

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. 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 public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”
- 3 Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
- 4 The Marking scheme carries only suggested value points for the answers
These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
- 5 The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
- 6 Evaluators will mark(✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓)while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
- 7 If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
- 8 If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
- 9 If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question”.
- 10 No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
- 11 A full scale of marks ___80___(example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
- 12 Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).This is in view of the reduced syllabus and number of questions in question paper.
- 13 Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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.

MARKING SCHEME 2025**HISTORY(027) SET 61/5/2**

NOTE: PAGE NOS MENTIONED IN THE MARKING SCHEME ARE TAKEN FROM THE LATEST NCERT E-BOOK.

S.No	Value Points	Page No	Marks
SECTION –A (Objective Type Question)			
1	(B) The Zamindari was put on auction	230	1
2	(C) The use of Enfield Rifles with greased cartridges	264	1
3	(A) BalGangadharTilak	287	1
4	(D) Provincial Constitution Committee – Vallabhbhai Patel	320	1
5	(C) Malati Chowdhury	332	1
6	(C) I, II and IV	255	1
7	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	266	1
8	(B) Samrajyamu	171	1
9	(C) Support of private property, leading to underestimating India	130	1
10	(D) II, IV, III, I	221	1
11	(C) Mulk-Abadi	218	1
12	(A) Amuktamalyada	173	1
13	(B) His poetry and musical sama	158	1
14	(B) Both travelled to seek knowledge	118, 124	1
15	(B) Gandhara Note : The following question is for the Visually Impaired Candidates, only in lieu of Q. No. 7. (C) Bihar	108 107	1 1
16	(A) Manusmriti	58	1
17	(D) a-i, b-iv, c-ii, d-iii	86	1
18	(B) Pataliputra – Riverine route; Ujjayini – Land route; Puhar – Coastal route; Mathura – Land route	42	1
19	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	29	1
20	(B) They contain compiled stories	73	1

21	(C) Examining burial customs	9	1
SECTION – B (Short Answer Type Questions)			
22	<p>(a) Describe the processes adopted by V.S. Sukthankar and his team in preparing the critical edition of the Mahabharata.</p> <ol style="list-style-type: none"> i. The team, led by V S Sukthankar, a noted sanskritist, started working in 1919. ii. The critical edition was published in several volumes and had 13,000 pages. iii. The team collected Sanskrit manuscripts of the text written in various scripts from different parts of the country. iv. They compared verses from each manuscript. v. Two things became apparent: <ol style="list-style-type: none"> a. There were several common elements in the Sanskrit versions of the story. b. Also, there were enormous regional variations. vi. They selected common verses and published these in several volumes. vii. Regional variations were also recorded. viii. The variations were documented in footnotes and appendices to the main text. ix. Taken together, more than half of the 13,000 pages are devoted to these variations. x. The project was completed in 47 years. xi. Any other relevant point. <p>Any three points to be assessed</p> <p style="text-align: center;">OR</p> <p>(b) Describe different patterns of marriages that influenced familial relations during the Mahabharata period.</p> <ol style="list-style-type: none"> i. Endogamy/Gotra endogamy –marriage within the gotra. ii. Exogamy/Gotra Exogamy- marriage outside the gotra. iii. Polygyny was the practice of a man having several wives. iv. Polyandry was the practice of a woman having several husbands For eg Draupadi’s marriage v. Polygamy was the practice of more than one spouse. vi. Manusmriti mentions eight forms of marriage. vii. Marriage outside the Brahmanical system- Bhima’s marriage to Hidimba viii. Any other relevant point <p>Any three points to be assessed.</p>	54	3
		57-58, 65	3
23	<p>“Coinage played a significant role in the expansion of early Indian empires.” Explain the statement with examples.</p> <ol style="list-style-type: none"> i. Punch Marked coins issued by Mahajanapadas in 6th cent BCE ii. Coin were issued by rulers to mark their authority. iii. Symbols on punch marked coins can be identified with specific ruling dynasties, including the Mauryas etc iv. Coins with names and images of rulers were issued by the Indo-Greeks. v. The kushanas, issued the gold coins vi. Coins issued by tribal republics such as that of the Yaudheyas -copper coins. vii. Spectacular gold coins were issued by the Gupta rulers. viii. Numismatists have studied coins to reconstruct possible commercial networks. ix. It is also likely that merchants, bankers and townspeople issued some of these coins. x. Metal/s used for the coins indicated the economic conditions of the empire. xi. The discovery of Roman Coins indicates widespread trade. xii. Any other point <p>Any three points to be explained</p>	44-45	3
24	<p>How did the ‘Objectives Resolution’ of the Constituent Assembly reflect the vision of India as an ‘Independent Sovereign Republic’. Explain.</p> <ol style="list-style-type: none"> i. Jawaharlal Nehru introduced the Objectives Resolution on 13th December 1946 in the Constituent Assembly. 	322-324	3

	<p>ii. It was a momentous resolution.</p> <p>iii. It outlined the defining ideals of the constitution of free India.</p> <p>iv. It provided the framework for the making of constitution.</p> <p>v. It proclaimed India to be an 'Independent Sovereign Republic'.</p> <p>vi. It guarantees its citizens justice equality and freedom.</p> <p>vii. Adequate safeguards to be provided for minorities and depressed castes.</p> <p>viii. Nehru's plea was to make a constitution as per the needs of our people.</p> <p>ix. To fuse the liberal ideas of democracy with the socialist idea of economic justice</p> <p>x. Any other relevant point.</p> <p>Any three points to be assessed.</p>		
25	<p>How did the zamindars contribute to the functioning of Mughal governance ? Explain with examples.</p> <ol style="list-style-type: none"> i. Zamindars were landed proprietors who also enjoyed privileges and a superior status in rural society. ii. They lived off agriculture but did not participate directly in the processes of agricultural production. iii. They performed certain services (khidmat) for the state. iv. The zamindars held extensive personal lands termed milkiyat, meaning property. v. Milkiyat lands were cultivated for the private use of zamindars, with the help of hired labour. vi. They collected revenue on behalf of the state. vii. Most zamindars had fortresses (Qilachas) viii. Most zamindars had control over armed contingent comprising units of cavalry, artillery and infantry. ix. Control over military resources. x. Caste was a factor which accounted for the elevated status of zamindars. xi. Zamindars often established markets or Haats. xii. Paternalism-father figure for peasants/farmers. xiii. Their relationship with the peasantry had an element of reciprocity, paternalism and patronage xiv. Lineage based zamindaris. xv. Zamindars were an exploitative class. xvi. They were also involved in Moneylending sometimes. xvii. Any other relevant point <p>Any three points to be explained</p>	211-213	3
26	<p>Analyse the main causes of conflict between the Paharias and Santhals.</p> <ol style="list-style-type: none"> i. Buchanan records that the Santhals had moved into Ganjuria Pahar around 1800 and displaced the Paharias. ii. British Gave Damin-i-koh to Santhals, the Paharias resisted but were ultimately forced to withdraw deeper into the hills. iii. Paharia's movement was restricted because of the Santhat settlements. iv. Paharias were confined to the dry interior and to the more barren and rocky upper hills. v. This severely affected their lives, impoverishing them in the long term. vi. Paharias were unable to sustain Shifting agriculture when the most fertile soils became inaccessible to them. vii. When the forests of the region were cleared for cultivation by Santhals, the hunters among the Paharias also faced problems. viii. The Paharias refused to cut forests, resisted touching the plough, and continued to be turbulent. ix. The Santhals, by contrast, appeared to be ideal settlers, clearing forests and ploughing the land with vigour. x. Any other point 	240-241	3

	(Any three to be explained)		
27	<p>(a) Imagine yourself as a historian reconstructing the events that took place on the Mahanavami Dibba. How would the architecture of the platform help you to understand the royal ceremonies? Explain.</p> <ol style="list-style-type: none"> The Mahanavmi Dibba is a massive platform rising from a base of about 11,000 sq. ft to a height of 40 ft. There is evidence that it supported a wooden structure. The base of the platform is covered with relief carvings. Rituals associated with the structure probably coincided with Mahanavami, (literally, the great ninth day) of the ten-day Hindu festival during the autumn months of September and October. On the last day of the festival the king inspected his army and the armies of the nayakas. The Vijayanagara kings displayed their prestige, power and suzerainty on this occasion. The ceremonies performed on the occasion included worship of the image, Worship of the state horse, The sacrifice of buffaloes and other animals. Dances, wrestling matches. Processions of caparisoned horses, elephants and chariots and soldiers, Ritual presentations before the king and his guests by the chief nayakas and subordinate kings. On this occasion nayakas brought rich gifts for the king as well as the stipulated tribute. Any other relevant point <p>Any three points to be assessed</p> <p style="text-align: center;">OR</p> <p>(b) Imagine exploring the roles of the Rayas and the Nayakas in the Vijayanagara Empire. How did their administrative roles influence the empire's stability ? Explain.</p> <ol style="list-style-type: none"> The rulers of Vijayanagara called themselves rayas. Nayakas were appointed by king as military chiefs. They controlled forts and had armed supporters. The Nayakas submitted to authority of king, They often moved from one area to another, The amara-nayakas system was a military innovation inspired by the Iqta System of Delhi Sultanate. They were military commanders who were given territories to govern by the King. The Nayakas had contingents. The Nayakas collected taxes and other dues from peasants. They also collected taxes from craftspersons and traders in the area. They retained part of the revenue for personal use. They maintained a stipulated contingent of horses and elephants. They provided the Vijayanagara kings with an effective fighting force. They used revenue for the maintenance of temples and irrigation works. The amara-nayakas sent tribute to the king annually. They personally appeared in the royal court with gifts to express their loyalty. They were occasionally transferred. Any other relevant point <p>Any three points to be assessed.</p>	180-181	3
		172, 175	3
SECTION-C (Long Answers Type Questions)			
28	(a) Examine how the sculptural elements are integrated within the architectural		

<p>framework of the Sanchi Stupa.</p> <p>i. Art historians have carefully studied the sculpture at Sanchi and identified many scenes from the ‘Vessantara Jataka’.</p> <p>ii. Example – a story of a generous prince who gave away everything to a Brahmana and went to live in the forest with his wife and children.</p> <p>iii. Buddha’s presence shown through symbols –</p> <p>a. Empty seat represents Meditation of Buddha.</p> <p>b. Stupa represents Mahaparinibbana.</p> <p>c. Wheel represents the first sermon of the Buddha delivered at Sarnath.</p> <p>d. Tree symbolizes an event in the life of the Buddha.</p> <p>iv. Popular Tradition – Shalabhanjika, a beautiful woman swinging from the edge of the gateway. (miraculous powers)</p> <p>v. It was regarded as a decoration of the stupa.</p> <p>vi. Shalabhanjika motif is derived from Sanskrit tradition.</p> <p>vii. Some of the finest depictions of animals are found at Sanchi Stupa.</p> <p>viii. Animals were used as symbols of human attributes.</p> <p>ix. Elephants (signify-strength and wisdom), horses, monkeys.</p> <p>x. Gajalakshmi motif seen as the mother of the Buddha, others identify her with the Goddess of good fortune.</p> <p>xi. Serpent found on several pillars seems to be derived from other popular traditions.</p> <p>xii. James Fergusson, considered Sanchi to be a centre of tree and serpent worship as he was not familiar with Buddhist literature.</p> <p>xiii. Any other relevant point.</p> <p>Any eight points to be explained</p>	<p>99-103</p>	<p>8</p>
<p>OR</p>		
<p>(b) Examine the relationship between Puranic Hinduism and devotional practices.</p> <p>Relationship between Puranic Hinduism and devotional practices:</p> <p>i. Notion of a saviour became popular.</p> <p>ii. Vaishnavism is part of Puranic Hinduism and in this Vishnu is worshipped.</p> <p>iii. In Shaivism tradition, Shiva is the chief deity.</p> <p>iv. The worship of these deities is considered a bond between the deity and the worshipper.</p> <p>v. In Vaishnavism there are many incarnations or Avtars.</p> <p>vi. Ten avtars have been recognised.</p> <p>vii. It is presumed that whenever there was disorder on this earth one avtar appeared to save people from evil forces.</p> <p>viii. Each avtar is recognised as a local deity.</p> <p>ix. Shiva is symbolised in the form of linga.</p> <p>x. Shiva is also represented in human form.</p> <p>xi. All deities in human form depicted complex set of ideas.</p> <p>xii. Attributes of these gods are represented through symbols such as head dresses, ornaments and weapons (ayudhas).</p> <p>xiii. Structure/construction of the temples.</p> <p>xiv. Compilation of stories of the deities in the Puranas, compiled by Brahmanas were made available to women and shudras</p> <p>xv. Trinity of gods.</p> <p>xvi. Depiction of Deities as figures with multiple arms and heads or with combinations of human and animal forms.</p> <p>xvii. Sculptures with a vivid depiction of a story from the epics/puranas eg A rock-cut sculptural panel at Mahabalipuram</p> <p>xviii. Sculptures of Shiva and Vishnu</p> <p>xix. Any other relevant point</p> <p>Any eight points to be assessed.</p>	<p>104-108</p>	<p>8</p>

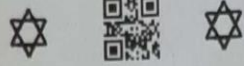
29	<p>(a) How did the practices and teachings of Sufi saints in medieval India promote a sense of unity? Explain with examples.</p> <ol style="list-style-type: none"> i. Sufis were critical of the dogmatic definitions and scholastic methods of interpreting the Qur'an and sunna. ii. They laid emphasis on seeking salvation through intense devotion and love for God. iii. The sufis laid emphasis on interpretation of the Qur'an on the basis of their personal experience. iv. They adapted successfully to the local Indian environment. v. They adopted several features of Indian devotional traditions. vi. There was an open kitchen (langar), run on futuh (unasked-for charity) vii. People from all walks of life – soldiers, slaves, singers, merchants, poets, travellers, rich and poor, Hindu jogis (yogi) and qalandars – came to the Khanqah. viii. Visitors sought discipleship, amulets for healing, and the intercession of the Shaikh in various matters. ix. Visitors included poets such as Amir Hasan Sijzi and Amir Khusrau and the court historian Ziyauddin Barani. x. Practices adopted including bowing before the Shaikh, offering water to visitors, shaving the heads of initiates. xi. They adopted yogic exercises as attempts to assimilate local traditions. xii. Spiritual successors appointed. xiii. They were deputed to set up hospices. xiv. Khanqah or hospice, provided shelter to all people seeking refuge. xv. Pilgrimage, called ziyarat, to tombs of sufi saints xvi. People of various creeds, classes and social backgrounds seeking barakat visited dargah. xvii. The dargahs also received royal patronage. xviii. Sama exemplified interaction with indigenous devotional traditions through mystical musical performance. xix. The sufis practice of remembering God by reciting the Divine Names -Zikr xx. Performance of mystical music. xxi. Poetry and teachings in local language xxii. Sufi songs sung by women while performing household chores like grinding grain and spinning xxiii. lurinama or lullabies. xxiv. Shadinama or wedding songs. xxv. Sufis were inspired by the pre-existing bhakti tradition of the Kannada vachanas of the Lingayats and the Marathi abhangs of the sants of Pandharpur. xxvi. Baba Farid composed verses in the local language, which were incorporated in the Guru Granth Sahib. xxvii. Other sufis composed long poems or masnavis to express ideas of divine love using human love as an allegory. xviii. Prem-akhyan (love story) Padmavat composed by Malik Muhammad Jayasi etc. xxix. Compositions of Amir Khusrau in Persian and hindavi xxx. Sufis Emphasized universal love and Spiritual equality. xxxi. Humanity and compassion. xxxii. Patronage by royalty. xxxiii. Any other relevant point <p>Any eight points to be explained</p> <p style="text-align: center;">OR</p> <p>(b) How did Mirabai's devotion contribute to the broader understanding of divine love ? Explain with examples.</p> <ol style="list-style-type: none"> i. Mirabai best-known woman poet within the bhakti tradition. ii. Her biographies have been reconstructed from orally transmitted bhajans iii. She was a Rajput princess from Merta in Marwar iv. She was married against her wishes to a prince of the Sisodia clan of Mewar, 	154-160	8
		164-165	8

	<p>Rajasthan.</p> <p>v. She defied her husband and did not submit to the traditional role of wife and mother.</p> <p>vi. She recognised Krishna, the avatar of Vishnu, as her lover.</p> <p>vii. Saguna Bhakti Saint.</p> <p>viii. When her in-laws tried to poison her, she escaped from the palace to live as a wandering saint .</p> <p>ix. Her compositions were characterised by intense expressions of emotion.</p> <p>x. She composed Songs reflecting her intense love for Lord Krishna.</p> <p>xi. According to some traditions, her preceptor was Raidas, a leather worker, indicating her defiance of the norms of caste society.</p> <p>xii. After rejecting the comforts of her husband’s palace, she is supposed to have donned the white robes of a widow or the saffron robe of the renouncer.</p> <p>xiii. Mirabai has been recognised as a source of inspiration for centuries.</p> <p>xiv. Her songs continue to be sung by women and men.</p> <p>xv. Any other relevant point</p> <p>Any eight points to be explained</p>		
30	<p>(a) “Gandhiji’s leadership in the ‘Quit India Movement’ involved organizing mass protests and civil disobedience.” Justify the statement with suitable arguments.</p> <p>i. After the failure of the Cripps Mission, Mahatma Gandhi launched the “Quit India” campaign, in August 1942.</p> <p>ii. “Quit India” was a mass movement, bringing into its ambit hundreds of thousands of ordinary Indians.</p> <p>iii. It especially energised the young who, in very large numbers, left their colleges to go to jail.</p> <p>iv. Many Congress leaders languished in jail.</p> <p>v. Demand for Poorna Swaraj/ British Quit India</p> <p>vi. Strikes, demonstrations</p> <p>vii. Gandhiji’s call for ‘do or die’</p> <p>viii. Mass Movement.</p> <p>ix. The underground resistance were socialist members of the Congress, such as Jayaprakash Narayan.</p> <p>x. In several districts, such as Satara in the west and Medinipur in the east, “independent” governments were proclaimed.</p> <p>xi. Satara, 1943: some of the younger leaders in the Satara district of Maharashtra set up a parallel government (prati sarkar), with volunteer corps (seba dals) and village units (tufan dals).</p> <p>xii. Lawyers refused to attend court.</p> <p>xiii. The working class went on strike in many towns and cities.</p> <p>xiv. Hill tribes violated the forest laws.</p> <p>xv. Farmers did not pay taxes.</p> <p>xvi. Peasants refused to carry loads for colonial officials.</p> <p>xvii. Any other relevant point.</p> <p>Any eight points to be explained</p> <p style="text-align: center;">OR</p> <p>(b) “The Gandhiji led efforts to promote national unity and peace are seen as his achievements after independence.” Examine the statement.</p> <p>i. Gandhiji was not present at the festivities in the capital on 15 August 1947. He was in Calcutta trying to stop the riots.</p> <p>ii. Gandhiji kept a 24-hour fast to stop the Hindu-Muslim riots.</p> <p>iii. One Man Army.</p> <p>iv. Visited riot-torn areas.</p> <p>v. Biographer D.G. Tendulkar, writes that Gandhiji “went round hospitals and refugee camps giving consolation to distressed people”</p> <p>vi. He appealed to the Sikhs, the Hindus and the Muslims to forget the past and</p>	303-304	8
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	<p>xvi. Subcontinent well integrated with the Indian network of trade and commerce, xvii. Indian manufactures in great demand in west and south east Asia. xviii. Any other relevant point.</p> <p>Any two points to be assessed.</p>		
32	<p>Read the given source carefully and answer the questions that follow :</p> <p style="text-align: center;">Harappan Settlements</p> <p>(31.1) Examine the significance of the concentration of Harappan settlements in the Saraswati Basin.</p> <ol style="list-style-type: none"> i. Geographical importance. ii. River as source of water for basic needs, iii. For agriculture, iv. Fertility of the soil, v. Fishing vi. For trade and travel vii. Any other relevant point. <p>Any one point to be assessed.</p> <p>(31.2) Examine the importance of classifying Harappan sites. Harappan sites have been classified into different categories as:</p> <ol style="list-style-type: none"> i. Regional Centres. ii. Agricultural villages. iii. Ports. iv. Manufacturing centres/centres of craft production. v. Size of the settlement. vi. Location of the Settlement etc. vii. Any other relevant point. <p>Any one point to be assessed.</p> <p>(31.3) Examine the role of rivers in sustaining the Harappan settlements.</p> <ol style="list-style-type: none"> i. Sustenance of life and development of civilization ii. Source of livelihood. iii. Fishing, iv. Trade v. The Sites /cities of the civilization were abandoned when the rivers dried out or changed course. vi. Any other relevant point. <p>Any two points to be assessed.</p>	2	1
33	<p>Read the given source carefully and answer the questions that follow :</p> <p style="text-align: center;">Two rebels of 1857</p> <p style="text-align: center;">Shah Mal</p> <p>(33.1) How did Shah Mal's leadership contribute to the spread of the rebellion ?</p> <ol style="list-style-type: none"> i. Communication and inspiration to rebels. ii. Shah Mal mobilised the headmen and cultivators of chaurasee des, iii. moving at night from village to village, urging people to rebel against the British. iv. He communicated with and inspired various groups. v. Any other relevant point. <p>Any one point to be assessed.</p> <p>(33.2) How did the rebellion led by Shah Mal challenge the authority of the British ?</p> <ol style="list-style-type: none"> i. Attacked Symbols of power ii. Attacked government buildings, iii. Destroyed the bridge over the river, iv. Dug up metalled roads. v. They also sent supplies to the sepoy who had mutinied in Delhi. vi. Stopped all official communication between British headquarters and Meerut. 	263	1

	<p>vii. Any other relevant point. Any one point to be assessed.</p> <p>(33.3) How does Shah Mal’s establishment of a “hall of justice” reflect his vision of governance ?</p> <p>i. Shah Mal took over the bungalow of an English officer, turned it into a “hall of justice”,</p> <p>ii. He used it for settling disputes</p> <p>iii. He also used it for dispensing judgments.</p> <p>iv. He also set up an amazingly effective network of intelligence against British exploitation.</p> <p>v. Any other relevant point. Any two points to be assessed.</p>			2
SECTION –E (Map Based Question)				
34	<p>(34.1) On the given political outline map of India locate and label the following with appropriate symbols :</p> <p>(i) Amravati – Stupa</p> <p>(ii) Banawali – Indus Valley Site</p> <p>(iii) (a) Ajmer – Territory under the control of the Mughals</p> <p style="text-align: center;">OR</p> <p>(b) Vijayanagara – Capital of Vijayanagara Empire</p> <p>(34.2) On the same outline map of India, two places have been marked as ‘A’ and ‘B’, as the centres of the Indian National Movement. Identify them and write their correct names on the lines drawn near them.</p> <p>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</p> <p>(34.1) Mention any two ancient Buddhist sites in Central India. Ans: Sanchi, Amravati, Nagarjunakonda, Lumbini, Nasik, Bharhut, Bodh Gaya, Shravasti, Ajanta (Any 2 to be mentioned)</p> <p>(34.2) (a) Mention any one territory under the Mughal Empire. Ans: Delhi, Agra, Panipat, Ajmer, Amber, Lahore, Goa (Any 1 to be mentioned)</p> <p style="text-align: center;">OR</p> <p>(34.2) (b) Name the capital of Vijayanagara Empire. Ans: Vijayanagar</p> <p>(34.3) Mention any two centres of the Revolt of 1857. Ans: Delhi, Meerut, Jhansi, Lucknow, Calcutta, Kanpur, Azamgarh, Benaras, Jabalpur, Agra, Gwalior, Awadh (Any 2 to be mentioned)</p>	95	1	
		2	1	
		214	1	
		174	1	
				2
		95	2	
		214	1	
		174	1	
		267	2	

NOTE: MARKING SCHEME HAS BEEN PREPARED FROM THE LATEST E-BOOK AVAILABLE ON THE NCERT WEBSITE.



प्रश्न सं. 34 के लिए 61/5/1, 61/5/2, 61/5/3

For question no. 34

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

