

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

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 |

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| | encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question". |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalised only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving the answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the 'x' for incorrect answers.) ● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks. |
| 15 | Any un-assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

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

MM:80

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

Section B
(Short-Answer Type Questions)

6x3=24

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| 22 | <p>(a) Explain the methods of irrigation used by the Harappans at different sites.</p> <p>(i) Most Harappan sites are located in semi-arid lands, where irrigation was probably required for agriculture.</p> <p>(ii) For irrigation, traces of canals have been found at Shortughai in Afghanistan, but not in Punjab or Sindh.</p> <p>(iii) Water drawn from wells used for irrigation.</p> <p>(iv) Water reservoirs were found in Dholavira for the purpose of irrigation or to store water for agriculture.</p> <p>(v) Any other relevant point. Explain any three points.</p> | (Pg.3-4) | 3 |
| OR | | | |
| | <p>(b) Explain how burials help in understanding the social and economic differences amongst the people in Harappan civilization.</p> <p>(i) The dead were laid in pits.</p> <p>(ii) Sometimes pits had differences.</p> <p>(iii) Some rich people left a hollowed out space along the head lined with bricks.</p> <p>(iv) Some graves contained pottery and ornaments.</p> <p>(v) Jewellery has been found in graves of both men and women.</p> <p>(vi) In some cases the dead were buried with copper mirror.</p> <p>(vii) It appears that Harappans did not believe in burying precious things with the dead.</p> <p>(viii) Any other relevant point. Explain any three points.</p> | (Pg.9) | 3 |
| 23 | <p>Analyse any three limitations of inscriptional evidences.</p> <p>(i) Letters are very faintly engraved, and thus reconstructions are uncertain.</p> <p>(ii) Inscriptions may be damaged or letters missing.</p> <p>(iii) It is not always easy to be sure about the exact meaning of the words used in inscriptions.</p> <p>(iv) Not all have been deciphered, published and translated.</p> <p>(v) There is another, perhaps more fundamental, problem</p> <p>(vii) Not everything considered politically or economically significant was necessarily recorded in the inscriptions.</p> <p>(vi) The content of inscriptions projects the perspective of the person(s) who commissioned them.</p> <p>(v) Any other relevant point. Explain any three points.</p> | (Pg. 48-49) | 3 |

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| 24 | <p>Explain what Ibn Battuta had described about the system of communication during the 14th century.</p> <ul style="list-style-type: none"> (i) Ibn Battuta was amazed by the efficiency of the postal system in India (ii) It allowed merchants to send information (iii) Remit credit across long distances, (iv) To dispatch goods required at short notice. (v) It took fifty days to reach Delhi from Sind, the news reports of spies would reach the Sultan through the postal system in just five days. (vi) The postal system is of two kinds. The horsepost was called uluq. (vii) It is run by royal horses stationed at a distance of every four miles. (viii) The foot-post called dawa, that is one-third of a mile . (ix) At every third of a mile there is a well-populated village, outside which are three pavilions in which sit men with girded loins ready to start. (x) Each of them carries a rod, two cubits in length, with copper bells at the top. (xi) When the courier starts from the city he holds the letter in one hand and the rod with its bells on the other. (xii) He runs as fast as he can. (xiii) When the men in the pavilion hear the ringing of the bell they get ready. (xiv) As soon as the courier reaches them, one of them takes the letter from his hand and runs at top speed shaking the rod all the while until he reaches the next dawa. (xv) The same process continues till the letter reaches its destination (xvi) The foot-post is quicker than the horse-post; and often used to transport the fruits of Khurasan which are much desired in India. (xvii) Any other relevant point. Explain any 3 points. | (Pg. 129) | 3 |
| 25 | <p>Examine the role played by Zamindars in Mughal India.</p> <ul style="list-style-type: none"> (i) Zamindars were landlords who enjoyed certain social and economic privileges. (ii) Caste was one factor for their elevated status. (iii) They performed certain services (khidmat) on behalf of the State. (iv) They collected taxes from the peasants etc.and were powerful. (v) The zamindars held extensive personal lands termed milkiyat (property). (vi) Milkiyat lands were cultivated for the private use of zamindars, often with the of hired labour. (vii) Most of the zamindars had fortresses as well as an armed Contingent. | (Pg 211-213) | 3 |

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| | <p>(viii) Zamindars came from upper caste as well as so called Intermediate castes.</p> <p>(ix) Contemporary documents give an impression that conquest may have been the source of the origin of some zamindaris.</p> <p>(xi) The dispossession of weaker people was a way of expanding zamindari.</p> <p>(xii) Zamindars spearheaded the colonisation of agricultural land, and helped in settling cultivators.</p> <p>(xiii) Zamindars sold the produce from their milkiyat lands.</p> <p>(xiv) Zamindars often established markets (haats) to which peasants also came to sell their produce.</p> <p>(xv) Relationship between the zamindar and peasant had an element of reciprocity, paternalism and patronage.</p> <p>(xvi) Zamindars often received the support of the peasantry in their struggle against the State.</p> <p>(xvii) They were not exploitative towards the peasants according to the bhakti saints.</p> <p>(xviii) They were a part of the village panchayats.</p> <p>(xix) Zamindars helped peasants in times of distress,</p> <p>(xx) Any other relevant point.</p> <p>Explain any three points</p> | | |
| 26 | <p>(a) Describe any three sources to know about Gandhiji.</p> <p>(i) Writings and speeches of Mahatma Gandhi and his contemporaries.</p> <p>(ii) Letters written by Gandhiji and his contemporaries.</p> <p>(iii) Journals like Harijan</p> <p>(iv) Autobiographies and Biographies.</p> <p>(v) Government record/Police records.</p> <p>(vi) Fortnightly reports prepared by the Home Department.</p> <p>(vii) Newspapers published in English.</p> <p>(viii) Newspapers published in other languages.</p> <p>(viii) Any other relevant point.</p> <p>Explain any three points</p> | (Pg307-313) | 3 |
| | OR | | |
| | <p>(b) Describe the role of Gandhiji in the Salt Satyagraha.</p> <p>(i) Gandhiji announced to lead a march to break the salt law.</p> <p>(ii) Dandi March .</p> <p>(ii) Civilians disobeyed the order of the British.</p> <p>(iii) He asked local officials to resign from government jobs and join</p> | (Pg 295-300) | 3 |

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| | <p>the freedom struggle.</p> <p>(iv) He told the upper castes to change their attitude towards the untouchables.</p> <p>(v) People of all communities must unite to get Swaraj.</p> <p>(vi) Boycott of British goods.</p> <p>(vii) Protest by the masses on a large scale.</p> <p>(viii) Participation of women on a large scale.</p> <p>(ix) Swadeshi Movement.</p> <p>(x) Any other relevant point.</p> <p>Explain any three points.</p> | | |
| 27 | <p>Explain the three lists of subjects provided by the Draft Constitution.</p> <p>(i) Union List: Under control of Centre.</p> <p>(ii) State List: Under control of the State.</p> <p>(iii) Concurrent List: Under legislation of Centre and State.</p> <p>(iv) Many more items were placed under exclusive Union control.</p> <p>(v) The Union also had control of minerals and key industries.</p> <p>(vi) Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</p> <p>(vii) Any other relevant point.</p> <p>Explain any three points..</p> | Pg 334 | 3 |
| <p>Section C (Long-Answer Type Questions)</p> | | <p>3x8=24</p> | |
| 28 | <p>(a) Explain the life and teachings of Kabir.</p> <p>(i) Kabir was born a Hindu and raised in a family of Muslim weavers.</p> <p>(ii) Kabir was a nirguna saint.</p> <p>(iii) Influenced by both Bhakti and Sufi ideals.</p> <p>(iv) Kabir's verses are compiled in The Kabir Bijak, Kabir Granthavali and the Adi Granth Sahib.</p> <p>(v) Kabir's poems are found in several languages and dialects.</p> <p>(vi) Some are composed in the language of nirguna poets, the sant bhasha.</p> <p>(vii) Ulatbansi ((upside-down sayings),</p> <p>(viii) Kabir's mystical experiences describe the Ultimate Reality.</p> <p>(ix) Kabir described the Ultimate Reality on the basis of Islamic, Vedantic and Yogic traditions,</p> <p>(x) Diverse as well as conflicting ideas are expressed in these Poems.</p> <p>(xi) His poems draw on Islamic ideas- monotheism and iconoclasm</p> <p>(xii) He used concept of zikr and ishq and nam-simaran,</p> <p>(xiii) He was against the caste system,</p> | Pg 161- 163 | 8 |

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| | <p>(xiv) He was critical of rituals and idol worship. (xv) He was equally critical of Hinduism and Islam. (xvi) Kabir is a source of inspiration for many people even today . (xvii) The verses attributed to Kabir use the words guru and satguru. (xviii) Any other relevant point. Explain any eight points..</p> | | |
| | OR | | |
| | <p>(b) Explain the life and teachings of Baba Guru Nanak Dev ji. (i) Guru Nanak advocated Nirguna Bhakti. (ii) He refused the external practices of the religion. (iii) He rejected sacrifices, ritual baths, image worship. (iv) He rejected scriptures of both Hindus and Muslims. (v) For him Absolute or Rab had no gender or form. (vi) He proposed that the way to connect to the divine (by remembering and repeating the name of Rab. (vii) He set up rules for congregational worship (Sangat). (viii) He expressed his ideas through hymns called Shabad. (ix) Baba Guru Nanak would sing his compositions in various ragas while his attendant Mardana played rabab. (x) His hymns are compiled in Adi Granth Sahib. (xi) Baba Guru Nanak didn't wish to establish a new religion, after his death his followers consolidated his own practices. (xii) They distinguished themselves from both Hindus and Muslims (xiii) Any other relevant point. Explain any eight points.</p> | (Pg 163-164) | 8 |
| 29 | <p>(a) Explain the ideas of Alvars and Nayanars. Elucidate how they established their relations with the states. Ideas of Alvars and Nayanars. (i) Alvars and Nayanars initiated a movement against the caste system (ii) They criticised dominance of Brahmins. (iii) They tried to reform the system. (iv) They claimed that their compositions were as important as Vedas. (v) Their anthology 'Nalayira Divyaprabandham' was often described as the Tamil Veda. (vi) The most striking feature of these traditions was the presence of women. (vii) Andal who saw herself as a beloved of Vishnu in Alvars. (viii) Karaikkal ammaiyar ,a devotee of Shiva in Nayanars. (viv) Any other relevant point. Explain Any four points</p> | (Pg.144 - 146) | 4+4=8 |

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| | <p>Relations with the state.</p> <ul style="list-style-type: none"> (i) There were instances to show that they had cordial relations with the rulers. (ii) They used to get royal patronage. (iii) Cholas gave grants for constructing temples of Vishnu and Shiva. (iv) Important temples at Thanjavur, and Chidambaram were constructed under the patronage of Chola rulers. (v) Chola rulers claimed divine support. (vi) They proclaimed their own power and status by building splendid temples. (vii) These kings also introduced the singing of Tamil hymns. (viii) They organized them into a text (Tevaram). (ix) Chola ruler Prantaka I consecrated metal images of saint Appar, Sambandar and Sundarar in a Shiva temple. (x) Any other relevant point. <p>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> <ul style="list-style-type: none"> (i) Sufism grew in protest against the growing materialism of the Caliphate as a religious and political institution. (ii) They were critical of the dogmatic definition of interpreting Quran and Sunna. (iii) Instead they laid emphasis on seeking salvation through intense devotion and love for God. (iv) They followed the command of the Prophet. (v) They regarded the Prophet as the perfect human being. (vi) They sought interpretation of Quran on the basis of their personal experience. (vii) By eleventh century, Sufism evolved into a well-developed movement. (viii) Any other relevant point. <p>Explain any four points</p> <p>Sufis relations with the state</p> <ul style="list-style-type: none"> (i) They developed their literature, and Sufi practices. (ii) A major feature of the Chishti tradition was austerity, including a distance from worldly power. (iii) The Sufis accepted unsolicited grants and donation from the political elites. (iv) The Sultans in turn set up charitable trust as they gave endowments for hospices and granted tax free land. | Pg 153,158 -159 | 4+4=8 |

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| | <ul style="list-style-type: none"> (v) Kings demonstrated their association with Sufis. They also required legitimation from them. (vi) The Delhi Sultan resisted the insistence of the ulema on imposing shariat as state law. (vii) The Sultans sought out the Sufis- who derived their authority directly from God. (viii) Kings often wanted their tombs to be in the vicinity of Sufi shrines and hospices. (ix) There were instances of conflict between the sultans and the Sufis. (x) Sufi Shaikh was addressed with high-sounding titles like Sultan-UI-Mashaikh. (xi) To assert the authority of sultans and Sufis both expected certain rituals such as prostration and kissing of the feet. (xii) Any other relevant point. <p>Explain any four points.</p> | | |
| 30 | <p>(a) Examine the factors that influenced the implementation of the Permanent Settlement in Bengal and its consequences.</p> <p>Factors that influenced the implementation of the Permanent Settlement in Bengal</p> <ul style="list-style-type: none"> (i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal. (ii) The initial demands were very high and zamindars could not pay. (iii) Officials felt that agriculture, trade and the revenue resources of the state could be developed by encouraging investment in agriculture. (iv) This could be done by securing rights of property and permanently fixing the rates of revenue demand. (v) Permanent revenue demand would be ensure the regular flow of income for the company. (vi) Permanent settlement initially curtailed the power of zamindars. (vii) It would lead to the emergence of a class of yeomen farmers and rich landowners such farmer would have the capital and enterprise to improve agriculture. (viii)The company recognised zamindars as important but wanted to control and regulate them. (ix) Zamindars regularly failed to pay the revenue demand. Nutured by the British, this class wpuld also be loyal to the Company. (x) Any other relevant point. <p>Explain any four points</p> <p>CONSEQUENCES</p> <ul style="list-style-type: none"> (i) The East India Company had fixed the revenue that each zamindar had to pay. The estates of those who failed to pay | Pg.228-229 | 4+4=8 |

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| | <p>were to be auctioned to recover the revenue.</p> <p>(ii) Zamindars lost their power to organise local justice.</p> <p>(iii) This could be done by securing rights of property and permanently fixing the rates of revenue demand..</p> <p>(iv) Zamindars regularly failed to pay the revenue demand.</p> <p>(v) Nurtured by the British they be loyal to the Company.</p> <p>(vi) Unpaid balances accumulated.</p> <p>(vii) The zamindars' troops were disbanded,</p> <p>(viii) Customs duties abolished,</p> <p>(ix) Their“cutcheries”(courts) brought under the supervision of a Collector appointed by the Company.</p> <p>(x) Collectorate emerged as an alternative centre of authority, if restricted what the zamindar could do</p> <p>(xi) Any other relevant point.</p> <p>Explain any four points</p> | | |
| | OR | | |
| | <p>(b) “The jotedars became powerful figures in many areas of North Bengal during the end of the 18th century.” Examine the statement.</p> <p>(i) A group of rich peasants were consolidating their position in the villages.</p> <p>(ii) Jotedars had acquired vast areas of land – sometimes as much as several thousand acres.</p> <p>(iii) They controlled local trade as well as moneylending, exercising immense power over the poorer cultivators of the region.</p> <p>(iv) A large part of their land was cultivated through sharecroppers. They exercised immense power over the poor cultivators.</p> <p>(v) The power of jotedars was more effective than that of zamindars.</p> <p>(vi) Jotedars were located in the villages and exercised direct control over a considerable section of poor villagers.</p> <p>(vii) They fiercely resisted efforts by zamindars to increase the jama of the village, prevented zamindari officials from executing their duties.</p> <p>(viii) They Mobilised raiyat who were dependent on them, and deliberately delayed payments of revenue to the zamindar.</p> <p>(ix) Any other relevant point.</p> <p>(x) Explain any eight points.</p> | (Pg. 231) | 8 |
| SECTION D (Source-Based Questions) | | | |
| | | 3x4=12 | |
| 31. | <p>What the silk weavers did</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)</i></p> | Pg. 64 | 1+1+2 =4 |

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| | <p><i>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> | | |
| | <p>(31.1) How was love for music expressed in the inscription? (1)</p> <p>It was pleasing to the ear, attachment to music . Any other relevant point.</p> | Pg. 64 | |
| | <p>(31.2) How did individuals demonstrate their mastery in the science of Vedic astronomy? (1)</p> <p>Through self-possession the science of (vedic) astronomy was mastered Any other relevant point.</p> | Pg. 64 | |
| | <p>(31.3) In what ways did the various talents mentioned in the inscription contribute to the overall fabric of society? (2)</p> <p>(i) Development of different skills. (ii) Development of different occupation. (iii) Intermixture of tradition/culture (iv) Promoting a sense of tolerance and harmony (v) Development of the social values. (vi) Any other relevant point. Explain Any two points</p> | Pg. 64 | |
| 32 | <p style="text-align: center;"><i>How tanks were built?</i></p> <p><i>About a tank constructed by Krishnadeva Raya, Paes wrote: The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants .</i></p> <p>(32.1) Why did Krishnadeva Raya construct a tank? (1)</p> <p>(i) For the collection of water. (ii) To cultivate lands. (iii) To provided water to the city. Explain Any one point.</p> | Pg. 177 | 1+1+2 =4 |

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| | <p>(32.2) Why did Krishnadeva Raya choose the location at the mouth of two hills for building the tank? (1)</p> <p>(i) To receive a regular supply of water from basin of Tungabhadra. (ii) Water come from 3 leagues to fill the lake. Explain Any one point</p> | Pg. 177 | |
| | <p>(32.3) In what ways was the water from the tanks used? (2)</p> <p>(i) The water was supplied to the city for domestic use. (ii) For their gardens and rice-field. (iii) To the royal center. (iv) For the purpose of irrigation. (v) Any other relevant point. Explain Any one point</p> | | |
| 33. | <p style="text-align: center;"><i>The Nawab has left</i></p> <p><i>Another song mourned the plight of the ruler who had to leave his motherland :</i></p> <p><i>Noble and peasant all wept together</i> <i>and all the world wept and wailed</i> <i>Alas! The chief has bidden adieu to</i> <i>his country and gone abroad.</i></p> | Pg. 266-267 | 1+1+2 =4 |
| | <p>(33.1) What was the immediate impact of the removal of the Nawab? (1)</p> <p>(i) People of Awadh were unhappy (ii) They wept (iii) They wailed. (iv) Soul had gone out of the body. (v) They were dissatisfied with the British. (vi) Any other relevant point. Explain any one point.</p> | Pg. 266-267 | |
| | <p>(33.2) Why was there emotional upheaval at the dethroning and departure of the Nawab ? (1)</p> <p>(i) There was upheaval and the people were greatly annoyed. (ii) Nawab was dethroned on frivolous grounds. (iii) Awadh annexed. (iv) He was seen as father figure. (v) They started believing that the soul left the body. (vi) Loss of livelihood. (vii) Dissolution of court culture. (viii) Any other relevant point. Explain any one point.</p> | Pg. 266-267 | |
| | <p>(33.3) How did the annexation of Awadh fit into the British colonial strategy? Explain. (2)</p> | Pg. 266-267 | |

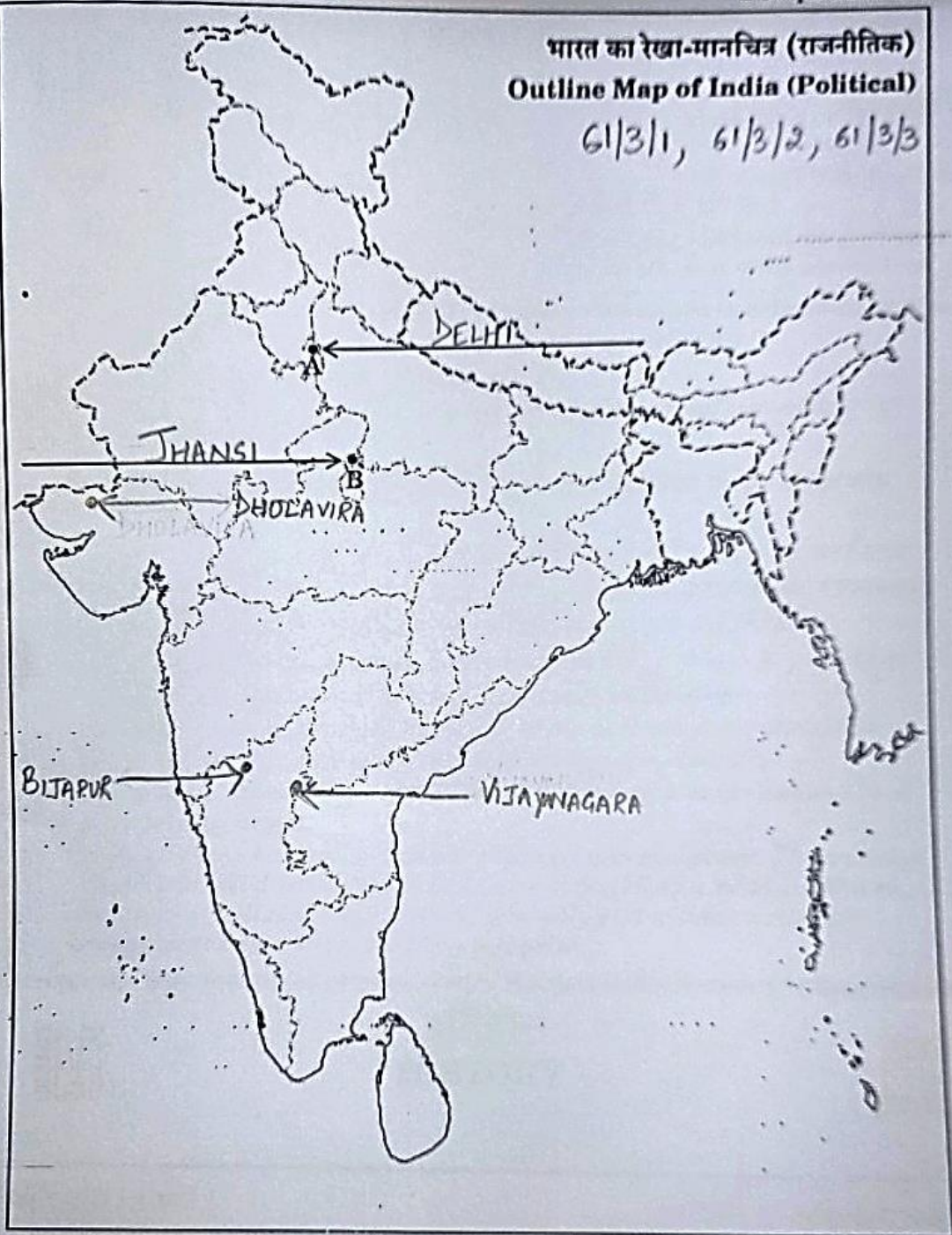
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|-----------------------------|--|--------|---|
| | Sanchi, Amravati, Nagarjunkonda, Sarnath, Shravasti, Lumbini, Kushinagar, Bodhgaya. Any other relevant place. Mention any one. | | |
| | 34.3(a) Name the capital city of Vijayanagara Empire. Hampi/ Vijayanagara Mention any one. | Pg 174 | 1 |
| | OR | | |
| | 34.3 (b) Mention any one neighbouring state of the Vijayanagara Empire. Mention any one. Bijapur, Golkonda, Bidar, Ahmadnagar , Berar Any other relevant place . Mention any one. | Pg 174 | 1 |
| | 34.4 Mention any two cities which were under the British control during 1857. Delhi ,Jhansi, Gwalior, Lucknow, Kanpur Any other relevant place. Mention any two. | Pg 275 | 2 |
| Please see the attached map | | | |

प्रश्न सं. 34 के लिए

For question no. 34

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

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



61/3/1-13

Page 23 of 23