

Series Q5QPS/5

Set - 3



प्रश्न-पत्र कोड  
Q.P. Code **61/5/3**

अनुक्रमांक  
Roll No.

--	--	--	--	--	--	--	--	--	--

परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।  
Candidates must write the Q.P. Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 32 (मानचित्र सहित) 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 परीक्षार्थी 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 32 printed pages (Including 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 candidates 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

Time allowed : 3 hours

अधिकतम अंक : 80

Maximum Marks : 80

61/5/3/22/Q5QPS

**209 C**

Page 1 of 17

P.T.O.

## ENGLISH VERSION

### 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 – Section 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 section 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  
(MCQs)

21 × 1 = 21

1. Who among the following was an ex-army official and worked as Director General of Archaeological Survey of India (ASI) ? 1

- (A) John Marshal (B) Alexander Cunningham  
(C) R.D. Bannerjee (D) R.E.M. Wheeler

2. Identify the following picture from the given options : 1



- (A) Sultan Jahan Begum (B) Shahjahan Begum  
(C) Jahanara Begum (D) Ruksar Begum

**Note : The following question is in lieu of Question No. 2 for Visually Impaired Candidates only.**

In which of the following states Sanchi Stups is located ? 1

- (A) Uttar Pradesh (B) Madhya Pradesh  
(C) Arunachal Pradesh (D) Andhra Pradesh



3. Which one of the following is the correct statement regarding Harappan Culture ? 1
- (A) Most of the Harappan sites were located in semi-arid lands.
  - (B) Irrigation was probably not required for agriculture at the Harappan sites.
  - (C) No trace of canals have been found at the Harappan sites.
  - (D) The Iron-tipped Ploughshare was used at the Harappan sites.

4. Which one of the following is not a true statement regarding Harappan Script ? 1
- (A) This script remains undeciphered till date.
  - (B) This script was written from left to right.
  - (C) It was not alphabetic.
  - (D) It has too many signs between 375 and 400.

5. Write the appropriate option from the given in your answer sheet.

The practice of \_\_\_\_\_ means a man having several wives. 1

- (A) Exogamy
- (B) Endogamy
- (C) Polygyny
- (D) Polyandry

6. Given below are two statements marked as Assertion (A) and Reason (R). Read them carefully and choose the correct option from the given options. 1

**Assertion (A) :** In the Eighth Century, the Kailashnath Temple was carved out of mountain.

**Reason (R) :** King Ashoka had given the directive to create artificial caves by cutting into the mountains to resemble temples.

**Options :**

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (C) (A) is true, but (R) is untrue.
- (D) (A) is untrue, but (R) is true.

7. Identify the medieval globe-trotter with the help of the following information : 1

- Before he set-off for India he made pilgrimage trips to Mecca before 1332-33 C.E.
- The Delhi Sultan Muhammad Bin Tughlaq made him Qazi or the judge of Delhi.

**Options :**

- (A) Abd-al-Razzak (B) Al-Biruni  
(C) Ibn Batuta (D) Seydi Ali Reis

8. Arrange the following in chronological order and choose the correct option from the following : 1

- I. Rule of Ashoka  
II. Invasion of Alexander  
III. Rule of Gupta dynasty  
IV. Rise of Chalukyas in Karnataka

**Options :**

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

9. Who among the following Sikh Gurus compiled 'Adi Granth Sahib' ? 1
- (A) Guru Nanak Dev ji  
(B) Guru Arjun Dev ji  
(C) Guru Hargobind Sahib ji  
(D) Guru Gobind Singh ji

10. Read the following information carefully and choose the correct location for this dargah from the given options. 1

- It is a dargah of Shaikh Salim Chisti.
- Akbar visited this dargah many a times.

**Options :**

- (A) Ajmer (B) Delhi  
(C) Agra (D) Fatehpur Sikri
11. Which one of the following description of Mughal rural society is correctly matched ? 1

(Rural - people)	(Profession)
(A) Raiyat	Boatsman
(B) Mallah	Banker
(C) Shroff	Peasant
(D) Mansabdar	Military-Bureaucrat

12. Match column-I with column-II and choose the correct option :

1

Column-I (Temple)		Column-II (Region)	
I	Brihadeswara	A	Vijayanagar
II	Channekeshwar	B	Tanjavur
III	Hazara Ram	C	Tamil Nadu
IV	Chidambaram	D	Belur

Options :

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

13. Identify the forest tribe during sixteenth and seventeenth century with the help of following information :

1

- In Assam these Tribal Chiefs became kings.
- They rendered military service in exchange of land.
- They declared their monopoly on catching wild animals.

- (A) Lohani tribe
- (B) Santhal tribe
- (C) Ahom tribe
- (D) Munda tribe

14. Identify the primary purpose of Britishers to implement Permanent Settlement in Bengal. Choose the best suitable option from the following : 1
- (A) To empower peasants of the region.
  - (B) To abolish land ownership in the region.
  - (C) To increase agricultural productivity of Jotedars.
  - (D) To provide financial stability to British govt.
15. Choose the correct option regarding Virashaiva tradition from the following : 1
- (A) This tradition emerged in Karnataka.
  - (B) They are the followers of Vishnu.
  - (C) They believed in the theory of rebirth.
  - (D) They practice funerary rites.
16. Who among the following was the leader of the revolt of 1857 from Bihar region ? 1
- (A) Shahmal
  - (B) Kunwar Singh
  - (C) Gonoo
  - (D) Nana Saheb
17. At which of the following places the mutiny broke out on 10<sup>th</sup> day of May 1857 ? 1
- (A) Barrakpore
  - (B) Delhi
  - (C) Meerut Cantt
  - (D) Lucknow





18. Who among the following moved the resolution in the Constituent Assembly that the Indian National Flag be horizontal tricolour of saffron, white and dark green in equal proportions with a wheel in navy blue in the centre ? 1

- (A) Vallabhbhai Patel (B) Rajendra Prasad  
(C) B.R. Ambedkar (D) Jawaharlal Nehru

19. Identify the member of Constituent Assembly with the help of information given below : 1

- (i) He was a member of drafting committee of constitution.  
(ii) He was a lawyer.  
(iii) He gave crucial inputs in drafting of constitution.  
(iv) He belonged to Madras (Chennai).

- (A) B.N. Rau  
(B) K.M. Munshi  
(C) Alladi Krishnaswami Ayyar  
(D) S.N. Mukherjee

20. Which of the following movements was broadened by 'Lal-Bal-Pal' and conveyed it as the all-India character of their struggle from 1905-1907 ? 1

- (A) Gadar Movement  
(B) Swadeshi Movement  
(C) Satyagraha Movement  
(D) Peasant Movement

21. Who among the following described the following line for Kingdom of Awadh ?

“A cherry that will fall into our mouth one day.”

1

(A) Lord Cornwallis

(B) Lord Wellesley

(C) Lord Dalhousie

(D) Lord Canning

### SECTION – B

**(Short Answer type Questions)**

**3 × 6 = 18**

22. (a) Explain the strategies adopted by Harappans to procure raw material for their craft production.

3

**OR**

(b) Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.

3

23. “Mahabharat is a dynamic text.” Explain the statement.

3

24. Explain the major features of Virashaiva tradition.

3

25. Examine the major sources of income of the Panchayats during sixteenth and seventeenth centuries.

3

26. (a) Why did Awadh become one of the major centres of Revolt of 1857 ? Explain.

3

**OR**

(b) How did British suppress the Revolt of 1857 ? Explain.

3



27. “The draft constitution provided for three lists of subjects on the issue of federalism.” Explain the statement with examples. 3

**SECTION – C**

**(Long Answer type Questions)**

**8 × 3 = 24**

28. (a) “Magadha became the most powerful Mahajanpada between 6<sup>th</sup> and 4<sup>th</sup> centuries BCE.” Justify the statement. 8

**OR**

- (b) “Mauryan empire was regarded as major landmark in the Indian history.” Justify the statement. 8

29. (a) Explain the reasons behind Gandhiji’s decision to initiate the Salt Satyagraha and why did this movement become a significant event ?

**3 + 5 = 8**

**OR**

- (b) Explain why the ‘Quit India Movement’ was considered a mass movement. 8

30. (a) Examine the main reasons for the rise and decline of the Vijaynagar empire. 8

**OR**

- (b) Examine the distinctive aspects of the fortification of the Vijaynagar empire. 8



**SECTION – D**  
**(Source Based Questions)**

**4 × 3 = 12**

31. Read the source given below and answer the questions that follow : 4

**A ryot petition**

This is an example of a petition from a *ryot* of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :

The *sowkars* (*sahukars*).... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the *sowkars*, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.

31.1 In what ways the money-lenders oppressed the ryots ? 1

31.2 Why was the harvest taken away by the money-lenders ? 1

31.3 Explain any two features of the Ryotwari system. 2



32. Read the following source carefully and answer the questions that follow : 4

**A language with an enormous range**

Al-Biruni described Sanskrit as follows :

If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.

32.1 What motivated Al-Biruni to study Sanskrit ? 1

32.2 How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding ? 1

32.3 In what ways Al-Biruni compare Sanskrit to Arabic ? 2

33. Read the following source carefully and answer the questions that follow : 4

### **Buddhism in practice**

This is an excerpt from the *Sutta Pitaka*, and contains the advice given by the Buddha to a wealthy householder named Sigala :

In five ways should a master look after his servants and employees... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...

In five ways should the clansmen look after the needs of *samanas* (those who have renounced the world) and Brahmanas : by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.

There are similar instructions to Sigala about how to behave with his parents, teacher and wife.

- 33.1 Explain the significance of Sutta Pitaka in Buddhism. 1
- 33.2 How did Buddha advise the wealthy householders to be humane and ethical ? 1
- 33.3 What was the advice given by Buddha to Sigala on how to behave with his parents and teachers ? 2



**SECTION – E**

**(Map Based Question)**

**5 × 1 = 5**

34. 34.1 On the given political outline map of India, locate and label the following with appropriate signs :

(i) Banawali - A matured Harappan Site 1

(ii) Bharhut - A Buddhist Site 1

(iii) (a) Agra – Territory under Mughal’s control 1

**OR**

(b) Delhi – Territory under Mughal’s control 1

34.2 On the same map two places have been marked as A and B, which are the centres of Indian National Movement. Identify them and write their correct names on the lines drawn near them. 2

**Note : The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.**

34.1 Mention any two Harappan Site. 2

34.2 (a) Mention any one territory under Mughal’s control. 1

**OR**

(b) Mention the name of the Capital of Vijaynagar Empire. 1

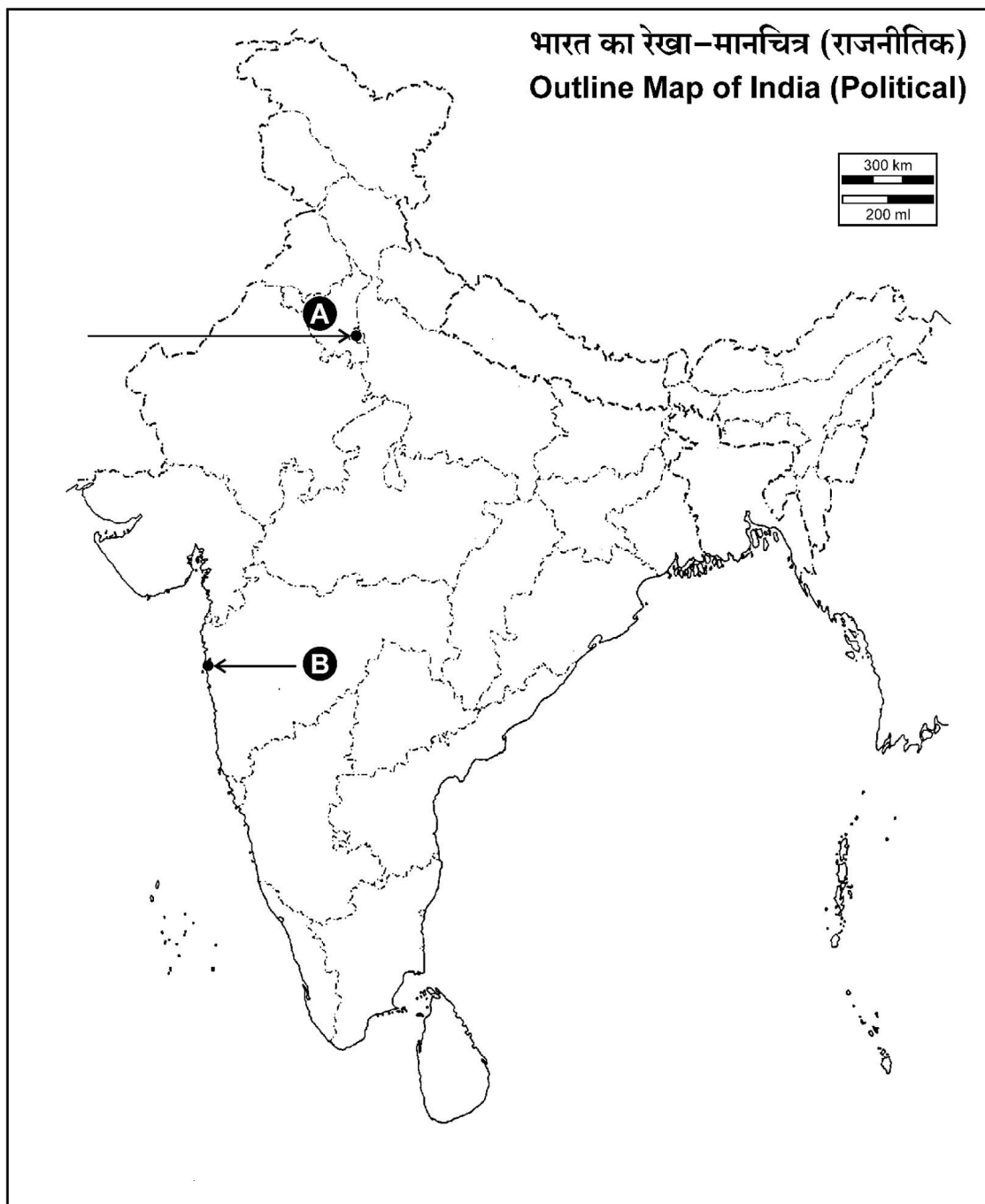
34.3 Name any two centres of Indian National Movement. 2

\_\_\_\_\_



-----  
यहाँ से काटें  
-----  
Cut Here  
-----  
यहाँ से काटें  
-----  
Cut Here  
-----

प्रश्न सं. 34 के लिए मानचित्र  
Map for Q. No. 34







Series Q5QPS/5

Set - 3



प्रश्न-पत्र कोड  
Q.P. Code **61/5/3**

अनुक्रमांक  
Roll No.

--	--	--	--	--	--	--	--	--	--

परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।  
Candidates must write the Q.P. Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 32 (मानचित्र सहित) 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 परीक्षार्थी 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 32 printed pages (Including 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 candidates 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

Time allowed : 3 hours

अधिकतम अंक : 80

Maximum Marks : 80

61/5/3/22/Q5QPS

**209 C**

Page 1 of 17

P.T.O.



## HINDI VERSION

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 – 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 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 उपप्रश्नों वाले स्रोत आधारित प्रश्न हैं। प्रत्येक प्रश्न 4 अंकों का है।
- (vii) खण्ड-ङ : प्रश्न संख्या 34 मानचित्र आधारित प्रश्न हैं 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, खण्ड ग तथा खण्ड 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 प्रश्न)

21 × 1 = 21

1. निम्नलिखित में से कौन सेना के पूर्व-ब्रिगेडियर और भारतीय पुरातात्विक सर्वेक्षण के डायरेक्टर जनरल थे ? 1

(A) जॉन मार्शल

(B) अलेक्जेंडर कनिंघम

(C) आर.डी. बैनर्जी

(D) आर.ई.एम. व्हीलर

2. निम्नलिखित चित्र की दिए गए विकल्पों में से पहचान कीजिए : 1



(A) सुल्तान जहाँ बेगम

(B) शाहजहाँ बेगम

(C) जहाँआरा बेगम

(D) रुखसार बेगम

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न सं. 2 के स्थान पर है ।

साँची स्तूप निम्नलिखित में से किस राज्य में स्थित है ? 1

(A) उत्तर प्रदेश

(B) मध्य प्रदेश

(C) अरुणाचल प्रदेश

(D) आंध्र प्रदेश

3. हड़प्पा संस्कृति के संदर्भ में निम्नलिखित में से कौन सा कथन सही है ? 1
- (A) अधिकांश हड़प्पा स्थल अर्ध-शुष्क क्षेत्रों में स्थित थे ।  
 (B) हड़प्पा स्थलों में संभवतः कृषि के लिए सिंचाई की आवश्यकता नहीं पड़ती थी ।  
 (C) हड़प्पा पुरास्थलों में नहरों के अवशेष नहीं मिले हैं ।  
 (D) हड़प्पा पुरास्थलों में लोहे के फाल हलों का प्रयोग किया जाता था ।
4. हड़प्पाई लिपि के संदर्भ में निम्नलिखित में से कौन सा कथन सही नहीं है ? 1
- (A) यह लिपि आज तक पढ़ी नहीं जा सकी ।  
 (B) यह लिपि बाईं से दाईं ओर लिखी जाती थी ।  
 (C) यह वर्णमालीय नहीं थी ।  
 (D) इसमें चिह्नों की संख्या 375 से 400 के बीच थी ।
5. दिए गए में से उपयुक्त विकल्प अपनी उत्तर पुस्तिका में लिखिए । 1
- \_\_\_\_\_ प्रथा एक पुरुष की अनेक पत्नियाँ होने की सामाजिक परिपाटी है ।
- (A) बहिर्विवाह (B) अंतर्विवाह  
 (C) बहुपत्नी (D) बहुपति
6. नीचे दो कथन दिए गए हैं, अभिकथन (A) और कारण (R) । इनको ध्यानपूर्वक पढ़िए और दिए गए विकल्पों में से उपयुक्त विकल्प का चयन कीजिए । 1
- अभिकथन (A) :** आठवीं सदी के कैलाशनाथ मंदिर को पहाड़ी काट कर बनाया गया था ।  
**कारण (R) :** मंदिरों को पहाड़ काट कर कृत्रिम गुफाओं का रूप देने का आदेश राजा अशोक ने दिया था ।
- विकल्प :**
- (A) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या करता है ।  
 (B) (A) और (R) दोनों सही हैं, परन्तु (R), (A) की सही व्याख्या नहीं करता है ।  
 (C) (A) सही है, परन्तु (R) गलत है ।  
 (D) (A) गलत है, परन्तु (R) सही है ।

7. निम्नलिखित जानकारी की सहायता से मध्यकालीन विश्व-यात्री की पहचान कीजिए :

1

- 1332-33 में भारत के लिए प्रस्थान करने से पहले वह मक्का की तीर्थ यात्रा कर चुका था ।
- दिल्ली के सुल्तान, मुहम्मद बिन तुगलक ने उसे दिल्ली का काज़ी या न्यायाधीश नियुक्त किया ।

विकल्प :

- (A) अब्द-अल-रज़्ज़ाक (B) अल-बिरूनी  
(C) इब्न-बतूता (D) सयदी अली रेइस

8. निम्नलिखित को कालाक्रमिक क्रम से व्यवस्थित कीजिए और दिए गए विकल्पों में से सही विकल्प का चयन कीजिए :

1

- I. अशोक का शासन  
II. सिकंदर का आक्रमण  
III. गुप्त वंश का शासन  
IV. कर्नाटक में चालुक्यों का उदय

विकल्प :

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

9. निम्नलिखित में से सिक्खों के किस गुरु ने 'आदि ग्रंथ साहिब' का संकलन किया ? 1

- (A) गुरु नानक देव जी  
(B) गुरु अर्जुन देव जी  
(C) गुरु हरगोबिंद साहिब जी  
(D) गुरु गोबिंद सिंह जी

10. निम्नलिखित जानकारी को ध्यानपूर्वक पढ़िए और इस दरगाह का स्थान नीचे दिए विकल्पों में से पहचानिए । 1

- यह शेख सलीम चिश्ती की दरगाह है ।
- अकबर ने इस दरगाह का कई बार दौरा किया ।

विकल्प :

- (A) अजमेर (B) दिल्ली  
(C) आगरा (D) फतेहपुर सीकरी

11. मुगल ग्रामीण समाज का निम्नलिखित में से कौन सा विवरण सुमेलित है ? 1

(ग्रामीण लोग)	(कार्य)
(A) रैयत	नाविक
(B) मल्लाह	बैंकर
(C) सराफ़	किसान
(D) मनसबदार	सैनिक-नौकरशाह

12. स्तंभ-I का मिलान स्तंभ-II से कीजिए और सही विकल्प का चयन कीजिए :

1

स्तंभ-I (मंदिर)		स्तंभ-II (क्षेत्र)	
I	बृहदेश्वर	A	विजयनगर
II	चन्नकेशवर	B	तंजावूर
III	हज़ारा राम	C	तमिलनाडु
IV	चिदम्बरम्	D	बेल्लूर

विकल्प :

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

13. निम्नलिखित जानकारी की सहायता से सोलहवीं और सत्रहवीं शताब्दी के दौरान जंगली कबीले की पहचान कीजिए :

1

- असम में ये जंगली कबीलों के सरदार राजा बन गए ।
- ये ज़मीन के बदले सैनिक सेवा देते थे ।
- इन्होंने जंगली हाथी पकड़ने पर अपने एकाधिकार का ऐलान कर रखा था ।

- (A) लोहानी कबीला  
(B) संथाल कबीला  
(C) अहोम कबीला  
(D) मुंडा कबीला



14. बंगाल में इस्तमरारी बंदोबस्त लागू करने में अंग्रेजों के प्राथमिक उद्देश्य की पहचान कीजिए। निम्नलिखित में से सर्वोपयुक्त विकल्प का चयन कीजिए : 1
- (A) क्षेत्र के किसानों को सशक्त करने के लिए।  
(B) क्षेत्र में भू-स्वामित्व को समाप्त करने के लिए।  
(C) जोतदारों का कृषि उत्पादन बढ़ाने के लिए।  
(D) ब्रिटिश सरकार को वित्तीय स्थिरता प्रदान करने के लिए।
15. निम्नलिखित में से वीरशैव परंपरा के संदर्भ में सही विकल्प का चयन कीजिए : 1
- (A) इस परंपरा का उद्भव कर्नाटक में हुआ।  
(B) वे विष्णु के अनुयायी थे।  
(C) वे पुनर्जन्म के सिद्धांत को मानते थे।  
(D) वे श्राद्ध संस्कार का पालन करते थे।
16. निम्नलिखित में से कौन बिहार क्षेत्र से 1857 के विद्रोह का नेता था ? 1
- (A) शाहमल (B) कुँवर सिंह  
(C) गुन्नू (D) नाना साहेब
17. निम्नलिखित में से किस स्थान पर 10 मई, 1857 को विद्रोह शुरू हुआ ? 1
- (A) बैरकपुर (B) दिल्ली  
(C) मेरठ छावनी (D) लखनऊ



18. निम्नलिखित में से किसने संविधान सभा में प्रस्ताव पेश किया कि भारतीय राष्ट्रीय ध्वज केसरिया, सफेद और गहरे हरे रंग का समान अनुपात में क्षैतिज तिरंगा होगा और केंद्र में नीले रंग का चक्र होगा ? 1

- (A) वल्लभभाई पटेल
- (B) राजेन्द्र प्रसाद
- (C) बी.आर. अम्बेडकर
- (D) जवाहरलाल नेहरू

19. नीचे दी गई जानकारी की सहायता से संविधान सभा के सदस्य की पहचान कीजिए : 1

- (i) वह संविधान की प्रारूप समिति के सदस्य थे ।
- (ii) वह एक वकील थे ।
- (iii) इन्होंने संविधान का प्रारूप तैयार करने के लिए महत्वपूर्ण सुझाव दिए ।
- (iv) वह मद्रास (चेन्नई) के रहने वाले थे ।

- (A) बी.एन. राव
- (B) के.एम. मुंशी
- (C) अल्लादि कृष्णास्वामी अय्यर
- (D) एस.एन. मुखर्जी

20. निम्नलिखित में से किस आंदोलन को 'लाल-बाल-पाल' ने व्यापक बनाया और 1905-1907 तक अपने संघर्ष को 'अखिल भारतीय चरित्र' के रूप में व्यक्त किया ? 1

- (A) गदर आंदोलन
- (B) स्वदेशी आंदोलन
- (C) सत्याग्रह आंदोलन
- (D) किसान आंदोलन

21. निम्नलिखित में से किसने अवध साम्राज्य के लिए नीचे दी गई पंक्ति का वर्णन किया ? 1

“ये चैरी फल एक दिन हमारे ही मुँह में आकर गिरेगा ।”

- (A) लॉर्ड कॉर्नवालिस (B) लॉर्ड वेलेजली  
(C) लॉर्ड डलहौजी (D) लॉर्ड कैनिंग

**खण्ड – ख**

(लघु-उत्तरीय प्रकार के प्रश्न)

3 × 6 = 18

22. (a) अपने शिल्प उत्पादन के लिए कच्चा माल प्राप्त करने के लिए हड़प्पावासियों द्वारा अपनाए गए तरीकों को स्पष्ट कीजिए । 3

**अथवा**

(b) पुरातत्वविद् हड़प्पावासियों की आहार संबंधी आदतों का पुनर्निर्माण करने में कैसे सक्षम हुए हैं ? स्पष्ट कीजिए । 3

23. “महाभारत एक गतिशील ग्रंथ है ।” इस कथन की व्याख्या कीजिए । 3

24. वीरशैव परंपरा की मुख्य विशेषताओं की व्याख्या कीजिए । 3

25. सोलहवीं और सत्रहवीं शताब्दी के दौरान पंचायतों की आय के मुख्य स्रोतों की परख कीजिए । 3

26. (a) 1857 के विद्रोह में अवध एक मुख्य केन्द्र क्यों बना ? स्पष्ट कीजिए । 3

**अथवा**

(b) 1857 के विद्रोह को अंग्रेजों ने किस प्रकार दबाया ? स्पष्ट कीजिए । 3

27. “संविधान के मसविदे में संघवाद के मुद्दे पर विषयों की तीन सूचियाँ बनाई गईं ।” इस कथन को उदाहरणों सहित स्पष्ट कीजिए । 3

**खण्ड – ग**

(दीर्घ-उत्तरीय प्रकार के प्रश्न) 8 × 3 = 24

28. (a) “छठी ई.पू. और चौथी ई.पू. के बीच मगध सबसे शक्तिशाली महाजनपद बन गया ।” इस कथन को न्यायसंगत ठहराइये । 8

**अथवा**

- (b) “मौर्य साम्राज्य को भारतीय इतिहास का एक प्रमुख काल माना गया है ।” इस कथन को न्यायसंगत ठहराइये । 8

29. (a) गाँधीजी के ‘नमक सत्याग्रह’ शुरू करने के निर्णय के पीछे के कारणों को स्पष्ट कीजिए और यह आंदोलन एक महत्त्वपूर्ण घटना क्यों बन गया ? 3 + 5 = 8

**अथवा**

- (b) ‘भारत छोड़ो आंदोलन’ को जन आंदोलन क्यों माना गया ? स्पष्ट कीजिए । 8

30. (a) विजयनगर साम्राज्य के उत्थान और पतन के मुख्य कारणों की परख कीजिए । 8

**अथवा**

- (b) विजयनगर साम्राज्य की किलेबंदी के विशिष्ट पहलुओं की परख कीजिए । 8

खण्ड – घ

(स्रोत-आधारित प्रश्न)

4 × 3 = 12

31. नीचे दिए गए स्रोत को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए : 4

रैयत अर्जी

नीचे एक याचिका का उदाहरण दिया गया है जो करजत तालुका के मीरगाँव के एक रैयत द्वारा कलेक्टर, अहमदनगर, दक्कन दंगा आयोग को दी गई थी :

साहूकार लोग काफी दिनों से हम पर अत्याचार कर रहे हैं। चूँकि हम अपना घर खर्च चलाने के लिए काफी मात्रा में पैसा नहीं कमा सकते, इसलिए हम उनसे पैसा, कपड़ा और अनाज माँगने के लिए मजबूर हो गए हैं। उनसे हमें ये चीजें मिलती जाती हैं पर बड़ी कठिनाई से और उसके लिए हमें उनके साथ कड़ी शर्तों पर बंधपत्र लिखने के लिए मजबूर होना पड़ता है। इसके अलावा कपड़ा और अनाज भी नकद दरों पर नहीं बेचा जाता। हमसे जो कीमतें माँगी जाती हैं वह नकदी कीमत चुकाने वाले ग्राहकों की अपेक्षा आमतौर पर 25 से 50 प्रतिशत ज्यादा होती हैं। ..... हमारे खेतों की उपज भी साहूकार ले जाते हैं; उपज ले जाते समय तो वे हमें यह आश्वासन देते हैं कि इसकी कीमत हमारे खाते में जमा कर दी जाएगी लेकिन वे हमारे खातों में ऐसा कोई उल्लेख नहीं करते। वे जब हमारी उपज ले जाते हैं तो बदले में कोई रसीद भी नहीं देते।

- 31.1 साहूकार रैयतों पर किस प्रकार से अत्याचार करते थे ? 1
- 31.2 साहूकारों द्वारा अनाज क्यों छीना गया ? 1
- 31.3 रैयतवारी व्यवस्था की किन्हीं दो विशेषताओं की व्याख्या कीजिए। 2



32. नीचे दिए गए स्रोत को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

4

### विशाल पहुँच वाली एक भाषा

संस्कृत के विषय में अल-बिरूनी यह लिखता है :

यदि आप इस कठिनाई (संस्कृत भाषा सीखने की) से पार पाना चाहते हैं तो यह आसान नहीं होगा क्योंकि अरबी भाषा की तरह ही, शब्दों तथा विभक्तियों, दोनों में ही इस भाषा की पहुँच बहुत विस्तृत है। इसमें एक ही वस्तु के लिए कई शब्द, मूल तथा व्युत्पन्न दोनों, प्रयुक्त होते हैं और एक ही शब्द का प्रयोग कई वस्तुओं के लिए होता है, जिन्हें भली प्रकार समझने के लिए विभिन्न विशेषक संकेतपदों के माध्यम से एक दूसरे से अलग किया जाना आवश्यक है।

- 32.1 अल-बिरूनी को संस्कृत का अध्ययन करने के लिए किस चीज़ ने प्रेरित किया ? 1
- 32.2 संस्कृत के बारे में अल-बिरूनी की टिप्पणियों ने अंतर-संस्कृतिक समझ में कैसे योगदान दिया ? 1
- 32.3 अल-बिरूनी ने संस्कृत की तुलना अरबी से किस प्रकार की ? 2



33. निम्नलिखित स्रोत को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

4

### व्यवहार में बौद्ध धर्म

सुत्त पिटक से लिए गए इस उद्धरण में बुद्ध सिगल नाम के एक अमीर गृहपति को सलाह दे रहे हैं :

मालिक को अपने नौकरों और कर्मचारियों की पाँच तरह से देखभाल करनी चाहिए.... उनकी क्षमता के अनुसार उन्हें काम देकर, उन्हें भोजन और मज़दूरी देकर, बीमार पड़ने पर उनकी परिचर्या करके, उनके साथ सुस्वादु भोजन बाँटकर और समय-समय पर उन्हें छुट्टी देकर...

कुल के लोगों को पाँच तरह से श्रमणों (जिन्होंने सांसारिक जीवन को त्याग दिया है) और ब्राह्मणों की देखभाल करनी चाहिए.... कर्म, वचन और मन से अनुराग द्वारा, उनके स्वागत में हमेशा घर खुले रखकर और उनकी दिन-प्रतिदिन की जरूरतों की पूर्ति करके ।

सिगल को माता-पिता, शिक्षक और पत्नी के साथ व्यवहार के लिए भी ऐसे ही उपदेश दिए गए हैं ।

33.1 बौद्ध धर्म में सुत्त पिटक के महत्व को स्पष्ट कीजिए ।

1

33.2 बुद्ध ने अमीर गृहपति को मानवीय और नैतिक बनने की सलाह कैसे दी ?

1

33.3 बुद्ध ने सिगल को अपने माता-पिता और शिक्षकों के साथ कैसा व्यवहार करना चाहिए, इस बारे में

क्या सलाह दी ?

2

खण्ड – ड  
(मानचित्र-आधारित प्रश्न)

5 × 1 = 5

34. 34.1 दिए गए भारत के राजनीतिक रेखा-मानचित्र पर निम्नलिखित को उपयुक्त चिह्नों से अंकित कीजिए और उनके नाम लिखिए :

- (i) बनावली - विकसित हड़प्पा पुरास्थल 1
- (ii) भरहुत - बौद्ध स्थल 1
- (iii) (a) आगरा - मुगलों के अधीन क्षेत्र 1

अथवा

- (b) दिल्ली - मुगलों के अधीन क्षेत्र 1

34.2 दिए गए इसी राजनीतिक रेखा-मानचित्र पर दो स्थानों को A और B से अंकित किया गया है जो भारतीय राष्ट्रीय आंदोलन के केन्द्र थे। इनको पहचानिए और इनके साथ खींची गई रेखाओं पर इनके सही नाम लिखिए। 2

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 34 के स्थान पर हैं।

34.1 किन्हीं दो हड़प्पा पुरास्थलों का उल्लेख कीजिए। 2

34.2 (a) मुगलों के अधीन किसी एक क्षेत्र का उल्लेख कीजिए। 1

अथवा

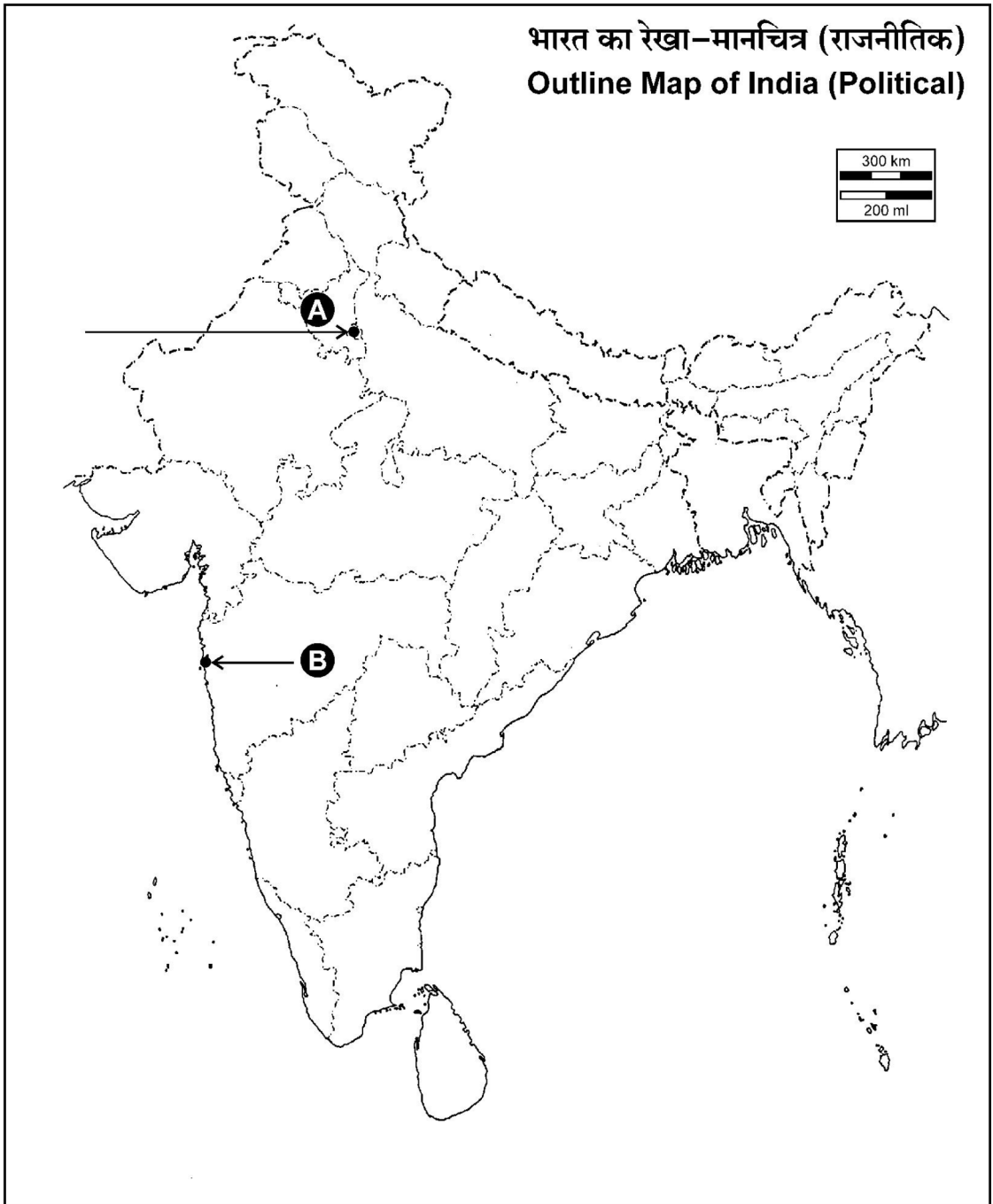
(b) विजयनगर साम्राज्य की राजधानी का उल्लेख कीजिए। 1

34.3 भारतीय राष्ट्रीय आंदोलन के किन्हीं दो केन्द्रों के नाम लिखिए। 2



-----  
Cut Here -----  
-----  
Cut Here -----  
-----

प्रश्न सं. 34 के लिए मानचित्र  
Map for Q. No. 34





Marking Scheme  
Strictly Confidential  
(For Internal and Restricted use only)  
Senior School Certificate Examination, 2024  
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/5/1)

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 totalled 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"> <li>● Leaving the answer or part thereof un-assessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totalling on the title page.</li> <li>● Wrong totalling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 totalling 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 totalled 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 - 61/5/1  
MARKING SCHEME 2024  
HISTORY (027)

MM: 80

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> (Multiple Choice Type Questions) <span style="float: right;">21x1=21</span>			
1	A- Most of the Harappan sites were located in semi-arid lands	Pg 3	1
2	D - R.E.M. Wheeler	Pg 21	1
3	B - This script was written from left to right	Pg 15	1
4	B - Shahjahan Begum B - Madhya Pradesh (For visually challenged candidate only)	Pg 82 Pg 83	1
5	C - Polygyny	Pg 57	1
6	C - II, I, III, IV	Pg 50	1
7	B - Both A and R are true, but (R) is not the explanation for (A)	Pg 106-107	1
8	C - Ibn Battuta	Pg 118	1
9	B- Guru Arjun Dev ji	Pg 163	1
10	A - This tradition emerged in Karnataka	Pg 147	1
11	D - Fatehpur Sikri	Pg 160	1
12	D - Mansabdar - Military-Bureaucrat	Pg 214	1
13	C - B, D, A, C	Pg 172	1
14	C - Ahom tribe	Pg 210	1
15	D -To provide financial stability to the British govt.	Pg 228-229	1
16	B - Kunwar Singh	Pg 262	1
17	C - Lord Dalhousie	Pg 266	1
18	C- Meerut Cantt.	Pg 258	1
19	D - Jawaharlal Nehru	Pg 320	1
20	C Alladi Krishnaswami Ayyar	Pg 320	1
21	B - Swadeshi Movement	Pg 287	1



Section B  
(Short-Answer Type Questions)

3x6=24

22	<p>(a) Explain the strategies adopted by Harappans to procure raw material for their craft production.</p> <ol style="list-style-type: none"> <li>i. Many methods and strategies used to procure raw material.</li> <li>ii. Clay was locally available.</li> <li>iii. Stone, timber and metal was procured from outside.</li> <li>iv. Transportation of goods and people by land routes, sea routes.</li> <li>v. They established settlements (any one) <ul style="list-style-type: none"> <li>• Nageshwar and Balakot for shells.</li> <li>• Shortughai, in far-off Afghanistan, for lapis lazuli.</li> <li>• Lothal was near sources of carnelian</li> <li>• Steatite (from south Rajasthan and north Gujarat).</li> <li>• Metal like copper (from Rajasthan).</li> </ul> </li> <li>vi. They sent expeditions to areas where raw material was available such as (any one) <ul style="list-style-type: none"> <li>• Khetri region of Rajasthan (for copper)</li> <li>• South India (for gold).</li> </ul> </li> <li>vii. They communicated with local people.</li> <li>viii. Harappan micro-beads found in these areas show such contact.</li> <li>ix. Contact with distant lands – (any one) <ul style="list-style-type: none"> <li>• Copper was probably brought from Oman.</li> <li>• Distinctive Harappan jar found at Omani sites.</li> <li>• Mesopotamian texts mention contact with different regions eg Dilmun (Bahrain), Magan and Meluhha.</li> </ul> </li> <li>x. Bullock cart used for transport.</li> <li>xi. Boats used on rivers/seas.</li> <li>xii. Any other relevant point (Any three points to be explained)</li> </ol>	Pg12-14	3
OR			
	<p>(b) Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.</p> <ol style="list-style-type: none"> <li>i. The Harappans ate a wide range of plant products.</li> <li>ii. Grains like wheat, barley, lentil, chickpea and sesame were found at Harappan sites.</li> <li>iii. Millets are found from sites in Gujarat.</li> <li>iv. Finds of rice are rare.</li> <li>v. Dietary practices are reconstructed from finds of charred grains and seeds, studied by archaeo-botanists (specialists in ancient plant remains).</li> <li>vi. The Harappans consumed animal products.</li> <li>vii. Bones of animals have been found at the Harappan sites.</li> <li>viii. Bones of wild species have been found.</li> <li>ix. Bones of fish and fowl are also found.</li> <li>x. Any other relevant point (Any three points to be explained)</li> </ol>	Pg 2-3	3



23	<p>How was the patrilineal system important among elite families from the sixth century BCE. Explain with examples.</p> <ol style="list-style-type: none"> <li>i. Patrilineal means tracing descent from father to son, grandson etc.</li> <li>ii. Under patrilineal, sons could claim the resources (including the throne in the case of kings) of their fathers when the latter died.</li> <li>iii. In the conflict between the Pandavas &amp; Kauravas, the Pandavas emerged victorious and patrilineal succession was proclaimed.</li> <li>iv. Most ruling dynasties (c. sixth century BCE onwards) claimed to follow this system.</li> <li>v. Mantras in Rig Veda show the importance of patrilineal.</li> <li>vi. This practice was followed by wealthy men and Brahmanas.</li> <li>vii. Any other relevant point (Any three points to be explained)</li> </ol>	Pg55-56	3
24	<p>Baba Guru Nanak Dev ji advocated a form of "Nirguna Bhakti". Substantiate the statement.</p> <ol style="list-style-type: none"> <li>i. Baba Guru Nanak advocated nirguna bhakti.</li> <li>ii. This is evident in his hymns and teachings.</li> <li>iii. The Absolute or "Nir" had no gender or form.</li> <li>iv. He rejected practices like image worship.</li> <li>v. He was against sacrifices.</li> <li>vi. He was against ritual baths &amp; caste system.</li> <li>vii. He was not in favour of the scriptures of both Hindus and Muslims.</li> <li>viii. He advocated repeating the Divine name to connect with God.</li> <li>ix. He expressed his ideas through hymns called "shabad" in Punjabi.</li> <li>x. Baba Guru Nanak sang his compositions in various ragas.</li> <li>xi. Sangat - Congregational worship/collective recitation.</li> <li>xii. Any other relevant point (Any three points to be explained)</li> </ol>	Pg163-164	3
25	<p>"Ain-i-Akbari is considered a major source for the agrarian history of the sixteenth and seventeenth centuries." Examine the statement.</p> <ol style="list-style-type: none"> <li>i. Ain-i Akbari, an important chronicle was written by Akbar's court historian Abu'l Fazl.</li> <li>ii. Gives information on measures adopted by state to ensure cultivation.</li> <li>iii. Gives information on revenue collection by the officers of the state.</li> <li>iv. Explains relationship between the state and the local zamindars.</li> <li>v. Mentions terms used for peasants - raiyat or muzarian, kisan or asami.</li> <li>vi. Mentions two types of peasants - khud-kashta and pahi-kashta.</li> <li>vii. Mentions that agriculture expanded because of abundant land,</li> </ol>	Pg 197-201	3



	<p>labour and mobility of peasants.</p> <p>viii. Mentions the crops grown - rice, wheat or millets.</p> <p>ix. Cultivation was based on the principle of individual ownership.</p> <p>x. It tells us that agriculture was rain fed.</p> <p>xi. Artificial systems of irrigation were used.</p> <p>xii. Irrigation projects received state support.</p> <p>xiii. Agriculture was labour intensive.</p> <p>xiv. Peasants used technologies like cattle harness, wooden plough etc.</p> <p>xv. Two cycles of crops - kharif (autumn) and the rabi (spring).</p> <p>xvi. Arid terrains produced two crops a year (do-fasla).</p> <p>xvii. Rainfed or irrigated areas gave three crops.</p> <p>xviii. Province of Agra produced 39 varieties of crops.</p> <p>xix. Delhi produced 43 varieties over the two seasons.</p> <p>xx. Bengal produced 50 varieties of rice.</p> <p>xxi. Agriculture was not just for subsistence.</p> <p>xxii. State encouraged peasants to cultivate cash crops (jins-i-kamil)</p> <p>xxiii. During the seventeenth century new crops from different parts of the world were introduced.</p> <p>xxiv. Any other relevant point (Any three points to be explained)</p>		
26	<p>(a) Under what circumstances did Bahadur Shah Zafar bless the rebellion of 1857? Explain.</p> <p>i. Sepoys arrived at the Red Fort in the morning on 11 May.</p> <p>ii. Sepoys told him that they had come from Meerut after killing all the Englishmen there.</p> <p>iii. English were forcing them to use greased cartridges.</p> <p>iv. Faith of Hindus and Muslims was being corrupted.</p> <p>v. Another group of sepoys entered Delhi, and ordinary people of the city joined them.</p> <p>vi. Some sepoys entered the Red Fort, ignoring the court etiquette.</p> <p>vii. They demanded that the emperor give them his blessings.</p> <p>viii. Emperor was old and weak.</p> <p>ix. Feared the crowd that entered the fort – sense of horror.</p> <p>x. Initially, he was not willing to support the sepoys.</p> <p>xi. Surrounded by the sepoys, Bahadur Shah had no other option but to accept the leadership of the Revolt.</p> <p>xii. The revolt became legitimate because it could now be carried on in the name of the Mughal emperor.</p> <p>xiii. Any other relevant point (Any three points to be explained)</p>	Pg 258	3
	OR		
	<p>(b) Explain any three sources to know about the Revolt of 1857.</p>	Pg 270-274,	3



	<ul style="list-style-type: none"> <li>i. Proclamations and ishtahars (notifications) issued by rebel leaders.</li> <li>ii. Azamgarh proclamation.</li> <li>iii. British records - reveal the minds of officials.</li> <li>iv. Charles Ball noted that panchayats were held at night.</li> <li>v. Arzis/petition/application of rebel sepoys.</li> <li>vi. Visual representations - both British and Indian.</li> <li>vii. Films and posters.</li> <li>viii. Art &amp; literature - poem by Subhadra Kumari Chauhan: "Khoob .....mardani".</li> <li>ix. Regional records.</li> <li>x. Any other relevant point</li> </ul> <p>(Any three points to be explained)</p>	277-283	
27	<p>"The draft constitution provided for three lists of subjects on the issue of federalism "Explain the statement with examples.</p> <ul style="list-style-type: none"> <li>(i) Union List: Under the control of Centre.</li> <li>(ii) State List: Under the control of the State.</li> <li>(iii) Concurrent List: Under control of Centre and State.</li> <li>(iv) Many more items were placed under Union control.</li> <li>(v) The Union had control of minerals and key industries.</li> <li>(vi) Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</li> <li>(vii) Voices that favoured strong centre- Nehru, Dr. Ambedkar.</li> <li>(viii) K Santhanam favoured more powers to the state.</li> <li>(ix) Any other relevant point</li> </ul> <p>(Any three points to be explained)</p>	Pg 334	3
<p><b>Section C</b> (Long-Answer Type Questions) <span style="float: right;">8x3=24</span></p>			
28	<p>(a) "The sixth century BCE was a period of emergence of early states, empires and diverse thoughts in early Indian history." Justify the statement.</p> <ul style="list-style-type: none"> <li>i. This was the period when early states and cities started growing.</li> <li>ii. Janapadas and Mahajanapadas developed.</li> <li>iii. Each Mahajanapada was ruled by a king.</li> <li>iv. Each Mahajanapada had a fortified capital city.</li> <li>v. They had bureaucracy.</li> <li>vi. Rules for governance existed.</li> <li>vii. Rulers started collection of taxes.</li> <li>viii. Rulers developed trade and commerce.</li> <li>ix. Ruler maintained armies.</li> <li>x. Use of iron.</li> <li>xi. Use coins.</li> <li>xii. Diverse systems of thought like Jainism, Buddhism, Ajivika etc developed.</li> <li>xiii. The Brahmanas composed Dharmasutras in Sanskrit.</li> </ul>	Pg 29-30	8



	<p>xiv. Any other relevant point. (Any eight points to be explained)</p>		
	OR		
	<p>(b) "Although inscriptions provide strong evidence for reconstructing history yet there are few limitations to these evidences." Justify the statement.</p> <ol style="list-style-type: none"> <li>i. Historians find historical evidence from inscriptions.</li> <li>ii. They studied the statements made in the inscriptions.</li> <li>iii. Inscriptional evidence is the base for reconstructing history.</li> <li>iv. There are technical limitations to inscriptional evidence.</li> <li>v. Letters are very faintly engraved.</li> <li>vi. Reconstructions are uncertain.</li> <li>vii. Some inscriptions are damaged.</li> <li>viii. Letters are missing.</li> <li>ix. It is difficult to understand the meaning of the inscription.</li> <li>x. Many inscriptions have not been deciphered.</li> <li>xi. Many inscriptions have not been published.</li> <li>xii. Many inscriptions have not been translated.</li> <li>xiii. Many inscriptions have not survived ravages of time.</li> <li>xiv. Many inscriptions are available in fragments.</li> <li>xv. Many important developments were probably not recorded.</li> <li>xvi. Inscriptions do not mention the lives of ordinary people.</li> <li>xvii. They focus more on grand, unique events.</li> <li>xviii. History from the top - reflects the perspective of the person(s) who commissioned them.</li> <li>xix. It is a tedious process and prone to misinterpretation.</li> <li>xx. Any other relevant point.</li> </ol> <p>(Any eight points to be explained)</p>	Pg 48-49	8
29	<p>(a) Examine the main reasons for the rise and decline of the Vijayanagara Empire.</p> <p><b>Rise</b></p> <ol style="list-style-type: none"> <li>i. There were too many claimants to power.</li> <li>ii. The first dynasty- Sangamas, exercised control till 1485.</li> <li>iii. They were succeeded by the Saluvas, who ruled till 1503.</li> <li>iv. Replaced by the Tuluvas. Krishnadeva Raya belonged to Tuluva dynasty.</li> <li>v. Krishnadeva Raya's rule - characterised by expansion &amp; consolidation.</li> <li>vi. He acquired the land between the Tungabhadra and Krishna rivers.</li> <li>vii. The rulers of Orissa were subdued.</li> <li>viii. He defeated the Sultan of Bijapur.</li> <li>ix. The kingdom remained in a constant state of military preparedness.</li> <li>x. Empire saw peace and prosperity during Krishnadeva Raya's reign.</li> <li>xi. He built beautiful temples and added gopurams to many south</li> </ol>	Pg 173-174	4+4=8



	<p>Indian temples.</p> <p>xii. He founded a suburban township near Vijayanagara called Nagalapuram.</p> <p>xiii. Any other relevant point. (Any four points to be explained)</p> <p><b>Decline</b></p> <p>i. After Krishnadeva Raya's death his successors were troubled by rebellious nayakas or military chiefs.</p> <p>ii. By 1542 control shifted to the Aravidu dynasty.</p> <p>iii. Clashes between the rulers of Vijayanagara and Deccan Sultanates resulted in shifting alignments.</p> <p>iv. Sultanates formed an alliance against Vijayanagara and defeated Rama Raya, at the battle of Talikota.</p> <p>v. The city was destroyed and abandoned within a few years.</p> <p>vi. Any other relevant point. (Any four points to be explained)</p>		
	OR		
	<p>(b) Examine the distinctive aspects of the fortification of the Vijayanagara Empire.</p> <p>i. Abdur Razzaq was greatly impressed by the fortification.</p> <p>ii. He mentioned seven lines of forts.</p> <p>iii. Fortification walls encircled agricultural and forest lands.</p> <p>iv. The outermost wall linked the hills surrounding the city.</p> <p>v. The massive masonry construction was slightly tapered.</p> <p>vi. No mortar or cementing agent was used.</p> <p>vii. Stone blocks were wedge shaped, which held them in place.</p> <p>viii. The inner portion of the walls was of earth packed with rubble.</p> <p>ix. Square or rectangular bastions projected outwards.</p> <p>x. Between the first, second and the third walls there are cultivated fields, gardens and houses".</p> <p>xi. Fortification was useful during the siege.</p> <p>xii. Even during siege, agriculture could be practiced &amp; crops grown.</p> <p>xiii. This saved the people from starvation.</p> <p>xiv. Second line of fortification went round the inner core of the urban complex.</p> <p>xv. A third line surrounded the royal centre.</p> <p>xvi. The fort was entered through well-guarded gates. Influence of Indo-Islamic architecture.</p> <p>xvii. Roads connected various parts of the city.</p> <p>xviii. Any other relevant point. (Any eight points to be explained)</p>	Pg 177-178	8
30	(a) Explain the reasons behind Gandhiji's decision to initiate the Salt Satyagraha and why did this movement become a significant event?	Pg 296-300	5+3=8



	<p><b><u>Reasons</u></b></p> <ol style="list-style-type: none"> <li>i. Salt law was unpopular.</li> <li>ii. Gandhiji gave an advance notice of his salt march to the British.</li> <li>iii. On 12th March 1930, Gandhiji started the march to break the Salt law.</li> <li>iv. British monopoly over manufacture &amp; sale of salt was very unpopular</li> <li>v. Government destroyed the salt that it could not sell profitably.</li> <li>vi. People were not allowed to make salt for domestic use.</li> <li>vii. People were forced to buy salt at a high price.</li> <li>viii. Salt was used by one and all so, became a symbol of protest.</li> <li>ix. Gandhiji decided to launch a Salt Satyagraha to protest against the British.</li> <li>x. It deprived the people of a valuable village industry.</li> <li>xi. It involved destruction of property that nature produced in abundance.</li> <li>xii. Salt Tax.</li> <li>xiii. Any other relevant point (Any five points to be explained)</li> </ol> <p><b><u>Significance</u></b></p> <ol style="list-style-type: none"> <li>i. It brought Mahatma Gandhi to world attention.</li> <li>ii. March was widely covered by the European &amp; American press.</li> <li>iii. Women participated in large numbers.</li> <li>iv. Salt March made British realise that their Raj would not last forever.</li> <li>v. They realised they would have to share some power with the Indians.</li> <li>vi. All sections of society participated in the salt march.</li> <li>vii. People made salt at Dandi to protest against the British.</li> <li>viii. It was a non-violent protest.</li> <li>ix. British used violent methods to control the march.</li> <li>x. British became unpopular.</li> <li>xi. Any other relevant point. (Any three points to be explained)</li> </ol>		
	OR		
	<p>(b) Explain why the 'Quit India Movement' was considered a mass movement.</p> <ol style="list-style-type: none"> <li>i. Failure of Cripps Mission</li> <li>ii. Quit India Movement began in August 1942.</li> <li>iii. Quit India - Do or Die</li> <li>iv. Movement started when Gandhiji and leaders were arrested.</li> <li>v. Gandhi was jailed, but younger activists carried on the struggle</li> </ol>	Pg 303-304	8



	<p>like Jayaprakash Narayan.</p> <p>vi. Independent governments were proclaimed in many districts like Satara.</p> <p>vii. People organised strikes and acts of sabotage all over the country.</p> <p>viii. Underground resistance was started by socialist leaders of the Congress.</p> <p>ix. British Government responded with force.</p> <p>x. Thousands of Indians joined the movement.</p> <p>xi. The movement energised the young people who left schools and colleges to join the movement.</p> <p>xii. It really became a genuine and mass movement.</p> <p>xiii. Any other relevant point (Any eight points to be explained)</p>		
--	--	--	--

**SECTION D**  
(Source-Based Questions)

4x3=12

31	<p><b>Buddhism in practice</b></p> <p><i>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :</i></p> <p><i>In five ways should a master look after his servants and employees.... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...</i></p> <p><i>In five ways should the clansmen look after the needs of samanas (those who have renounced the world) and Brahmanas: by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs?</i></p> <p><i>There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</i></p>	Pg 91-92	1+1+2 =4
	<p>31.1 Explain the importance of Sutta Pitaka in Buddhism. (1)</p> <p>i. The Sutta Pitaka contains the teachings of the Buddha.</p> <p>ii. Any other relevant point (Any one point to be explained)</p>	Pg 91-92	
	<p>31.2 How did Buddha advise the wealthy householders to be humane and ethical? (1)</p> <p>i. By assigning them work according to their strength.</p> <p>ii. By supplying them with food and wages,</p> <p>iii. By tending them in sickness.</p> <p>iv. By sharing delicacies with them.</p> <p>v. By granting leave at times.</p> <p>vi. By showing affection in act and speech and mind,</p> <p>vii. By sharing and caring.</p> <p>viii. Buddha emphasised on righteous actions.</p> <p>ix. Any other relevant point</p>	Pg 91-92	



	(Any one point to be explained)		
	<p>31.3 What was the advice given by Buddha to Sigala on how to behave with his parents and teachers? (2)</p> <ol style="list-style-type: none"> <li>Show respect towards parents &amp; teachers.</li> <li>Listen to parent's advice.</li> <li>Look after them in sickness and old age.</li> <li>Being a dedicated student.</li> <li>Expressing gratitude.</li> <li>Follow teacher's instructions with sincerity.</li> <li>Any other relevant point</li> </ol> <p>(Any two points to be explained)</p>	Pg 91-92	
32	<p style="text-align: center;"><b>A language with an enormous range</b></p> <p><i>Al-Biruni described Sanskrit as follows :</i></p> <p><i>If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.</i></p>	Pg 124	1+1+2 =4
	<p>32.1 What motivated Al-Biruni to study Sanskrit? (1)</p> <ol style="list-style-type: none"> <li>Al-Biruni's interest in languages motivated him to study Sanskrit.</li> <li>He wanted to understand Indian culture through Sanskrit texts eg caste system</li> <li>Al Biruni wanted to overcome the difficulty of learning Sanskrit.</li> <li>He had read Sanskrit works translated into Arabic.</li> <li>He also helped translate the Greek works into Sanskrit</li> <li>He translated Patanjali's work on grammar into Arabic.</li> <li>Ghaznavid conquest of the Punjab helped in easier transmission of ideas between Al-Biruni and Brahmanas.</li> <li>He wanted to know the enormous range of the language.</li> <li>He wanted to know more about the same words used in variety of subjects.</li> <li>Any other relevant point</li> </ol> <p>(Any one point to be explained)</p>	Pg 116,124	
	<p>32.2 How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding? (1)</p> <ol style="list-style-type: none"> <li>Al-Biruni's observations served as a bridge between Arabic and Indian cultures.</li> <li>It promoted an understanding between the Arabic and Indian world.</li> <li>He highlighted the distinct features of Sanskrit and drew a comparison with Arabic.</li> <li>Those who were familiar with Arabic could comprehend the</li> </ol>	Pg 116,124	

	<p>difficulties of Sanskrit through comparison.</p> <p>v. He tried to understand Indian culture in comparison to his own society.</p> <p>vi. He wanted to understand Indian culture through Sanskrit texts.</p> <p>vii. Any other relevant point (Any one point to be explained)</p>		
	<p>32.3 In what ways does Al-Biruni compare Sanskrit to Arabic? (2)</p> <p>i. Sanskrit was different from Arabic.</p> <p>ii. Sanskrit texts could not be easily translated into another language.</p> <p>iii. Sanskrit language has an enormous range.</p> <p>iv. Both the languages use multiple names for the same thing.</p> <p>v. Both languages use the same word for various subjects.</p> <p>vi. Any other relevant point (Any two points to be explained)</p>	Pg 116, 124	
33	<p style="text-align: center;"><b>A ryot petition</b></p> <p><i>This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :</i></p> <p><i>The sowkars (sahukars).... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.</i></p>	Pg 252	1+1+2 =4
	<p>33.1 In what ways the money-lenders oppressed the ryots? (1)</p> <p>i. Exorbitant interest rates.</p> <p>ii. Ruthless method of collection.</p> <p>iii. In case of non-payment, land was taken away.</p> <p>iv. Ryot was forced to beg for basic necessities.</p> <p>v. They manipulated laws and forged accounts.</p> <p>vi. They were compelled to sign bonds.</p> <p>vii. Clothes and grain were not sold at cash rates.</p> <p>viii. Their produce was taken away but not credited to their account.</p> <p>ix. They did not give receipts to the ryot.</p> <p>x. Any other relevant point (Any one point to be explained)</p>	Pg 252	
	<p>33.2 Why was the harvest taken away by the money-lenders? (1)</p>	Pg 252	

	<ul style="list-style-type: none"> <li>i. Taking away produce was a way of recovering unpaid debts.</li> <li>ii. They assured the ryots that it would be credited in their accounts but that was not the case.</li> <li>iii. No receipts were given.</li> <li>iv. Any other relevant point (Any one point to be explained)</li> </ul>		
	<p>33.3 Explain any two features of the Ryotwari system. (2)</p> <ul style="list-style-type: none"> <li>i. Revenue was directly settled with the ryot.</li> <li>ii. The average income from different types of soil was estimated,</li> <li>iii. Revenue-paying capacity of the ryot was assessed and a proportion of it fixed as the share of the state.</li> <li>iv. The lands were to be resurveyed every 30 years.</li> <li>v. After survey revenue rates increased.</li> <li>vi. Any other relevant point</li> <li>vii. (Any two points to be explained)</li> </ul>	Pg 247-248	
<b>SECTION E</b> (Map-Based Questions) <span style="float: right;">5x1=5</span>			
34	<p>34.1 On the given political outline map of India, locate and label the following with appropriate signs :</p>		
	(i) Banawali - A matured Harappan Site	Pg 2	1
	(ii) Bharhut - A Buddhist Site	Pg 95	1
	(iii) (a) Agra – Territory under Mughal’s control OR (b) Delhi – Territory under Mughal’s control	Pg 214	1
	<p>34.2 A- Delhi B - Bombay</p>	Pg 286-313	2
	<p><b>Note: The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.</b></p> <p>34.1 Mention any two Harappan Sites</p> <p>Harappa, Mohenjodaro, Kot Diji. Kalibangan, Ropar, Banawali, Rakhigarhi, Lothal, Dholavira, Nageshwar, Balakot. (Any two)</p>	Pg 2	2
	<p>34.2 (a) Mention any one territory under Mughal’s control. Lahore, Panipat, Delhi, Agra, Ajmer, Amber, Goa. (Any one)</p> <p style="text-align: center;">OR</p> <p>(b) Mention the name of the Capital of Vijayanagara Empire. Hampi/Vijayanagara</p>	Pg 214  Pg 170	1





34.3 Name any two centres of the Indian National Movement.

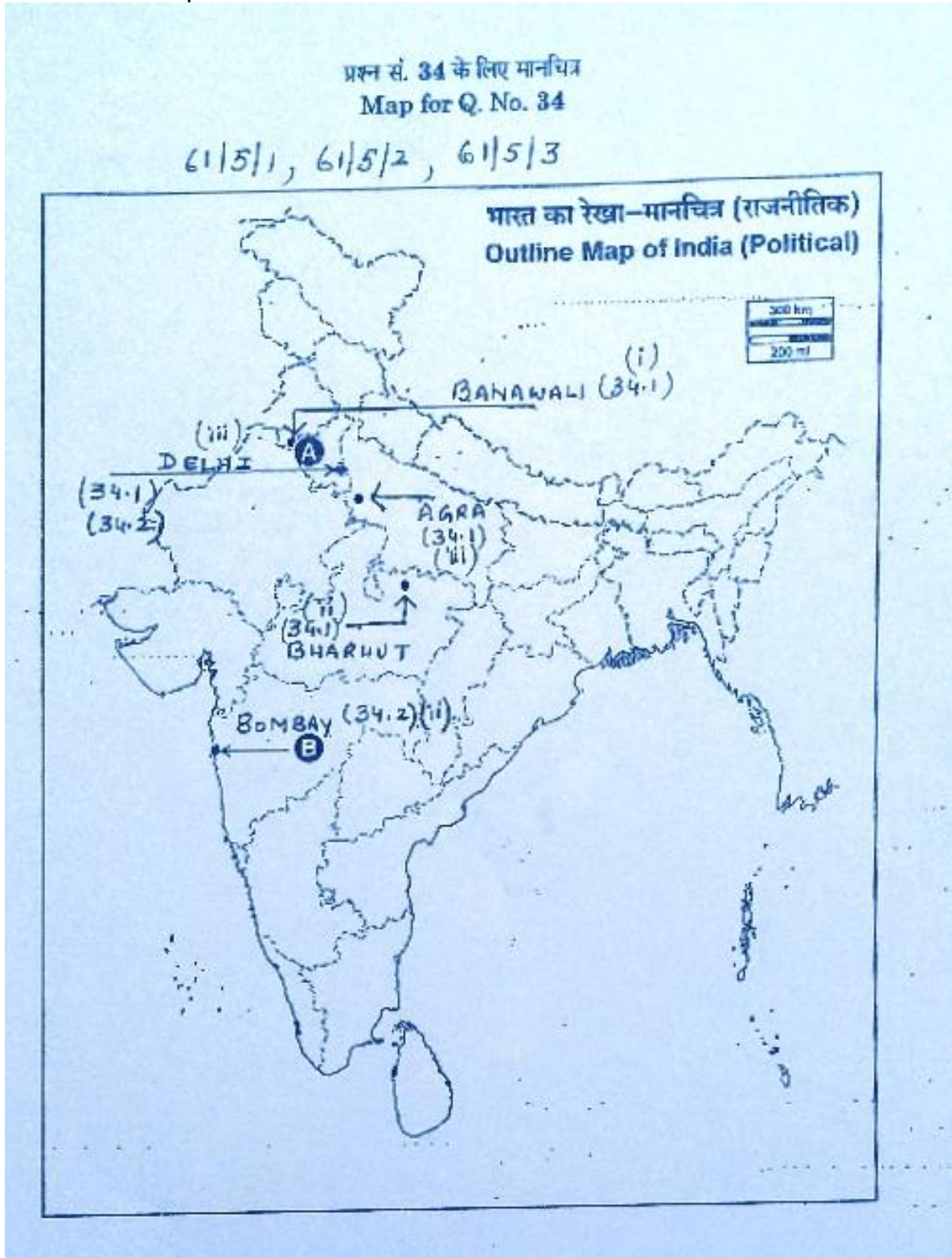
Pg 286-313

2

Champanan, Kheda, Ahmedabad, Dandi, Bardoli, Bombay, Calcutta, Delhi, Madras, Lahore, Amritsar, Surat, Lucknow.

(Any two)

Please see attached Map



Marking Scheme  
Strictly Confidential  
(For Internal and Restricted use only)  
Senior School Certificate Examination, 2024  
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/5/2)

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 totalled 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"> <li>● Leaving the answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totalling on the title page.</li> <li>● Wrong totalling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 totalling 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 totalled 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.

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> <b>(Multiple Choice Type Questions)</b> <span style="float: right;"><b>21x1=21</b></span>			
1	B - Shahjahan Begum B - Madhya Pradesh (For visually challenged candidate only)	Pg 82 Pg 83	1
2	B - This script was written from left to right	Pg 15	1
3	D - R.E.M. Wheeler	Pg 21	1
4	A - Most of the Harappan sites were located in semi-arid lands	Pg 3	1
5	C - Polygyny	Pg 57	1
6	C - Ibn Battuta	Pg 118	1
7	C - II, I, III, IV	Pg 50	1
8	B - Both A and R are true, but (R) is not the explanation for (A)	Pg 106-107	1
9	B - Guru Arjun Dev ji	Pg 163	1
10	D -To provide financial stability to the British govt.	Pg 228-229	1
11	C - Ahom tribe	Pg 210	1
12	C - B, D, A, C	Pg 172	1
13	D - Mansabdar - Military-Bureaucrat	Pg 214	1
14	D - Fatehpur Sikri	Pg 160	1
15	A - This tradition emerged in Karnataka	Pg 147	1
16	B - Kunwar Singh	Pg 262	1
17	B - Swadeshi Movement	Pg 287	1
18	C Alladi Krishnaswami Ayyar	Pg 320	1
19	C- Meerut Cantt.	Pg 258	1
20	D - Jawaharlal Nehru	Pg 320	1
21	C - Lord Dalhousie	Pg 266	1



**Section B**  
**(Short-Answer Type Questions)**

**3x6=24**

22	<p>“The draft constitution provided for three lists of subjects on the issue of federalism “Explain the statement with examples.</p> <ol style="list-style-type: none"> <li>i. Union List: Under the control of Centre.</li> <li>ii. State List: Under the control of the State.</li> <li>iii. Concurrent List: Under control of Centre and State.</li> <li>iv. Many more items were placed under Union control.</li> <li>v. The Union had control of minerals and key industries.</li> <li>vi. Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</li> <li>vii. Voices that favoured strong centre - Nehru, Dr. Ambedkar</li> <li>viii. K Santhanam favoured more powers to the state.</li> <li>ix. Any other relevant point</li> </ol> <p>(Any three points to be explained)</p>	Pg 334	3
23	<p>Why do historians analyse familial values &amp; kinship of Mahabharata? Explain.</p> <ol style="list-style-type: none"> <li>i. Historians can get information about elite families easily.</li> <li>ii. It helps them to understand familial relationships of ordinary people.</li> <li>iii. To investigate and analyse attitudes towards family &amp; kinship.</li> <li>iv. To get an insight into people’s thinking.</li> <li>v. To understand how their values shaped their views &amp; actions.</li> <li>vi. How actions may have led to changes in attitudes.</li> <li>vii. It helps in understanding social relations and structure of society</li> <li>viii. Helps in knowing about patrilineal succession</li> <li>ix. Understand position of men &amp; women.</li> <li>x. 10.Know about desire for sons</li> <li>xi. Know about gendered access to property.</li> <li>xii. Information on rules about marriage.</li> <li>xiii. Depicts various social situations - Draupadi’s marriage, game of dice.</li> <li>xiv. Any other relevant point</li> </ol> <p>(Any three points to be explained)</p>	Pg 55	3
24	<p>“The most striking feature of early Bhakti traditions was the presence of women.” Give examples to prove the statement.</p> <ol style="list-style-type: none"> <li>i. Women saints were a part of early bhakti tradition..</li> <li>ii. Compositions of Andal, a woman Alvar, were widely sung. (and continue to be sung to date).</li> <li>iii. Andal was the devotee of Vishnu.</li> <li>iv. Her verses express her love for the deity.</li> <li>v. Another woman saint was Karaikkal Ammaiyar.</li> <li>vi. She was a devotee of Shiva.</li> <li>vii. She adopted the path of extreme asceticism in order to attain her goal.</li> <li>viii. Her compositions were preserved within the Nayanar tradition.</li> <li>ix. These women renounced their social obligations.</li> </ol>	Pg 144-145	3



	<ul style="list-style-type: none"> <li>x. They did not join an alternative order or become nuns.</li> <li>xi. Their existence and their compositions posed a challenge to patriarchal norms.</li> <li>xii. Any other relevant point (Any three points to be explained)</li> </ul>		
25.	<p>Examine the various functions of the Panchayats during sixteenth and seventeenth centuries</p> <p>Functions of the Panchayats:</p> <ul style="list-style-type: none"> <li>i. The village panchayat was an assembly of elders.</li> <li>ii. In mixed-caste villages, panchayat was a heterogeneous body that represented various castes and communities.</li> <li>iii. Decision of the Panchayat was binding on the members.</li> <li>iv. Panchayat was headed by a headman known as muqaddam or v. mandal.</li> <li>vi. He was chosen through consensus of the elders and zamindar.</li> <li>vii. Headmen held office till they enjoyed the confidence of the village elders.</li> <li>viii. Headman supervised the preparation of village accounts.</li> <li>ix. He was assisted by the accountant or Patwari.</li> <li>x. The panchayat derived its funds from a common financial pool.</li> <li>xi. Funds were used for community welfare activities such as digging a canal, relief during famine, floods etc.</li> <li>xii. Panchayat ensured that caste boundaries were upheld.</li> <li>xiii. In eastern India marriages were held in the presence of mandals.</li> <li>xiv. Panchayats could levy fines.</li> <li>xv. Panchayats could give punishment.</li> <li>xvi. Panchayats were courts of appeal.</li> <li>xvii. If the conflict involved lower caste and zamindar or state officials,</li> <li>xviii. panchayat suggested compromise.</li> <li>xix. In Rajasthan jati panchayats mediated in civil disputes.</li> <li>xx. Jati panchayats ensured marriages were performed according to caste norms.</li> <li>xxi. Jati panchayat's decision was respected by the state.</li> <li>xxii. Any other relevant point (Any three points to be explained)</li> </ul>	Pg 202-204	3
26	<p>(a) How did the rebel proclamations of 1857 appeal for unity? Explain.</p> <ul style="list-style-type: none"> <li>i. The rebel proclamation in 1857 appealed to everyone to remain united irrespective of their caste.</li> <li>ii. Proclamations issued by Muslim princes addressed the sentiments of Hindus as well.</li> <li>iii. Azamgarh proclamation- appealed to zamindars, merchants, public servants, artisans etc.</li> <li>iv. The rebellion was a battle in the interest of both Hindus and muslims.</li> <li>v. Ishtahars glorified the Mughal period.</li> <li>vi. Peaceful co-existence of the Mughal period was glorified.</li> </ul>	Pg 272-273	3



	<p>vii. The proclamation issued in the name of Bahadur Shah appealed to the people to join the fight in the name of Muhammad and Mahavir.</p> <p>viii. The British spent money to divide Hindus &amp; Muslims but failed.</p> <p>ix. Condemned the firangi raj for annexations, broken treaties,</p> <p>x. Appealed to all Indians to protect their faith.</p> <p>xi. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain the grievances of the Sepoys against the British preceding the uprising of 1857.</p> <p>i. British officers had friendly relations with the sepoys till the 1820s.</p> <p>ii. Officers spent their free time with the sepoys – wrestling, fencing etc.</p> <p>iii. Some officers could speak Hindustani and knew the customs and culture of India.</p> <p>iv. They celebrated all festivals together.</p> <p>v. Officers acted as disciplinarian and father figures too.</p> <p>vi. Relationship of sepoys with their superiors changed in the 1840s.</p> <p>vii. Officers showed a sense of superiority.</p> <p>viii. Sepoys face racial discrimination.</p> <p>ix. Officers misbehaved with them.</p> <p>x. They abused them and physical violence became common.</p> <p>xi. Sepoys were unhappy about low wages.</p> <p>xii. It was difficult to get leave.</p> <p>xiii. Episode of greased cartridges.</p> <p>xiv. Trust was replaced by suspicion.</p> <p>xv. Sepoys of Awadh got to know about the problems of the peasants.</p> <p>xvi. Any other relevant point (Any three points to be explained)</p>	Pg 269-270	3
27	<p>(a) Explain the strategies adopted by Harappans to procure raw material for their craft production.</p> <p>i. Many methods and strategies used to procure raw material.</p> <p>ii. Clay was locally available.</p> <p>iii. Stone, timber and metal was procured from outside.</p> <p>iv. Transportation of goods and people by land routes, sea routes.</p> <p>v. They established settlements (any one)</p> <ul style="list-style-type: none"> <li>● Nageshwar and Balakot for shells.</li> <li>● Shortughai, in far-off Afghanistan, for lapis lazuli.</li> <li>● Lothal was near sources of carnelian</li> <li>● Steatite (from south Rajasthan and north Gujarat).</li> <li>● Metal like copper (from Rajasthan).</li> </ul> <p>vi. They sent expeditions to areas where raw material was available such as (any one)</p> <ul style="list-style-type: none"> <li>● Khetri region of Rajasthan (for copper)</li> </ul>	Pg 12-14	3

	<ul style="list-style-type: none"> <li>● South India (for gold).</li> <li>● They communicated with local people.</li> <li>● Harappan micro-beads found in these areas show such contact.</li> </ul> <p>vii. Contact with distant lands – (any one)</p> <ul style="list-style-type: none"> <li>● Copper was probably brought from Oman.</li> <li>● Distinctive Harappan jar found at Omani sites.</li> <li>● Mesopotamian texts mention contact with different regions eg Dilmun (Bahrain), Magan and Meluhha.</li> </ul> <p>viii. Bullock cart used for transport.</p> <p>ix. Boats used on rivers/seas.</p> <p>x. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.</p> <ol style="list-style-type: none"> <li>i. The Harappans ate a wide range of plant products.</li> <li>ii. Grains like wheat, barley, lentil, chickpea and sesame were found at Harappan sites.</li> <li>iii. Millets are found from sites in Gujarat.</li> <li>iv. Finds of rice are rare.</li> <li>v. Dietary practices are reconstructed from finds of charred grains and seeds, studied by archaeo-botanists (specialists in ancient plant remains).</li> <li>vi. The Harappans consumed animal products. Bones of animals have been found at the Harappan sites.</li> <li>vii. Bones of wild species have been found.</li> <li>viii. Bones of fish and fowl are also found.</li> <li>ix. Any other relevant point (Any three points to be explained)</li> </ol>	Pg 2-4	3
Section C (Long-Answer Type Questions)		8x3=24	
28	<p>(a) Explain the reasons behind Gandhiji's decision to initiate the Salt Satyagraha and why did this movement become a significant event?</p> <p><b>Reasons</b></p> <ol style="list-style-type: none"> <li>i. Salt law was unpopular.</li> <li>ii. Gandhiji gave an advance notice of his salt march to the British.</li> <li>iii. On 12th March 1930, Gandhiji started the march to break the Salt law.</li> <li>iv. British monopoly over manufacture &amp; sale of salt was very unpopular</li> <li>v. Government destroyed the salt that it could not sell profitably.</li> <li>vi. People were not allowed to make salt for domestic use.</li> <li>vii. People were forced to buy salt at a high price.</li> <li>viii. Salt was used by one and all so, became a symbol of protest.</li> <li>ix. Gandhiji decided to launch a Salt Satyagraha to protest against the British.</li> <li>x. It deprived the people of a valuable village industry.</li> <li>xi. It involved destruction of property that nature produced in abundance.</li> </ol>	Pg 296-300	5+3=8





	<p>xii. Salt Tax.</p> <p>xiii. Any other relevant point (Any five points to be explained)</p> <p><b>Significance</b></p> <p>i. It brought Mahatma Gandhi to world attention.</p> <p>ii. March was widely covered by the European &amp; American press.</p> <p>iii. Women participated in large numbers.</p> <p>iv. Salt March made British realise that their Raj would not last forever.</p> <p>v. They realised they would have to share some power with the Indians.</p> <p>vi. All sections of society participated in the salt march.</p> <p>vii. People made salt at Dandi to protest against the British.</p> <p>viii. It was a non-violent protest.</p> <p>ix. British used violent methods to control the march.</p> <p>x. British became unpopular.</p> <p>xi. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain why the 'Quit India Movement' was considered a mass movement.</p> <p>i. Failure of Cripps Mission.</p> <p>ii. Quit India Movement began in August 1942.</p> <p>iii. Quit India - Do or Die</p> <p>iv. Movement started when Gandhiji and leaders were arrested.</p> <p>v. Gandhi was jailed, but younger activists carried on the struggle like Jayaprakash Narayan.</p> <p>vi. Independent governments were proclaimed in many districts like Satara.</p> <p>vii. People organised strikes and acts of sabotage all over the country.</p> <p>viii. Underground resistance was started by socialist leaders of the Congress.</p> <p>ix. British Government responded with force.</p> <p>x. Thousands of Indians joined the movement.</p> <p>xi. The movement energised the young people who left schools and colleges to join the movement.</p> <p>xii. It really became a genuine and mass movement.</p> <p>xiii. Any other relevant point (Any eight points to be explained)</p>	Pg 303	8
29	<p>(a) Why was the Mahanavami dibba of Vijayanagara famous? Explain.</p> <p>i. Rituals associated with it coincided with Mahanavami festival - 9th day of the 10 day Hindu festival.</p> <p>ii. Vijayanagara rulers displayed their prestige, power and suzerainty on this occasion.</p> <p>iii. Various ceremonies were performed here,</p> <p>iv. Worship of the image.</p> <p>v. Worship of the state horse.</p> <p>vi. Sacrifice of buffaloes and other animals.</p>	Pg 180-181	8

<ul style="list-style-type: none"> <li>vii. Dances &amp; wrestling matches were held.</li> <li>viii. Processions of horses, elephants, chariots and soldiers.</li> <li>ix. Ritual presentations before the king and his guests by the chief nayakas and subordinate kings marked the occasion.</li> <li>x. The king inspected his army &amp; armies of the nayakas on this occasion.</li> <li>xi. Nayakas brought gifts and tribute for the king.</li> <li>xii. Is an enigma - purpose not clear</li> <li>xiii. Any other relevant point</li> </ul> <p>(Any eight points to be explained)</p>		
OR		
<p>(b) Why was Vijayanagara city chosen to be the capital of Vijayanagara empire? Explain any five features of this city.</p> <p><b>Reasons why Vijayanagara was chosen as the capital</b></p> <ul style="list-style-type: none"> <li>i. The site of Vijayanagara was considered to be the monkey kingdoms of Vali and Sugriva.</li> <li>ii. Presence of the shrine of Pampadevi.</li> <li>iii. Presence of Jaina temples in the region.</li> <li>iv. Most important reason for choosing this site- existence of shrines of Virupaksha and Pampadevi.</li> <li>v. Region has a history of temple building by various dynasties.</li> <li>vi. Temples developed as religious, cultural, social &amp; economic centres - constructing &amp; repairing temples was a way of getting support and recognition.</li> <li>vii. Rulers signed Royal orders as 'Shri Virupaksha'.</li> <li>viii. Water was available from river Tungabhadra.</li> <li>ix. The topography of the areas gave a strategic position.</li> <li>x. Any other relevant point</li> </ul> <p>(Any three points to be explained)</p> <p><b>Five features of the City</b></p> <ul style="list-style-type: none"> <li>i. Distinctive physical layout and building style</li> <li>ii. Large fortified city with well-guarded gates</li> <li>iii. Surrounded by several granite hills</li> <li>iv. Beautiful city with many trees</li> <li>v. Many water channels</li> <li>vi. Lakes at some places</li> <li>vii. Natural basin formed by the river Tungabhadra</li> <li>viii. Number of streams flow down to the river from these hills.</li> <li>ix. Embankments were built along these streams to create reservoirs.</li> <li>x. Gateways influenced by Islamic architecture.</li> <li>xi. City divided into Royal centre, Urban centre, Sacred centre</li> <li>xii. Mahanavami dibba</li> <li>xiii. Audience hall</li> <li>xiv. Temples/ gopurams - Virupaksha and Vitthal</li> <li>xv. Bazaars &amp; markets</li> <li>xvi. Any other relevant point</li> </ul> <p>(Any five points to be explained)</p>	Pg 176-191	3+5 = 8



30	<p>(a) "The sixth century BCE was a period of emergence of early states, empires and diverse thoughts in early Indian history." Justify the statement.</p> <ol style="list-style-type: none"> <li>i. This was the period when early states and cities started growing.</li> <li>ii. Janapadas and Mahajanapadas developed.</li> <li>iii. Each Mahajanapada was ruled by a king.</li> <li>iv. Each Mahajanapada had a fortified capital city.</li> <li>v. They had bureaucracy.</li> <li>vi. Rules for governance existed.</li> <li>vii. Rulers started collection of taxes.</li> <li>viii. Rulers developed trade and commerce.</li> <li>ix. Ruler maintained armies.</li> <li>x. Use of iron.</li> <li>xi. Use coins.</li> <li>xii. Diverse systems of thought like Jainism, Buddhism, Ajivika etc developed.</li> <li>xiii. The Brahmanas composed Dharmasutras in Sanskrit.</li> <li>xiv. Any other relevant point (Any eight points to be explained)</li> </ol>	Pg 29-30	8
OR			
	<p>(b) "Although inscriptions provide strong evidence for reconstructing history yet there are few limitations to these evidences." Justify the statement.</p> <ol style="list-style-type: none"> <li>i. Historians find historical evidence from inscriptions.</li> <li>ii. They studied the statements made in the inscriptions.</li> <li>iii. Inscriptional evidence is the base for reconstructing history.</li> <li>iv. There are technical limitations to inscriptional evidence.</li> <li>v. Letters are very faintly engraved.</li> <li>vi. Reconstructions are uncertain.</li> <li>vii. Some inscriptions are damaged.</li> <li>viii. Letters are missing.</li> <li>ix. It is difficult to understand the meaning of the inscription.</li> <li>x. Many inscriptions have not been deciphered.</li> <li>xi. Many inscriptions have not been published.</li> <li>xii. Many inscriptions have not been translated.</li> <li>xiii. Many inscriptions have not survived ravages of time.</li> <li>xiv. Many inscriptions are available in fragments.</li> <li>xv. Many important developments were probably not recorded.</li> <li>xvi. Inscriptions do not mention the lives of ordinary people.</li> <li>xvii. They focus more on grand, unique events.</li> <li>xviii. History from the top- reflects the perspective of the person(s) who commissioned them.</li> <li>xix. It is a tedious process and prone to misinterpretation.</li> <li>xx. Any other relevant point (Any eight points to be explained)</li> </ol>	Pg 48-49	8



**SECTION D**  
**(Source-Based Questions)**

4x3=12

31.	<p><i>A language with an enormous range</i> Al-Biruni described Sanskrit as follows :</p> <p><i>If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.</i></p>	Pg 124	1+1+2 =4
	<p>(31.1) What motivated Al-Biruni to study Sanskrit? (1)</p> <ol style="list-style-type: none"> <li>i. Al-Biruni's interest in languages motivated him to study Sanskrit.</li> <li>ii. He wanted to understand Indian culture through Sanskrit texts eg caste system.</li> <li>iii. Al Biruni wanted to overcome the difficulty of learning Sanskrit.</li> <li>iv. He had read Sanskrit works translated into Arabic.</li> <li>v. He also helped translate the Greek works into Sanskrit</li> <li>vi. He translated Patanjali's work on grammar into Arabic.</li> <li>vii. Ghaznavid conquest of the Punjab helped in easier transmission of ideas between Al-Biruni and Brahmanas.</li> <li>viii. He wanted to know the enormous range of the language.</li> <li>ix. He wanted to know more about the same words used in variety of subjects.</li> <li>x. Any other relevant point (Any one point to be explained)</li> </ol>	Pg 116,124	
	<p>(31.2) How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding? (1)</p> <ol style="list-style-type: none"> <li>i. Al-Biruni's observations served as a bridge between Arabic and Indian cultures.</li> <li>ii. It promoted an understanding between the Arabic and Indian world.</li> <li>iii. He highlighted the distinct features of Sanskrit and drew a comparison with Arabic.</li> <li>iv. Those who were familiar with Arabic could comprehend the difficulties of Sanskrit through comparison.</li> <li>v. He tried to understand Indian culture in comparison to his own society.</li> <li>vi. He wanted to understand Indian culture through Sanskrit texts.</li> <li>vii. Any other relevant point (Any one point to be explained)</li> </ol>	Pg 116,124	
	<p>(31.3) In what ways does Al-Biruni compare Sanskrit to Arabic? (2)</p> <ol style="list-style-type: none"> <li>i. Sanskrit was different from Arabic.</li> <li>ii. Sanskrit texts could not be easily translated into another language.</li> <li>iii. Sanskrit language has an enormous range.</li> <li>iv. Both the languages use multiple names for the same thing.</li> </ol>	Pg 124	

	<p>v. Both languages use the same word for various subjects.</p> <p>vi. Any other relevant point (Any two points to be explained)</p>		
32	<p style="text-align: center;"><b>Buddhism in practice</b></p> <p><i>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :</i></p> <p><i>In five ways should a master look after his servants and employees.... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...</i></p> <p><i>In five ways should the clansmen look after the needs of samanas (those who have renounced the world) and Brahmanas: by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.</i></p> <p><i>There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</i></p>	Pg 91-92	1+1+2 =4
	<p>(32.1) Explain the importance of Sutta Pitaka in Buddhism. (1)</p> <p>i. The Sutta Pitaka contains the teachings of the Buddha.</p> <p>ii. Any other relevant point (Any one point to be explained)</p>	Pg 91-92	
	<p>(32.2) How did Buddha advise the wealthy householders to be humane and ethical? (1)</p> <p>i. Individual effort was expected to transform social relations.</p> <p>ii. By assigning work according to their strength.</p> <p>iii. By supplying them with food and wages.</p> <p>iv. By looking after them in sickness.</p> <p>v. By sharing delicacies with them.</p> <p>vi. By granting leave at times.</p> <p>vii. By showing affection in act and speech and mind,</p> <p>viii. By sharing and caring.</p> <p>ix. Buddha emphasised on righteous actions.</p> <p>x. Any other relevant point (Any one point to be explained)</p>	Pg 91-92	
	<p>(32.3) What was the advice given by Buddha to Sigala on how to behave with his parents and teachers? (2)</p> <p>i. Show respect towards parents &amp; teachers.</p> <p>ii. Listen to parent's advice.</p> <p>iii. Look after them in sickness and old age.</p> <p>iv. Being a dedicated student.</p> <p>v. Expressing gratitude.</p> <p>vi. Follow teacher's instructions with sincerity.</p> <p>vii. Any other relevant point (Any two points to be explained)</p>	Pg 91-92	
33	<p style="text-align: center;"><b>A Ryot Petition</b></p> <p><i>This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :</i></p> <p><i>The sowkars (sahukars).... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without</i></p>	Pg 252	1+1+2 =4

	<i>great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.</i>		
	(33.1) In what ways the money-lenders oppressed the ryots? (1)  i. Exorbitant taxes collected. ii. Ruthless method of collection. iii. In case of non-payment, land was taken away. iv. Ryot was forced to beg for basic necessities. v. They manipulated laws and forged accounts. vi. They were compelled to sign bonds. vii. Clothes and grain were not sold at cash rates. viii. Their produce was taken away but not credited to their account. ix. They did not give receipts to the ryot. x. Any other relevant point (Any one point to be explained)	Pg 252	
	(33.2) Why was the harvest taken away by the money-lenders? (1)  i. Taking away produce was a way of recovering unpaid debts. ii. They assured the ryots that it would be credited in their accounts but that was not the case. iii. No receipts were given. iv. Any other relevant point (Any one point to be explained)	Pg 252	
	(33.3) Explain any two features of the Ryotwari system. (2) i. Revenue was directly settled with the ryot. ii. The average income from different types of soil was estimated, iii. Revenue-paying capacity of the ryot was assessed and a proportion of it fixed as the share of the state. iv. The lands were to be resurveyed every 30 years. v. After survey revenue rates increased. vi. Any other relevant point (Any two points to be explained)	Pg 247-248	
<b>SECTION E</b> <b>(Map-Based Questions)</b>			
			5x1=5
34	(34.1) On the given political outline map of India, locate and label the following with appropriate signs :		
	(i) Banawali - A matured Harappan Site	Pg 2	1
	(ii) Bharhut - A Buddhist Site	Pg 95	1
	(iii) (a) Agra – Territory under Mughal's control  OR (b) Delhi – Territory under Mughal's control	Pg 214	1

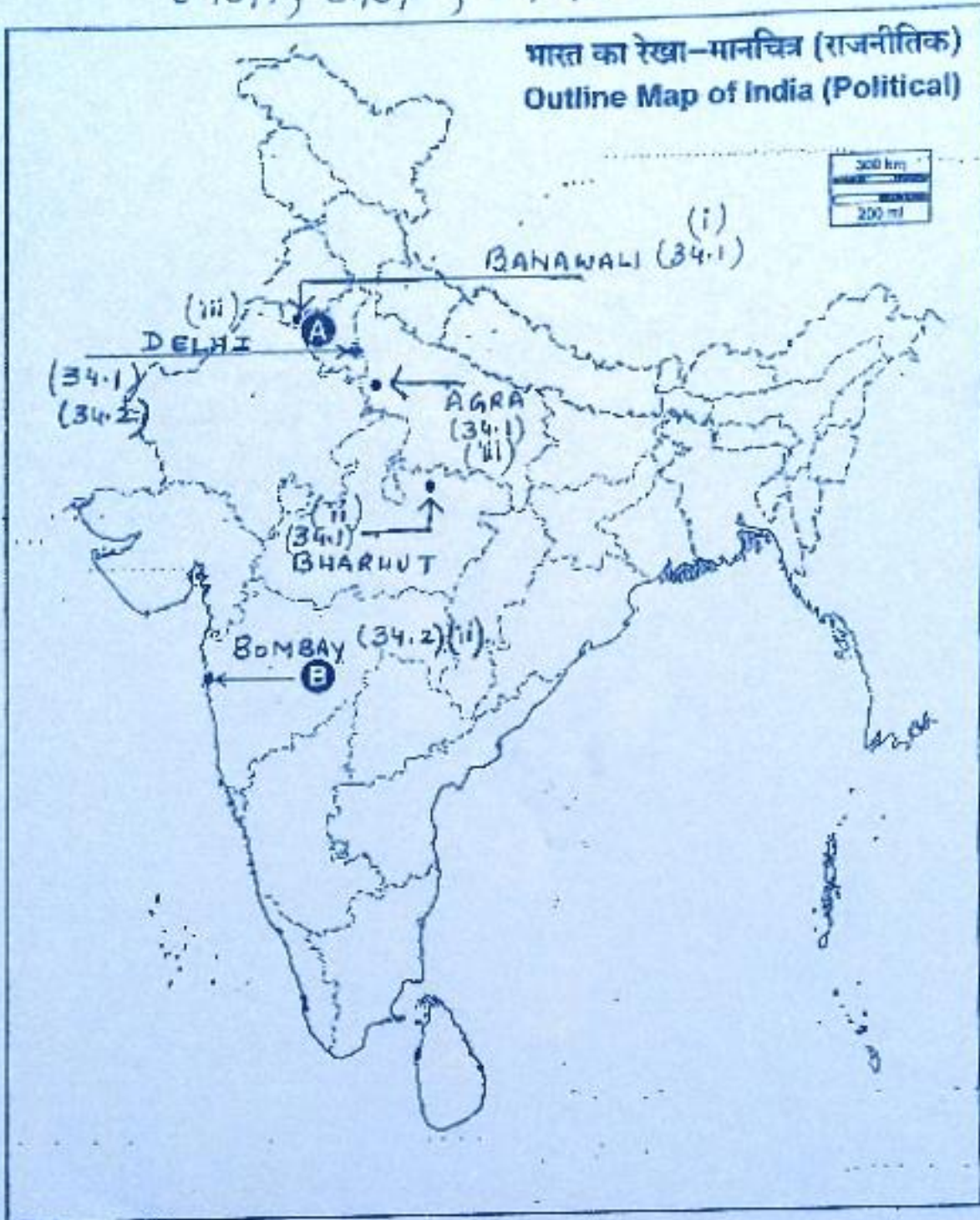


	(34.2) A- Delhi B -Bombay	Pg 286-313	2
34	<b>Note: The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.</b>		
	(34.1) Mention any two Harappan Sites  Harappa, Mohenjodaro, Kot Diji. Kalibangan, Ropar, Banawali, Rakhigarhi, Lothal, Dholavira, Nageshwar, Balakot. (Any two)	Pg 2	2
	(34.2) (a) Mention any one territory under Mughal's control.  Lahore, Panipat, Delhi, Agra, Ajmer, Amber, Goa. (Any one)  OR (b) Mention the name of the Capital of Vijaynagara Empire.  Hampi/Vijayanagara	Pg 214  Pg 170	1
	(34.3) Name any two centres of the Indian National Movement.  Champaran, Kheda, Ahmedabad, Dandi, Bardoli, Bombay, Calcutta, Delhi, Madras, Lahore, Amritsar, Surat, Lucknow. (Any two)	Pg 286-313	2
Please see attached Map			



प्रश्न सं. 34 के लिए मानचित्र  
Map for Q. No. 34

61/5/1, 61/5/2, 61/5/3





Marking Scheme  
Strictly Confidential  
(For Internal and Restricted use only)  
Senior School Certificate Examination, 2024  
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/5/3)

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 ( $\surd$ ) wherever the answer is correct. For wrong answer CROSS ‘x’ be marked. Evaluators will not put right ( $\surd$ ) 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 totalled 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	Ensure that you do not make the following common types of errors committed by the Examiner in the past:- <ul style="list-style-type: none"> <li>● Leaving the answer or part thereof un-assessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totalling on the title page.</li> <li>● Wrong totalling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 totalling 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 totalled 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 - 61/5/3  
MARKING SCHEME 2024  
HISTORY (027)

MM:80

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> (Multiple Choice Type Questions)		21x1=21	
1	D - R.E.M. Wheeler	Pg 21	1
2	B - Shahjahan Begum B - Madhya Pradesh (For visually challenged candidate only)	Pg 82 Pg 83	1
3	A- Most of the Harappan sites were located in semi-arid lands	Pg 3	1
4	B - This script was written from left to right	Pg 15	1
5	C - Polygyny	Pg 57	1
6	B - Both A and R are true, but (R) is not the explanation for (A)	Pg 106-107	1
7	C - Ibn Battuta	Pg 118	1
8	C - II, I, III, IV	Pg 50	1
9	B- Guru Arjun Dev ji	Pg 163	1
10	D - Fatehpur Sikri	Pg 160	1
11	D - Mansabdar - Military-Bureaucrat	Pg 214	1
12	C - B, D, A, C	Pg 172	1
13	C - Ahom tribe	Pg 210	1
14	D -To provide financial stability to the British govt.	Pg 228-229	1
15	A - This tradition emerged in Karnataka	Pg 147	1
16	B - Kunwar Singh	Pg 262	1
17	C- Meerut Cantt.	Pg 258	1
18	D - Jawaharlal Nehru	Pg 320	1
19	C Alladi Krishnaswami Ayyar	Pg 320	1
20	B - Swadeshi Movement	Pg 287	1
21	C - Lord Dalhousie	Pg 266	1



Section B  
(Short-Answer Type Questions)

3x6=24

22	<p>(a) Explain the strategies adopted by Harappans to procure raw material for their craft production.</p> <ol style="list-style-type: none"> <li>i. Many methods and strategies used to procure raw material.</li> <li>ii. Clay was locally available.</li> <li>iii. Stone, timber and metal was procured from outside.</li> <li>iv. Transportation of goods and people by land routes, sea routes.</li> <li>v. They established settlements (any one) <ul style="list-style-type: none"> <li>● Nageshwar and Balakot for shells.</li> <li>● Shortughai, in far-off Afghanistan, for lapis lazuli.</li> <li>● Lothal was near sources of carnelian</li> <li>● Steatite (from south Rajasthan and north Gujarat).</li> <li>● Metal like copper (from Rajasthan).</li> </ul> </li> <li>vi. They sent expeditions to areas where raw material was available such as (any one) <ul style="list-style-type: none"> <li>● Khetri region of Rajasthan (for copper)</li> <li>● South India (for gold).</li> <li>● They communicated with local people.</li> <li>● Harappan micro-beads found in these areas show such contact.</li> </ul> </li> <li>vii. Contact with distant lands – (any one) <ul style="list-style-type: none"> <li>● Copper was probably brought from Oman.</li> <li>● Distinctive Harappan jar found at Omani sites.</li> <li>● Mesopotamian texts mention contact with different regions eg Dilmun (Bahrain), Magan and Meluhha.</li> </ul> </li> <li>viii. Bullock cart used for transport.</li> <li>ix. Boats used on rivers/seas.</li> <li>x. Any other relevant point (Any three points to be explained)</li> </ol>	Pg.12-14	3
OR			
	<p>Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.</p> <ol style="list-style-type: none"> <li>i. The Harappans ate a wide range of plant products.</li> <li>ii. Grains like wheat, barley, lentil, chickpea and sesame were found at Harappan sites.</li> <li>iii. Millets are found from sites in Gujarat.</li> <li>iv. Finds of rice are rare.</li> <li>v. Dietary practices are reconstructed from finds of charred grains and seeds, studied by archaeo-botanists (specialists in ancient plant remains).</li> <li>vi. The Harappans consumed animal products.</li> <li>vii. Bones of animals have been found at the Harappan sites.</li> <li>viii. Bones of wild species have been found.</li> <li>ix. Bones of fish and fowl are also found.</li> </ol>	Pg.2-4	3

	x. Any other relevant point (Any three points to be explained)		
23	<p>“Mahabharata is a dynamic text.” Explain the statement.</p> <ol style="list-style-type: none"> <li>The growth of the Mahabharata did not stop with the Sanskrit version.</li> <li>The epic has been written in a variety of languages through an ongoing process of dialogue between different people.</li> <li>Regional variations have crept into the main story.</li> <li>Central story of the epic was often retold in different ways.</li> <li>Episodes have been depicted in sculpture and painting.</li> <li>Provided themes for performing arts – plays, dance etc.</li> <li>Most retellings or re-enactments of the epic draw on the main narrative in creative ways- Mahasweta Devi’s Kunti o Nishadi.</li> <li>Any other relevant point (Any three points to be explained)</li> </ol>	Pg.77-78	3
24	<p>Explain the major features of Virashaiva tradition.</p> <ol style="list-style-type: none"> <li>This tradition emerged in Karnataka in the twelfth century.</li> <li>It was led by a Brahmana named Basavanna</li> <li>His followers were known as Virashaivas (heroes of Shiva) or Lingayats (wearers of the linga).</li> <li>Lingayats are an important community even today.</li> <li>They worship Shiva as a linga.</li> <li>Men usually wear a small linga in a silver case on a loop strung over the left shoulder.</li> <li>Those who are revered include the jangama or wandering monks.</li> <li>Lingayats believe that on death they will be united with Shiva.</li> <li>They do not practise funerary rites.</li> <li>They bury their dead.</li> <li>They were against caste system.</li> <li>They did not favour the “pollution” attributed to certain groups.</li> <li>They do not believe in rebirth.</li> <li>Their followers came from marginalised groups.</li> <li>Lingayats encouraged post-puberty marriage.</li> <li>They encouraged widow remarriage</li> <li>Virashaiva tradition can be understood from vachanas composed in Kannada by the followers.</li> <li>Any other relevant point (Any three points to be explained)</li> </ol>	Pg.147	3
25	<p>Examine the major sources of income of the Panchayats during the sixteenth and seventeenth centuries.</p> <ol style="list-style-type: none"> <li>Panchayats derived their funds from contributions made by individuals.</li> <li>They had the authority to levy fines.</li> <li>They had the authority to levy taxes.</li> <li>Funds were used for entertaining revenue officials.</li> <li>Funds were used for community welfare activities - tiding over</li> </ol>	Pg.202-203	3

	<p>natural calamities, construction of bunds, digging of canals.</p> <p>vi. Any other relevant point (Any three points to be explained)</p>		
26	<p>(a) Why did Awadh become one of the major centres of the Revolt of 1857? Explain.</p> <ol style="list-style-type: none"> <li>i. Subsidiary Alliance imposed on Awadh in 1801.</li> <li>ii. Wajid Ali Shah was a popular ruler.</li> <li>iii. Wajid Ali Shah's powers taken away.</li> <li>iv. Increased dependence on the British.</li> <li>v. Annexation of Awadh by the British.</li> <li>vi. Dissatisfaction among people of Awadh.</li> <li>vii. Nawab Wajid Ali Shah was dethroned and exiled to Calcutta.</li> <li>viii. The widespread sense of grief and loss at the Nawab's exile.</li> <li>ix. Immediate material losses - dissolution of the court and its culture.</li> <li>x. Many people lost their livelihood.</li> <li>xi. Chain of grievances linked princes, taluqdars, peasants &amp; sepoys.</li> <li>xii. Loss of a shared world and everything people cherished.</li> <li>xiii. Any other relevant point (Any three points to be explained)</li> </ol>	Pg. 266-269	3
	OR		
	<p>(b) How did the British suppress the Revolt of 1857? Explain.</p> <ol style="list-style-type: none"> <li>i. British passed a series of laws to suppress the revolt.</li> <li>ii. Martial law was imposed in North India.</li> <li>iii. Military officers &amp; ordinary Englishmen were given the power to punish Indians.</li> <li>iv. Processes of law and trial were suspended.</li> <li>v. Rebels were punished by death.</li> <li>vi. Troops sent out to re-conquer north India.</li> <li>vii. Two-pronged approach to recapture Delhi.</li> <li>viii. More troops were brought in from Britain.</li> <li>ix. British used military power on a large scale.</li> <li>x. They tried to break the unity between the land holders and people.</li> <li>xi. Any other relevant point (Any three points to be explained)</li> </ol>	Pg. 275-276	3
27	<p>"The draft constitution provided for three lists of subjects on the issue of federalism" Explain the statement with examples.</p> <ol style="list-style-type: none"> <li>i. Union List: Under the control of Centre.</li> <li>ii. State List: Under the control of the State.</li> <li>iii. Concurrent List: Under control of Centre and State.</li> <li>iv. Many more items were placed under Union control.</li> <li>v. The Union had control of minerals and key industries.</li> <li>vi. Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</li> <li>vii. Voices that favoured strong centre- Nehru, Dr. Ambedkar</li> <li>viii. K Santhanam favoured more powers to the state.</li> <li>ix. Any other relevant point (Any three points to be explained)</li> </ol>	Pg. 334	3



Section C  
(Long-Answer Type Questions)

8x3=24

28	<p>(a) “Magadha became the most powerful Mahajanapada between 6th and 4th centuries BCE.” Justify the statement.</p> <ol style="list-style-type: none"> <li>i. Magadha became the most powerful mahajanapada between the sixth and the fourth centuries BCE.</li> <li>ii. Magadha was agriculturally productive due to fertile soil.</li> <li>iii. Iron mines were accessible and provided resources for tools and weapons.</li> <li>iv. Elephants, an important component of the army, were found in forests in the region.</li> <li>v. Ganga and its tributaries provided a means of cheap and convenient communication.</li> <li>vi. Magadha attributed its power to the policies of ambitious kings like Bimbisara, Ajatasattu and Mahapadma Nanda.</li> <li>vii. Rajagaha was a fortified settlement.</li> <li>viii. Later, the capital was shifted to Pataliputra, situated on the banks of Ganga.</li> <li>ix. Any other relevant point (Any eight points to be explained)</li> </ol>	Pg. 31	8
OR			
	<p>(b) “Mauryan empire was regarded as a major landmark in Indian history.” Justify the statement.</p> <ol style="list-style-type: none"> <li>i. Emergence of the Mauryan Empire was regarded as a major landmark.</li> <li>ii. Historians found the possibility of an empire in early India both challenging and exciting.</li> <li>iii. Archaeological finds of the Mauryan empire like stone sculpture, were examples of the spectacular art.</li> <li>iv. Message on Asokan inscriptions was very different from other rulers.</li> <li>v. Ashokan inscriptions are found all over India.</li> <li>vi. It suggested that Asoka was a powerful and industrious ruler.</li> <li>vii. He was more humble than later rulers who adopted grand titles.</li> <li>viii. So nationalist leaders in the twentieth century regarded him as an inspiring figure.</li> <li>ix. The empire lasted for 150 years.</li> <li>x. Any other relevant point (Any eight points to be explained)</li> </ol>	Pg. 34	8
29	<p>(a) Explain the reasons behind Gandhiji’s decision to initiate the Salt Satyagraha and why did this movement become a significant event?</p> <p><b>Reasons</b> <b>Reasons</b></p> <ol style="list-style-type: none"> <li>i. Salt law was unpopular.</li> <li>ii. Gandhiji gave an advance notice of his salt march to the British.</li> <li>iii. On 12th March 1930, Gandhiji started the march to break the</li> </ol>	Pg.296-300	5+3=8



	<p>Salt law.</p> <ol style="list-style-type: none"> <li>iv. British monopoly over manufacture &amp; sale of salt was very unpopular</li> <li>v. Government destroyed the salt that it could not sell profitably.</li> <li>vi. People were not allowed to make salt for domestic use.</li> <li>vii. People were forced to buy salt at a high price.</li> <li>viii. Salt was used by one and all so, became a symbol of protest.</li> <li>ix. Gandhiji decided to launch a Salt Satyagraha to protest against the British.</li> <li>x. It deprived the people of a valuable village industry.</li> <li>xi. It involved destruction of property that nature produced in abundance.</li> <li>xii. Salt Tax.</li> <li>xiii. Any other relevant point (Any five points to be explained)</li> </ol> <p><b><u>Significance</u></b></p> <ol style="list-style-type: none"> <li>i. It brought Mahatma Gandhi to world attention.</li> <li>ii. March was widely covered by the European &amp; American press.</li> <li>iii. Women participated in large numbers.</li> <li>iv. Salt March made British realise that their Raj would not last forever.</li> <li>v. They realised they would have to share some power with the Indians.</li> <li>vi. All sections of society participated in the salt march.</li> <li>vii. People made salt at Dandi to protest against the British.</li> <li>viii. It was a non-violent protest.</li> <li>ix. British used violent methods to control the march.</li> <li>x. British became unpopular.</li> <li>xi. Any other relevant point. (Any three points to be explained)</li> </ol>		
	OR		
	<p>(B) Explain why the 'Quit India Movement' was considered a mass movement.</p> <ol style="list-style-type: none"> <li>i. Failure of Cripps Mission</li> <li>ii. Quit India Movement began in August 1942.</li> <li>iii. Quit India – 'Do or Die'</li> <li>iv. Movement started when Gandhiji and leaders were arrested.</li> <li>v. Gandhi was jailed, but younger activists carried on the struggle like Jayaprakash Narayan.</li> <li>vi. Independent governments were proclaimed in many districts like Satara.</li> <li>vii. People organised strikes and acts of sabotage all over the country.</li> <li>viii. Underground resistance was started by socialist leaders of the</li> </ol>	Pg. 303	8



	<p>Congress.</p> <p>ix. British Government responded with force.</p> <p>x. Thousands of Indians joined the movement.</p> <p>xi. The movement energised the young people who left schools and colleges to join the movement.</p> <p>xii. It really became a genuine and mass movement.</p> <p>xiii. Any other relevant point (Any eight points to be explained)</p>		
30	<p>(a) Examine the main reasons for the rise and decline of the Vijayanagara Empire.</p> <p><b>Rise</b></p> <p>i. There were too many claimants to power.</p> <p>ii. The first dynasty- Sangamas, exercised control till 1485.</p> <p>iii. They were succeeded by the Saluvas, who ruled till 1503.</p> <p>iv. They were replaced by the Tuluvas. Krishnadeva Raya belonged to the Tuluva dynasty.</p> <p>v. Krishnadeva Raya's rule was characterised by expansion and consolidation.</p> <p>vi. He acquired the land between the Tungabhadra and Krishna rivers.</p> <p>vii. The rulers of Orissa were subdued.</p> <p>viii. He defeated the Sultan of Bijapur.</p> <p>ix. The kingdom remained in a constant state of military preparedness.</p> <p>x. Empire saw peace and prosperity during Krishnadeva Raya's reign.</p> <p>xi. He built beautiful temples and added gopurams to many south Indian temples.</p> <p>xii. He founded a suburban township near Vijayanagara called Nagalapuram.</p> <p>xiii. Any other relevant point (Any four points to be explained)</p> <p><b>Decline</b></p> <p>i. After Krishnadeva Raya's death his successors were troubled by rebellious nayakas or military chiefs.</p> <p>ii. By 1542 control shifted to the Aravidu dynasty.</p> <p>iii. Clashes between the rulers of Vijayanagara and Deccan Sultanates resulted in shifting alignments.</p> <p>iv. Sultanates formed an alliance against Vijayanagara and defeated Rama Raya, at the battle of Talikota.</p> <p>v. The city was destroyed and abandoned within a few years.</p> <p>vi. Any other relevant point (Any four points to be explained)</p>	Pg. 173-174	4+4=8
	OR		

	<p>(b) Examine the distinctive aspects of the fortification of the Vijayanagara Empire.</p> <ol style="list-style-type: none"> <li>i. Abdur Razzaq was greatly impressed by the fortification.</li> <li>ii. He mentioned seven lines of forts.</li> <li>iii. Fortification walls encircled agricultural and forest lands.</li> <li>iv. The outermost wall linked the hills surrounding the city.</li> <li>v. The massive masonry construction was slightly tapered.</li> <li>vi. No mortar or cementing agent was used.</li> <li>vii. Stone blocks were wedge shaped, which held them in place.</li> <li>viii. The inner portion of the walls was of earth packed with rubble.</li> <li>ix. Square or rectangular bastions projected outwards.</li> <li>x. Between the first, second and the third walls there are cultivated fields, gardens and houses”.</li> <li>xi. Fortification was useful during the siege.</li> <li>xii. Even during siege, agriculture could be practised &amp; crops grown.</li> <li>xiii. This saved the people from starvation.</li> <li>xiv. Second line of fortification went round the inner core of the urban complex.</li> <li>xv. A third line surrounded the royal centre.</li> <li>xvi. The fort was entered through well-guarded gates. Influence of Indo-Islamic architecture</li> <li>xvii. Roads connected various parts of the city.</li> <li>xviii. Any other relevant point</li> </ol> <p>(Any eight points to be explained)</p>	Pg. 177-178	8
--	---	-------------	---

SECTION D (Source-Based Questions)		4x3=12	
---------------------------------------	--	--------	--

31	<p><b>A ryot petition</b>  <i>This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :</i></p> <p><i>The sowkars (sahukars)... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.</i></p>	Pg 252	1+1+2=4
----	--	--------	---------

	<p>31.1 In what ways the money-lenders oppressed the ryots? (1)</p> <ol style="list-style-type: none"> <li>Exorbitant taxes collected.</li> <li>Ruthless method of collection.</li> <li>In case of non-payment, land was taken away.</li> <li>Ryot was forced to beg for basic necessities.</li> <li>They manipulated laws and forged accounts.</li> <li>They were compelled to sign bonds.</li> <li>Clothes and grain were not sold at cash rates.</li> <li>Their produce was taken away but not credited to their account.</li> <li>They did not give receipts to the ryot.</li> <li>Any other relevant point</li> </ol> <p>(Any one point to be explained)</p>	Pg. 252	
	<p>31.2 Why was the harvest taken away by the money-lenders? (1)</p> <ol style="list-style-type: none"> <li>Taking away produce was a way of recovering unpaid debts.</li> <li>They assured the ryot that it would be credited in their accounts but that was not the case.</li> <li>No receipts were given.</li> <li>Any other relevant point</li> </ol> <p>(Any one point to be explained)</p>	Pg. 252	
	<p>31.3 Explain any two features of the Ryotwari system. (2)</p> <ol style="list-style-type: none"> <li>Revenue was directly settled with the ryot.</li> <li>The average income from different types of soil was estimated,</li> <li>Revenue paying capacity of the ryot was assessed and a proportion of it fixed as the share of the state.</li> <li>The lands were to be resurveyed every 30 years.</li> <li>After survey revenue rates increased.</li> <li>Any other relevant point</li> </ol> <p>(Any two points to be explained)</p>	Pg. 247-248	
32	<p style="text-align: center;"><b>A language with an enormous range</b></p> <p><i>Al-Biruni described Sanskrit as follows :</i></p> <p><i>If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.</i></p>	Pg 124	1+1+2 =4
	<p>32.1 What motivated Al-Biruni to study Sanskrit? (1)</p> <ol style="list-style-type: none"> <li>Al-Biruni's interest in languages motivated him to study Sanskrit.</li> <li>He wanted to understand Indian culture through Sanskrit texts eg caste system</li> <li>Al Biruni wanted to overcome the difficulty of learning Sanskrit.</li> <li>He had read Sanskrit works translated into Arabic.</li> </ol>	Pg. 116,124	

	<ul style="list-style-type: none"> <li>v. He also helped translate the Greek works into Sanskrit</li> <li>vi. He translated Patanjali's work on grammar into Arabic.</li> <li>vii. Ghaznavid conquest of the Punjab helped in easier transmission of ideas between Al-Biruni and Brahmanas.</li> <li>viii. He wanted to know the enormous range of the language.</li> <li>ix. He wanted to know more about the same words used in variety of subjects.</li> <li>x. Any other relevant point</li> </ul> <p>(Any one point to be explained)</p>		
	<p>32.2 How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding? (1)</p> <ul style="list-style-type: none"> <li>i. Al-Biruni's observations served as a bridge between Arabic and Indian cultures.</li> <li>ii. It promoted an understanding between the Arabic and Indian world.</li> <li>iii. He highlighted the distinct features of Sanskrit and drew a comparison with Arabic.</li> <li>iv. Those who were familiar with Arabic could comprehend the difficulties of Sanskrit through comparison.</li> <li>v. He tried to understand Indian culture in comparison to his own society.</li> <li>vi. He wanted to understand Indian culture through Sanskrit texts.</li> <li>vii. Any other relevant point</li> </ul> <p>(Any one point to be explained)</p>	Pg. 116,124	
	<p>32.2 In what ways does Al-Biruni compare Sanskrit to Arabic? (2)</p> <ul style="list-style-type: none"> <li>i. Sanskrit was different from Arabic.</li> <li>ii. Sanskrit texts could not be easily translated into another language.</li> <li>iii. Sanskrit language has an enormous range.</li> <li>iv. Both the languages use multiple names for the same thing.</li> <li>v. Both languages use the same word for various subjects.</li> <li>vi. Any other relevant point</li> </ul> <p>(Any two points to be explained)</p>	Pg. 124	
33	<p style="text-align: center;"><b><i>Buddhism in practice</i></b></p> <p><i>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :</i></p> <p><i>In five ways should a master look after his servants and employees.... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...</i></p> <p><i>In five ways should the clansmen look after the needs of samanasa (those who have renounced the world) and Brahmanas : by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.</i></p> <p><i>There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</i></p>	Pg 91-92	1+1+2 =4
	<p>33.1 Explain the importance of Sutta Pitaka in Buddhism. (1)</p>	Pg. 91-92	

	<ul style="list-style-type: none"> <li>i. The Sutta Pitaka contains the teachings of the Buddha.</li> <li>ii. Any other relevant point (Any one point to be explained)</li> </ul>		
	<p>31.2 How did Buddha advise the wealthy householders to be humane and ethical? (1)</p> <ul style="list-style-type: none"> <li>i. By assigning them work according to their strength.</li> <li>ii. By supplying them with food and wages,</li> <li>iii. By tending them in sickness.</li> <li>iv. By sharing delicacies with them.</li> <li>v. By granting leave at times.</li> <li>vi. By showing affection in act and speech and mind,</li> <li>vii. By sharing and caring.</li> <li>viii. Buddha emphasised on righteous actions.</li> <li>ix. Any other relevant point (Any one point to be explained)</li> </ul>	Pg.91-92	
	<p>31.3 What was the advice given by Buddha to Sigala on how to behave with his parents and teachers? (2)</p> <ul style="list-style-type: none"> <li>i. Show respect towards parents &amp; teachers.</li> <li>ii. Listen to parent's advice.</li> <li>iii. Look after them in sickness and old age.</li> <li>iv. Being a dedicated student.</li> <li>v. Expressing gratitude.</li> <li>vi. Follow teacher's instructions with sincerity.</li> <li>vii. Any other relevant point (Any two points to be explained)</li> </ul>	Pg.91-92	
<p><b>SECTION E</b> (Map-Based Questions) <span style="float: right;">5x1=5</span></p>			
34	<p>34.1 On the given political outline map of India, locate and label the following with appropriate signs :</p>		
	(i) Banawali - A matured Harappan Site	Pg. 2	1
	(ii) Bharhut - A Buddhist Site	Pg. 95	1
	(iii) (a) Agra – Territory under Mughal's control OR (b) Delhi – Territory under Mughal's control	Pg. 214	1
	<p>34.2 A- Delhi B - Bombay</p>	Pg. 286-313	2
	<p>Note: The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.</p> <p>34.1 Mention any two Harappan Sites Harappa, Mohenjodaro, Kot Diji. Kalibangan, Ropar, Banawali,</p>	Pg. 2	2



Rakhigarhi, Lothal, Dholavira, Nageshwar, Balakot. (Any two)		
34.2 (a) Mention any one territory under Mughal's control. Lahore, Panipat, Delhi, Agra, Ajmer, Amber, Goa. (Any one) OR (b) Mention the name of the Capital of Vijayanagara Empire. Hampi/Vijayanagara	Pg. 214  Pg. 170	1
34.3 Name any two centres of the Indian National Movement.  Champanan, Kheda, Ahmedabad, Dandi, Bardoli, Bombay, Calcutta, Delhi, Madras, Lahore, Amritsar, Surat, Lucknow. (Any two)	Pg. 286-313	2
Please see attached Map		



प्रश्न सं. 34 के लिए मानचित्र  
Map for Q. No. 34

61/5/1, 61/5/2, 61/5/3

