

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

General Instructions:

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| 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.  |

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| 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 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> <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 totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously  |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation.  |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.   |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.  |

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

MM:80

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

Section B  
(Short-Answer Type Questions)

6x3=18

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

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

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

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

3x8=24

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

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

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

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

SECTION D  
(Source-Based Questions)

3x4=12

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

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

|                                    |  |  |       |
|------------------------------------|--|--|-------|
|                                    | (vii) Dissolution of court culture.<br>(viii) Any other relevant point<br>Explain any one point.   |  |       |
|                                    | (33.3) How did the annexation of Awadh fit into the British colonial strategy? Explain.<br>(2)<br><br>(i) Lord Dalhousie described the kingdom of Awadh as “a cherry that will drop into our mouth one day”.<br>(ii) The British felt that the soil there was good for producing indigo and cotton.<br>(iii) The region was ideally located to be developed into the principal market of Upper India.<br>(iv) By the early 1850s, all the major areas of India had been conquered: Maratha lands, Doab, the Carnatic, the Punjab and Bengal.<br>(v) The takeover of Awadh in 1856 was expected to complete a process of territorial annexation.<br>(vi) Any other relevant point<br>Explain any one point. | Pg. 266-267                            |       |
| SECTION E<br>(Map-Based Questions) |  | 5                                      |       |
| 34.                                | On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :<br><br>(i) Dholavira – a Harappan site<br>(ii) Meerut Pillar – a site of Asokan inscription<br>(iii) (a) Vijayanagara<br>OR<br>(iii) (b) Bijapur<br><br>Filled in map attached herewith.   | 1<br>1<br>1<br>Pg 2<br>Pg 33<br>Pg 174 | 3X1=3 |
|                                    | 34.1 On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :<br><br>(i) Dholavira – a Harappan site<br>(ii) Meerut Pillar – a site of Asokan inscription<br>(iii) (a) Vijayanagara<br>OR<br>(iii) (b) Bijapur<br><br>Filled in map attached herewith.  | 1<br>1<br>1<br>Pg 305                  | 3     |
|                                    | (34.2) On the same political outline map of India, two places related to British control in 1857 are marked as A and B. Identify them and write their correct names on the lines drawn near them.  |  | 2     |

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

