

Marking Scheme
Strictly Confidential
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Senior School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. CODE 61/4/3)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to 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). This is in view of the reduced syllabus and number of questions in question paper.
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.

	<ul style="list-style-type: none"> ● 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 unassessed 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 61/4/3
MARKING SCHEME 2025
HISTORY (027)

MM: 80

Page no. mentioned in the marking scheme are taken from the latest NCERT E-Book

S.no.	VALUE POINTS	Pg.n.	Marks
SECTION A (MULTIPLE CHOICE QUESTIONS)			
1.	(B) Memories of priests	170	1
2.	(D) Shaikh Nizamuddin Auliya – Agra	154	1
3.	(B) a-ii, b-iii, c-i, d-iv	137	1
4.	(B) It has been reinterpreted across various contexts.	77	1
5.	(C) Moksha	88	1
6.	(A) Statements I and II are correct.	1,23	1
7.	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	86,91	1
8.	(C) Kushana For Visually Impaired Candidates : (C) Through inscribed edicts on pillars and rocks	37	1
9.	(D) Shungas and Kanvas	62	1
10.	(A) Presence of Central authority	16	1
11.	(B) Both Assertion (A) and Reason (R) are true and Reason (R) is not the correct explanation of the Assertion (A).	250	1
12.	(B) Hansa Mehta	332	1
13.	(A) Advisory Committee – Sardar Vallabhbhai Patel	320	1
14.	(D) III, I, II, IV	289, 297, 314	1
15.	(c) Subhadra Kumari Chauhan	313	1
16.	(B) Taxing landowners' surplus income based on average rent	247	1
17.	(A) a-iii, b-i, c-ii, d-iv	173, 174	1
18.	(B) It holds religious significance equivalent to Vedas.	144	1
19.	(C) By exercising absolute authority.	132	1
20.	(B) I, II and III	220	1
21.	(D) Arrah	292	1
SECTION B			
22.a.	“Historians consider several elements when they analyse the Mahabharata.” Substantiate the statement with suitable examples. i. Language – written in Sanskrit, translated in various languages. ii. Didactic- sections that contain prescriptions about social norms. iii. Between c. 200 and 400 CE - large didactic sections resembling the Manusmriti were added. This is attributed to a sage named Vyasa iv. Text on authority and governance, conflicts. v. The original story was probably composed by charioteer-bards known as sutas. vi. These compositions circulated orally.	72,73	3

22.b.	<p>vii. From the fifth century BCE, Brahmanas took over the story and began to commit it to writing.</p> <p>viii. Socio-cultural element- reflects social hierarchy and gender role in the text.</p> <p>ix. Dynamic text- Several stories that originated in specific regions or circulated amongst certain people found their way into the epic.</p> <p>x. The central story of the epic was often retold in different ways.</p> <p>xi. Family structures and forms of marriage.</p> <p>xii. Intended audience.</p> <p>xiii. Mahabharata stories were depicted in sculpture and painting.</p> <p>xiv. Provided themes for a wide range of performing arts – plays, dance and other kinds of narrations.</p> <p>xv. Any other relevant points.</p> <p>Any 3 points to be assessed.</p> <p style="text-align: center;">OR</p> <p>“Many communities during the Mahabharata period had different social practices from Brahmanical ideas.” Substantiate the statement with examples.</p> <p>i. Varna system- divisions of the four main varnas</p> <p>ii. Nishadas – forest dwellers. eg. Ekalavya</p> <p>iii. Rakshasa – Bhim’s marriage with Hidimba</p> <p>iv. Untouchable and chandalas</p> <p>v. Mlechchhas- Rulers, such as the Shakas were regarded as, barbarians or outsiders by the Brahmanas.</p> <p>vi. Satavahanas- interesting that the best-known ruler of the Satavahana dynasty, Gotami-puta Siri-Satakani, claimed to be both a unique Brahmana and a destroyer of the pride of Kshatriyas.</p> <p>vii. Gotra- same gotra marriage.</p> <p>viii. Family structures</p> <p>ix. Succession patrilineal- exception Prabhavati</p> <p>x. Women- Issues of ownership, Women could not claim a share of these resources. eg. Prabhavati gupta and Draupadi.</p> <p>xi. Jati- Goldsmith or suvarnakara, which did not easily fit into the fourfold varna system.</p> <p>xii. Forms of marriage.</p> <p>xiii. Any other relevant points.</p> <p>Any 3 points to be assessed.</p>	63, 64, 66	3
23.	<p>In what ways do the Jain teachings influence the ethical and spiritual practices of the believers? Explain with examples.</p> <p>i. Jaina tradition, Mahavira was preceded by 23 other teachers or tirthankaras – literally, those who guide men and women across the river of existence.</p> <p>ii. The most important idea in Jainism is that the entire world is animated: even stones, rocks and water have life.</p> <p>iii. Non-injury to living beings, especially to humans, animals, plants and insects, is central to Jaina philosophy.</p> <p>iv. According to Jaina teachings, the cycle of birth and rebirth is shaped through karma.</p> <p>v. Asceticism and penance are required to free oneself from the cycle of karma.</p> <p>vi. This can be achieved only by renouncing the world; therefore, monastic existence is a necessary condition of salvation.</p> <p>vii. Jaina monks and nuns took five vows: to abstain from killing, stealing and lying; to observe celibacy; and to abstain from possessing property.</p> <p>viii. The principle of ahimsa, emphasised within Jainism, has left its mark on Indian thinking as a whole.</p> <p>ix. Any other relevant points.</p> <p>Any 3 points to be assessed.</p>	88	3

24.a.	<p>Imagine studying the water management system of the Vijayanagara empire. How did the empire's water resources support its agriculture and urban development? Explain.</p> <ol style="list-style-type: none"> i. Location of Vijayanagara is the natural basin formed by the river Tungabhadra which flows in a north-easterly direction. ii. Embankments were built along these streams to create reservoirs of varying sizes. iii. As this is one of the most arid zones of the peninsula, elaborate arrangements had to be made to store rainwater and conduct it to the city. iv. The most important such tank was built in the early years of the fifteenth century and is now called Kamalapuram tank. v. Water from this tank not only irrigated fields nearby but was also conducted through a channel to the "royal centre". vi. The most prominent waterworks to be seen among the ruins is the Hiriya canal made during Sangama dynasty. vii. Canal drew water from a dam across the Tungabhadra and irrigated the cultivated valley that separated the "sacred centre" from the "urban core". viii. Domingo Paes's description of Vijayanagara mentions lakes. ix. The field surveys also indicate that wells, rainwater tanks as well as temple tanks may have served as sources of water to the ordinary town dwellers. x. Presence of aqua- ducts. xi. Importance of streams. xii. Any other relevant points. <p>Any 3 points to be assessed.</p>	177	3
24.b.	<p style="text-align: center;">Or</p> <p>Imagine studying Vijayanagara's trade records. What information do they reveal about the goods traded and the empire's economic connections? Explain.</p> <ol style="list-style-type: none"> i. Trade was initially controlled by Arab traders. ii. Local communities of merchants known as kudirai chettis or horse merchants also participated in these exchanges. iii. Portuguese, who arrived on the west coast of the subcontinent and attempted to establish trading. iv. Vijayanagara was also noted for its markets dealing in spices, textiles and precious stones. v. Trade was often regarded as a status symbol for such cities, which boasted of a wealthy population that demanded high-value exotic goods, especially precious stones and jewellery. vi. Trade in turn contributed significantly to the prosperity of the state. vii. Records of travelers also highlights trade for eg. Nicolo de Conti, an ambassador named Abdur Razzaq sent by the ruler of Persia, a merchant named Afanasii Nikitin. viii. Any other relevant points. <p>Any 3 points to be assessed.</p>	172, 175	3
25.	<p>Describe the teachings and philosophy of Virashaiva tradition.</p> <ol style="list-style-type: none"> i. The twelfth century witnessed the emergence of a new movement in Karnataka, led by a Brahmana named Basavanna (1106-68). His followers were satyagrahknown as Virashaivas (heroes of Shiva) or Lingayats (wearers of the linga). ii. They worship Shiva in his manifestation as a linga. iii. Lingayats believe that on death the devotee will be united with Shiva and will not return to this world. 	147	3

	<ul style="list-style-type: none"> iv. Therefore, they do not practice funerary rites such as cremation, prescribed in the Dharmashastras. Instead, they ceremonially bury their dead. v. The Lingayats challenged the idea of caste and the “pollution” attributed to certain groups by Brahmanas. vi. They also questioned the theory of rebirth. vii. These won them followers amongst those who were marginalised within the Brahmanical social order. viii. The Lingayats also encouraged certain practices disapproved in the Dharmashastras, such as post-puberty marriage and the remarriage of widows ix. Vachanas composed in languages like Basavanna. x. Any other relevant points. <p>Any 3 points to be assessed.</p>		
26.	<p>Analyse the impact of the Ryotwari system on the ryots of Bombay.</p> <ul style="list-style-type: none"> i. The revenue system that was introduced in the Bombay Deccan in 1820 came to be known as the ryotwari. ii. The system provided individual ownership, and attempted to reduce the exploitation by intermediaries and improved the overall revenue collection process. iii. The fixed revenue demand often led to financial burdens on cultivators, especially during periods of drought or crop failure. iv. Moreover, the assessment of land revenue sometimes resulted in overvaluation, causing economic distress. v. The revenue was not permanent, resurveyed every 30 years and revenue changed. vi. The revenue that was demanded was so high that in many places peasants deserted their villages and migrated to new regions. vii. Prices of agricultural products fell sharply after 1832 and did not recover for over a decade and a half. This meant a further decline in peasants’ income. viii. Revenue could rarely be paid without a loan from a moneylender. But once a loan was taken, ix. Decline in peasants’ income, the ryot found it difficult to pay it back. x. As debt mounted, and loans remained unpaid, peasants’ dependence on moneylenders increased. xi. The peasants now needed loans even to buy their everyday needs and meet their production expenditure. xii. Fines to be paid by the entire village if defaulted. xiii. Later it was moderated to encourage the peasants. xiv. Any other relevant points. <p>Any 3 points to be assessed.</p>	248	3
27.	<p>Explain how the Constituent Assembly sought to resolve the language issue.</p> <ul style="list-style-type: none"> i. R. V. Dhulekar, plead that Hindi be used as the language of constitution-making. ii. As the House broke up in commotion over these remarks, Dhulekar proceeded with his speech in Hindi iii. On 13 September 1949-By Language Committee of the Constituent Assembly gave its report and had thought of a compromise formula to resolve the deadlock between those who advocated Hindi as the national language. iv. It was declared, that Hindi in the Devanagari script would be the official language, but the transition to Hindi would be gradual. v. For the first fifteen years, English would continue to be used for all official purposes. vi. Each province was to be allowed to choose one of the regional languages for official work within the province. 	337, 338	3

	<p>vii. By referring to Hindi as the official rather than the national language, the Language Committee of the Constituent Assembly hoped to placate ruffled emotions and arrive at a solution that would be acceptable to all.</p> <p>viii. Any other relevant points. Any 3 points to be assessed.</p>		
	<p>SECTION C (Long-Answer Type Questions)</p>		
28.a.	<p>How do historical sources help us to understand the Mauryan empire? Analyse the role of Ashoka in shaping its legacy.</p> <ol style="list-style-type: none"> i. Archaeological finds, especially sculpture and ruins. ii. Contemporary works, such as the account of Megasthenes. iii. Another source that is often used is the Arthashastra, parts of which were probably composed by Kautilya or Chanakya, traditionally believed to be the minister of Chandragupta. iv. Besides, the Mauryas are mentioned in later Buddhist, Jaina and Puranic literature, as well as in Sanskrit literary works. v. Histories of the ancient rulers have been reconstructed from literature, coins and inscriptions, including prashastis. vi. Some of these inscriptions were on stone, but most were on copper plates. vii. While these are useful, the inscriptions of Asoka (c. 272/268-231 BCE) on rocks and pillars are often regarded as amongst the most valuable sources. viii. Asoka was the first ruler who inscribed his messages to his subjects and officials on stone surfaces – natural rocks as well as polished pillars. ix. He used the inscriptions to proclaim what he understood to be dhamma. x. Asoka also tried to hold his empire together by propagating dhamma, the principles of which, as we have seen, were simple and virtually universally applicable. xi. This, according to him, would ensure the well-being of people in this world and the next. xii. Special officers, known as the dhamma mahamatta. xiii. Send his children- Sanghamitra and Mahindra, for spread of Buddhism. xiv. Asoka played an important role in spreading of Buddhism. xv. Buddhist text known as the Ashokavadana mentioned, Asoka distributed portions of the Buddha's relics to every important town and ordered the construction of stupas over them. xvi. Many of these historians found the message on Asokan inscriptions very different from that of most other rulers, suggesting that Asoka was more powerful and industrious, as also more humble than later rulers who adopted grandiose titles. xvii. Nationalist leaders in the twentieth century regarded him as an inspiring figure. xviii. Asoka Stambh, Asokan Pillar and Asokan Chakra stands as a legacy of Asoka. xix. Any other relevant points. Any 8 points to be assessed. <p style="text-align: center;">OR</p>	47,48	8
28.b.	<p>Examine the distinctive aspects of land grants in ancient India.</p> <ol style="list-style-type: none"> i. Land grants were mostly recorded in inscriptions, which were probably given as a record of the transaction to those who received the land. ii. Usually found in Copper plates and stone inscription. 	40,41	8

	<ul style="list-style-type: none"> iii. The records that have survived are generally about grants to religious institutions or to Brahmanas. iv. Most inscriptions were in Sanskrit, while the rest was in a local language like in Tamil and Telugu. v. Land grants such as this one have been found in several parts of the country. There were regional variations in the sizes of land donated. vi. An agrahara was land granted to a Brahmana, who was usually exempted from paying land revenue and other dues to the king, vii. It was often given the right to collect these dues from the local people. viii. Some feel that land grants were part of a strategy adopted by ruling lineages to extend agriculture to new areas. ix. Others suggest that land grants were indicative of weakening political power: as kings were losing control over their samantas. x. The samanta tried to win allies by making grants of land. xi. Land grants provide some insight into the relationship between cultivators and the state. xii. There were people who were often beyond the reach of officials or samantas- pastoralists, fisherfolk and hunter-gatherers, mobile or semi-sedentary artisans and shifting cultivators. xiii. Prabhavatigupta – a Vakataka queen, had access to land. She donated to Brahmins and peasants. xiv. Any other relevant points. <p>Any 8 points to be assessed.</p>		
29.a.	<p>In what ways do the challenges of inscriptional evidences restrict our ability to understand the past? Explain with examples.</p> <ul style="list-style-type: none"> i. Epigraphists face limitations of Inscriptional evidence in the following way: ii. Histories of the ancient rulers have been reconstructed from literature, coins and inscriptions, including prashastis. iii. Technical limitations: Sometimes the letters are very faintly engraved and thus, there is uncertainty of reconstructions, inscriptions may be damaged or letters missing. iv. It is not always easy to be sure about the exact meaning of the words used in inscriptions, some of which may be specific the particular place or time. v. Problem of deciphering: Although several thousand inscriptions have been discovered, not all have been deciphered, published and translated. vi. Besides many more inscriptions must have existed, which have not survived the ravages of time. Therefore, what is available at present is probably only a fraction of what was inscribed. vii. Fundamental problem: is not everything that we may consider politically or economically significant was necessarily recorded in inscriptions. viii. For example, routine agricultural practices and the joys and sorrows of daily existence find no mention in inscriptions, which focus more often than not on mental problem grand, unique events. ix. Besides the content of inscriptions almost invariably protects the perspective of the persons who commissioned them. x. Inscription need to be authenticate with other perspectives so as to arrive at a better understanding of the past. xi. Epigraphy alone does not provide a full understanding of political and economic history for which historians often questioned both old and new evidence. xii. Mostly focused grand events. xiii. Commissioned by king, eg. Ashoka’s inscriptions/ edicts/ devanampiya, often translated as “beloved of the gods” and piyadassi, or “pleasant to behold”. The name Asoka is mentioned in some other inscriptions. 	48,49	8

<p>xiv. Mostly deals with land grants- eg. Prabhavati Gupta's land grant in the thirteenth (regnal) year. (It has been) engraved by Chakradasa</p> <p>xv. An agrahara example to land grant by Brahmans, inscribed outside temple walls.</p> <p>xvi. Any other relevant points.</p> <p>Any 8 points to be assessed.</p>	<p style="text-align: center;">OR</p> <p>29.b. In what ways do coins serve as valuable sources for understanding the ancient period? Explain with examples.</p> <p>i. Coins act as an important archaeological source.</p> <p>ii. Punch-marked coins made of silver and copper (c. sixth century BCE onwards) were amongst the earliest to be minted and used.</p> <p>iii. Material use indicates economic condition.</p> <p>iv. Numismatists have studied these and other coins to reconstruct possible commercial networks.</p> <p>v. Coins were issued by kings, merchants, bankers and townspeople.</p> <p>vi. The first coins to bear the names and images of rulers were issued by the Indo-Greeks.</p> <p>vii. The widespread use of gold coins indicates the enormous value of the transactions that were taking place.</p> <p>viii. The kushanas, however, issued the largest hoards of gold coins first gold coins c. first century CE. These were virtually identical in weight with those issued by contemporary Roman emperors and the Parthian rulers of Iran.</p> <p>ix. Coins were also issued by tribal republics such as that of the Yaudheyas of Punjab and Haryana.</p> <p>x. These coins facilitated long-distance transactions from which kings also benefited.</p> <p>xi. Gold coins were issued by the Gupta rulers. The earliest issues are remarkable for their purity.</p> <p>xii. Coins depicted hierarchies of the ruling kings.</p> <p>xiii. From c. sixth century CE onwards, finds of gold coins taper off.</p> <p>xiv. Any other relevant points.</p> <p>Any 8 points to be assessed.</p>	<p>40,41</p>	<p>8</p>
<p>30.a.</p>	<p>Explain the primary objectives of Gandhiji's 'Salt Satyagraha'. How did this Satyagraha mobilize public opinion against British rule ?</p> <p>i. Gandhiji announced his plan of Dandi March to break salt law. On 12th March, 1930 Gandhiji began his march from Sabarmati ashram to seashore at Dandi.</p> <p>ii. The main objective of the salt was to defy the British laws for the first time.</p> <p>iii. Salt was essential for all, but was monopolised and taxed by the British.</p> <p>iv. Indians were not permitted to manufacture salt even for the domestic use.</p> <p>v. Lord Irwin dismissed the movement as he felt Gandhiji will not reach the coast.</p> <p>vi. Movement was supported by peasants, working class, factory workers, lawyers and even Indian officials.</p> <p>vii. Lawyer boycotted the courts, peasants stopped paying taxes.</p> <p>viii. Tribal also broke forest laws.</p> <p>ix. There were strikes in factories or mills.</p> <p>x. Starting of Civil Disobedience Movement.</p> <p>xi. Nearly 60000 Indians were arrested and various high rank leaders of Congress including Gandhiji were arrested.</p>	<p>297, 298, 299</p>	<p>8</p>

	<p>xii. These rulers were now started considering Gandhiji as a ‘Saint’ and ‘Statesman’, who was using Christian acts as a weapon against men with Christian beliefs.</p> <p>xiii. The Salt March was notable for at least three reasons. First, it was this event that first brought Mahatma Gandhi to world attention.</p> <p>xiv. The march was widely covered by the European and American press. An American magazine, ‘Times’ wrote that this march made the British rulers ‘desperately anxious’.</p> <p>xv. The first nationalist activity in which women participated in large numbers. The socialist activist Kamaladevi Chattopadhyay had persuaded Gandhiji not to restrict the protests to men alone.</p> <p>xvi. Kamaladevi was herself one of numerous women who courted arrest by breaking the salt or liquor laws.</p> <p>xvii. The Salt March which forced upon the British the realisation that their Raj would not last forever, and that they would have to devolve some power to the Indians.</p> <p>xviii. Participated in the second Round table Conference.</p> <p>xix. Any other relevant points. Any 8 points to be assessed.</p> <p style="text-align: center;">OR</p> <p>30.b. Explain the significance of various sources in understanding Gandhiji’s thoughts and approaches to Indian independence.</p> <p>i. One important source is the writings and speeches of Mahatma Gandhi and his contemporaries, including both his associates and his political adversaries.</p> <p>ii. Speeches allow us to hear the public voice of an individual.</p> <p>iii. In private letters we see people expressing their anger and pain, their dismay and anxiety, their hopes and frustrations in ways in which they may not express themselves in public statements.</p> <p>iv. Mahatma Gandhi regularly published in his journal, Harijan, letters that others wrote to him.</p> <p>v. Nehru edited a collection of letters written to him during the national movement and published A Bunch of Old Letters.</p> <p>vi. Autobiographies and biographies give us an account of the past that is often rich in human detail, they are retrospective accounts written very often from memory.</p> <p>vii. In the Autobiographies, author could recollect, what he or she saw as important, or was keen on recounting, or how a person wanted his or her life to be viewed by others.</p> <p>viii. Biographies are also an important source.</p> <p>ix. The letters and reports written by policemen and other officials were secret at the time, but now can be accessed in archives, are vital sources.</p> <p>x. Fortnightly Reports were the information collected by the British officials.</p> <p>xi. Contemporary newspapers, published in English as well as in the different Indian languages.</p> <p>xii. Time magazine.</p> <p>xiii. Young India</p> <p>xiv. Any other relevant points. Any 8 points to be assessed.</p>	292, 307, 308, 309, 310	8
	<p>SECTION D Source-Based Questions</p>		
31.	<p style="text-align: center;">ARCHAEOGENETIC RESEARCH</p> <p>31.1 How does the research at Rakhigarhi contribute to understanding of ancient civilizations? Provided model for research of Harappan origins . Any other relevant point.</p>	18	1

	<p>31.2 How does the research redefine our understanding of genetic history in South Asia? The DNA of the Harappans has continued till today and a majority of the South Asian population appears to be their descendents, it is a critical step forward in unraveling the mysteries of India's past. Any other relevant point.</p> <p>31.3 What is the significance of extracting and analyzing DNA from the remains at Rakhigarhi? The reconstructed facial features of the Harappans, male and female, show remarkable similarity with the modern population of Haryana. Thus, this study has indicated unbroken continuity for 5000 years in this region. Any other relevant point.</p>		1	
32.	<p style="text-align: center;">A LANGUAGE WITH AN ENORMOUS RANGE</p> <p>32.1. How did Al-Biruni's description of Sanskrit reflect his engagement with Indian culture? Reflects scholarly understanding of knowledge system of Indians was of enormous range and flawless. Any other relevant points.</p> <p>32.2. What key similarity between Sanskrit and Arabic did Al-Biruni highlight? Like the Arabic, Sanskrit calls the same thing by various names, both original and derivative, and using the same word for a variety of subjects. Any other relevant points.</p> <p>32.3. Why did Al-Biruni consider Sanskrit a rich language? Sanskrit as legal text – clarity and specifications, elaborated, covers different subjects like astronomy. Expression of intellectual ideas Any other relevant points.</p>	124	1	1
33.	<p style="text-align: center;">MAULVI AHMADULLAH SHAH</p> <p>33.1. Why was Maulvi Ahmadullah Shah called 'Danka Shah'? As Maulvi Ahmadullah Shah moved in a palanquin, with drumbeaters in front and followers at the rear. He was therefore popularly called Danka Shah – the maulvi with the drum (danka). Any other relevant points.</p> <p>33.2. How did British officials react to Maulvi Ahmadullah Shah's growing influence? British officials panicked as thousands began following the maulvi and many Muslims began seeing him as an inspired prophet. Any other relevant points.</p> <p>33.3. To what extent did Maulvi Ahmadullah Shah's action reflect the resistance against British rule in India?</p> <ol style="list-style-type: none"> In the Battle of Chinhhat he defeated the British forces under Henry Lawrence. He came to be known for his courage and power. Many people in fact believed that he was invincible, had magical powers, and could not be killed by the British. It was this belief that partly formed the basis of his authority. It has a psychological influence over British. <p>Any other relevant points.</p>	263	1	1
	SECTION E (MAP-BASED QUESTIONS)			
34.	<p>On the given political outline map of India, locate and label the following with appropriate symbols</p> <p>(i) Sanchi – A Stupa</p> <p>(ii) Kalibanga – Harappan site</p> <p>(iii) (a) Panipat – Territory under the control of British</p> <p style="text-align: center;">OR</p> <p>(iii) (b) Vijayanagara – Capital of Vijayanagara empire</p>	95 2 297	1 1 1	174 1

(34.2) On the same political outline map of India, two places have been marked as 'A' and 'B', as the centres of the Revolt of 1857. – A- Delhi B- Calcutta/Barrackpore Identify them and write their correct names on the lines drawn near them. The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :		
(34.1) Mention any two ancient Buddhist sites in Deccan India. – Amravati, Ajanta, Any other relevant point	297	1
(34.2) (a) Name any one territory under the Mughal empire- Agra, Panipat, Delhi, Any relevant point	297	1
or		
(34.2) (b) Name the capital of the Vijayanagara empire- Hampi	95	2
(34.3) Name any two main centres of the Revolt of 1857.	214	1
	174	1
	297	2

SET → 61/4/1

61/4/2

61/4/3.

For question no. 34

सं. 34 के लिए



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

