

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2023**  
**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 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-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from 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 ( $\checkmark$ ) wherever answer is correct. For wrong answer CROSS 'X' be marked. Evaluators will not put right ( $\checkmark$ ) while evaluating which gives an impression that answer is correct and no marks are awarded. This is 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, 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 penalized 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 answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling 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 totaling on the title page.</li> <li>● Wrong totaling 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> </ul>

	<ul style="list-style-type: none"> <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 answer.)</li> <li>● Half or a part of 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 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 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 2023**  
**HISTORY (027)**

**MM: 80**

S.No.	Value Points	Pg. No.	Marks
<b>SECTION A</b>			
<b>(Multiple Choice Type Questions)</b>		<b>21x1=21</b>	
1.	(d) Panini	79	1
2.	(a) (iii) (i) (ii) (iv)	18-21	1
3.	(c) (i), (iii), (ii) and (iv)	31-35	1
4.	(d) Buddha attained Mahaparinirvana at Kushinagar.	96	1
5.	(a) Russia	176	1
6.	(a) (i), (ii) and (iii)	140, 143	1
7.	(d) Cotton and Sugarcane	200	1
8.	(c) He founded a suburban township near Krishnapuram. Vijayanagara called	173	1
9.	(b) Francis Buchanan	266	1
10.	(c) Virupaksha Temple <b>Note: For the visually impaired candidates.</b> (a) Sangama dynasty	185  173	1  1
11.	(a) (i), (ii), (iii) and (iv)	314	1
12.	(a) Both (A) and (R) are correct and (R) is the correct explanation of (A)	349	1
13.	(c) (iv) (iii) (i) (ii)	409	1

14.	(d) Shah Jahan begum	83	1
15.	(b) Western and Deccan India	58	1
16.	(b) Rudradaman I	38	1
17.	<b>NOTE – THE QUESTION NUMBER 17 IN SET 61/5/1 DOES NOT MATCH WITH THE ANSWER GIVEN IN THE MARKING SCHEME, AS PER THE QUESTION PAPER NONE OF THE OPTIONS GIVEN IS CORRECT.HENCE, EACH STUDENT MUST BE GIVEN THE BENEFIT BY AWARDING FULL 1 MARK, IRRESPECTIVE OF WHATEVER THE ANSWER MAY BE. EVEN THOSE WHO HAVE NOT ATTEMPTED THE QUESTION SHALL ALSO BE GIVEN THE SAME BENEFIT.</b>		1
18.	(b) Awadh	300	1
19.	(a)Both (A) and (R) are correct and (R) is the correct explanation of (A).	218	1
20.	(c) (i), (iii) and (iv)	172	1
21	(b) Dhritarashtra	57	1
<b>Section B</b>			
<b>(Short-Answer Type Questions)</b>			<b>6x3=18</b>
22	<p><b>Analyse the elements examined by the historians on Mahabharata as a text.</b></p> <p>(i) Language – The original version of the Mahabharata was in Sanskrit.</p> <p>* Sanskrit used in the epic is simpler than the Vedic Sanskrit.</p> <p>(ii) Content – Historians classify the contents of Mahabharata under two broad heads – narrative and didactic.</p> <ul style="list-style-type: none"> <li>• Epic revolved around 2 warring cousins,</li> </ul>	53-54, 73-77	3

	<p>(iii) Author – The original story was probably composed by charioteer-bards known as sutas.</p> <ul style="list-style-type: none"> <li>• It is attributed to a sage named Vyasa.</li> </ul> <p>(iv) Dates of Mahabharata-</p> <p>* Sutas circulated the story orally for many decades.</p> <p>* Brahmanas took to writing the story much later.</p> <p>(v) Intended audience</p> <p>(vi) Kind of text</p> <ul style="list-style-type: none"> <li>• Didactive and narrative</li> </ul> <p>(vii) Dynamic Text</p> <p>(viii) Regional variations- Many regional variations of also been found.</p> <p>(ix) Socio cultural context in which the text was written</p> <p>(x) Any other relevant point</p> <p>(Any three points to be explained.)</p>		
23.	<p><b>Describe any three features of ancient numismatics.</b></p> <p>(i) Exchanges were facilitated by the introduction of coinage.</p> <p>(ii) Punch-marked coins were the earliest to be used.</p> <ul style="list-style-type: none"> <li>• They were made of silver and copper,- eg Mauryan coins.</li> </ul> <p>(ii) Merchants, bankers and townspeople also issued coins.</p> <p>(iii) Images and names of kings on coins - Indo-Greeks &amp; Kushanas,</p> <p>(iv) The first gold coins were issued by the Kushanas.</p> <p>(v) These gold coins were identical in weight with those issued by contemporary Roman and the Parthian rulers.</p> <p>(vi) Hoards of Roman coins have been found.</p> <ul style="list-style-type: none"> <li>• Coins were used for long-distance trade.</li> </ul> <p>(vii) Coins were also issued by tribal republics of Punjab and Haryana called the Yaudheyas.</p>	44-45	3

	<p>(viii) Gold coins were issued by the Gupta rulers.</p> <p>(ix) Coins made of silver, copper and gold.</p> <p>(x) Any other relevant point.</p> <p>(Any three points to be described)</p>		
24.	<p><b>(a) Why was Persian Ambassador Abdur Razzaq greatly impressed by the fortifications of the Vijayanagara Empire? Explain.</b></p> <p>(i) He has mentioned seven lines of fortification.</p> <p>(ii) Walls encircled not only the city but also its agricultural land and forests.</p> <p>(iii) The outermost wall linked the hills surrounding the city.</p> <p>(iv) The massive masonry construction was slightly tapered.</p> <p>(v) No mortar or cementing agent was used for construction.</p> <p>(vi) The stone blocks used were wedge-shaped.</p> <p>(vii) The inner portion of the walls was of earth packed with rubble.</p> <p>(viii) Square or rectangular bastions projected outwards.</p> <p>(ix) It enclosed agricultural tracts.</p> <p>(x) Between the first, the second and the third walls there were fields, gardens and houses.</p> <p>(xi) Evidence of agricultural tract between the sacred centre and the urban core.</p> <p>(xii) This tract was serviced by an elaborate canal system</p> <p>(xiii) Large granaries were there within fortified areas.</p> <p>(xiv) An elaborate strategy of protecting the agricultural belt itself.</p> <p>(xv) A second line of fortification went around the inner core of the urban complex.</p> <p>(xvi) A third line surrounded the Royal Centre.</p> <ul style="list-style-type: none"> <li>• The buildings in the Royal Centre were surrounded by high walls.</li> <li>• Markets and residential buildings found.</li> </ul> <p>(xvii) The forts had well-guarded gates linking the city to the major roads.</p>	177-178	3

<p>(xviii) Gateways were distinctive architectural features.</p> <p>(xix) Gateways defined the structures to which they regulated access.</p> <p>(xx) Art historians refer to this style as Indo-Islamic.</p> <p>(xxi) Any other relevant point.</p> <p>(Any three points to be explained)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Why was the “Mahanavami Dibba”, the centre of main Vijayanagara rituals ? Explain.</b></p> <p>(i) Located on one of the highest points in the city,</p> <p>(ii) Mahanavami Dibba was a massive platform.</p> <ul style="list-style-type: none"> <li>• Rose from a base of about 11,000 sq. ft. to a height of 40 ft.</li> </ul> <p>(iii) It supported a wooden structure.</p> <p>(iv) The base of the platform is covered with relief carvings.</p> <p>(v) Rituals associated with it coincided with Mahanavami festival - 9th day of the 10 day Hindu festival.</p> <p>(vi) The Vijayanagara rulers displayed their prestige, power and suzerainty on this occasion.</p> <p>(vii) Ceremonies performed on the occasion included :</p> <p>(a) worship of the image.</p> <p>(b) worship of the state horse.</p> <p>(c) the sacrifice of buffaloes and other animals.</p> <p>(d) dances, wrestling matches</p> <p>(e) processions of caparisoned horses, elephants and chariots and soldiers.</p> <p>(f) Ritual presentations before the king and his guests by the chief nayakas and subordinate kings marked the occasion.</p> <p>(g) The king inspected his army and the armies of the nayakas on this occasion.</p> <p>(h) The nayakas brought gifts and tribute for the king.</p> <p>(viii) Any other relevant point.</p> <p>(Any three points to be explained.)</p>	<p>180-181</p>	<p>3</p>
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25	<p><b>Examine the position of Zamindars in the Mughal countryside.</b></p> <p>(i) Zamindars were landlords who enjoyed certain social and economic privileges.</p> <p>(ii) Caste was one factor for their elevated status.</p> <p>(iii) They performed certain services (khidmat) on behalf of the State.</p> <p>(iv) They collected taxes from the peasants etc. and were powerful.</p> <p>(iv) The zamindars held extensive personal lands termed milkiyat (property).</p> <p>(v) Milkiyat lands were cultivated for the private use of zamindars, often with the help of hired or labour.</p> <p>(vi) The zamindars could sell or donate these lands at will.</p> <p>(vii) They had control over military resources.</p> <p>(viii) Most of the zamindars had fortresses as well as an armed contingent.</p> <p>(ix) Zamindars came from upper caste as well as so called intermediate castes.</p> <p>(x) Contemporary documents give an impression that conquest may have been the source of the origin of some zamindaris.</p> <p>(xi) The dispossession of weaker people was a way of expanding zamindari.</p> <p>(xii) Zamindars spearheaded the colonisation of agricultural land, and helped in settling cultivators.</p> <p>(xiii) Zamindars sold the produce from their milkiyat lands.</p> <p>(xiv) Zamindars often established markets (haats) to which peasants also came to sell their produce.</p> <p>(xv) Relationship between the zamindar and peasant had an element of reciprocity, paternalism and patronage.</p> <p>(xvi) Zamindars often received the support of the peasantry in their struggle against the State.</p> <p>(xvii) They were not exploitative towards the peasants according to the bhakti saints.</p>	211-213	3
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	<p>(xviii) They were a part of the village panchayats.</p> <p>(xix) Zamindars helped peasants in times of distress,</p> <p>(xx) Any other relevant point.</p> <p>(Any three points to be explained.)</p>		
26.	<p><b>“One of the topics most vigorously debated in the Constituent Assembly was the respective rights of the Central and the State Governments.” Analyze the statement with supporting arguments.</b></p> <p>(i) Issue of division of power of the government at the Centre and at State level was intensely debated.</p> <p>(ii) Among those arguing for a strong Centre was Jawaharlal Nehru, keeping in view the partition of the country.</p> <p>(iii) The Draft Constitution provided three lists of subjects : Union List , State and Concurrent.</p> <p>(iv) Union Government can make laws on it. State List – State Government can make laws on it. Concurrent List – Both Union and State Government can make laws on listed items.</p> <p>(v) In India, the Union Government was made more powerful to ensure peace, security, and can coordinate on the matters of vital interest.</p> <p>(vi) Article 356 gave the Centre the power to take over a State administration on the recommendation of the Governor.</p> <p>(v) Constitution mandated Fiscal Federalism – some taxes (customs duties and Company taxes) the Centre retained all the proceeds; in other cases (income tax and excise duties) it shared them with the states; in still other cases (estate duties) it assigned them wholly to the states. The states, meanwhile, could levy and collect certain taxes on their own: eg land and property taxes, sales tax, and tax on bottled liquor.</p> <p>(vi) There were debates on powers of Centre and State : K. Santhanam from Madras said reallocation of powers was necessary. *I would strengthen both the State and the Centre. *He said if the Centre is overburdened with responsibilities, it could not function properly.</p> <p>(vii) He warned against excessive centralized power in the</p>	423-425	3

	<p>constitution.</p> <p>(viii) Felt that the proposed allocation of powers would cripple them.</p> <p>(ix) The fiscal provisions would impoverish the provinces</p> <p>(x) Predicted a dark future if the proposed distribution of power was accepted.</p> <p>(xi) Many leaders like Jawaharlal Nehru, B.R. Ambedkar, Gopalaswami Ayyangar, Balakrishna Sharma, etc. advocated for a strong Centre.</p> <p>(xii) Ambedkar had declared that he wanted a strong and united Centre much stronger.</p> <p>(xiii) Gopalaswami Ayyangar declared that the Centre should be made as strong as possible.</p> <p>(xiv) Balakrishna Sharma from United Province reasoned at length that only a strong centre could plan for well-being of the country.</p> <p>(xv) It would mobilise the available resources, establish a proper administration and defend the country against aggression.</p> <p>(xvi) After partition, pressure for a decentralized structure was not there.</p> <p>(xvii) Violence at the time of partition made them push for centralized administration.</p> <p>(xviii) Centralized administration was necessary to control secessionist tendencies.</p> <p>(xviii) Any other relevant point.</p> <p>(Any three points to be explained.)</p>		
27.	<p><b>(a) "The rebel proclamations in 1857 repeatedly appealed to all sections of the population, irrespective of their caste and creed." Explain the statement with examples.</b></p> <p>(i) The vision of unity was clearly visible in the proclamations and Ishtahars.</p> <p>(ii) Muslim princes took care to address the sentiments of Hindus.</p> <p>(iii) The rebellion was seen as a war in which both Hindus and</p>	300-304	3

Muslims had equally to lose or gain.

(iv) The Ishtahars reminded people of the Mughal times when different communities (Hindu-Muslim) coexisted and lived in peace.

(v) For example, the Azamgarh Proclamation of 25<sup>th</sup> August, 1857.

(vi) The rebels tried to get the support of all sections of the society, irrespective of their caste and creed.

(vii) Azamgarh Proclamation appealed to the people to join the fight under the standards of both Muhammad and Mahavir.

(viii) Called upon the wealthy people of India, to stake their lives and property for the well-being of the public.

(ix) It assured all poor people who will participate in the common cause, would receive their daily subsistence.

(x) Rebels declared that the British policies dispossessed landlords, peasants, weavers, artisans, Indian sepoys.

(xi) Rejected everything associated with British rule.

(xii) A widespread fear that the British wanted to destroy the religion of both Hindus and Muslims eg: rifle cartridges.

(xiii) The British were accused of destroying the way of life of the people.

(xiv) They condemned the British for the annexations they had carried out.

(xv) They condemned the British for the treaties they had broken.

(xvi) People were urged to come together and fight to save their livelihood, their faith, their honour, their identity.

(xvii) Azamgarh Proclamation appealed to all sections of people to rise against the British rule.

(xviii) Efforts made by the British to create divisions in Bareilly failed.

(xix) Many popular leaders were chosen.

(xx) Any other relevant point

Any three points to be explained.

	<p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Art and literature as much as the writing of history have helped in keeping alive the memory of 1857”. Explain the statement in reference to Rani Lakshmibai.</b></p> <p>Art and literature helped in keeping alive the memory of Rani of Jhansi.</p> <p>(i) The Rani of Jhansi was presented as a heroic figure leading the country into battle, rousing the people to righteous indignation against oppressive imperial rule.</p> <p>(ii) Heroic poems were written about the valour of the queen.</p> <p>(iii) She is shown with a sword in one hand and the reins of her horse in the other fighting for the freedom of her motherland.</p> <p>(iv) Rani of Jhansi was represented as a masculine figure chasing the enemy.</p> <p>(v) She is also shown as slaying British soldiers and valiantly fighting till her last.</p> <p>(vi) Subhadra Kumari Chauhan’s poem lines : “Khoob Ladi Mardani Woh To Jhansi Wali Rani Thi” is dedicated to her.</p> <p>(vii) Children in India have grown up reading these lines.</p> <p>(viii) In popular prints, Rani Lakshmi Bai is seen as a symbol of the determination to resist injustice and alien rule.</p> <p>(ix) Such depictions continue to instill patriotism and respect towards national leaders,</p> <p>(x) Heroes of the revolt were portrayed as godlike figures.</p> <p>(xi) Any other relevant point.</p> <p>Any three points to be explained.</p>	313	3
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<b>Section C</b>			
<b>(Long-Answer Type Questions)</b>		<b>3x8=24</b>	

28.	<p><b>(a) Describe the town planning of Harappa.</b></p> <p>(i) Harappa had the Citadel and the Lower Town respectively.</p> <p>(ii) The Citadel was walled and was constructed on mud brick</p>	5-8	8
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platforms.

(iii) The Lower Town was walled.

(iv) Buildings were built on platforms.

(v) Building activity was restricted to a fixed area on the platforms.

(vi) Signs of planning include bricks of a standardised ratio.

(vii) Sundried and baked bricks were used.

(viii) Efficient drainage system is an important feature.

(ix) Roads and streets were laid out in a "grid" pattern.

(x) They intersected at right angles.

(xi) Streets with drains were laid out first and then houses built along them.

(xii) Every house had one wall along a street for domestic waste water to flow into the street drains,

(xiii) Lower town had residential buildings.

(xiv) Houses were centred on a courtyard, with rooms on all sides.

(xv) Courtyard was the centre of activities such as cooking and weaving.

(xvi) No windows in the walls along the ground level- concern for privacy.

(xvii) The main entrance does not give a direct view of the interior or the courtyard.

(xviii) Every house had its own bathroom paved with bricks, that was connected with street drains.

(xix) Some houses have remains of staircases to reach a second storey or the roof.

(xx) Many houses had wells, which could be reached from the outside.

(xxi) Mohenjo Daro had 700 wells.

(xxii) Citadel had structures used for public purposes - granaries, warehouse.

(xxiii) The Great Bath was a large rectangular tank in a courtyard surrounded by a corridor on all four sides.

(xxiv) There were two flights of steps on the north and south

<p>leading into the tank,  (xxv) There were rooms on three sides, one had a large well.  (xxvi) Water from the tank flowed into a huge drain.  (xxvii) Any other relevant point.  (Any eight points to be explained)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe the contributions of various archaeologists from 1875 till 1950 in discovering the Harappan Civilization.</b></p> <p>(i) Cunningham was the first Director-General of the ASI.  (ii) Cunningham's confusion - with regard to discovery of Harappan artefacts ( to be explained)  (iii) Daya Ram Sahni – Discovered seals at Harappa in layers which were older than early historic levels and understood their significance.  (iv) Rakhal Das Banerji – Found similar seals at Mohenjo-Daro, and understood these sites were part of a single archaeological culture  (v) S.N. Roy – authored 'The Story of Indian Archaeology', highlighting Marshall's view point.  (vi) John Marshall brought experience of working in Greece and Crete.  (vii) He looked for patterns of everyday life.  (viii) He excavated along regular horizontal units.  (ix) He ignored the stratigraphy leading to loss of valuable information.  (x) In 1924, John Marshall, announced the discovery of a new civilization in the Indus valley to the world.  (xi) R.E.M. Wheeler – took over as Director-General of the ASI in 1944.  (xii) Wheeler recognized that it was necessary to follow the stratigraphy of the mound.  (xiii) He brought military precision to the practice of archaeology.  (xiv) Specialists from the subcontinent and abroad have been</p>	19-21	8
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	<p>jointly working at both Harappa and Mohenjo-Daro.</p> <p>(xv) Any other relevant point.</p> <p>(Any eight points to be explained.)</p>		
29.	<p><b>(a) Kabir Das is one of the most outstanding examples of a poet-saint who has given extensive views on social situation, institutions and on ultimate reality'. Explain the statement.</b></p> <p>(i) Kabir according to traditions was born a Hindu and raised in a family of Muslim weavers.</p> <p>(ii) Kabir was a nirguna saint, influenced by both Bhakti and Sufi ideals.</p> <p>(iii) Kabir's verses are compiled in The Kabir Bijak, Kabir Granthavali and the Adi Granth Sahib.</p> <p>(iv) Kabir's poems are found in several languages and dialects.</p> <p>(v) Some are composed in the language of nirguna poets, the sant bhasha.</p> <p>(vi) Ulatbansi ((upside-down sayings),</p> <p>(vii) Kabir,s mystical experiences describe the Ultimate Reality.</p> <p>(viii) Kabir described the Ultimate Reality on the basis of Islamic, vedantic and yogic traditions,</p> <p>(ix ) Diverse as well as conflicting ideas are expressed in these poems.</p> <p>(x) His poems draw on Islamic ideas- monotheism and iconoclasm</p> <p>(xi) He used concept of zikr and ishq and Nam-simaran,</p> <p>(xii) He was against the caste system,</p> <p>(xiii) He was critical of rituals and idol worship.</p> <p>(xiv) He was equally critical of Hinduism and Islam.</p> <p>(xv) Kabir is a source of inspiration for many people today also.</p> <p>(xvi) The verses attributed to Kabir use the words guru and satguru.</p> <p>Any eight points to be explained</p>	161-163	8

	<p style="text-align: center;"><b>OR</b></p> <p><b>(b)The Chishtis became the most influential devotional tradition in the late twelfth century. Explain the statement.</b></p> <p>(i) The Chishtis were the most influential in the late 12th century.</p> <p>(ii) They adapted and adopted features of Indian traditions.</p> <p>(iii) They were a group of people who turned to asceticism and mysticism.</p> <p>(iv) Emphasized intense devotion and love for God.</p> <p>(v) Organized communities around Khanqah under a teaching master known as Shaikh, Pir or Murshid.</p> <p>(v) The master enrolled disciples (murids).</p> <p>(vi) He appointed a successor (khalifa).</p> <p>(vii) Established rules for spiritual conduct between inmates as well as between laypersons and the master.</p> <p>(viii) Sufi silsilas - genealogy stretching to Prophet Muhammad.</p> <p>(ix) The sufi saints tomb-shrine (Dargah) became the centre of devotion.</p> <p>(x)Ziyarat or pilgrimage to the the dargah of sufi saints.</p> <p>(xi) Use of music and dance to recite Divine Name, (zikr)</p> <p>(xii)Sama</p> <p>(xiii) Qawwali.</p> <p>(xiv) Cult of the Shaikh revered as Wali evolved.</p> <p>(xv) Open kitchen (langar) run on futuh (charity).</p> <p>(xvi) Day-to-day practices represented attempts to assimilate local traditions.</p> <p>(xvii) Some Sufis took to mendicancy and celibacy, known as Qalandars, Madaris, Haidaris.</p> <p>(xviii) They were called be-shari 'a, in contrast to the ba-shari' a who complied with the Sharia.</p> <p>(xix) Chishtis kept distance from the worldly power.</p> <p>(xx) They accepted donations in cash and kind used for fulfilling</p>	<p>151-160</p>	<p>8</p>
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	<p>daily requirements.</p> <p>(xxi) People believed in saints miraculous powers.</p> <p>(xxii) Kings also wanted their support.</p> <p>(xxiii) Any other relevant point.</p> <p>(Any eight points to be explained. )</p>		
30.	<p><b>(a) Describe the causes and events of the Quit India Movement.</b></p> <p>Gandhiji started the Quit India Movement due to :</p> <p><b>Causes:</b></p> <p>(i) Dissatisfaction with the Government of India Act, 1935.</p> <p>(ii) Congress did not accept the offer of participating in the Second World War as the British refused to meet the demands.</p> <p>(iii) Gandhiji gave the slogan do or die.</p> <p>(iv) Quit India movement started in 1942.</p> <p>(v) Gandhiji was arrested.</p> <p>(vi) The Congress ministries resigned in October 1939.</p> <p>(vii) Between 1940-1941, Congress organised individual satyagrahas to pressurise the British to promise freedom once the war was over.</p> <p>(viii) Failure of Cripps Mission, 1942.</p> <p>(ix) On 9<sup>th</sup> August, 1942 – Quit India Movement launched by Gandhiji.</p> <p><b>(x)</b> Any other relevant point.</p> <p>Any three points to be explained.</p> <p><b>Events:</b></p> <p>(i) Second World War started in 1939 and Congress ministries resigned.</p> <p>(ii) Cripps Mission failed.</p> <p>(iii) A large number of people protested- liquor shops picketed, foreign cloth boycotted and burnt.</p> <p>(ii) People organised strikes and acts of sabotage.</p> <p>(iii) In Satara and Medinipur independent governments were</p>	361-363	8

proclaimed.

(iv) Underground resistance was organised by socialist members such as Jayaprakash Narayan.

(v) The British responded with force.

(vi) Many ordinary Indians joined the movement.

(vii) People followed the slogan of Mahatma Gandhi "Do or Die" and were willing to lay down their lives for the nation.

(viii) Students left college to go to jail.

(ix) Muslim League expanded its influence.

(x) Gandhiji was released from prison in 1944.

(xi) Gandhiji held meetings with Jinnah, to bridge the gap between the Congress and the League.

(xii) Labour government came to power in Britain

(xiii) British resolve to leave India.

(xiv) In August 1947, the British quit India.

(xiv) Any other relevant point.

(Any five points to be explained).

**OR**

**(b) Describe the role of Gandhiji from 1922 till 1931.**

(i) Gandhiji called off the NCM after Chauri-Chaura incident.

(ii) By 1922 Gandhiji had transformed Indian nationalism.

(iii) Thousands of peasants, workers and artisans also participated in it.

(iv) Gandhiji gained popularity among Indians as he dressed like them, lived like them and spoke their language.

(v) Rumors spread that Gandhiji had miraculous powers.

(vi) his success in broadening the basis of nationalism was based on careful organisation.

- New branches of the Congress were set up in various parts of India.

- "Praja Mandals" were established

351-  
260

8

- Mother tongue.
- Provincial committees of the Congress were based on linguistic regions.

(vii) Large following - Mahadev Desai, Vallabh Bhai Patel, J.B. Kripalani, Subhas Chandra Bose, Abul Kalam Azad, Jawaharlal Nehru

(viii) Mahatma Gandhi was released from prison in February 1924.

(ix) He devoted himself to promotion of khadi, the abolition of untouchability, Hindu-Muslim unity, etc.

(x) Gandhiji was a social reformer and a politician.

(xi) In 1928, Gandhiji began to think of re-entering politics.

(xii) Gandhi gave his blessing for a movement against the Simon Commission and satyagraha at Bardoli.

(xiii) At the Lahore session, Congress demanded Purna Swaraj and decided to observe 26<sup>th</sup> January, 1930 as Independence Day.

(xiv) March 1930 - Gandhiji began his famous 'Salt March' and launched Dandi Satyagraha officially.

(xv) He chose the issue of salt as a medium of protest as it was used by everyone.

(xvi) In 1930 he broke the Salt Law by making a fistful of salt.

(xvii) Parallel Salt Marches were organized in other parts of the country.

(xviii) Peasants breached the colonial forest laws which restricted their access to forests.

(xix) Factory owners went on strike.

(xx) Lawyers boycotted British courts.

(xxi) Students refused to attend schools and colleges.

(xxii) Gandhiji made a plea to the upper caste to serve untouchables.

(xxiii) Hindus, Muslims, Parsees and Sikhs were told to unite.

(xxiv) Thousands of volunteers joined for the cause.

(xxv) Many officials resigned from their posts.

(xxvi) Gandhiji's meetings were attended by all sections of people including women.

	<p>(xxvii) 1st Round Table Conference not attended by Congress and Gandhiji.</p> <p>(xxviii) In 1931, the 'Gandhi-Irwin Pact' was signed by the terms of which Civil Disobedience was called off and all prisoners were released.</p> <p>(xxix) The Second Round Table Conference was held in 1931 in London. Gandhiji represented the Congress in the meeting but it was inconclusive.</p> <p>(xxx) Gandhiji returned to India and relaunched Civil Disobedience but is could not get enough momentum.</p> <p>(xxxi) Any other relevant point.</p> <p>(Any eight points to be explained.)</p>		
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**SECTION D**

(Source-Based Questions)

3x4=12

31	<p><b><u>SOURCE BASED QUESTION: The Therigatha</u></b></p> <p><b>(31.1) How does this text provide an insight into Punna's spiritual experience?</b></p> <p>(i) Punna realized that customs and rituals have no meaning.</p> <p>(ii) We cannot be freed from sins by bathing in water.</p> <p>(iii) She does not believe in caste system.</p> <p>(iv) Believes that one should not commit sins in the first place.</p> <p>(v) Rituals are meaningless.</p> <p>(vi) Individual effort helps us attain self-realization and nibbana,</p> <p>(vii) She reflected on truth or reality.</p> <p>(viii) Any other relevant point.</p> <p>Any one point.</p> <p><b>(31.2) How is Punna reflected as an awakened soul?</b></p> <p>(i) Individual effort is most important for self-realization and nibbana,</p> <p>(ii) She tries to convince the Brahmin through reason and persuasion.</p>	93	(1+1+2=4)
			1
			1

<p>(iii) She understood the path of divinity.</p> <p>(iv) She realizes that rituals are meaningless.</p> <p>(v) She understood the true meaning of self.</p> <p>(vi) She believes that one should not commit sins in the first place.</p> <p>(vii) We cannot be freed from sins by bathing in water.</p> <p>(viii) She does not believe in caste system.</p> <p>(ix) Believes that one should not commit sins in the first place.</p> <p>(x) She reflected on truth or reality.</p> <p>(xi) Any other relevant point.</p> <p>Any one point.</p> <p><b>(31.3) Which of the teachings of the Buddha are evident in this composition?</b></p> <p>(i) Buddha urged people to seek enlightenment through spiritual experience.</p> <p>(ii) Social world as the creation of humans.</p> <p>(iii) The importance paid to good conduct and values.</p> <p>(iv) Buddha condemned rituals.</p> <p>(v) He denounced caste system.</p> <p>(vi) Rituals are meaningless.</p> <p>(vii) Buddha gave importance to good deeds.</p> <p>(viii) He tried to convince people through reason and persuasion.</p> <p>(ix) One should follow the path of moderation.</p> <p>(x) Individual effort is very important.</p> <p>(xi) Any other relevant point.</p> <p>Any two points.</p>		2
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32.	<p><b><u>SOURCE BASED QUESTION: Education and Entertainment</u></b></p> <p><b>(32.1) Why did the Sultan of Morocco insist that Ibn Battuta dictate the story of his travels to Ibn Juzayy ?</b></p> <p>(1) He dictated an account of the cities which he had seen in his travel,</p> <p>(ii) To record interesting events</p> <p>(iii) To record interesting experiences in different countries</p> <p>(iv) Sultan was interested in knowing about people of different countries.</p> <p>(v) For the entertainment of the audience/people.</p> <p>(Any one point.)</p> <p><b>(32.2) Highlight the places Ibn Battuta explored during his visits.</b></p> <p>Mecca, Syria, Iraq, Persia, Yemen, Oman, Coast of East Africa, Sind, Delhi, Maldives and China. North Africa, West Asia and parts of Central Asia and Indian subcontinent (Assam, West Bengal, Delhi , Daulatabad), Sri Lanka, Sumatra.</p> <p>(Any one.)</p> <p><b>(32.3) What do Ibn Battuta’s travel accounts reveal about the things he noted in India ?</b></p> <p>(i) The Coconut</p> <p>(ii) Paan</p> <p>(iii) Indian cities-densely populated and prosperous.</p> <p>(iv) Indian cities were full of opportunities</p> <p>(v) Gave description of Delhi and Tarababad.</p> <p>(vi) Bazaars were hubs of social, economic and cultural activities.</p> <p>(vii) Towns.</p> <p>(viii) Inter-Asian networks of trade and commerce.</p> <p>(ix) A unique system of communication/postal system.</p> <p>(x) Slaves were openly sold in markets.</p> <p>(xi) Travel was unsafe</p> <p>(xii) Any other relevant point.</p> <p>Any two points.</p>	(1+1+2=4)	1
			1
			2



	<p>(iii) If any government Officer happens to approach the village where the above is taking place, the spies give intimation to the offenders and the latter disperse in time.</p> <p>(iv) The ryots sent their spies to the boundaries of the village and as soon as they were alerted that a government officer was coming, they would seize any records.</p> <p style="text-align: center;"><b>(Any two points.)</b></p>		
<p><b>SECTION E</b></p> <p><b>(Map-Based Questions)</b></p>			
34.	<p><b>(34.1) On the given political map of India, locate and label the following with appropriate symbols :</b></p> <p>(i) Sanchi – A Stupa</p> <p>(ii) Dholavira – A mature Harappan site.</p> <p>(iii)(a)Shahjahanabad (Delhi)– Territory under the control of Mughals</p> <p style="text-align: center;"><b>OR</b></p> <p>(b)Golconda – An empire of 14<sup>th</sup> to 18<sup>th</sup> century.</p> <p><b>SEE ATTACHED MAP</b></p> <p><b>(34.2) On the same outline map, two places have been marked as A and B, as the centers of the Revolt of 1857. Identify them and write their correct names on the lines drawn near them.</b></p> <p style="text-align: center;"><b>SEE ATTACHED MAP</b></p> <p><i>Note :</i> The following questions are for the <b>Visually Impaired Candidates</b>, only in lieu of Q. No. 34 :</p> <p><b>(34.1) Name any two sites of the matured Harappan period.</b></p> <p>Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjo-Daro, Chanhu daro, Kot Diji. Any two</p>	<p style="text-align: right;"><b>(3+2=5)</b></p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">2</p> <p style="text-align: right;"><b>(2+1+2=5)</b></p> <p style="text-align: right;">2</p>	

	<p><b>(34.2)(a) Name any one territory under Mughal Empire :</b>  Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.  Any one</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b)Name the capital of Vijayanagara Empire.</b>  Vijayanagara</p> <p><b>(34.3) Name any two centres of the Revolt of 1857.</b>  Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta,  Benaras, Gwalior, Jabalpur, Agra, Avadh. <b>Any two</b></p>	<p>1</p>	<p>1</p>
		<p>2</p>	<p>2</p>

61/5/1, 61/5/2, 61/5/3.  
प्रश्न नं. 34 के लिए मानचित्र  
Map for Q. No. 34

