

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/5/2)

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 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 totalled 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, 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 totalling 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 totalling on the title page. ● Wrong totalling 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 totalling 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 totalled 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 - 61/5/2
MARKING SCHEME 2024
HISTORY (027)

MM: 80

S.NO	Value Points	Pg No.	Marks
SECTION A (Multiple Choice Type Questions) 21x1=21			
1	B - Shahjahan Begum B - Madhya Pradesh (For visually challenged candidate only)	Pg 82 Pg 83	1
2	B - This script was written from left to right	Pg 15	1
3	D - R.E.M. Wheeler	Pg 21	1
4	A - Most of the Harappan sites were located in semi-arid lands	Pg 3	1
5	C - Polygyny	Pg 57	1
6	C - Ibn Battuta	Pg 118	1
7	C - II, I, III, IV	Pg 50	1
8	B - Both A and R are true, but (R) is not the explanation for (A)	Pg 106-107	1
9	B - Guru Arjun Dev ji	Pg 163	1
10	D -To provide financial stability to the British govt.	Pg 228-229	1
11	C - Ahom tribe	Pg 210	1
12	C - B, D. A, C	Pg 172	1
13	D - Mansabdar - Military-Bureaucrat	Pg 214	1
14	D - Fatehpur Sikri	Pg 160	1
15	A - This tradition emerged in Karnataka	Pg 147	1
16	B - Kunwar Singh	Pg 262	1
17	B - Swadeshi Movement	Pg 287	1
18	C Alladi Krishnaswami Ayyar	Pg 320	1
19	C- Meerut Cantt.	Pg 258	1
20	D - Jawaharlal Nehru	Pg 320	1
21	C - Lord Dalhousie	Pg 266	1

Section B
(Short-Answer Type Questions)

3x6=24

22	<p>“The draft constitution provided for three lists of subjects on the issue of federalism “Explain the statement with examples.</p> <ol style="list-style-type: none"> i. Union List: Under the control of Centre. ii. State List: Under the control of the State. iii. Concurrent List: Under control of Centre and State. iv. Many more items were placed under Union control. v. The Union had control of minerals and key industries. vi. Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor. vii. Voices that favoured strong centre - Nehru, Dr. Ambedkar viii. K Santhanam favoured more powers to the state. ix. Any other relevant point <p>(Any three points to be explained)</p>	Pg 334	3
23	<p>Why do historians analyse familial values & kinship of Mahabharata? Explain.</p> <ol style="list-style-type: none"> i. Historians can get information about elite families easily. ii. It helps them to understand familial relationships of ordinary people. iii. To investigate and analyse attitudes towards family & kinship. iv. To get an insight into people’s thinking. v. To understand how their values shaped their views & actions. vi. How actions may have led to changes in attitudes. vii. It helps in understanding social relations and structure of society viii. Helps in knowing about patrilineal succession ix. Understand position of men & women. x. 10.Know about desire for sons xi. Know about gendered access to property. xii. Information on rules about marriage. xiii. Depicts various social situations - Draupadi’s marriage, game of dice. xiv. Any other relevant point <p>(Any three points to be explained)</p>	Pg 55	3
24	<p>“The most striking feature of early Bhakti traditions was the presence of women.” Give examples to prove the statement.</p> <ol style="list-style-type: none"> i. Women saints were a part of early bhakti tradition.. ii. Compositions of Andal, a woman Alvar, were widely sung. (and continue to be sung to date). iii. Andal was the devotee of Vishnu. iv. Her verses express her love for the deity. v. Another woman saint was Karaikkal Ammaiyar. vi. She was a devotee of Shiva. vii. She adopted the path of extreme asceticism in order to attain her goal. viii. Her compositions were preserved within the Nayanar tradition. ix. These women renounced their social obligations. 	Pg 144-145	3

	<ul style="list-style-type: none"> x. They did not join an alternative order or become nuns. xi. Their existence and their compositions posed a challenge to patriarchal norms. xii. Any other relevant point (Any three points to be explained) 		
25.	<p>Examine the various functions of the Panchayats during sixteenth and seventeenth centuries</p> <p>Functions of the Panchayats:</p> <ul style="list-style-type: none"> i. The village panchayat was an assembly of elders. ii. In mixed-caste villages, panchayat was a heterogeneous body that represented various castes and communities. iii. Decision of the Panchayat was binding on the members. iv. Panchayat was headed by a headman known as muqaddam or v. mandal. vi. He was chosen through consensus of the elders and zamindar. vii. Headmen held office till they enjoyed the confidence of the village elders. viii. Headman supervised the preparation of village accounts. ix. He was assisted by the accountant or Patwari. x. The panchayat derived its funds from a common financial pool. xi. Funds were used for community welfare activities such as digging a canal, relief during famine, floods etc. xii. Panchayat ensured that caste boundaries were upheld. xiii. In eastern India marriages were held in the presence of mandals. xiv. Panchayats could levy fines. xv. Panchayats could give punishment. xvi. Panchayats were courts of appeal. xvii. If the conflict involved lower caste and zamindar or state officials, xviii. panchayat suggested compromise. xix. In Rajasthan jati panchayats mediated in civil disputes. xx. Jati panchayats ensured marriages were performed according to caste norms. xxi. Jati panchayat's decision was respected by the state. xxii. Any other relevant point (Any three points to be explained) 	Pg 202-204	3
26	<p>(a) How did the rebel proclamations of 1857 appeal for unity? Explain.</p> <ul style="list-style-type: none"> i. The rebel proclamation in 1857 appealed to everyone to remain united irrespective of their caste. ii. Proclamations issued by Muslim princes addressed the sentiments of Hindus as well. iii. Azamgarh proclamation- appealed to zamindars, merchants, public servants, artisans etc. iv. The rebellion was a battle in the interest of both Hindus and muslims. v. Ishtahars glorified the Mughal period. vi. Peaceful co-existence of the Mughal period was glorified. 	Pg 272-273	3

	<p>vii. The proclamation issued in the name of Bahadur Shah appealed to the people to join the fight in the name of Muhammad and Mahavir.</p> <p>viii. The British spent money to divide Hindus & Muslims but failed.</p> <p>ix. Condemned the firangi raj for annexations, broken treaties,</p> <p>x. Appealed to all Indians to protect their faith.</p> <p>xi. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain the grievances of the Sepoys against the British preceding the uprising of 1857.</p> <p>i. British officers had friendly relations with the sepoys till the 1820s.</p> <p>ii. Officers spent their free time with the sepoys – wrestling, fencing etc.</p> <p>iii. Some officers could speak Hindustani and knew the customs and culture of India.</p> <p>iv. They celebrated all festivals together.</p> <p>v. Officers acted as disciplinarian and father figures too.</p> <p>vi. Relationship of sepoys with their superiors changed in the 1840s.</p> <p>vii. Officers showed a sense of superiority.</p> <p>viii. Sepoys face racial discrimination.</p> <p>ix. Officers misbehaved with them.</p> <p>x. They abused them and physical violence became common.</p> <p>xi. Sepoys were unhappy about low wages.</p> <p>xii. It was difficult to get leave.</p> <p>xiii. Episode of greased cartridges.</p> <p>xiv. Trust was replaced by suspicion.</p> <p>xv. Sepoys of Awadh got to know about the problems of the peasants.</p> <p>xvi. Any other relevant point (Any three points to be explained)</p>	Pg 269-270	3
27	<p>(a) Explain the strategies adopted by Harappans to procure raw material for their craft production.</p> <p>i. Many methods and strategies used to procure raw material.</p> <p>ii. Clay was locally available.</p> <p>iii. Stone, timber and metal was procured from outside.</p> <p>iv. Transportation of goods and people by land routes, sea routes.</p> <p>v. They established settlements (any one)</p> <ul style="list-style-type: none"> ● Nageshwar and Balakot for shells. ● Shortughai, in far-off Afghanistan, for lapis lazuli. ● Lothal was near sources of carnelian ● Steatite (from south Rajasthan and north Gujarat). ● Metal like copper (from Rajasthan). <p>vi. They sent expeditions to areas where raw material was available such as (any one)</p> <ul style="list-style-type: none"> ● Khetri region of Rajasthan (for copper) 	Pg 12-14	3

	<ul style="list-style-type: none"> ● South India (for gold). ● They communicated with local people. ● Harappan micro-beads found in these areas show such contact. <p>vii. Contact with distant lands – (any one)</p> <ul style="list-style-type: none"> ● Copper was probably brought from Oman. ● Distinctive Harappan jar found at Omani sites. ● Mesopotamian texts mention contact with different regions eg Dilmun (Bahrain), Magan and Meluhha. <p>viii. Bullock cart used for transport.</p> <p>ix. Boats used on rivers/seas.</p> <p>x. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.</p> <ol style="list-style-type: none"> i. The Harappans ate a wide range of plant products. ii. Grains like wheat, barley, lentil, chickpea and sesame were found at Harappan sites. iii. Millets are found from sites in Gujarat. iv. Finds of rice are rare. v. Dietary practices are reconstructed from finds of charred grains and seeds, studied by archaeo-botanists (specialists in ancient plant remains). vi. The Harappans consumed animal products. Bones of animals have been found at the Harappan sites. vii. Bones of wild species have been found. viii. Bones of fish and fowl are also found. ix. Any other relevant point (Any three points to be explained) 	Pg 2-4	3
Section C (Long-Answer Type Questions)		8x3=24	
28	<p>(a) Explain the reasons behind Gandhiji's decision to initiate the Salt Satyagraha and why did this movement become a significant event?</p> <p>Reasons</p> <ol style="list-style-type: none"> i. Salt law was unpopular. ii. Gandhiji gave an advance notice of his salt march to the British. iii. On 12th March 1930, Gandhiji started the march to break the Salt law. iv. British monopoly over manufacture & sale of salt was very unpopular v. Government destroyed the salt that it could not sell profitably. vi. People were not allowed to make salt for domestic use. vii. People were forced to buy salt at a high price. viii. Salt was used by one and all so, became a symbol of protest. ix. Gandhiji decided to launch a Salt Satyagraha to protest against the British. x. It deprived the people of a valuable village industry. xi. It involved destruction of property that nature produced in abundance. 	Pg 296-300	5+3=8

	<p>xii. Salt Tax.</p> <p>xiii. Any other relevant point (Any five points to be explained)</p> <p>Significance</p> <p>i. It brought Mahatma Gandhi to world attention.</p> <p>ii. March was widely covered by the European & American press.</p> <p>iii. Women participated in large numbers.</p> <p>iv. Salt March made British realise that their Raj would not last forever.</p> <p>v. They realised they would have to share some power with the Indians.</p> <p>vi. All sections of society participated in the salt march.</p> <p>vii. People made salt at Dandi to protest against the British.</p> <p>viii. It was a non-violent protest.</p> <p>ix. British used violent methods to control the march.</p> <p>x. British became unpopular.</p> <p>xi. Any other relevant point (Any three points to be explained)</p>		
	OR		
	<p>(b) Explain why the 'Quit India Movement' was considered a mass movement.</p> <p>i. Failure of Cripps Mission.</p> <p>ii. Quit India Movement began in August 1942.</p> <p>iii. Quit India - Do or Die</p> <p>iv. Movement started when Gandhiji and leaders were arrested.</p> <p>v. Gandhi was jailed, but younger activists carried on the struggle like Jayaprakash Narayan.</p> <p>vi. Independent governments were proclaimed in many districts like Satara.</p> <p>vii. People organised strikes and acts of sabotage all over the country.</p> <p>viii. Underground resistance was started by socialist leaders of the Congress.</p> <p>ix. British Government responded with force.</p> <p>x. Thousands of Indians joined the movement.</p> <p>xi. The movement energised the young people who left schools and colleges to join the movement.</p> <p>xii. It really became a genuine and mass movement.</p> <p>xiii. Any other relevant point (Any eight points to be explained)</p>	Pg 303	8
29	<p>(a) Why was the Mahanavami dibba of Vijayanagara famous? Explain.</p> <p>i. Rituals associated with it coincided with Mahanavami festival - 9th day of the 10 day Hindu festival.</p> <p>ii. Vijayanagara rulers displayed their prestige, power and suzerainty on this occasion.</p> <p>iii. Various ceremonies were performed here,</p> <p>iv. Worship of the image.</p> <p>v. Worship of the state horse.</p> <p>vi. Sacrifice of buffaloes and other animals.</p>	Pg 180-181	8

<ul style="list-style-type: none"> vii. Dances & wrestling matches were held. viii. Processions of horses, elephants, chariots and soldiers. ix. Ritual presentations before the king and his guests by the chief nayakas and subordinate kings marked the occasion. x. The king inspected his army & armies of the nayakas on this occasion. xi. Nayakas brought gifts and tribute for the king. xii. Is an enigma - purpose not clear xiii. Any other relevant point (Any eight points to be explained) 		
OR		
<p>(b) Why was Vijayanagara city chosen to be the capital of Vijayanagara empire? Explain any five features of this city.</p> <p>Reasons why Vijayanagara was chosen as the capital</p> <ul style="list-style-type: none"> i. The site of Vijayanagara was considered to be the monkey kingdoms of Vali and Sugriva. ii. Presence of the shrine of Pampadevi. iii. Presence of Jaina temples in the region. iv. Most important reason for choosing this site- existence of shrines of Virupaksha and Pampadevi. v. Region has a history of temple building by various dynasties. vi. Temples developed as religious, cultural, social & economic centres - constructing & repairing temples was a way of getting support and recognition. vii. Rulers signed Royal orders as 'Shri Virupaksha'. viii. Water was available from river Tungabhadra. ix. The topography of the areas gave a strategic position. x. Any other relevant point (Any three points to be explained) <p>Five features of the City</p> <ul style="list-style-type: none"> i. Distinctive physical layout and building style ii. Large fortified city with well-guarded gates iii. Surrounded by several granite hills iv. Beautiful city with many trees v. Many water channels vi. Lakes at some places vii. Natural basin formed by the river Tungabhadra viii. Number of streams flow down to the river from these hills. ix. Embankments were built along these streams to create reservoirs. x. Gateways influenced by Islamic architecture. xi. City divided into Royal centre, Urban centre, Sacred centre xii. Mahanavami dibba xiii. Audience hall xiv. Temples/ gopurams - Virupaksha and Vitthal xv. Bazaars & markets xvi. Any other relevant point (Any five points to be explained) 	Pg 176-191	3+5 = 8

30	<p>(a) "The sixth century BCE was a period of emergence of early states, empires and diverse thoughts in early Indian history." Justify the statement.</p> <ol style="list-style-type: none"> i. This was the period when early states and cities started growing. ii. Janapadas and Mahajanapadas developed. iii. Each Mahajanapada was ruled by a king. iv. Each Mahajanapada had a fortified capital city. v. They had bureaucracy. vi. Rules for governance existed. vii. Rulers started collection of taxes. viii. Rulers developed trade and commerce. ix. Ruler maintained armies. x. Use of iron. xi. Use coins. xii. Diverse systems of thought like Jainism, Buddhism, Ajivika etc developed. xiii. The Brahmanas composed Dharmasutras in Sanskrit. xiv. Any other relevant point (Any eight points to be explained) 	Pg 29-30	8
OR			
	<p>(b) "Although inscriptions provide strong evidence for reconstructing history yet there are few limitations to these evidences." Justify the statement.</p> <ol style="list-style-type: none"> i. Historians find historical evidence from inscriptions. ii. They studied the statements made in the inscriptions. iii. Inscriptional evidence is the base for reconstructing history. iv. There are technical limitations to inscriptional evidence. v. Letters are very faintly engraved. vi. Reconstructions are uncertain. vii. Some inscriptions are damaged. viii. Letters are missing. ix. It is difficult to understand the meaning of the inscription. x. Many inscriptions have not been deciphered. xi. Many inscriptions have not been published. xii. Many inscriptions have not been translated. xiii. Many inscriptions have not survived ravages of time. xiv. Many inscriptions are available in fragments. xv. Many important developments were probably not recorded. xvi. Inscriptions do not mention the lives of ordinary people. xvii. They focus more on grand, unique events. xviii. History from the top- reflects the perspective of the person(s) who commissioned them. xix. It is a tedious process and prone to misinterpretation. xx. Any other relevant point (Any eight points to be explained) 	Pg 48-49	8

SECTION D
(Source-Based Questions)

4x3=12

31.	<p><i>A language with an enormous range</i> Al-Biruni described Sanskrit as follows :</p> <p><i>If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.</i></p>	Pg 124	1+1+2 =4
	<p>(31.1) What motivated Al-Biruni to study Sanskrit? (1)</p> <ol style="list-style-type: none"> i. Al-Biruni's interest in languages motivated him to study Sanskrit. ii. He wanted to understand Indian culture through Sanskrit texts eg caste system. iii. Al Biruni wanted to overcome the difficulty of learning Sanskrit. iv. He had read Sanskrit works translated into Arabic. v. He also helped translate the Greek works into Sanskrit vi. He translated Patanjali's work on grammar into Arabic. vii. Ghaznavid conquest of the Punjab helped in easier transmission of ideas between Al-Biruni and Brahmanas. viii. He wanted to know the enormous range of the language. ix. He wanted to know more about the same words used in variety of subjects. x. Any other relevant point (Any one point to be explained) 	Pg 116,124	
	<p>(31.2) How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding? (1)</p> <ol style="list-style-type: none"> i. Al-Biruni's observations served as a bridge between Arabic and Indian cultures. ii. It promoted an understanding between the Arabic and Indian world. iii. He highlighted the distinct features of Sanskrit and drew a comparison with Arabic. iv. Those who were familiar with Arabic could comprehend the difficulties of Sanskrit through comparison. v. He tried to understand Indian culture in comparison to his own society. vi. He wanted to understand Indian culture through Sanskrit texts. vii. Any other relevant point (Any one point to be explained) 	Pg 116,124	
	<p>(31.3) In what ways does Al-Biruni compare Sanskrit to Arabic? (2)</p> <ol style="list-style-type: none"> i. Sanskrit was different from Arabic. ii. Sanskrit texts could not be easily translated into another language. iii. Sanskrit language has an enormous range. iv. Both the languages use multiple names for the same thing. 	Pg 124	

	<p>v. Both languages use the same word for various subjects.</p> <p>vi. Any other relevant point (Any two points to be explained)</p>		
32	<p style="text-align: center;">Buddhism in practice</p> <p><i>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :</i></p> <p><i>In five ways should a master look after his servants and employees.... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...</i></p> <p><i>In five ways should the clansmen look after the needs of samanas (those who have renounced the world) and Brahmanas: by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.</i></p> <p><i>There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</i></p>	Pg 91-92	1+1+2 =4
	<p>(32.1) Explain the importance of Sutta Pitaka in Buddhism. (1)</p> <p>i. The Sutta Pitaka contains the teachings of the Buddha.</p> <p>ii. Any other relevant point (Any one point to be explained)</p>	Pg 91-92	
	<p>(32.2) How did Buddha advise the wealthy householders to be humane and ethical? (1)</p> <p>i. Individual effort was expected to transform social relations.</p> <p>ii. By assigning work according to their strength.</p> <p>iii. By supplying them with food and wages.</p> <p>iv. By looking after them in sickness.</p> <p>v. By sharing delicacies with them.</p> <p>vi. By granting leave at times.</p> <p>vii. By showing affection in act and speech and mind,</p> <p>viii. By sharing and caring.</p> <p>ix. Buddha emphasised on righteous actions.</p> <p>x. Any other relevant point (Any one point to be explained)</p>	Pg 91-92	
	<p>(32.3) What was the advice given by Buddha to Sigala on how to behave with his parents and teachers? (2)</p> <p>i. Show respect towards parents & teachers.</p> <p>ii. Listen to parent's advice.</p> <p>iii. Look after them in sickness and old age.</p> <p>iv. Being a dedicated student.</p> <p>v. Expressing gratitude.</p> <p>vi. Follow teacher's instructions with sincerity.</p> <p>vii. Any other relevant point (Any two points to be explained)</p>	Pg 91-92	
33	<p style="text-align: center;">A Ryot Petition</p> <p><i>This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :</i></p> <p><i>The sowkars (sahukars).... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without</i></p>	Pg 252	1+1+2 =4

	<i>great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.</i>		
	(33.1) In what ways the money-lenders oppressed the ryots? (1) i. Exorbitant taxes collected. ii. Ruthless method of collection. iii. In case of non-payment, land was taken away. iv. Ryot was forced to beg for basic necessities. v. They manipulated laws and forged accounts. vi. They were compelled to sign bonds. vii. Clothes and grain were not sold at cash rates. viii. Their produce was taken away but not credited to their account. ix. They did not give receipts to the ryot. x. Any other relevant point (Any one point to be explained)	Pg 252	
	(33.2) Why was the harvest taken away by the money-lenders? (1) i. Taking away produce was a way of recovering unpaid debts. ii. They assured the ryots that it would be credited in their accounts but that was not the case. iii. No receipts were given. iv. Any other relevant point (Any one point to be explained)	Pg 252	
	(33.3) Explain any two features of the Ryotwari system. (2) i. Revenue was directly settled with the ryot. ii. The average income from different types of soil was estimated, iii. Revenue-paying capacity of the ryot was assessed and a proportion of it fixed as the share of the state. iv. The lands were to be resurveyed every 30 years. v. After survey revenue rates increased. vi. Any other relevant point (Any two points to be explained)	Pg 247-248	
SECTION E (Map-Based Questions)			
		5x1=5	
34	(34.1) On the given political outline map of India, locate and label the following with appropriate signs :		
	(i) Banawali - A matured Harappan Site	Pg 2	1
	(ii) Bharhut - A Buddhist Site	Pg 95	1
	(iii) (a) Agra – Territory under Mughal's control OR (b) Delhi – Territory under Mughal's control	Pg 214	1

	(34.2) A- Delhi B -Bombay	Pg 286-313	2
34	Note: The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.		
	(34.1) Mention any two Harappan Sites Harappa, Mohenjodaro, Kot Diji. Kalibangan, Ropar, Banawali, Rakhigarhi, Lothal, Dholavira, Nageshwar, Balakot. (Any two)	Pg 2	2
	(34.2) (a) Mention any one territory under Mughal's control. Lahore, Panipat, Delhi, Agra, Ajmer, Amber, Goa. (Any one) OR (b) Mention the name of the Capital of Vijayanagara Empire. Hampi/Vijayanagara	Pg 214 Pg 170	1
	(34.3) Name any two centres of the Indian National Movement. Champaran, Kheda, Ahmedabad, Dandi, Bardoli, Bombay, Calcutta, Delhi, Madras, Lahore, Amritsar, Surat, Lucknow. (Any two)	Pg 286-313	2
Please see attached Map			

प्रश्न सं. 34 के लिए मानचित्र
Map for Q. No. 34

61/5/1, 61/5/2, 61/5/3

