

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2023
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/3/2)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to 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(✓) wherever 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 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	Ensure that you do not make the following common types of errors committed by the Examiner in the past:- <ul style="list-style-type: none"> ● Leaving 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 answer.) ● Half or a part of 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 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 2023

HISTORY (027)

MM: 80

S.No.	Value Points	Pg No.	Marks
SECTION A (Multiple Choice Type Question)			
21x1=21			
1.	(b)(i), (ii) and (iii)	214, 218	1
2.	(d) Brihadeshwara Temple	172	1
	For Visually Impaired Candidates		
	(b) Tuluva dynasty	173	1
3.	(c) Kamalapuram tank conducted through a channel to the 'Royal Centre'	177	1
4.	(c) (i) and (ii)	215	1
5.	(a) The Zamindari System/ Permanent Settlement	259	1
6.	(d) (ii) and (iii)	145	1
7.	(a) Italy	137	1
8.	(d) Uttaradhyayana Sutra and Tattvartha Sutra	86	1
9.	(a) Maurya	32	1
10.	(c) (i), (ii) and (iii)	2	1
11.	(c) Work on Medicine	79	1
12.	(b)Both (A) and (R) are true, but (R) is not the correct explanation of (A).	15,16	1

13.	(b)(ii), (iii) and (iv)	132	1
14.	(b) Birjis Qadr	292	1
15.	(b) Fa Xian	66	1
16.	(c) Government of India Act of 1935	415	1
17.	(d) (ii), (iii), (i), (iv)	31	1
18.	(d) Dr. Rajendra Prasad	409	1
19.	(a) Both (A) and (R) are correct and (R) is the correct explanation of the (A).	350	1
20.	(c) Economic	277	1
21	(a) Bahadur Shah Zafar	288	1

Section B

(Short-Answer Type Questions)

6x3=24

22	<p>(a)Between the sixth and fourth centuries BCE, Magadha became the most powerful Mahajanapada. Explain.</p> <p>(i) Agriculture was especially productive in Magadha region.</p> <p>(ii) In Magadha, iron mines were accessible and provided resources for tools and weapons.</p> <p>(iii) Elephants (an important component of the army), were found in forests of this region.</p> <p>(iv) The Ganga and its tributaries provided a means of cheap and convenient communication.</p> <p>(v) Buddhist and Jaina writers who wrote about Magadha attributed its power.</p> <p>(vi) The ambitious kings of whom Bimbisara, Ajatashatru and Mahapadma Nanda are the best known, and their ministers, who helped implement their policies.</p> <p>(vii) Strategic location of the capital Rajgir/Patliputra</p>	31	3
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	<p>(viii) Any other relevant point. Any three points to be explained.</p> <p style="text-align: center;">OR</p> <p>(b) Several urban centres emerged in the sub-continent from the 6th century BCE. Support the statement.</p> <p>(i) These were the capitals of Mahajanapadas.</p> <p>(ii) Virtually all major towns were located along routes of communication.</p> <p>(iii) Some towns such as <i>Pataliputra</i> were situated on riverine routes.</p> <p>(iv) Others, such as <i>Ujjayini</i>, were situated along land routes.</p> <p>(v) Yet others, such as <i>Puhar</i>, were near the coast, from where sea routes began.</p> <p>(vi) Many cities like <i>Mathura</i> were bustling centers of commercial, cultural and political activity.</p> <p>(vii) Any other relevant point. Any three points to be explained.</p>	42	3
23.	<p>Explain the elements historians have analysed to understand Mahabharata as a text.</p> <p>(i) Original version was in Sanskrit language (although there are versions in other languages as well).</p> <p>(ii) The Sanskrit used in the Mahabharata is far simpler than that of the Vedas</p> <p>(iii) The contents of the Mahabharata have been analysed under two broad heads sections -the narrative and didactic.</p> <p>(iv) This division is by no means watertight – the didactic sections include stories, and the narrative often contains a social message.</p> <p>(v) Mahabharata was meant to be a dramatic, moving story, and that the didactic portions were probably added later.</p> <p>(vi) The text is described as an itihasa</p>	72, 73	3

	<p>(vii) Author(s) and dates</p> <p>(viii) The original story was probably composed by charioteer-bards known as sutas circulated orally.</p> <p>(ix) Later Brahmanas took over the story</p> <p>(x) This composition is traditionally attributed to a sage Vyasa and the scribe is Ganesha.</p> <p>(xi) Historians have analysed type of marriages prevalent during that period</p> <p>(xii) Any other relevant point.</p> <p>Any three points to be explained.</p>		
24.	<p>Describe any three experiences of Al-Biruni in India</p> <p>(i) Al Biruni was well versed in several languages. He learnt Sanskrit and Indian texts on religion and philosophy.</p> <p>(ii) Al Beruni discussed several barriers that obstructed his understanding of Indian society.</p> <p>(iii) The first barrier was the language. Sanskrit was different from Arabic and Persian and the ideas and concepts could not be easily translated from one language to another.</p> <p>(iv)The second barrier-Al-Beruni identified the difference in religious beliefs and practices.</p> <p>(v) The third barrier was the self observation and consequent insularity of the local population.</p> <p>(vi)He depended mainly on the works of Brahmanas and often quoted from the Vedas,the Puranas,the Bhagavad Gita,the works of Patanjali,and the Manusmriti.</p> <p>(vii) Al-Biruni tried to explain the caste system by comparing it with other societies.</p> <p>(viii) He tried to understand that social divisions were not unique to India.</p> <p>(ix)He did not accept the Brahmanical notion of pollution.</p>	116,124, 3 125	

	<p>(x) Al-Biruni's description of the caste system was deeply influenced by his familiarity with normative Sanskrit texts from the point of view of the Brahmans.</p> <p>(xi) Any other relevant point.</p> <p>Any three points to be explained.</p>		
25	<p>(a) "Virupaksha Temple was significant in Vijaynagara Empire." Substantiate the statement.</p> <p>(i) The Vijayanagara kings claimed to rule on behalf of the God Virupaksha.</p> <p>(ii) All royal orders were signed "Shri Virupaksha", usually in the Kannada script.</p> <p>(iii) Rulers also indicated their close links with the Gods by using the title "Hindu Suratrana", this meant Hindu Sultan.</p> <p>(iv) The raya gopurams or royal gateways that often dwarfed the towers on the gateways, which signalled the presence of the temple from a great distance.</p> <p>(v) Mandapas or pavilions and long, pillared corridors that often ran around the shrines within the temple complex.</p> <p>(vi) The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession.</p> <p>(vii) The halls in the temple were used for a variety of purposes.</p> <p>(viii) Some were spaces in which the images of Gods were placed to witness special programmes of music, dance, drama, etc.</p> <p>(ix) Others were used to celebrate the marriages of deities, and yet others were meant for the deities to swing in.</p> <p>(x) Any other relevant point.</p> <p>Any three points to be explained.</p> <p style="text-align: center;">OR</p>	184-187	3

	<p>(b) “The architecture of the Vitthala Temple was unique. Substantiate the Statement.</p> <p>(i) The principal deity was Vitthala, a form of Vishnu generally worshipped in Maharashtra</p> <p>(ii) Worship of the deity was a part of an imperial culture.</p> <p>(iii) This temple has several halls and a unique shrine designed as a chariot</p> <p>(iv) A streets were paved with stone slabs and lined with pillared pavilions in which merchants set up their shops.</p> <p>(v) Mandapas or pavilions and long, pillared corridors that often ran around the shrines within the temple complex characteristic feature of the temple complexes</p> <p>(vi) It is the chariot streets that extended from the temple gopuram in a straight line.</p> <p>(viii) Temples were mark of imperial authority.</p> <p>(ix) Decorated with delicately carved pillars.</p> <p>(x) Garbha Griha</p> <p>(xi) Any other relevant point</p> <p>Any three points to be explained</p>	188	3
26.	<p>How did G.B. Pant show his concern in the Constituent Assembly for making India a unified nation? Explain.</p> <p>(i) Govind Ballabh Pant declared the success of a democracy was to be judged by the confidence it generated amongst different sections of people.</p> <p>(ii) Every citizen in a free state should be treated in a manner that satisfied “not only his material wants but also his spiritual sense of self-respect”.</p> <p>(iii) Understanding between the majority and minority community.</p> <p>(iv) Empathise with their aspirations of society.</p> <p>(v) Pant opposed the idea of separate electorates.</p> <p>(vi) “It is the citizen that forms the base as well as the summit of the social pyramid.”</p>	418	3

	<p>(vii) No divided loyalties.</p> <p>(viii) Forge a strong nation and a strong State.</p> <p>(ix) He believed that separate electorate would be suicidal.</p> <p>(x) Any other relevant point.</p> <p>Any three points to be explained</p>		
27.	<p>How do the images of the revolt of 1857 reflect the emotions and feelings of Indians? Explain.</p> <p>(i) A whole world of nationalist imagination was woven around the revolt.</p> <p>(ii) It was celebrated as the First War of Independence in which all sections of the people of India came together to fight against imperial rule.</p> <p>(iii) Art and literature, as much as the writing of history, have helped in keeping alive the memory of 1857.</p> <p>(iv) The leaders of the revolt were presented as heroic figures leading the country into battle, rousing the people to righteous indignation against oppressive imperial rule.</p> <p>(v) Heroic poems were written about the valour of the queen who, with a sword in one hand and the reins of her horse in the other, fought for the freedom of her motherland. (vi) Rani of Jhansi was represented as a masculine figure chasing the enemy, slaying British soldiers and valiantly fighting till her last.</p> <p>(vii) Children in many parts of India grow up reading the lines of Subhadra Kumari Chauhan: “Khoob lari mardani woh to Jhansi wali rani thi”</p> <p>(viii) In popular prints Rani Lakshmi Bai is usually portrayed</p>	313	3

	<p>in battle armour, with a sword in hand and riding a horse.</p> <p>(ix) She is a symbol of the determination to resist injustice and alien rule.</p> <p>(x) Any other relevant point.</p> <p>Any three points.</p>		
Section C (Long-Answer Type Questions)			
			3x8=24
28.	<p>(a) "Buddhism grew rapidly both during the lifetime of the Buddha and after his death." Explain the statement with examples.</p> <p>(i) Buddha regarded the social world as the creation of humans rather than of divine origin.</p> <p>(ii) He advised kings and gahapatis to be humane and ethical.</p> <p>(iii) He emphasised individual agency and righteous action to attain self-realization and to escape from the cycle of rebirth.</p> <p>(iv) Buddha did not believe in caste system and treated everyone equally which meant the people of the lower caste were happy.</p> <p>(v) Buddhism attached importance of conduct and values rather than claims of superiority based on birth.</p> <p>(vi) They emphasised on 'Metta' (fellow feeling) and Karuna (compassion) especially for those who were younger and weaker than oneself.</p> <p>(vii) These ideas drew men and women to the fold of Buddhism.</p> <p>(viii) A body of followers of Buddha has founded an organization known as 'Sangha'.</p> <p>(ix) Followers were Monks who lived in 'Sangha'. They became teachers of dhamma.</p>	91-94	8

- (x) These monks lived simply.
 - (xi) They possessed only the essential requisites for survival.
 - (xii) They lived on alms. They were known as 'Bhikkhus'.
 - (xiii) Initially, only men were allowed into the Sangha, but later women were also taken into Sangha on the persuasion of 'Ananda'.
 - (xiv) Followers came from many social groups which included kings, wealthy men, gahapatis and humbler folk.
 - (xv) They spread the message of Buddha. Their language of communication was simple.
 - (xvi) It appeared many people were dissatisfied with existing religious practices before the rise of Buddhism.
 - (xvii) People were confused by the rapid changes that were taking place around them.
 - (xviii) Many Kings made Buddhism their State religion.
 - (xix) Any other relevant point.
- (Any eight points to be explained)

OR

(b) "Growth of Puranic Hinduism can be understood through its philosophy, sculptures and temples." Explain with examples.

- (i)** Vaishnavism, a form of a Hinduism within which Vishnu was worshipped as the principal deity.
- (ii)** Shaivism, a tradition within which Shiva was regarded as the chief God.
- (iii)** Shiva was symbolized by the linga, although he was occasionally represented in human form too.

104-107 8

	<p>(iv) Stories contained in the Puranas.</p> <p>(v) The early temple was a small square room, called the garbhagriha, with a single doorway for the worshipper to enter and offer worship to the image.</p> <p>(vi) Temple walls were often decorated with sculptures.</p> <p>(vii) Elaborate features with assembly halls, huge walls and gateways.</p> <p>(viii) Rocks or Caves (Rock cut temples)</p> <p>(ix) Kailashnatha (a name of Shiva) in Maharashtra.</p> <p>(x) Deogarh temple</p> <p>(xi) Mahabalipuram temple</p> <p>(xii) Any other relevant point.</p> <p>Any eight points to explained.</p>		
29.	<p>Describe the philosophy of Alvars and Nayanars.</p> <p>(i) The Alvars : “immersed” in devotion to Vishnu.</p> <p>(ii) Nayanars : devotees of Shiva.</p> <p>(iii) They travelled from place to place singing hymns in Tamil in praise of their Gods.</p> <p>(iv) They initiated a movement of protest against the caste system and dominance of Brahmanas.</p> <p>(v) The composition of the Alvars, the ‘Nalayira Divyaprabandham,’ was frequently described as the Tamil Veda.</p> <p>(vi) The composition of Nayanars is Tevaram.</p> <p>(vii) Andal saw herself as the beloved of Vishnu; her verses express her love for the deity.</p> <p>(viii) Karaikkal Ammaiyar, a devotee of Shiva, adopted the path of extreme asceticism in order to attain her goal. Her compositions were preserved within the Nayanar tradition.</p>	143-144	8

(ix) Any other relevant point.
(Any eight points to be explained)

OR

(b) Describe the philosophy and teachings of Sikhism.

(i) Baba Guru Nanak spelt out his message in his hymns and teachings which is advocated as nirguna bhakti.

(ii) He repudiated and rejected sacrifices, ritual baths, image worship, austerities and the scriptures of Hindus and Muslims.

(iii) For Baba Nanak, the Absolute or "rab" had no gender or form.

(iv) He proposed a simple way to connect to the Divine by remembering and repeating the Divine Name through "Shabad".

(v) Baba Nanak organized hymns called "Shabad".

(vi) He organized a community.

(vii) He set rules for congregational worship (sangat) recitation.

(viii) The fifth preceptor, Guru Arjan, compiled Baba Guru Nanak's hymns along with those of his four successors and other religious poets like Baba Farid, Ravidas and Kabir in the Adi Granth Sahib.

(ix) These hymns, called "gurbani", are composed in various languages.

(x) The tenth preceptor, Guru Gobind Singh, included the compositions of the ninth guru, Guru Tegh Bahadur, and this scripture was called the Guru Granth Sahib.

(xi) Guru Gobind Singh also laid the foundation of the Khalsa Panth.

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8

	<p>(xii) He defined its five symbols : uncut hair, a dagger, a pair of shorts, a comb and a steel bangle.</p> <p>(xiii) Under him the community got consolidated as a socio-religious and military force.</p> <p>(xiv) Any other relevant point.</p> <p>(Any eight points to be explained)</p>		
30.	<p>a) Analyze Gandhiji's activities in India during 1930-34.</p> <p>(i) In its annual session at Lahore Congress he demanded 'Purna Swaraj' and decided to observe 26th January, 1930 as Independence Day.</p> <p>(ii) Soon after this, Gandhiji decided to launch a Salt Satyagraha.</p> <p>(iii) March 1930 – Gandhiji began his famous 'Salt March' and launched Dandi Satyagraha officially.</p> <p>(iv) He chose the issue of salt as this was indispensable for every household.</p> <p>(v) All across large parts of India, peasants breached forest laws, factory workers went on strike, lawyers boycotted courts and students refused to attend government-run educational institutions.</p> <p>(vi) Parallel salt marches were organized in other parts of the country.</p> <p>(vii) Peasants breached the colonial forest laws which restricted their access to forests.</p> <p>(viii) Factory owners went on strike. Lawyers boycotted British courts.</p> <p>(ix) Indians were arrested.</p> <p>(x) Gandhiji made a plea to the upper caste to serve</p>	355-360	8

untouchables.

- (xi) Hindus, Muslims, Parsees and Sikhs were told to unite.
- (xii) Thousands of volunteers joined for the cause.
- (xiii) Many officials resigned from their posts.
- (xiv) Gandhiji's meetings were attended by all sections of people.
- (xv) Women participated in large numbers.
- (xvi) Salt March made British realize that they would have to devolve some powers to Indians.
- (xvii) On November 1930 – The First Round Table Conference was held – Gandhij did not attend.
- (xviii) In 1931, the 'Gandhi-Irwin Pact' was signed by the terms of which Civil Disobedience was called off and all prisoners were released.
- (xix) The Second Round Table Conference was held in 1931 in London. Gandhiji represented the Congress in the meeting but it was inconclusive.
- (xx) Gandhiji returned to India and relaunched Civil Disobedience
- (xxi) Any other relevant point.

Any eight points to explained.

OR

(b) 'By 1922, Gandhiji had transformed Indian nationalism' Examine the statement.

349-355 8

(i) Gandhiji's early contribution – Kheda, Champaran and Ahmedabad. Gandhiji coupled Non-cooperation with Khilafat and adjoined Hindus and Muslims to end colonial rule.

	<p>(ii) These movements unleashed a surge of popular action that was altogether unprecedented in colonial India.</p> <p>(iii) Indians did not cooperate with Government at any level.</p> <p>(iv) Boycott of schools, college and law courts.</p> <p>(v) National schools, colleges were opened.</p> <p>(vi) Non-payment of taxes.</p> <p>(vii) Renunciation of titles and voluntary association with the Government.</p> <p>(viii) This movement changed the course of Indian history.</p> <p>(ix) Poor peasants, workers, students, lawyers and industrialists joined the movement.</p> <p>(x) Hindus, Muslims, Parsis and Sikhs were told to unite.</p> <p>(xi) Thousands of volunteers joined for the cause.</p> <p>(xii) Many officials resigned from their posts.</p> <p>(xiii) Meetings were attended by all sections of people.</p> <p>(xiv) Women participated in large numbers.</p> <p>(xv) It was training for self-rule.</p> <p>Any other relevant point.</p> <p>Any eight points to explained</p>		
<p>SECTION D</p> <p>(Source-Based Questions)</p> <p>3x4=12</p>			
31	<p>Read the given source and answer the questions that follow:</p> <p><u>SOURCE-BASED QUESTION -How artefacts are identified</u></p> <p>(31.1) How do archaeologists classify their finds? (1)</p> <p>i. Archaeologists classify their finds: On the basis of material, such as stone, clay, metal, bone, ivory, etc.</p>	4	1+1+2=4

	<p>ii. In terms of function : Archaeologists have to decide whether an artefact is a tool or an ornament, or both, or something meant for ritual use.</p> <p>iii. Any other relevant point.</p> <p>Any one point to be explained.</p> <p>(31.2) How do archaeologists use present day analogies to understand ancient artefacts? (1)</p> <p>i. Archaeologists reconstruct the past by a study of the artefacts which they unearth such as seals, coins, and remains of buildings, clay pots or burnt grains.</p> <p>ii. Any other relevant point.</p> <p>Any one point to be explained.</p> <p>(31.3) How had Ernest Mackay described Saddle Quern in his book? (2)</p> <p>i. Saddle quern was used for grinding material with one's hand.</p> <p>ii. It was produced by rocking or rolling the hand stone using parallel motions.</p> <p>iii. Pushing and pulling the hand stone which forms a shape looking like a saddle.</p> <p>iv. Any other relevant point.</p> <p>Any two points to be explained</p>		
32.	<p>Read the given source and answer the questions that follow:</p> <p><u>SOURCE-BASED QUESTION - Irrigating trees and fields</u></p> <p>(32.1) Examine the factors that accounted for the expansion of agriculture in Mughal Period. (1)</p>	199	1+1+2=4

- i. Irrigation and technology
- ii. The abundance of land
- iii. Available labour and the mobility of peasants
- iv. Any other relevant point.

Any one point to be explained.

(32.2) How did the expansion of irrigation facilities increase the participation of farmers? (1)

- i. The Mughal State also encouraged peasants to cultivate such crops as they brought in more revenue.
- ii. Crops such as cotton and sugarcane were jins-i kamil.
- iii. Involvement of khud-kashta and pahi-kashta (residential and non-residential cultivators)
- iv. More varieties of crops grown.
- v. Usage of drilling, hoeing, weeding helped farmers to grow
- vi. Continuous supply of water resulted in three crops in an year.
- vii. It resulted in the enhancement of Commercial production.
- viii. Any other relevant point.

Any one points to be explained.

(32.3) Examine the irrigation devices used in agrarian society. (2)

- i. A reconstructed Persian wheel.
- ii. Wells and tanks were the main sources of such irrigation.
- iii. Different devices were used for lifting water from wells into field-channels.

	<p>iv. The state undertook digging of new canals (nahr, nala) and also repaired old ones like the shahnahr</p> <p>v. Any other relevant point.</p> <p>Any two points to be explained.</p>		
33	<p>Read the given source and answer the questions that follow:</p> <p><u>SOURCE-BASED QUESTION - The <i>jotedars</i> of Dinajpur</u></p> <p>(33.1) Why did Jotedars resist the Zamindars of Dinajpur ? (1)</p> <p>i. The Jotedars opposed the moves of Zamindars to increase the Jama of a village.</p> <p>ii. The Jotedars lived in villages only. Hence they were in a better position to interact with and influence the peasants.</p> <p>iii. Any other relevant point.</p> <p>Any one point to be explained.</p> <p>(33.2) How did Jotedars instigate the ryots? (1)</p> <p>i. The Jotedars mobilized ryots (of the villages) who were dependent on them.</p> <p>ii. They (Jotedars) deliberately delayed payments of revenue to the Zamindars.</p> <p>iii. Any other relevant point.</p> <p>Any one point to be explained.</p>	262	1+1+2=4

	<p>(33.3)How did Jotedars gain power in the villages? (2)</p> <p>i. The Jotedars lived in villages only.</p> <p>ii. Hence they were in a better position to interact with and influence the peasants.</p> <p>iii. The Jotedars were rich and owned big areas of land under cultivation.</p> <p>iv. They deliberately delayed payments of revenue to the Zamindars.</p> <p>v. In fact, when the estates of the Zamindars were auctioned for failure to make revenue payment, often Jotedars bought their estate. This made the Jotedars most powerful.</p> <p>vi. Any other relevant point.</p> <p>Any two points to be explained</p>		
<p>SECTION E</p> <p>(Map-Based Questions)</p>			
			5
34.	<p>(34.1) On the given political map of India (on page 27), locate and label the following with appropriate symbols</p> <p>(i) Kannauj – Ashokan Inscription – (1)</p> <p>(ii) Rakhigarhi --Mature Harappan Site (1)</p> <p>(iii) a) Ajmer – Territory under control of Mughals (1)</p> <p style="text-align: center;">OR</p> <p>(iii) (b) Mysore – An empire (1)</p> <p>SEE ATTACHED MAP</p>		3+2=5

(34.2) On the same outline map, 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)

SEE ATTACHED MAP

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

(34.1) Name any two Buddhist sites in India.

Ans - Nagarjunakonda, Sanchi, Amravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Ajanta (2)

(34.2) (a) Name any one Territory under Mughal Empire :

Ans - Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa. - **Any one** (1)

OR

(34.2) (b) Name any one capital city of the Mughal Empire.

Ans: Agra, Delhi/ Shahjahanabad, Lahore, Fatehpur Sikri - **Anyone** (1)

(34.3) Mention any two centres of the Revolt of 1857.

Ans: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Banaras, Gwalior, Jabalpur, Agra, Avadh - **Any two.** (2)

5x1=5

प्रश्न सं. 34 के लिए

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

For question no. 34

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

