

**Marking Scheme**  
**Strictly Confidential**  
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**Senior School Certificate Examination, 2024**  
**HISTORY (SUBJECT CODE 027) (PAPER CODE 61/2/2)**

**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 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, the answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
10	No marks to be deducted for the cumulative effect of an error. It should be penalised only once.
11	A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>● Leaving the answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totalling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the "x" for incorrect answers.)</li> <li>● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks.
15	Any un-assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously
16	The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly 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 - 61/2/2**  
**MARKING SCHEME 2024**  
**HISTORY (027)**

**MM : 80**

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> <b>(Multiple Choice Type Questions)</b>		<b>21x1=21</b>	
1	(B) 1 (ii), 2(iii), 3 (i), 4 (iv)	Pg 262	1
2.	(D) To draft a framework for the governance of independent Indian	Pg 322	1
3.	(C) The Britishers settled revenue directly with the peasants	Pg 248	1
4.	(D) 1 (ii), 2 (i), 3 (iv), 4(iii)	Pg 320-322	1
5.	(D) Gopal Krishna Gokhale	Pg 287	1
6.	(A) II, III, I, IV	Pg 265, 268, 271, 284	1
7.	(A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct Explainof the Assertion (A)	Pg 229-230	1
8.	(A) Polaj : Land which was cultivated annually	Pg 214	1
9.	(D) Vijayanagara	Pg171	1
10	(D) Delhi	Pg 127	1
11.	(B) I, II and III	Pg 210	1
12.	(D) Tungabhadra	Pg 177	1
13.	(C) Amir Khusrau	Pg 158	1
14.	(A) Louis XIV	Pg 122	1
15.	(D) Anda  Visually Impaired Candidates (C) Sanchi	Pg 97  Pg 82, 83	1  1
16.	(C) 1 (iv), 2 (i), 3 (ii), 4 (iii)	Pg 105-107	1
17.	(D) Deep water reservoirs have been found in Sindh for irrigation	Pg 3-4	1
18.	(B) Grammar	Pg 79	1

19.	(D) Gupta dynasty	Pg 36-37	1
20.	(B) I and II	Pg 32	1
21.	(C) S.N. Roy	Pg 20	1
<b>Section B</b> <b>(Short-Answer Type Questions)</b>		<b>6x3=18</b>	
22.	(a) Analyse the role of Krishnadeva Raya as the ruler of Vijayanagara empire.  Krishnadeva Raya i. His rule was characterized by expansion and consolidation ii. He acquired land between Tungabhadra and Krishna rivers (the Raichur Doab) in 1512. iii. He subdued the rulers of Orissa in 1514. iv. He defeated Sultans of Bijapur in 1520. v. He built some fine temples and added impressive Gopurams to many important South Indian Temples vi. He founded a suburban township near Vijaynagar called Nangalapuram after his mother. vii. He promoted trade and commerce viii. Under his rule the state was in a constant state of military preparedness. ix. During his rule there was unparalleled peace and prosperity. x. Any other relevant point Any three points to be explained	Pg. 173	3
	OR		
23.	(b) Examine the 'Amara-nayaka system' in the military and administrative structure of the Vijayanagara empire.  Amara- Nayaka System i. Amara Nayaka were military commanders in Vijayanagara Empire. ii. They were given territories to govern by the Rayas. iii. They collected taxes and dues from peasants, crafts persons. iv. They retained part of revenue for personal use and for maintaining contingents of horses and elephants. v. They provided effective fighting force to Vijayanagara Kings. vi. They paid annual tribute to the king of Vijayanagara. vii. Any other relevant point Any three points to be explained	Pg. 175	3
	"The epigraphy alone does not provide a full understanding of political and economic history." Explain the statement with examples.		

	<p>Limitation of Epigraphy</p> <ol style="list-style-type: none"> <li>i. Sometimes, there are technical limitations</li> <li>ii. At times letters are very faintly engraved and thus reconstructions are uncertain.</li> <li>iii. Inscriptions may be damaged or letter missing.</li> <li>iv. Although several thousand inscriptions have been discovered, not all have been deciphered, published and translated.</li> <li>v. It is not always easy to be sure about the exact meaning of the words used in inscriptions.</li> <li>vi. Not everything which is considered politically or economically significant was necessarily recorded in inscription.</li> <li>vii. The routine agricultural practices and the Joys and sorrows of daily existence find no mention in inscriptions</li> <li>viii. Epigraphy alone does not provide a full understand of political and economic history, it needs to be supported by other historical sources such as literary or foreign or numismatic evidences.</li> <li>ix. Any other relevant point</li> </ol> <p>Any three points to be explained</p>		
<b>24</b>	<p>(a) Why is the Harappan script called an enigmatic script? Explain</p> <p>Harappan script</p> <ol style="list-style-type: none"> <li>i. Not deciphered till date</li> <li>ii. Not alphabetical</li> <li>iii. Had too many signs — (375 — 400)</li> <li>iv. Script written from right to left</li> <li>v. Any other relevant point</li> </ol> <p>Any three points to be explained</p>	<b>Pg. 15</b>	<b>3</b>
	OR		
	<p>(b) Why is the Harappan drainage system considered a planned and complete drainage system? Explain.</p> <p>Harappan drainage system</p> <ol style="list-style-type: none"> <li>i. Well planned Grid system</li> <li>ii. Every house was connected to the street drain.</li> <li>iii. Channels were made of bricks set in mortar</li> <li>iv. Loose Bricks that could be removed for cleaning</li> <li>v. Intervals with sumps for cleaning</li> <li>vi. Solid matters settled into cesspit while waste water flowed down into the street drain.</li> <li>vii. Any other relevant point</li> </ol> <p>Any three points to be explained</p>	<b>Pg. 7</b>	<b>3</b>
<b>25.</b>	<p>Analyse the life of forest dwellers in the Mughal Empire.</p> <p>Role of forest dwellers</p>	<b>Pg. 208-209</b>	<b>3</b>

	<ul style="list-style-type: none"> <li>i. They were term Jungli in contemporary text.</li> <li>ii. The forest dweller's Livelihood came from the gathering of forest produces, hunting and Shifting Agriculture.</li> <li>iii. Their activities were largely season specific</li> <li>iv. The Bhils collected forest produces during the spring season, during summers they adapted to fishing and monsoon months were result for cultivation and autumn winter for hunting.</li> <li>v. Forests dweller's presumed and perpetuated mobility.</li> <li>vi. They used to sell honey, beeswax, gum lac</li> <li>vii. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>26.</b>	<p>Critically examine the Fifth Report of 1813.</p> <p>Fifth Report of 1813</p> <ul style="list-style-type: none"> <li>i. It was fifth of a series of reports on the administration of East India Company</li> <li>ii. It ran into 1002 pages with 800 pages of appendices</li> <li>iii. It had reports of collectors and petitions of zamindars and ryots</li> <li>iv. It critically analyzed activities of the East Indian Company</li> <li>v. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg. 233-235</b>	<b>3</b>
<b>27.</b>	<p>Describe the role of art and literature in keeping alive the memory of the Revolt of 1857.</p> <p>Art and Literature in 1857 Revolt</p> <ul style="list-style-type: none"> <li>i. Pictorial images produced in the form of paintings, pencil drawings, etchings, posters, cartoons and bazar Prints.</li> <li>ii. They were represented as raising the people against the oppressive system.</li> <li>iii. Leaders of the revolt were presented as heroic figure.</li> <li>iv. Heroic Poems were written to praised their courage</li> <li>v. The valour of Rani of Jhansi with sword in one hand and the reins of her horse in the other fighting for her motherland invoke patriotic feelings.</li> <li>vi. (vi)Poems about the heroic deeds of leaders were written for ex</li> <li>vii. (vii) Nationalist imageries of the revolt helped shape the nationalist imagination which inspired freedom struggle against the British.</li> <li>viii. (viii) Any other relevant point</li> <li>ix. Any three points to be explained</li> </ul>	<b>Pg. 277-283</b>	<b>3</b>
<p><b>Section C</b> <b>(Long-Answer Type Questions)</b></p>			
			<b>3x8=24</b>
<b>28</b>	<p>(a) "Historians have studied many rules and varied practices of familial ties during the Mahabharata period." Explain the statement with examples.</p>	<b>Pg. 55-60</b>	<b>8</b>

	<ol style="list-style-type: none"> <li>i. Familial relations during Mahabharata period</li> <li>ii. Kinship and blood relationships</li> <li>iii. Tradition and rituals</li> <li>iv. Gotra system and each gotra named after a vedic seer</li> <li>v. Endogamy and exogamy</li> <li>vi. Polyandry for example marriage of Draupadi with the Pandava and Polygyny for example many Satvahana rulers had more than one wife</li> <li>vii. Metronymics example is the list of successive generations of teachers and students given in the Brihadranyaka Upanishada</li> <li>viii. Eight forms of marriage which recognized by the Dharamshastras and Dharamsutras</li> <li>ix. Guru-Shishya relationships was quite prevelant</li> <li>x. Importance of sons for the continuity of the patrilineage</li> <li>xi. No claims of daughters on the resources of household</li> <li>xii. Kanyadaan was consider as an important religious duty of the father</li> <li>xiii. Codes of social behavior were laid down in Dharamshastras and Dharmsutras for example is Manusmriti</li> <li>xiv. Any other relevant point Any eight points to be explained</li> </ol>		
	OR		
	<p>(b) "There are various elements on which historians have analysed Mahabharata and called it a dynamic text." Explain the statement with examples.</p> <p>Mahabharata as Dynamic text</p> <ol style="list-style-type: none"> <li>i. Authors— <ul style="list-style-type: none"> <li>• Composition by charioteer bards/sutas which was circulated orally</li> <li>• Later Brahmans began to commit to writing and the author of Mahabharata is traditionally considered as Sage Vyas</li> </ul> </li> <li>ii. Dates-a phase of the composition text between C.200 B.C.E and 200 C.E.</li> <li>iii. Didactic (section that contains rules and regulations about social norms) and Narrative portions (section containing stories)</li> <li>iv. Language-Simpler Sanskrit than that of the Vedas and the Prashastis, later written in variety of languages</li> <li>v. Search for convergence-vivid description of battles, forest, palaces and settlements. <ul style="list-style-type: none"> <li>• Role of the archaeologist, Doctor Dr. B. B. Lal.</li> </ul> </li> </ol>	<b>Pg. 73 &amp; 77</b>	<b>8</b>

	<ul style="list-style-type: none"> <li>• Episode of Draupadi's marriage with the pandavas related to polyandry</li> </ul> <p>vi. Ongoing dialogue between peoples</p> <p>vii. Stories from Mahabharata reflect in various Performing art — Music, Dance, Theatre, —Sculpture —Painting — Narrative — Bhagavad Gita</p> <p>(viii) Any other relevant point</p> <p>Any eight points to be explained</p>		
<b>29.</b>	<p>(a) Describe the features of the Bhakti Movement led by the Alvars and Nayanars in medieval India.</p> <p>Alvars and Nayanars</p> <ol style="list-style-type: none"> <li>i. The earliest Bhakti movements were led by the Alvars and Nayanars</li> <li>ii. Alvars were devotees of Lord Vishnu and Nayanars were devotees of Lord Shiva.</li> <li>iii. They travelled from place to place singing hymns in Tamil in praise of their gods.</li> <li>iv. Singing compositions of these poet saints and worship of the saints images became part of temple rituals.</li> <li>v. Their composition were as important as Vedas for example Nalayira Divyaprabandham</li> <li>vi. Women like Andal (Alvar saint) and Karaikkal Ammaiyar (Nayanars Saint) become member of this cult.</li> <li>vii. Preached caste equality as the followers this cult came from diverse social background.</li> <li>viii. They were reformative as they defied caste and gender inequality.</li> <li>ix. They got patronage from Cholas and many temples were built under their patronage.</li> <li>x. Both Nayanars and Alvars were revered by the Vellala peasants.</li> <li>xi. Any other relevant point</li> </ol> <p>Any eight points to be explained</p>	<b>Pg. 143-146</b>	<b>8</b>
	OR		
	<p>(b) Describe the teachings and practices of Sufism.</p> <p>Sufism</p> <ol style="list-style-type: none"> <li>i. Sufism is derived from 'Suf' meaning wool or 'Saf' meaning purity or 'Suffa' meaning the platform outside the prophet's mosque</li> </ol>	<b>Pg. 153-160</b>	<b>8</b>

	<ul style="list-style-type: none"> <li>ii. Sufis turned to Asceticism and mysticism</li> <li>iii. They stressed on seeking salvation through Intense devotion and love for god</li> <li>iv. They regarded Prophet Muhammad as perfect human and suggested to follow his example.</li> <li>v. They Interpreted Quran on the basis of their personal experience.</li> <li>vi. They organized community around Khanqah which was controlled by teaching master known as Shaikh (in aerabic), Pir or Murshid (in Persian).</li> <li>vii. They followed special rituals of imitation.</li> <li>viii. After the death of the Shaikh his tomb-shrine (dargah) became the centre of devotion for his followers known as Ziyarat (pilgrimage).</li> <li>ix. Pir enrolled his disciples (Murids) and appointed a successor (Khalifa)</li> <li>x. Rules of spiritual conduct between Khanquah dwellers and laypersons and the master were laidown.</li> <li>xi. Open Kitchen (Langar) run on charity (<i>Fatuh</i>)</li> <li>xii. Use of music and dance by reciting divine name, Sama and Qawwali.</li> <li>xiii. Assimilation of local tradition in the daily practices, example is Chishti Khanqah.</li> <li>xiv. Within Sufism develop another of type of belief system known as Qalandars, Madaris, Malangs, Haidaris etc. and were referred as be-shari'a in contrast to the ba-shari'a.</li> <li>xv. Any other relevant point Any eight points to be explained</li> </ul>		
30	<p>(a) "The Salt Satyagraha inspired masses to participate in the Civil Disobedience Movement." Justify the statement.</p> <ul style="list-style-type: none"> <li>i. On 12th March 1930, Gandhiji started the march to break the Salt law.</li> <li>ii. British monopoly over manufacture and sale of salt was very unpopular.</li> <li>iii. Government destroyed the salt that it could not sell profitably.</li> <li>iv. People were not allowed to make salt even for domestic use were forced to buy salt at a high price.</li> <li>v. Salt being a commodity used by one and all became a symbol of protest. Soon after this Gandhi decided to launch a Salt Satyagraha.</li> <li>vi. Gandhiji organized the Salt march from Sabarmati to Dandi and gave speeches en route.</li> <li>vii. Parallel Salt Marches were organized in other parts of the country.</li> <li>viii. Peasants broke the colonial forest laws.</li> <li>ix. Factory owners went on strike.</li> <li>x. Lawyers boycotted British courts.</li> </ul>	Pg. 295-302	8

	<ul style="list-style-type: none"> <li>xi. Students refused to attend government run schools and colleges.</li> <li>xii. Many officials resigned from their posts.</li> <li>xiii. Many Indians were arrested.</li> <li>xiv. Hindus, Muslims, Parsis and Sikhs were told to unite.</li> <li>xv. People gathered to join the salt march in large numbers.</li> <li>xvi. Women participated in salt satyagraha.</li> <li>xvii. Salt was manufactured illegally at Dandi.</li> <li>xviii. Gandhiji's meetings were attended by all sections of people.</li> <li>xix. Women participated in large numbers.</li> <li>xx. Dandi March brought Gandhi to world attention.</li> <li>xxi. The March was covered by European and American press.</li> <li>xxii. Any other relevant point.</li> </ul> <p>Any eight points to be explained</p>		
<b>OR</b>			
	<p>(b) "Mass participation played an important role in the success of the Non-Cooperation Movement." Justify the statement.</p> <ul style="list-style-type: none"> <li>i. Students stopped going to school and colleges run by the government.</li> <li>ii. Lawyers refused to attend course.</li> <li>iii. The working class went on strike in many towns and cities.</li> <li>iv. According to official figures, there were 396 strikes in 1921 involving 600,000 workers and a loss of seven million workdays.</li> <li>v. Hill tribes in northern Andhra violated the forest laws.</li> <li>vi. Farmers in Awadh did not pay taxes. Peasants in Kumanun refused to carry loads for colonial officials.</li> <li>vii. These protest movements were sometimes carried out in defiance of the local nationalist leadership.</li> <li>viii. Peasants, workers and others interpreted and acted upon the called to "non-cooperate" with colonial rule in ways that best suited their interests.</li> <li>ix. Thousands of Indians were put in jail.</li> <li>x. As a consequence the British Raj was shaken to its foundation for the first time since the Revolt of 1857.</li> <li>xi. But the incident of Chauri Chaura prompted Gandhiji to call off the movement.</li> <li>xii. Any other relevant point</li> </ul> <p>Any eight points to be explained</p>	<b>Pg. 290-291</b>	<b>8</b>
<b>SECTION D</b> <b>(Source-Based Questions)</b>		<b>3x4=12</b>	
<b>31</b>	<p style="text-align: center;"><b>The creation and circulation of ideas about India</b></p> <p>The writings of European travellers helped produce an image of India for Europeans through the printing and circulation of their books.</p>	<b>Pg. 123</b>	<b>1+1+2=4</b>

	<p>Later, after 1750, when Indians like Shaikh Itisamuddin and Mirza Abu Talib visited Europe and confronted this image that Europeans had of their society, they tried to influence it by producing their own version of matters and described India as a great nation.</p>		
	<p><b>(31.1)</b> In what way did Shaikh Itisamuddin and Mirza Abu Talib challenge the version of Europeans towards India? <span style="float: right;">1</span>  (i) They produce their own version through writings</p>		
	<p><b>(31.2)</b> Give any one example of a book authored by European writers on Medieval India. <span style="float: right;">1</span>  (i) Travels in the Mughal Empire  (Any other relevant book)</p>		
	<p><b>(31.3)</b> Explain the significant difference between the image of India presented by Europeans and the versions of Indians. <span style="float: right;">2</span>  (i) The Europeans develop the idea of oriental despotism whereas Mirza and Shaikh encouraged deeper understanding of India.  (ii) According to Karl Marx the surplus production in India was appropriated by the state whereas Abu'l Fazal describes the land revenue as remuneration of sovereignty".  (iii) Any other relevant point  Any two points to be explained</p>		
<b>32.</b>	<p>We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic ... Now, some friends have raised the question : "Why have you not put in the word 'democratic' here?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter? The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. The House will notice that in this Resolution, although we have not used the word "democratic" because we thought it is obvious that the word</p>	<b>Pg. 323</b>	<b>1+1+2 =4</b>

	<p>“republic” contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution.</p> <p>Source : CONSTITUENT ASSEMBLY DEBATES (CAD), VOL. I</p>		
	<p><b>(32.1)</b> Mention the ‘firm and solemn resolve’ expressed in the passage <span style="float: right;"><b>1</b></span></p> <p>(i) Emphasis on the commitment to democracy.  (ii) Reflects the will of people  (iii) Acknowledges the importance of democracy  (iv) Any other relevant point  Any one point to be explained</p>		
	<p><b>(32.2)</b> How does the passage emphasize the commitment to democracy? <span style="float: right;"><b>1</b></span></p> <p>(i) Economic democracy and Justice  (ii) Social equality  (iii) Any other relevant point  Any one point to be explained</p>		
	<p><b>(32.3)</b> How is democracy explained in the context of republic in the passage? <span style="float: right;"><b>2</b></span></p> <p>(i) Republic-Commitment to democracy.  (ii) Aligns with the aspirations of people  (iii) Guarantee of justice, equality and freedom to its citizens.  (iv) Any other relevant point  Any two points to be explained</p>		
<b>33.</b>	<p style="text-align: center;"><b>Fatalists and materialists ?</b></p> <p>Here is an excerpt from the Sutta Pitaka, describing a conversation between King Ajatasattu, the ruler of Magadha, and the Buddha :  On one occasion King Ajatasattu visited the Buddha and described what another teacher, named Makkhali Gosala, had told him :  “Though the wise should hope, by this virtue ... by this penance I will gain karma ... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of samsara(transmigration). It can neither be lessened or increased ... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow.”  And this is what a philosopher named Ajita Kesakambalin taught :  “There is no such thing, O king, as alms or sacrifice, or offerings ...</p>	<b>Pg. 87</b>	<b>1+1+2 = 4</b>

	<p>there is no such thing as this world or the next ...</p> <p>A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space ...</p> <p>The talk of gifts is a doctrine of fools, an empty lie ... fools and wise alike are cut off and perish. They do not survive after death.”</p> <p>The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists : those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.</p>		
	<p><b>(33.1)</b> Analyse the views of Makkhali Gosala on karma. <b>1</b></p> <p>Views of Makkhali Gosala</p> <p>(i) Follow all virtues</p> <p>(ii) Pleasure and pain through Karma</p> <p>(iii) Any other relevant point</p> <p>Any one point to be explained</p>		
	<p><b>(33.2)</b> How did Ajita Kesakambalin describe the relations of human beings with the four elements of nature. <b>1</b></p> <p>(i) Human beings are made up of four elements: Earth, Water, Fire and Air.</p>		
	<p><b>(33.3)</b> Differentiate between the views of a Fatalist and a Materialist in reference to this source. <b>2</b></p> <p>Fatalist- All events and actions are predetermined</p> <p>-Individuals are passive observers</p> <p>Materialist- Universe as a system by nature</p> <p>-Events and outcome are result of physical process</p> <p>-Emphasis on material wellbeing</p>		
<p><b>SECTION E</b> <b>(Map-Based Questions)</b></p>			<b>5</b>
<b>34</b>	<p><b>(34.1)</b> On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <p>(i) Dholavira – A Matured Harappan site <b>1</b></p> <p>(ii) Ujjain – Mahajanapada <b>1</b></p> <p>(iii) (a) Panipat – Territory under the Mughals</p> <p>OR</p> <p>(b) Golconda <b>1</b></p>	<p>Pg. 2</p> <p>Pg. 30</p> <p>Pg. 214</p> <p>Pg. 174</p>	<b>3x1=3</b>
	<p><b>(34.2)</b> On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write</p>	<p>Pg.286-313</p>	<b>2</b>

	their correct names on the lines drawn near them.		
	Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34		
	<b>(34.1)</b> Mention any two Harappan sites. Dholavira, Mohenjodaro, Kotdiji, Balakot, Chanhudaro, Kalibangan, Lothal, Rakhigarhi, Nageshwar, Banawali, Harappa (Any two sites)	Pg. 2	<b>2</b>
	<b>(34.2) (a)</b> Mention any one territory under the control of the Mughals. Ajmer, Panipat, Delhi, Lahore, Agra, Amber, Goa (Any one territory) Mention any one neighbouring state of the Vijayanagara empire. Bijapur (Any other relevant neighbouring state)	Pg.214	<b>1</b>
	<b>OR</b>		
	<b>(34.2) (b)</b> Mention any one neighbouring state of the Vijayanagara empire. Bijapur, Bidar, Golconda (Any one neighbouring state)	Pg.174	
	<b>(34.3)</b> Mention any two centres of the Indian National Movement. Champaran, Dandi, Kheda, Ahmadabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi (Any two centres)	Pg. 286-313	<b>2</b>
Please see the attached map.			

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

प्रश्न सं. 34 के लिए

For question no. 34

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

