

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. CODE 61/4/1)

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 public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark(\surd) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (\surd) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” . |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books |

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| | per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper. |
| 13 | <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 answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. |
| 15 | Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously. |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

Set 61/4/1
MARKING SCHEME 2025
HISTORY (027)

MM: 80

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

| S.no | VALUE POINTS | Pg.no | Marks |
|--------|---|---------------------|-------|
| | SECTION A (Multiple Choice Type Questions) | | |
| 1. | (A) Presence of Central authority | 16 | 1 |
| 2 | (D) Shungas and Kanvas | 62 | 1 |
| 3 | (C) Kushana For Visually Impaired Candidates : (C) Through inscribed edicts on pillars and rocks | 37 32 | 1 |
| 4 | (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A). | 86,91 | 1 |
| 5 | (A) Statements I and II are correct. | 1,23 | 1 |
| 6 | (C) Moksha | 86 | 1 |
| 7 | (B) It has been reinterpreted across various contexts. | 77 | 1 |
| 8 | (B) a-ii, b-iii, c-i, d-iv | 131 | 1 |
| 9 | (D) Shaikh Nizamuddin Auliya – Agra | 154 | 1 |
| 10 | (B) Memories of priests | 170 | 1 |
| 11 | (B) I, II and III | 220 | 1 |
| 12 | (C) By exercising absolute authority. | 132 | 1 |
| 13 | (B) It holds religious significance equivalent to Vedas. | 144 | 1 |
| 14 | (A) a-iii, b-i, c-ii, d-iv | 173, 174 | 1 |
| 15 | (B) Taxing landowners' surplus income based on average rent | 247 | 1 |
| 16. | (c) Subhadra Kumari Chauhan | 313 | 1 |
| 17. | (D) III, I, II, IV | 289, 297, 319 | 1 |
| 18. | (A) Advisory Committee – Sardar Vallabhbhai Patel | 320 | 1 |
| 19. | (B) Hansa Mehta | 332 | 1 |
| 20. | (B) Both Assertion (A) and Reason (R) are true and Reason (R) is not the correct explanation of the Assertion (A). | 250 | 1 |
| 21. | (D) Arrah | 292 | 1 |
| | SECTION B (Short Answer Type Questions) | | |
| 22. a. | “Historians consider several elements when they analyse the Mahabharata.” Substantiate the statement with suitable examples. i. Language – written in Sanskrit, translated in various languages. ii. Didactic- sections that contain prescriptions about social norms. iii. Between c. 200 and 400 CE - large didactic sections resembling the Manusmriti were added. This is attributed to a sage named Vyasa iv. Text on authority and governance, conflicts | 72, 73 | 3 |

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| 22. b | <p>v. The original story was probably composed by charioteer-bards known as sutas.</p> <p>vi. These compositions circulated orally.</p> <p>vii. From the fifth century BCE, Brahmanas took over the story and began to commit it to writing.</p> <p>viii. Socio-cultural element- reflects social hierarchy and gender role in the text.</p> <p>ix. Dynamic text- Several stories that originated in specific regions or circulated amongst certain people found their way into the epic.</p> <p>x. The central story of the epic was often retold in different ways.</p> <p>xi. Family structures and forms of marriage.</p> <p>xii. Intended Language – written in Sanskrit, translated in various languages.</p> <p>xiii. Didactic audience.</p> <p>xiv. Mahabharata stories were depicted in sculpture and painting.</p> <p>xv. Provided themes for a wide range of performing arts – plays, dance and other kinds of narrations.</p> <p>xvi. Any other relevant points.</p> <p>Any 3 points to be assessed.</p> <p style="text-align: center;">OR</p> <p>“Many communities during the Mahabharata period had different social practices from Brahmanical ideas.” Substantiate the statement with examples.</p> <p>i. Varna system- divisions of the four main varnas</p> <p>ii. Nishadas – forest dwellers. eg. Ekalavya</p> <p>iii. Rakshasa – Bhim’s marriage with Hidimba</p> <p>iv. Untouchable and chandalas</p> <p>v. Mlechchhas- Rulers, such as the Shakas were regarded as, barbarians or outsiders by the Brahmanas.</p> <p>vi. Satavahanas- interesting that the best-known ruler of the Satavahana dynasty, Gotami-puta Siri-Satakani, claimed to be both a unique Brahmana and a destroyer of the pride of Kshatriyas.</p> <p>vii. Presence of non-Kshatriya Kings in power.</p> <p>viii. Gotra- same gotra marriage.</p> <p>ix. Succession patrilineal- prabhavati</p> <p>x. Women- Issues of ownership, Women could not claim a share of these resources. eg. Prabhavati gupta and Draupadi.</p> <p>xi. Jati- Goldsmith or suvarnakara, which did not easily fit into the fourfold varna system.</p> <p>xii. Marriage system</p> <p>xiii. Any other relevant points.</p> <p>Any 3 points to be assessed.</p> | 63, 64, 66 | 3 |
| 23. | <p>How does the Sanchi Stupa reflect the religious and cultural beliefs of ancient India? Explain with examples.</p> <p>i. Religious Significance: Its development reflects the evolution of Buddhist practices and beliefs.</p> <p>ii. Jataka Tales: The gateways (toranas) are adorned with scenes from Buddha's life and Jataka tales, illustrating the growing importance of narrative traditions in Buddhism.</p> <p>iii. The art and architecture at Sanchi provide insights into ancient Indian society:</p> <p>iv. Inscriptions at Sanchi reveal donations from various social groups.</p> | 95,96, 97 | 3 |

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| | <ul style="list-style-type: none"> v. The reliefs on the gateways depict scenes of city life, showing the growing urbanization of ancient India and Buddhism's appeal to urban populations. vi. The shalabhanjika motif suggests that many people who turned to Buddhism enriched it with their own pre-Buddhist. vii. Structure of stupa- like anda, harmika etc. viii. Motifs like- Gajalakshmi, serpents. ix. Non-Buddhist beliefs, practices and ideas were seen. Some of the recurrent motifs were evidently derived from these traditions. x. The finest depictions of animals are found there. These animals include elephants, horses, monkeys and cattle. xi. The stupa architecture of ancient India, particularly exemplified by the Sanchi complex, stands as a multifaceted cultural artefact. xii. It also embodies core Buddhist principles but also reflects the political aspirations of rulers, the social dynamics of communities, and the artistic and technological achievements of the time. xiii. Any other relevant points. <p>Any 3 points to be assessed</p> | | |
| 24. a. | <p>Imagine studying the water management system of the Vijayanagara empire. How did the empire's water resources support its agriculture and urban development? Explain</p> <ul style="list-style-type: none"> i. Location of Vijayanagara is the natural basin formed by the river Tungabhadra which flows in a north-easterly direction. ii. Embankments were built along these streams to create reservoirs of varying sizes. iii. As this is one of the most arid zones of the peninsula, elaborate arrangements had to be made to store rainwater and conduct it to the city. iv. The most important such tank was built in the early years of the fifteenth century and is called Kamalapuram tank. v. Water from this tank not only irrigated fields nearby vi. Water through a channel to the "royal centre". vii. The most prominent waterworks to be seen among the ruins is the Hiriya canal by Sangama dynasty. viii. Canal drew water from a dam across the Tungabhadra and irrigated the cultivated valley that separated the "sacred centre" from the "urban core". ix. Domingo Paes's description of Vijayanagara mentions lakes. x. The field surveys also indicate that wells, aqua-ducts, rainwater tanks as well as temple tanks may have served as sources of water to the ordinary town dwellers xi. Presence of aqua-ducts. xii. Importance of streams. xiii. Any other relevant points. <p>Any 3 points to be assessed.</p> | 177 | 3 |
| 24.b. | <p style="text-align: center;">OR</p> <p>Imagine studying Vijayanagara's trade records. What information do they reveal about the goods traded and the empire's economic connections? Explain.</p> <ul style="list-style-type: none"> i. Trade was initially controlled by Arab traders. ii. Local communities of merchants known as kudirai chettis or horse merchants also participated in trade. iii. Portuguese, who arrived on the west coast of the subcontinent and attempted to establish trading. | 172, 175 | 3 |

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| | <ul style="list-style-type: none"> iv. Vijayanagara was also noted for its markets dealing in spices, textiles and precious stones. v. Trade was often regarded as a status symbol for such cities. vi. Boasted of a wealthy population that demanded high-value exotic goods, especially precious stones and jewellery vii. Trade in turn contributed significantly to the prosperity of the state. viii. Records of travelers also highlights trade for eg. Nicolo de Conti, an ambassador named Abdur Razzaq sent by the ruler of Persia, a merchant named Afanasii Nikitin. ix. Any other relevant points. <p>Any 3 points to be assessed.</p> | | |
| 25 | <p>Describe the teachings of Guru Nanak.</p> <ul style="list-style-type: none"> i. Advocated a form of nirguna bhakti. ii. He rejected sacrifices, ritual baths, image worship, austerities and the scriptures of both Hindus and Muslims. iii. Baba Guru Nanak, the Absolute or “rab” had no gender or form. iv. His ideas were expressed through hymns called “Shabad” regional language. v. The hymns were called as Gurbani vi. Adi Granth Sahib- Guru Arjan compiled Baba Guru Nanak’s hymns vii. He set up rules for congregational worship (sangat) involving collective recitation viii. Baba Guru Nanak would sing the compositions in various ragas. ix. He proposed a simple way to connect to the Divine by remembering and repeating the Divine Name. x. Angad, to succeed him as the preceptor (guru), and this practice was followed for nearly 200 years xi. Any other relevant points. <p>Any 3 points to be assessed</p> | 163 | 3 |
| 26. | <p>Analyse the impact of the Ryotwari system on the ryots of Bombay.</p> <ul style="list-style-type: none"> i. The revenue system that was introduced in the Bombay Deccan in 1820 came to be known as the ryotwari. ii. The system provided individual ownership, and attempted to reduce the exploitation by intermediaries and improved the overall revenue collection process. iii. The fixed revenue demand often led to financial burdens on cultivators, especially during periods of drought or crop failure. iv. Moreover, the assessment of land revenue sometimes resulted in overvaluation, causing economic distress. v. The revenue was not permanent, resurveyed every 30 years and revenue changed. vi. The revenue that was demanded was so high that in many places peasants deserted their villages and migrated to new regions. vii. Prices of agricultural products fell sharply after 1832 and did not recover for over a decade and a half. This meant a further decline in peasants’ income. viii. Revenue could rarely be paid without a loan from a moneylender. But once a loan was taken, ix. Decline in peasants’ income, the ryot found it difficult to pay it back. x. As debt mounted, and loans remained unpaid, peasants’ dependence on moneylenders increased. xi. The peasants now needed loans even to buy their everyday needs and meet their production expenditure. xii. Fines to be paid by the entire village if defaulted. | 248 | 3 |

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| | <p>xiii. Later it was moderated to encourage the peasants.</p> <p>xiv. Any other relevant points.</p> <p>xv. Any 3 points to be assessed.</p> | | |
| 27. | <p>Explain the central debates in the Constituent Assembly regarding federalism.</p> <p>i. Division of union, State and Concurrent lists.</p> <p>ii. B.R. Ambedkar had declared that he wanted “a strong and united Centre to stop riots and violence that was ripping the nation apart.</p> <p>iii. Gopalaswami Ayyangar declared, “the Centre should be made as strong as possible”.</p> <p>iv. Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</p> <p>v. Balakrishna Sharma, reasoned at length that only a strong centre could plan for the well-being of the country, mobilise the available economic resources, establish a proper administration, and defend the country against foreign aggression.</p> <p>vi. The Constitution also mandated for a complex system of fiscal federalism to mobilise the economic resources.</p> <p>vii. The states, meanwhile, could levy and collect certain taxes on their own: these included land and property taxes, sales tax, and the hugely profitable tax on bottled liquor.</p> <p>viii. The rights of the states were defended by K. Santhanam from Madras. A reallocation of powers was necessary. He spoke for Unitary system.</p> <p>ix. A member from Orissa warned that “the Centre is likely to break” since powers had been excessively centralised under the Constitution.</p> <p>x. Any other relevant points.</p> <p>Any 3 points to be assessed</p> | 334, 335 | 3 |
| | <p>SECTION C (Long Answer Type Questions)</p> | | |
| 28. a | <p>Imagine if you were developing an educational programme on forest life during the Mughal era. What key aspects of the life of forest-dwellers during that time would you explain? Substantiate.</p> <p>i. Forest dwellers the term described those whose livelihood came from gathering forest produce, hunting and shifting agriculture.</p> <p>ii. These activities were season specific which perpetuated mobility.</p> <p>iii. For the state, the forest was a place of refuge for troublemakers.</p> <p>iv. External forces entered the forest in different</p> <p>v. The peshkash levied from forest people often included a supply of elephants.</p> <p>vi. The hunt symbolized the overwhelming concern of the state to ensure justice to all its subjects.</p> <p>vii. The spread of commercial agriculture was an important external factor that impinged on the life of forest dwellers.</p> <p>viii. Spread of commercial agriculture was an important external factor. For eg. like honey, beeswax and gum lac were in great demand and became major items of overseas export from India.</p> <p>ix. Elephants were captured and sold. Trade involved exchange through barter system.</p> <p>x. Lohanis tribe from Punjab were involved in overland trade between India and Afghanistan.</p> <p>xi. Social factors too affected their lives.</p> <p>xii. Tribes from Sind region had armies consisting of cavalry and infantry.</p> <p>xiii. In Assam, the Ahom kings had their paiks.</p> | 208, 209, 210 | 8 |

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| 28.b. | <p>xiv. Protection of springs by tribes, like Bhils. xv. Any other relevant points. Any 8 points to be assessed</p> <p style="text-align: center;">OR</p> <p>Imagine if you were tasked with researching the contributions of women in Mughal rural society. How would you analyse their roles in agriculture and society? Explain.</p> <p>i. They worked shoulder to shoulder in the fields. ii. Men tilled and ploughed, while women sowed, weeded, threshed and winnowed the harvest. iii. Artisanal tasks such as spinning yarn, sifting and kneading clay for pottery and embroidery were among the many aspects of production dependent on female labour. iv. They even went to the houses of their employers or to the markets if necessary. v. They were child bearers in a society dependent on labour. vi. Marriages in many rural communities required the payment of bride-price rather than dowry to... bride's family. vii. Remarriage was considered legitimate. viii. Women were kept under strict control by the family and the community. ix. Record petitions sent by women to the village panchayats, seeking redress and justice. x. Wives protested against the infidelity. xi. The women petitioner was referred to as the mother, sister or wife of the male head of the household. xii. Women had the right to inherit property. xiii. In Punjab, women, including widows, actively participated in the rural land market as sellers of property inherited by them. xiv. Both Hindu and Muslim women inherited zamindaris which they were free to sell or mortgage. xv. Women zamindars were known in eighteenth-century Bengal. In fact, one of the biggest and most famous of the eighteenth-century zamindaris, that of Rajshahi, had a woman at the helm. xvi. Any other relevant points. xvii. Any 8 points to be assessed</p> | 206, 207 | 8 |
| 29.a. | <p>In what ways do the challenges of inscriptional evidences restrict our ability to understand the past? Explain with examples.</p> <p>i. Histories of the ancient rulers have been reconstructed from literature, coins and inscriptions, including prashastis. ii. Technical limitations: Sometimes the letters are very faintly engraved and thus, there is uncertainty of reconstructions. iii. Inscriptions may be damaged or letters missing. iv. It is not always easy to be sure about the exact meaning of the words used in inscriptions, some of which may be specific the particular place or time. This has lead the scholars constantly debating and discussing alternative ways of reading inscription. v. Few are still not deciphered. vi. Problem of deciphering: Although several thousand inscriptions have been discovered, not all have been deciphered, published and translated. vii. Besides many more inscriptions must have existed, which have not survived the ravages of time. Therefore, what is available at present is probably only a fraction of what was inscribed.</p> | 48 | 8 |

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| | <ul style="list-style-type: none"> viii. Fundamental problem: is not everything that we may consider politically or economically significant was necessarily recorded in inscriptions. ix. For example, routine agricultural practices and the joys and sorrows of daily existence find no mention in inscriptions, which focus more often than not on mental problem grand, unique events. x. Besides the content of inscriptions almost invariably protects the perspective of the persons who commissioned them. xi. Inscription need to be authenticate with other perspectives to arrive at a better understanding of the past. xii. Epigraphy alone does not provide a full understanding of political and economic history for which historians often questioned both old and new evidence. xiii. Mostly focused grand events of the state. xiv. Commissioned by king, eg. Ashoka’s inscriptions/ edicts/ devanampiya, often translated as “beloved of the gods” and piyadassi, or “pleasant to behold”. The name Asoka is mentioned in some other inscriptions. xv. Mostly deals with land grants- eg. Prabhavati Gupta’s land grant in the thirteenth (regnal) year. It has been engraved by Chakradasa xvi. An agrahara example to land grant by Brahmans, inscribed outside temple walls. xvii. Any other relevant points. <p>Any 8 points to be assessed.</p> <p style="text-align: center;">OR</p> | | |
| 29.b. | <p>In what ways do coins serve as valuable sources for understanding the ancient period? Explain with examples.</p> <ul style="list-style-type: none"> i. Coins act as an important archaeological source. ii. Punch-marked coins made of silver and copper (c. sixth century BCE onwards) were amongst the earliest to be minted and used. iii. Material use indicates economic condition. iv. Numismatists have studied these and other coins to reconstruct possible commercial networks. v. Coins were issued by kings, merchants, bankers and townspeople. vi. The first coins to bear the names and images of rulers were issued by the Indo-Greeks. vii. The widespread use of gold coins indicates the enormous value of the transactions that were taking place. viii. The kushanas, however, issued the largest hoards of gold coins first gold coins first century CE. These were virtually identical in weight with those issued by contemporary Roman emperors and the Parthian rulers of Iran. ix. Coins were also issued by tribal republics such as that of the Yaudheyas of Punjab and Haryana. x. These coins facilitated long-distance transactions from which kings also benefited. xi. Gold coins were issued by the Gupta rulers. The earliest issues are remarkable for their purity. xii. Coins depicted hierarchies of the ruling kings. xiii. From c. sixth century CE onwards, finds of gold coins taper off. xiv. Any other relevant points. <p>Any 8 points to be assessed</p> | 44,45 | 8 |

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| 30. a. | <p>Explain the major events and movements that defined India's political condition between 1919 and 1922.</p> <ol style="list-style-type: none"> i. Concepts of satyagraha and ahimsa and rise of Gandhiji as a mass leader. ii. Use of Khadi and Charkha as a symbol of national movement and self-reliant. This promotes for indigenous industry. iii. Gandhiji called for nationwide campaign against Rowlatt Act and Rowlatt Satyagraha was started. iv. Martial law was imposed. v. In April 1919, repressive policy took very ugly and tremendous turn when British Brigadier Dyer ordered his troops to fire on peaceful assembly at Jallianwalah Bagh in Amritsar. vi. Khilafat Movement was led by Mohammad Ali and Shaukat Ali and it demanded restoration of the respect of the Caliphate. vii. According to Gandhiji by intermixing of Non-Cooperation and Khilafat Movement, the two major religious communities i.e. Hindus and Muslims could collectively bring an end to colonial rule. viii. Use of Swadeshi and Boycott as a tool. ix. Students refused to go to schools, colleges, lawyers stopped to going courts, working class went on strike. x. Tribes in Andhra Pradesh violated forest laws and farmers in Awadh stopped paying taxes. xi. In February 1922, Gandhiji called off Non-Cooperation Movement due to untowards incident of burning of police stations in Chauri Chaura in which several constables were burnt to death. xii. During the Non-Cooperation Movement, thousands of Indians were put in jail and Gandhiji was arrested in March in 1922, charged with sedition and awarded him six years of imprisonment. xiii. Any other relevant points. <p>Any 8 points to be assessed</p> | 290, 291 | 8 |
| OR | | | |
| 30.b. | <p>Explain the significance of the Dandi March and its influence on the Independence movement.</p> <ol style="list-style-type: none"> i. Gandhiji announced his plan of Dandi March to break salt law. ii. On 12th March, 1930 Gandhiji began his march from Sabarmati ashram to seashore at Dandi. iii. The main objective of the salt was to defy the British laws for the first time. iv. Salt was essential for all, but was monopolised and taxed by the British. v. Indians were not permitted to manufacture salt even for the domestic use. vi. Lord Irwin dismissed the movement as he felt Gandhiji will not reach the coast. vii. Movement was supported by peasants, working class, factory workers, lawyers and even Indian officials. viii. Lawyer boycotted the courts, peasants stopped paying taxes. ix. Tribal also broke forest laws. x. There were strikes in factories or mills. xi. Nearly 60000 Indians were arrested and various high rank leaders of Congress including Gandhiji were arrested. | 295, 296, 297 | 8 |

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| | <p>xii. These rulers were now started considering Gandhiji as a ‘Saint’ and ‘Statesman’, who was using Christian acts as a weapon against men with Christian beliefs.</p> <p>xiii. The Salt March was notable for at least three reasons. First, it was this event that first brought Mahatma Gandhi to world attention.</p> <p>xiv. The march was widely covered by the European and American press. An American magazine, ‘Times’ wrote that this march made the British rulers ‘desperately anxious’.</p> <p>xv. The first nationalist activity in which women participated in large numbers.</p> <p>xvi. The socialist activist Kamaladevi Chattopadhyay had persuaded Gandhiji not to restrict the protests to men alone.</p> <p>xvii. Kamaladevi was herself one of numerous women who courted arrest by breaking the salt or liquor laws.</p> <p>xviii. The Salt March which forced upon the British the realisation that their Raj would not last forever, and that they would have to devolve some power to the Indians.</p> <p>xix. Participated in the second Round table Conference</p> <p>xx. Any other relevant points.</p> <p>Any 8 points to be assessed</p> | | |
| | <p>SECTION- D</p> <p>(Source-Based Questions)</p> | | |
| 31 | <p>ARCHAEOGENETIC RESEARCH</p> | 18 | |
| | <p>31.1 How does the research at Rakhigarhi contribute to understanding of ancient civilizations?</p> <p>Provided model for research of Harappan origins. Any other relevant point.</p> <p>31.2 How does the research redefine our understanding of genetic history in South Asia?</p> <p>The DNA of the Harappans has continued till today and a majority of the South Asian population appears to be their descendants, it is a critical step forward in unraveling the mysteries of India’s past. Any other relevant point.</p> <p>31.3 What is the significance of extracting and analyzing DNA from the remains at Rakhigarhi?</p> <p>a. The reconstructed facial features of the Harappans, male and female, show remarkable similarity with the modern population of Haryana. b. This study has indicated unbroken continuity for 5000 years in this region. Any other relevant point.</p> | | 1 1 2 |
| 32 | <p>A LANGUAGE WITH AN ENORMOUS RANGE</p> | 124 | |
| | <p>32.1. How did Al-Biruni’s description of Sanskrit reflect his engagement with Indian culture?</p> <p>He found Sanskrit difficult. It made him interact with the people. He learnt and translated Sanskrit works into Arabic. It shows his understanding of the language. Any other relevant points.</p> <p>32.2. What key similarity between Sanskrit and Arabic did Al-Biruni highlight?</p> | | 1 1 |

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| (34.2) (a) Name any one territory under the Mughal empire- Agra, Panipat, Delhi, Any relevant point or (34.2) (b) Name the capital of the Vijayanagara empire- Hampi (34.3) Name any two main centres of the Revolt of 1857. | 214 174 297 | 1 1 2 |
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