

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

General Instructions:

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

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

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

MM:80

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

Section B
(Short-Answer Type Questions)

6x3=18

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

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

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

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

3x8=24

28	<p>(a) Examine the main features of the Stupa at Sanchi and the role of the rulers of Bhopal in preserving it.</p> <p>Main features of the Stupa at Sanchi</p> <ul style="list-style-type: none"> (i) Sanchi Stupa is a wonderful ancient building at Sanchi in M.P. (ii) It gives a view to stone sculpture and statue of Buddha and an ancient gateway. (iii) The Stupas at Sanchi is plain except for the stone railings. (iv) The Northern gate way of Sanchi Stupa depicts the scene from the Vessantara Jataka. (v) Various symbols of worship like Bodhi tree, the wheel of dharma ,the empty seat ,the stupa are depicted in Sanchi stupa sculpture. (vi) Shalabhanjika motif, elephant motif, gajalakshmi, serpent etc. seems to be derived from popular traditions. (vii) The Jataka tales contains several animal stories that are depicted at Sanchi. (viii) These animals were carved to create lively scenes to draw viewers. (ix) James Fergusson considered Sanchi to be a Centre of tree and serpent worship. He arrived at this conclusion by studying the images at Sanchi. (x) So the knowledge of Buddhist literature help in understanding the sculpture at Sanchi. (xi) Any other relevant point. <p>Explain any five points.</p> <p>Role of the rulers of Bhopal in preserving Sanchi Stupa.</p> <ul style="list-style-type: none"> (i) The ruins appear to be the objects of great interest to Europeans. (ii) Cunningham examined the ruins of monument most carefully. (iii) French wanted to take away the eastern gateway and sought 	Pg. 82–83, 99–103	5+3=8
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	<p>permission from Shahjehan Begum.</p> <p>(iv) Englishmen also wanted to do the same thing.</p> <p>(v) But later ShahJehan Begum of Bhopal did not permit them to do so and satisfied both the French and the English with carefully prepared plaster-cast copies and the original remained at the site part of the Bhopal.</p> <p>(vi) The rulers of Bhopal provided funds to preserve the Stupa.</p> <p>(vii) Sultan Jehan Begum funded the museum that was built there as well as the guest house.</p> <p>(viii) Any other relevant point. Explain any three points.</p>		
OR			
	<p>(b) Examine the major teachings of Buddha and explain why Buddhism grew rapidly during the time of Buddha.</p> <p>Major teachings of Buddha</p> <p>(i) According to Buddhist philosophy the world is transient and changing.</p> <p>(ii) It is also soulless, nothing is permanent or eternal.</p> <p>(iii) Sorrow is intrinsic to human existence.</p> <p>(iv) By following the middle path between severe penance and self-indulgence one can rise above the troubles of world.</p> <p>(v) Whether God exists, not relevant.</p> <p>(vi) Individual effort was expected to transform social relations.</p> <p>(vii) Buddha emphasized on individual agency and righteous action as means to escape from the cycle of rebirth and attain self-realization and nibbana.</p> <p>(viii) Buddha's last words to his followers were "Be lamps unto yourselves as all of you must work out your own liberation".</p> <p>(ix) Any other relevant point. Explain any three points.</p> <p>Buddhism's growth during the time of Buddha</p> <p>(i) Buddhism appealed to many people.</p> <p>(ii) Those confused with other religions shifted towards Buddhism.</p> <p>(iii) Buddhist literature played the desired part.</p> <p>(iv) The importance attached to conduct and values rather than claims of superiority based on birth, promoted Buddhism.</p> <p>(v) The emphasis placed on metta and karuna for younger and weaker than oneself drew men and women to Buddhist teachings.</p> <p>(vi) Equality.</p> <p>(vii) Any other relevant point. Explain any three points.</p>	Pg. 91–94	5+3=8

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

	<p>intense devotion and love for God.</p> <p>(iv) They followed the command of the Prophet.</p> <p>(v) They regarded the Prophet as the perfect human being.</p> <p>(vi) They sought interpretation of Quran on the basis of their personal experience.</p> <p>(vii) By eleventh century, Sufism evolved into a well-developed movement.</p> <p>(viii) Any other relevant point.</p> <p>Explain any four points</p> <p>Sufis relations with the state</p> <p>(i) They developed their literature, and Sufi practices.</p> <p>(ii) A major feature of the Chishti tradition was austerity, including a distance from worldly power.</p> <p>(iii) The Sufis accepted unsolicited grants and donation from the political elites.</p> <p>(iv) The Sultans in turn set up charitable trust as they gave endowments for hospices and granted tax free land.</p> <p>(v) Kings demonstrated their association with Sufis. They also required legitimation from them.</p> <p>(vi) The Delhi Sultan resisted the insistence of the ulema on imposing shariat as state law.</p> <p>(vii) The Sultans sought out the Sufis- who derived their authority directly from God.</p> <p>(viii) Kings often wanted their tombs to be in the vicinity of Sufi shrines and hospices.</p> <p>(ix) There were instances of conflict between the sultans and the Sufis.</p> <p>(x) Sufi Shaikh was addressed with high-sounding titles like sultan-ul-mashaikh.</p> <p>(xi) To assert the authority of sultans and Sufis both expected certain rituals such as prostration and kissing of the feet.</p> <p>(xii) Any other relevant point.</p> <p>Explain any four points</p>		
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30	<p>(a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences.</p> <p>Factors that influenced the implementation of the Permanent Settlement in Bengal</p> <ul style="list-style-type: none"> (i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal. (ii) The initial demands were very high and zamindars could not pay. (iii) Officials felt that agriculture, trade and the revenue resources of the state could be developed by encouraging investment in agriculture. (iv) This could be done by securing rights of property and permanently fixing the rates of revenue demand. (v) Permanent revenue demand would be ensure the regular flow of income for the company. (vi) Permanent settlement initially curtailed the power of zamindars. (vii) It would lead to the emergence of a class of yeomen farmers and rich landowners such farmer would have the capital and enterprise to improve agriculture. (viii)The company recognised zamindars as important but wanted to control and regulate them. (ix) Zamindars regularly failed to pay the revenue demand. Nutured by the British, this class wpuld also be loyal to the Company. (x) Any other relevant point. Explain any four points <p>CONSEQUENCES</p> <ul style="list-style-type: none"> (i) The East India Company had fixed the revenue that each zamindar had to pay. The estates of those who failed to pay were to be auctioned to recover the revenue. (ii) Zamindars lost their power to organise local justice. (iii) Zamindars regularly failed to pay the revenue demand. (iv) Nurtured by the British they would be loyal to the Company. (v) Unpaid balances accumulated. (vi) The zamindars' troops were disbanded, (vii) Customs duties abolished, (viii) Their“cutcheries”(courts) brought under the supervision of a Collector appointed by the Company. (ix) Collectorate emerged as an alternative centre of authority, if restricted what the zamindar could do (x) Any other relevant point. Explain any four points 	Pg.228-229	4+4=8
OR			

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

3x4=12

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

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

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

SECTION E
(Map-Based Questions)

5

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

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

Please see the attached map

