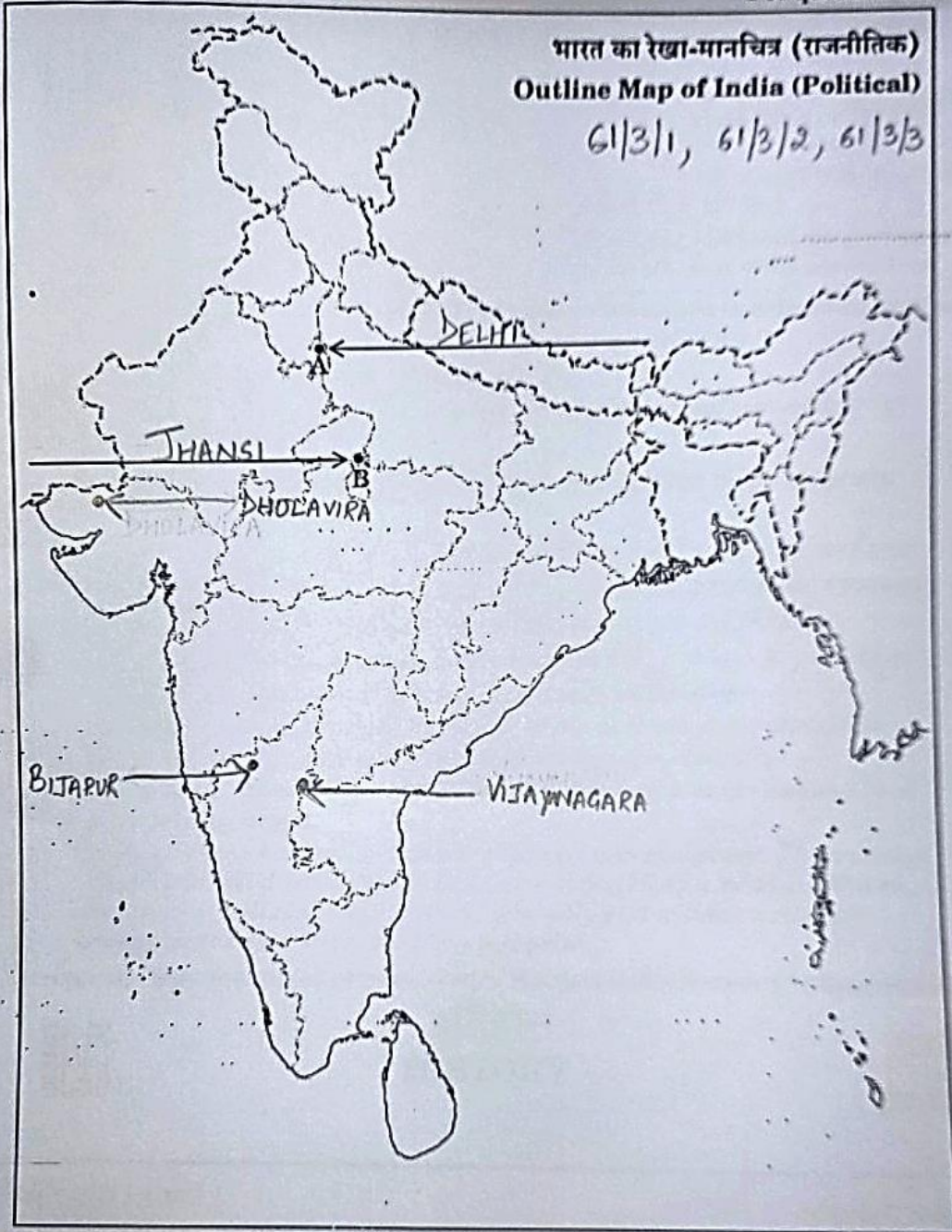
SECTION E
(Map-Based Questions)

5

| | | | |
|--------|--|--|-------|
| 34. | On the given political outline map of India (on page 23), locate and label the following with appropriate symbols : (i) Dholavira – a Harappan site (ii) Meerut Pillar – a site of Asokan inscription (iii) (a) Vijayanagara OR (iii) (b) Bijapur Filled in map attached herewith. | 1 1 1 Pg 2 Pg 33 Pg 174 | 3X1=3 |
| 34.1 | On the given political outline map of India (on page 23), locate and label the following with appropriate symbols : (i) Dholavira – a Harappan site (ii) Meerut Pillar – a site of Asokan inscription (iii) (a) Vijayanagara OR (iii) (b) Bijapur Filled in map attached herewith. | Pg 305 1 1 1 | 3 |
| (34.2) | On the same political outline map of India, two places related to British control in 1857 are marked as A and B. Identify them and write their correct names on the lines drawn near them. | | 2 |

| | | |
|--|--------|---|
| Any two Centers under the control of British from the given list. (A) Delhi (B) Jhansi | | |
| Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34 : | | |
| 34.1 Name any one Harappan site. Kalibangan, Banawali, Rakhigarhi, Lothal, Kotdiji, Chanudaro, Balakot, Dholavira , Nageshwar, Rangpur, Mohenjodaro, Harappa Any other relevant place. Mention any one. | Pg 2 | 1 |
| 34.2 Mention any one Buddhist site. Sanchi, Amravati, Nagarjunkonda, Sarnath, Shravasti, Lumbini, Kushinagar, Bodhgaya. Any other relevant place. Mention any one. | Pg 95 | 1 |
| OR | | |
| 34.3(a) Name the capital city of Vijayanagara Empire. Hampi/ Vijayanagara Mention any one. | Pg 174 | 1 |
| 34.3 (b) Mention any one neighbouring state of the Vijayanagara Empire. Mention any one. Bijapur, Golkonda, Bidar, Ahmadnagar , Berar Any other relevant place . Mention any one. | Pg 174 | 1 |
| 34.4 Mention any two cities which were under the British control during 1857. Delhi ,Jhansi, Gwalior, Lucknow, Kanpur Any other relevant place. Mention any two. | Pg 275 | 2 |
| Please see the attached map | | |





Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/3/3)

General Instructions:

| | |
|---|--|
| 1 | You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. |
| 2 | “Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to the public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/ document to anyone, publishing in any magazine and printing in News Paper/ Website etc may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand the given answer and even if the reply is not from the marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark (√) wherever the answer is correct. For wrong answer CROSS “x” be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is the most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and |



| | |
|----|--|
| | encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question". |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalised only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving the answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the 'x' for incorrect answers.) ● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks. |
| 15 | Any un-assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

SET - 61/3/3
MARKING SCHEME 2024
HISTORY (027)

MM:80

| S.NO | Value Points | Pg No. | Marks |
|---|---|----------------|-------|
| SECTION A (Multiple Choice Type Questions) | | 21x1=21 | |
| 1 | (A) I,II and IV are correct | Pg.31 | 1 |
| 2 | (C) II,I,IV,III | Pg.32,50 | 1 |
| 3 | (B) Mathura school of art (B) Sutta Pitaka (<i>for the Visually Impaired Candidates</i>) | Pg.103,86 | 1 |
| 4 | (C) Kalibangan | Pg.2 | 1 |
| 5 | (D) I,II and IV are correct | Pg.19 | 1 |
| 6 | (A) Both Assertion(A) and Reason (R) are correct and Reason (R) is the correct explanation of Assertion (A) | Pg.128 | 1 |
| 7 | (B) Colin Mackenzie | Pg. 171 | 1 |
| 8 | (D) 1-(ii),2-(iv),3-(iii),4-(i) | Pg.60 &65 | 1 |
| 9 | (C) Chennakeshava Temple -Belur | Pg. 172 | 1 |
| 10 | (C) V.S.Sukthankar | Pg.54 | 1 |
| 11 | (A) Polaj | Pg.214 | 1 |
| 12 | (A)1-(iv),2-(iii),3-(ii),4-(i) | Pg.117-118&122 | 1 |
| 13 | (D) Poona | Pg. 276 | 1 |
| 14 | (C) 1-(ii),2-(iii),3-(iv),4-(i) | Pg.262 | 1 |
| 15 | (D) Lohanis | Pg. 210 | 1 |
| 16 | (B) Mirabai-Rajasthan | Pg.164 | 1 |
| 17 | (C) Gopal Krishna Gokhale | Pg.287 | 1 |
| 18 | (D) Subhadra Kumari Chauhan | Pg.283 | 1 |
| 19 | (C) Jawaharlal Nehru | Pg.322,323 | 1 |
| 20 | (D) I,III and IV | Pg. 334 | 1 |
| 21 | (D) A Series of 'Praja Mandals'were established in Princely States | Pg.303 | 1 |



Section B
(Short-Answer Type Questions)

6x3=24

| | | | |
|----|---|-------------|---|
| 22 | <p>(a) Explain the methods of irrigation used by the Harappans at different sites.</p> <p>(i) Most Harappan sites are located in semi-arid lands, where irrigation was probably required for agriculture.</p> <p>(ii) For irrigation, traces of canals have been found at Shortughai in Afghanistan, but not in Punjab or Sindh.</p> <p>(iii) Water drawn from wells used for irrigation.</p> <p>(iv) Water reservoirs were found in Dholavira for the purpose of irrigation or to store water for agriculture.</p> <p>(v) Any other relevant point. Explain any three points.</p> | (Pg.3-4) | 3 |
| OR | | | |
| | <p>(b) Explain how burials help in understanding the social and economic differences amongst the people in Harappan civilization.</p> <p>(i) The dead were laid in pits.</p> <p>(ii) Sometimes pits had differences.</p> <p>(iii) Some rich people left a hollowed out space along the head lined with bricks.</p> <p>(iv) Some graves contained pottery and ornaments.</p> <p>(v) Jewellery has been found in graves of both men and women.</p> <p>(vi) In some cases the dead were buried with copper mirror.</p> <p>(vii) It appears that Harappans did not believe in burying precious things with the dead.</p> <p>(viii) Any other relevant point. Explain any three points.</p> | (Pg.9) | 3 |
| 23 | <p>Analyse any three limitations of inscriptional evidences.</p> <p>(i) Letters are very faintly engraved, and thus reconstructions are uncertain.</p> <p>(ii) Inscriptions may be damaged or letters missing.</p> <p>(iii) It is not always easy to be sure about the exact meaning of the words used in inscriptions.</p> <p>(iv) Not all have been deciphered, published and translated.</p> <p>(v) There is another, perhaps more fundamental, problem</p> <p>(vii) Not everything considered politically or economically significant was necessarily recorded in the inscriptions.</p> <p>(vi) The content of inscriptions projects the perspective of the person(s) who commissioned them.</p> <p>(v) Any other relevant point. Explain any three points.</p> | (Pg. 48-49) | 3 |



| | | | |
|----|--|--------------|---|
| 24 | <p>Explain what Ibn Battuta had described about the system of communication during the 14th century.</p> <ul style="list-style-type: none"> (i) Ibn Battuta was amazed by the efficiency of the postal system in India (ii) It allowed merchants to send information (iii) Remit credit across long distances, (iv) To dispatch goods required at short notice. (v) It took fifty days to reach Delhi from Sind, the news reports of spies would reach the Sultan through the postal system in just five days. (vi) The postal system is of two kinds. The horsepost was called uluq. (vii) It is run by royal horses stationed at a distance of every four miles. (viii) The foot-post called dawa, that is one-third of a mile . (ix) At every third of a mile there is a well-populated village, outside which are three pavilions in which sit men with girded loins ready to start. (x) Each of them carries a rod, two cubits in length, with copper bells at the top. (xi) When the courier starts from the city he holds the letter in one hand and the rod with its bells on the other. (xii) He runs as fast as he can. (xiii) When the men in the pavilion hear the ringing of the bell they get ready. (xiv) As soon as the courier reaches them, one of them takes the letter from his hand and runs at top speed shaking the rod all the while until he reaches the next dawa. (xv) The same process continues till the letter reaches its destination (xvi) The foot-post is quicker than the horse-post; and often used to transport the fruits of Khurasan which are much desired in India. (xvii) Any other relevant point. Explain any 3 points. | (Pg. 129) | 3 |
| 25 | <p>Examine the role played by Zamindars in Mughal India.</p> <ul style="list-style-type: none"> (i) Zamindars were landlords who enjoyed certain social and economic privileges. (ii) Caste was one factor for their elevated status. (iii) They performed certain services (khidmat) on behalf of the State. (iv) They collected taxes from the peasants etc.and were powerful. (v) The zamindars held extensive personal lands termed milkiyat (property). (vi) Milkiyat lands were cultivated for the private use of zamindars, often with the of hired labour. (vii) Most of the zamindars had fortresses as well as an armed Contingent. | (Pg 211-213) | 3 |



| | | | |
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| | <p>(viii) Zamindars came from upper caste as well as so called Intermediate castes.</p> <p>(ix) Contemporary documents give an impression that conquest may have been the source of the origin of some zamindaris.</p> <p>(xi) The dispossession of weaker people was a way of expanding zamindari.</p> <p>(xii) Zamindars spearheaded the colonisation of agricultural land, and helped in settling cultivators.</p> <p>(xiii) Zamindars sold the produce from their milkiyat lands.</p> <p>(xiv) Zamindars often established markets (haats) to which peasants also came to sell their produce.</p> <p>(xv) Relationship between the zamindar and peasant had an element of reciprocity, paternalism and patronage.</p> <p>(xvi) Zamindars often received the support of the peasantry in their struggle against the State.</p> <p>(xvii) They were not exploitative towards the peasants according to the bhakti saints.</p> <p>(xviii) They were a part of the village panchayats.</p> <p>(xix) Zamindars helped peasants in times of distress,</p> <p>(xx) Any other relevant point.</p> <p>Explain any three points</p> | | |
| 26 | <p>(a) Describe any three sources to know about Gandhiji.</p> <p>(i) Writings and speeches of Mahatma Gandhi and his contemporaries.</p> <p>(ii) Letters written by Gandhiji and his contemporaries.</p> <p>(iii) Journals like Harijan</p> <p>(iv) Autobiographies and Biographies.</p> <p>(v) Government record/Police records.</p> <p>(vi) Fortnightly reports prepared by the Home Department.</p> <p>(vii) Newspapers published in English.</p> <p>(viii) Newspapers published in other languages.</p> <p>(viii) Any other relevant point.</p> <p>Explain any three points</p> | (Pg307-313) | 3 |
| | OR | | |
| | <p>(b) Describe the role of Gandhiji in the Salt Satyagraha.</p> <p>(i) Gandhiji announced to lead a march to break the salt law.</p> <p>(ii) Dandi March .</p> <p>(ii) Civilians disobeyed the order of the British.</p> <p>(iii) He asked local officials to resign from government jobs and join</p> | (Pg 295-300) | 3 |



| | | | |
|---|--|---------------|---|
| | <p>the freedom struggle.</p> <p>(iv) He told the upper castes to change their attitude towards the untouchables.</p> <p>(v) People of all communities must unite to get Swaraj.</p> <p>(vi) Boycott of British goods.</p> <p>(vii) Protest by the masses on a large scale.</p> <p>(viii) Participation of women on a large scale.</p> <p>(ix) Swadeshi Movement.</p> <p>(x) Any other relevant point.</p> <p>Explain any three points.</p> | | |
| 27 | <p>Explain the three lists of subjects provided by the Draft Constitution.</p> <p>(i) Union List: Under control of Centre.</p> <p>(ii) State List: Under control of the State.</p> <p>(iii) Concurrent List: Under legislation of Centre and State.</p> <p>(iv) Many more items were placed under exclusive Union control.</p> <p>(v) The Union also had control of minerals and key industries.</p> <p>(vi) Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</p> <p>(vii) Any other relevant point.</p> <p>Explain any three points..</p> | Pg 334 | 3 |
| <p>Section C (Long-Answer Type Questions)</p> | | <p>3x8=24</p> | |
| 28 | <p>(a) Explain the life and teachings of Kabir.</p> <p>(i) Kabir was born a Hindu and raised in a family of Muslim weavers.</p> <p>(ii) Kabir was a nirguna saint.</p> <p>(iii) Influenced by both Bhakti and Sufi ideals.</p> <p>(iv) Kabir's verses are compiled in The Kabir Bijak, Kabir Granthavali and the Adi Granth Sahib.</p> <p>(v) Kabir's poems are found in several languages and dialects.</p> <p>(vi) Some are composed in the language of nirguna poets, the sant bhasha.</p> <p>(vii) Ulatbansi ((upside-down sayings),</p> <p>(viii) Kabir's mystical experiences describe the Ultimate Reality.</p> <p>(ix) Kabir described the Ultimate Reality on the basis of Islamic, Vedantic and Yogic traditions,</p> <p>(x) Diverse as well as conflicting ideas are expressed in these Poems.</p> <p>(xi) His poems draw on Islamic ideas- monotheism and iconoclasm</p> <p>(xii) He used concept of zikr and ishq and nam-simaran,</p> <p>(xiii) He was against the caste system,</p> | Pg 161- 163 | 8 |



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| | <p>(xiv) He was critical of rituals and idol worship. (xv) He was equally critical of Hinduism and Islam. (xvi) Kabir is a source of inspiration for many people even today . (xvii) The verses attributed to Kabir use the words guru and satguru. (xviii) Any other relevant point. Explain any eight points..</p> | | |
| | OR | | |
| | <p>(b) Explain the life and teachings of Baba Guru Nanak Dev ji. (i) Guru Nanak advocated Nirguna Bhakti. (ii) He refused the external practices of the religion. (iii) He rejected sacrifices, ritual baths, image worship. (iv) He rejected scriptures of both Hindus and Muslims. (v) For him Absolute or Rab had no gender or form. (vi) He proposed that the way to connect to the divine (by remembering and repeating the name of Rab. (vii) He set up rules for congregational worship (Sangat). (viii) He expressed his ideas through hymns called Shabad. (ix) Baba Guru Nanak would sing his compositions in various ragas while his attendant Mardana played rabab. (x) His hymns are compiled in Adi Granth Sahib. (xi) Baba Guru Nanak didn't wish to establish a new religion, after his death his followers consolidated his own practices. (xii) They distinguished themselves from both Hindus and Muslims (xiii) Any other relevant point. Explain any eight points.</p> | (Pg 163-164) | 8 |
| 29 | <p>(a) Explain the ideas of Alvars and Nayanars. Elucidate how they established their relations with the states. Ideas of Alvars and Nayanars. (i) Alvars and Nayanars initiated a movement against the caste system (ii) They criticised dominance of Brahmins. (iii) They tried to reform the system. (iv) They claimed that their compositions were as important as Vedas. (v) Their anthology 'Nalayira Divyaprabandham' was often described as the Tamil Veda. (vi) The most striking feature of these traditions was the presence of women. (vii) Andal who saw herself as a beloved of Vishnu in Alvars. (viii) Karaikkal ammaiyar ,a devotee of Shiva in Nayanars. (viv) Any other relevant point. Explain Any four points</p> | (Pg.144 - 146) | 4+4=8 |

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| | <p>Relations with the state.</p> <ul style="list-style-type: none"> (i) There were instances to show that they had cordial relations with the rulers. (ii) They used to get royal patronage. (iii) Cholas gave grants for constructing temples of Vishnu and Shiva. (iv) Important temples at Thanjavur, and Chidambaram were constructed under the patronage of Chola rulers. (v) Chola rulers claimed divine support. (vi) They proclaimed their own power and status by building splendid temples. (vii) These kings also introduced the singing of Tamil hymns. (viii) They organized them into a text (Tevaram). (ix) Chola ruler Prantaka I consecrated metal images of saint Appar, Sambandar and Sundarar in a Shiva temple. (x) Any other relevant point. <p>Explain Any four points.</p> | | |
| OR | | | |
| | <p>((b) Explain the causes of the growth of Sufism and also explain the Sufis relations with the state.</p> <p>Causes of the growth of Sufism</p> <ul style="list-style-type: none"> (i) Sufism grew in protest against the growing materialism of the Caliphate as a religious and political institution. (ii) They were critical of the dogmatic definition of interpreting Quran and Sunna. (iii) Instead they laid emphasis on seeking salvation through intense devotion and love for God. (iv) They followed the command of the Prophet. (v) They regarded the Prophet as the perfect human being. (vi) They sought interpretation of Quran on the basis of their personal experience. (vii) By eleventh century, Sufism evolved into a well-developed movement. (viii) Any other relevant point. <p>Explain any four points</p> <p>Sufis relations with the state</p> <ul style="list-style-type: none"> (i) They developed their literature, and Sufi practices. (ii) A major feature of the Chishti tradition was austerity, including a distance from worldly power. (iii) The Sufis accepted unsolicited grants and donation from the political elites. (iv) The Sultans in turn set up charitable trust as they gave endowments for hospices and granted tax free land. | Pg 153,158 -159 | 4+4=8 |



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| | <ul style="list-style-type: none"> (v) Kings demonstrated their association with Sufis. They also required legitimation from them. (vi) The Delhi Sultan resisted the insistence of the ulema on imposing shariat as state law. (vii) The Sultans sought out the Sufis- who derived their authority directly from God. (viii) Kings often wanted their tombs to be in the vicinity of Sufi shrines and hospices. (ix) There were instances of conflict between the sultans and the Sufis. (x) Sufi Shaikh was addressed with high-sounding titles like Sultan-UI-Mashaikh. (xi) To assert the authority of sultans and Sufis both expected certain rituals such as prostration and kissing of the feet. (xii) Any other relevant point. <p>Explain any four points.</p> | | |
| 30 | <p>(a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences.</p> <p>Factors that influenced the implementation of the Permanent Settlement in Bengal</p> <ul style="list-style-type: none"> (i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal. (ii) The initial demands were very high and zamindars could not pay. (iii) Officials felt that agriculture, trade and the revenue resources of the state could be developed by encouraging investment in agriculture. (iv) This could be done by securing rights of property and permanently fixing the rates of revenue demand. (v) Permanent revenue demand would be ensure the regular flow of income for the company. (vi) Permanent settlement initially curtailed the power of zamindars. (vii) It would lead to the emergence of a class of yeomen farmers and rich landowners such farmer would have the capital and enterprise to improve agriculture. (viii)The company recognised zamindars as important but wanted to control and regulate them. (ix) Zamindars regularly failed to pay the revenue demand. Nutured by the British, this class wpuld also be loyal to the Company. (x) Any other relevant point. <p>Explain any four points</p> <p>CONSEQUENCES</p> <ul style="list-style-type: none"> (i) The East India Company had fixed the revenue that each zamindar had to pay. The estates of those who failed to pay | Pg.228-229 | 4+4=8 |



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| | <p>were to be auctioned to recover the revenue.</p> <p>(ii) Zamindars lost their power to organise local justice.</p> <p>(iii) This could be done by securing rights of property and permanently fixing the rates of revenue demand..</p> <p>(iv) Zamindars regularly failed to pay the revenue demand.</p> <p>(v) Nurtured by the British they be loyal to the Company.</p> <p>(vi) Unpaid balances accumulated.</p> <p>(vii) The zamindars' troops were disbanded,</p> <p>(viii) Customs duties abolished,</p> <p>(ix) Their“cutcheries”(courts) brought under the supervision of a Collector appointed by the Company.</p> <p>(x) Collectorate emerged as an alternative centre of authority, if restricted what the zamindar could do</p> <p>(xi) Any other relevant point.</p> <p>Explain any four points</p> | | |
| | OR | | |
| | <p>(b) “The jotedars became powerful figures in many areas of North Bengal during the end of the 18th century.” Examine the statement.</p> <p>(i) A group of rich peasants were consolidating their position in the villages.</p> <p>(ii) Jotedars had acquired vast areas of land – sometimes as much as several thousand acres.</p> <p>(iii) They controlled local trade as well as moneylending, exercising immense power over the poorer cultivators of the region.</p> <p>(iv) A large part of their land was cultivated through sharecroppers. They exercised immense power over the poor cultivators.</p> <p>(v) The power of jotedars was more effective than that of zamindars.</p> <p>(vi) Jotedars were located in the villages and exercised direct control over a considerable section of poor villagers.</p> <p>(vii) They fiercely resisted efforts by zamindars to increase the jama of the village, prevented zamindari officials from executing their duties.</p> <p>(viii) They Mobilised raiyat who were dependent on them, and deliberately delayed payments of revenue to the zamindar.</p> <p>(ix) Any other relevant point.</p> <p>(x) Explain any eight points.</p> | (Pg. 231) | 8 |
| SECTION D (Source-Based Questions) 3x4=12 | | | |
| 31. | <p>What the silk weavers did</p> <p><i>What the silk weavers did Here is an excerpt from the inscription, which is in Sanskrit : Some are intensely attached to music (so)</i></p> | Pg. 64 | 1+1+2 =4 |



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| | <p><i>pleasing to the ear; others, being proud of (the authorship of) a hundred excellent biographies, are conversant with wonderful tales; (others), filled with humility, are absorbed in excellent religious discourses; ... some excel in their own religious rites; likewise by others, who were self-possessed, the science of (Vedic) astronomy was mastered.</i></p> | | |
| | <p>(31.1) How was love for music expressed in the inscription? (1)</p> <p>It was pleasing to the ear, attachment to music . Any other relevant point.</p> | Pg. 64 | |
| | <p>(31.2) How did individuals demonstrate their mastery in the science of Vedic astronomy? (1)</p> <p>Through self-possession the science of (vedic) astronomy was mastered Any other relevant point.</p> | Pg. 64 | |
| | <p>(31.3) In what ways did the various talents mentioned in the inscription contribute to the overall fabric of society? (2)</p> <p>(i) Development of different skills. (ii) Development of different occupation. (iii) Intermixture of tradition/culture (iv) Promoting a sense of tolerance and harmony (v) Development of the social values. (vi) Any other relevant point. Explain Any two points</p> | Pg. 64 | |
| 32 | <p style="text-align: center;"><i>How tanks were built?</i></p> <p><i>About a tank constructed by Krishnadeva Raya, Paes wrote: The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants .</i></p> <p>(32.1) Why did Krishnadeva Raya construct a tank? (1)</p> <p>(i) For the collection of water. (ii) To cultivate lands. (iii) To provided water to the city. Explain Any one point.</p> | Pg. 177 | 1+1+2 =4 |

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| | (32.2) Why did Krishnadeva Raya choose the location at the mouth of two hills for building the tank? (1) (i) To receive a regular supply of water from basin of Tungabhadra. (ii) Water come from 3 leagues to fill the lake. Explain Any one point | Pg. 177 | |
| | (32.3) In what ways was the water from the tanks used? (2) (i) The water was supplied to the city for domestic use. (ii) For their gardens and rice-field. (iii) To the royal center. (iv) For the purpose of irrigation. (v) Any other relevant point. Explain Any one point | | |
| 33. | <i>The Nawab has left</i> <i>Another song mourned the plight of the ruler who had to leave his motherland :</i> <i>Noble and peasant all wept together</i> <i>and all the world wept and wailed</i> <i>Alas! The chief has bidden adieu to</i> <i>his country and gone abroad.</i> | Pg. 266-267 | 1+1+2 =4 |
| | (33.1) What was the immediate impact of the removal of the Nawab? (1) (i) People of Awadh were unhappy (ii) They wept (iii) They wailed. (iv) Soul had gone out of the body. (v) They were dissatisfied with the British. (vi) Any other relevant point. Explain any one point. | Pg. 266-267 | |
| | (33.2) Why was there emotional upheaval at the dethroning and departure of the Nawab ? (1) (i) There was upheaval and the people were greatly annoyed. (ii) Nawab was dethroned on frivolous grounds. (iii) Awadh annexed. (iv) He was seen as father figure. (v) They started believing that the soul left the body. (vi) Loss of livelihood. (vii) Dissolution of court culture. (viii) Any other relevant point. Explain any one point. | Pg. 266-267 | |
| | (33.3) How did the annexation of Awadh fit into the British colonial strategy? Explain. (2) | Pg. 266-267 | |



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| | <ul style="list-style-type: none"> (i) Lord Dalhousie described the kingdom of Awadh as “a cherry that will drop into our mouth one day”. (ii) The British felt that the soil there was good for producing indigo and cotton. (iii) The region was ideally located to be developed into the principal market of Upper India. (iv) By the early 1850s, all the major areas of India had been conquered: Maratha lands, Doab, the Carnatic, the Punjab and Bengal. (v) The takeover of Awadh in 1856 was expected to complete a process of territorial annexation. (vi) Any other relevant point. Explain any one point. | | |
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| SECTION E (Map-Based Questions) 5 |
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| 34 | <p>34.1 On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <ul style="list-style-type: none"> (i) Dholavira – a Harappan site 1 (ii) Meerut Pillar – a site of Asokan inscription 1 (iii) (a) Vijayanagara 1 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> (iii) (b) Bijapur <p>Filled in map attached herewith.</p> | Pg 2 Pg 33 Pg 174 | 3X1=3 |
| | <p>(34.2) On the same political outline map of India, two places related to British control in 1857 are marked as A and B. Identify them and write their correct names on the lines drawn near them. Any two Centers under the control of British from the given list. (A) Delhi (B) Jhansi</p> | Pg 275 | 2 |
| | <p>Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34 :</p> | | |
| | <p>34.1 Name any one Harappan site.</p> <p>Kalibangan, Banawali, Rakhigadhi, Lothal, Kotdiji, Channudaro, Balakot, Dholavira, Nageshwar, Rangpur, Mohenjodaro, Harappa Any other relevant place. Mention any one.</p> | Pg 2 | 1 |
| | <p>34.2 Mention any one Buddhist site.</p> | Pg 95 | 1 |

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| | Sanchi, Amravati, Nagarjunkonda, Sarnath, Shravasti, Lumbini, Kushinagar, Bodhgaya. Any other relevant place. Mention any one. | | |
| | 34.3(a) Name the capital city of Vijayanagara Empire. Hampi/ Vijayanagara Mention any one. | Pg 174 | 1 |
| | OR | | |
| | 34.3 (b) Mention any one neighbouring state of the Vijayanagara Empire. Mention any one. Bijapur, Golkonda, Bidar, Ahmadnagar , Berar Any other relevant place . Mention any one. | Pg 174 | 1 |
| | 34.4 Mention any two cities which were under the British control during 1857. Delhi ,Jhansi, Gwalior, Lucknow, Kanpur Any other relevant place. Mention any two. | Pg 275 | 2 |
| Please see the attached map | | | |

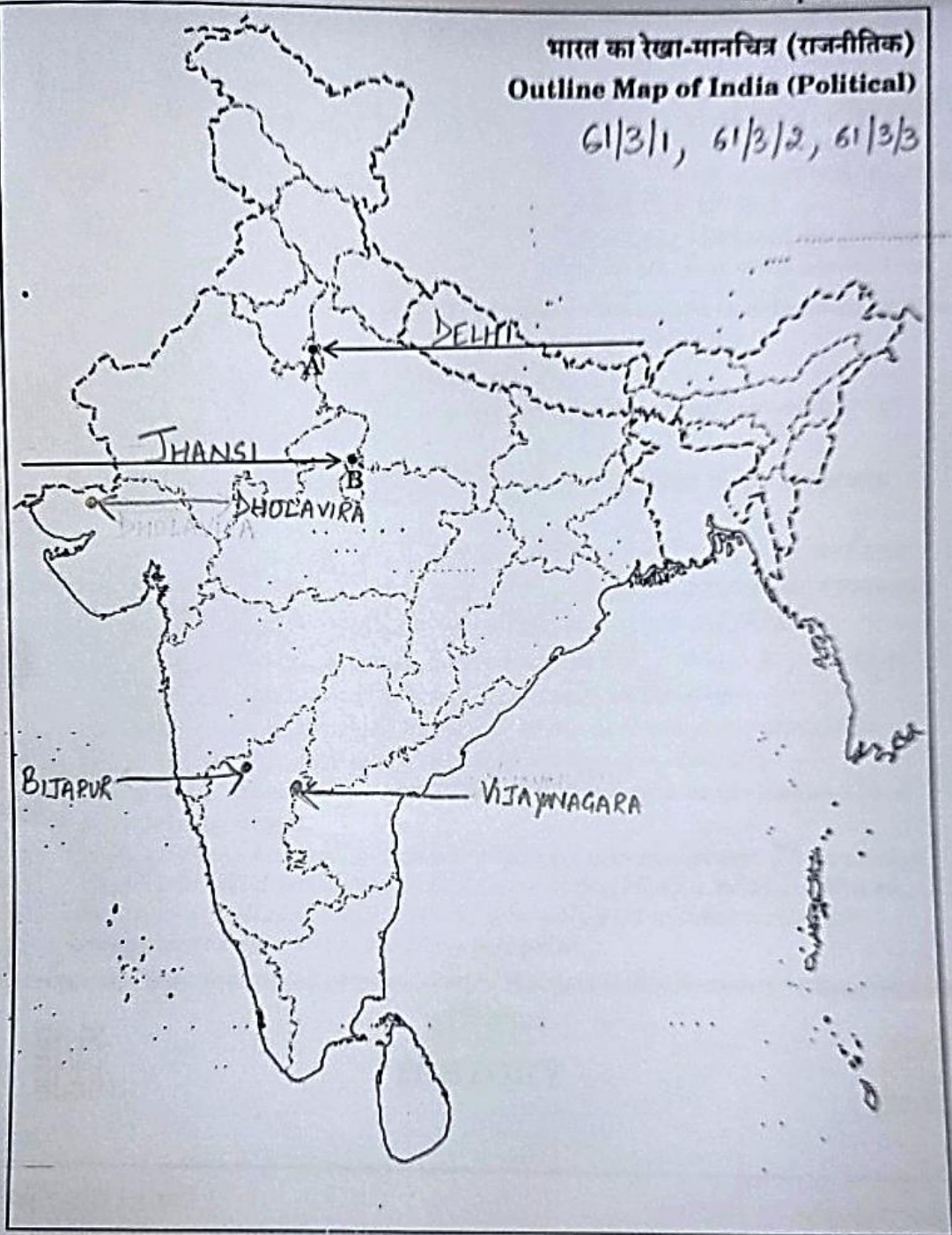


प्रश्न सं. 34 के लिए

For question no. 34

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

61/3/1, 61/3/2, 61/3/3



61/3/1-13

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