

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2023
SUBJECT: HISTORY (SUBJECT CODE 027) (PAPER CODE 61/2/3)

General Instructions: -

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| 37 | 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. |
| 38 | “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.” |
| 39 | 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. |
| 40 | 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. |
| 41 | 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. |
| 42 | 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. |
| 43 | 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. |
| 44 | 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. |
| 45 | 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” . |
| 46 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once. |
| 47 | 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. |
| 48 | 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). |
| 49 | Ensure that you do not make the following common types of errors committed by the Examiner in the past:- <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. |

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| | <ul style="list-style-type: none"> ● 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. |
| 50 | 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. |
| 51 | 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. |
| 52 | The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for spot Evaluation ” before starting the actual evaluation. |
| 53 | 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. |
| 54 | 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: 61/2/3
MARKING SCHEME-2023
HISTORY (027) MM: 80

| S.N O. | Value Points | Page No. | Marks |
|----------------------------------|---|---------------------|---------|
| SECTION A | | | |
| (Multiple Choice Type Questions) | | | 21x1=21 |
| 1 | C- III, IV ,I and II | 258,274,276, 278 | 1 |
| 2 | B- Jawaharlal Nehru | 409 | 1 |
| 3 | C- Wajid Ali shah | 296,297 | 1 |
| 4 | A- i-a,ii-c,iii-b,iv-d | 214 | 1 |
| 5 | C- This name was derived from the local goddess Pampa devi | 170 | 1 |
| 6 | D- Amir Khusro was the prominent one from this sect. | 157 | 1 |
| 7 | B- Portugal | 176 | 1 |
| 8 | A- Harmika For visually Impaired B-Sarnath | 96,97 96 | 1 |
| 9 | C- Mauryas, Shakas and Guptas | 50 | 1 |
| 10 | D- iii and iv | 2,3 | 1 |
| 11 | D- Vakataka | 40 | 1 |
| 12 | A- (A) and (R) are correct and (R) is the correct explanation of (A) | 260 | 1 |
| 13 | A- II, III and IV | 218 | 1 |
| 14 | C- Bihar – Kunwar singh | 292 | 1 |
| 15 | C- a-2, b-3, c-4, d-1 | 144,116,168 | 1 |
| 16 | A- The early vedic tradition was compiled between BCE1000 to 1600 CE. | 84 | 1 |
| 17 | B- Khetri | 12 | 1 |
| 18 | A- Zarathrustra- Iran | 84 | 1 |
| 19 | A- Both (A) and (R) are correct and (R) is the correct explanation of (A) | 355 | 1 |
| 20 | B- Domingo Paes | 176 | 1 |
| 21 | B- Hansa Mehta | 422 | 1 |
| SECTION B | | | |
| | | | 6x3=18 |
| 22. | The rebels of 1857 gave emphasis on the vision of unity. Explain with examples. | | 3 |

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| Ans. | The rebels of 1857 gave emphasis on the vision of unity. (i) The vision of unity was clearly visible in the proclamations and ishtahars. | Pg.301-303 | |
| | (ii) For example, the Azamgarh Proclamation of 25 th August, 1857. | | |
| | (iii) The rebels tried to get the support of all sections of the society irrespective of their caste and creed. | | |
| | (iv) They presented the memories of the pre-British Hindu-Muslim past. | | |
| | (v) The proclamation issued by Bahadur Shah appealed to the people to join the fight under the standards of both Muhammad and Mahavir. | | |
| | (vi) Rebels declared that the British policies dispossessed landlords, peasants, weavers, artisans, Indian sepoys. | | |
| | (vii) They proclaimed to reject everything associated with British rule. | | |
| | (viii) The proclamations expressed the widespread fear that they destroyed their religion by converting them into Christianity. | | |
| | (ix) They condemned the British for the annexations they had carried out and the treaties they had broken. | | |
| | (x) They wanted to restore the previous life and livelihood to be secure. | | |
| | (xi) Any other relevant point. | | |
| | Any three points to be explained. | | |
| Q.23 (a) | Describe the main teachings of Buddhism. | | 3 |
| Ans. | Teachings of Buddhism. (i) The world is transient (anicca) and constantly changing. | Pg.91-92 | |
| | (ii) It is also soulless (anatta) as there is nothing permanent or eternal in it. | | |
| | (iii) Within this transient world, sorrow (dukkha) is intrinsic to human existence. | | |

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| | (iv)It is by following the path of moderation between severe penance and self-indulgence that human beings can come out of these worldly troubles. | | |
| | (v)The Buddha regarded the social world as the creation of humans rather than of divine origin. | | |
| | (vi)He advised all to be humane and ethical towards common people. Individual effort was expected to transform social relations. | | |
| | (vii)The Buddha emphasised individual agency and righteous action as the means to escape from the cycle of rebirth and attain self-realisation. | | |
| | (viii)Any other relevant point. | | |
| | Any three points to be described. | | |
| OR | | | |
| 23. | Describe the teachings of Jainism | | 3 |
| (b) | | | |
| Ans. | Features of Jainism during the ancient period. | Pg.88 | |
| | (i)The important idea in Jainism is that the entire world is animated : even stones, rocks and water have life. | | |
| | (ii)Non-injury to living beings, especially to humans, animals, plants and insects, is central to Jainism. | | |
| | (iii)In fact the principle of ahimsa, has left its mark on Indian thinking. | | |
| | (iv)The cycle of birth and rebirth is shaped through karma. | | |
| | (v)Asceticism and penance are required to free oneself from the cycle of karma. | | |
| | (vi)This can be achieved only by renouncing the world. | | |
| | (vii)Any other relevant point. | | |
| | Any three points to be described. | | |

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| 24. | “Meera Bai was perhaps one of the best known woman poet within the Bhakti Tradition.” Substantiate the statement. | | 3 |
| Ans. | Mirabai (c. fifteenth-sixteenth centuries) is perhaps the best-known woman poet within the bhakti tradition because. The significant aspects of the Bhakti tradition related with Mirabai are : | Pg.163-164 | |
| | (i)Mira bai is the best known woman poet of fifteenth-sixteenth century, India. | | |
| | (ii)She worshipped Lord Krishna as her beloved husband. | | |
| | (iii)Biographies of Mira Bai have been reconstructed primarily from the bhajans attributed to her. | | |
| | (iv)Mira Bai was a Rajput princess who refused to submit to the traditional role of wife and mother. | | |
| | (v)She left the palace and lived the life of a wandering saint composing songs. | | |
| | (vi)She wrote her songs in Rajasthani and Braj Bhasha which were translated into Hindi and Gujarati. | | |
| | (vii)The devotional songs of Mira bai are devoted to Krishna with intense expression of emotions. | | |
| | (viii)Raidas, a leather worker, was her Guru. This indicates her defiance of the norms of caste society. | | |
| | (ix)She did not attract a sect or group of followers. | | |
| | (x)She has been recognized as a source of inspiration for centuries. | | |
| | (xi)The songs of Mira Bai continue to be sung by women and men, especially those who are poor and considered “low caste” in Gujarat and Rajasthan. | | |
| | (xii)Any other relevant point. | | |
| | (xiii)Any three points. | | |
| Q.25 | ‘Mohenjodaro was a planned Urban Centre.’ Support the statement with suitable arguments. | | 3 |

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| Ans. | (i) Mohenjo-Daro had the Citadel and the Lower Town respectively. | Pg. 5,6,7 | |
| | (ii) The Citadel was walled and was constructed on mud brick platforms. | | |
| | (iii) The Lower Town was also walled. | | |
| | (iv) Signs of planning include bricks of a standardized ratio. | | |
| | (v) One of the most distinctive features of Harappan cities was the carefully planned drainage system. | | |
| | (vi) Roads and streets were laid out along an approximate "grid" pattern, intersecting at right angles. | | |
| | (vii) Streets with drains were laid out first and then houses built along them. | | |
| | (viii) If domestic waste water had to flow into the street drains, every house needed to have at least one wall along a street. | | |
| | (ix) The Lower Town buildings were centred on a courtyard, with rooms on all sides. | | |
| | (x) The courtyard was probably the centre of activities such as cooking and weaving. | | |
| | (xi) There were no windows in the walls along the ground level. | | |
| | (xii) The main entrance does not give a direct view of the interior or the courtyard. | | |
| | (xiii) Every house had its own bathroom paved with bricks, with connected drains. Some houses have remains of staircases to reach a second storey or the roof. | | |
| | (xiv) Many houses had wells, often in a room that could be reached from the outside. | | |
| | (xv) According to scholars the total number of wells in Mohenjo-Daro was about 700. | | |
| | (xvi) Any other relevant point. | | |

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| | Any three points to be explained. | | |
| 26. | How did rumours play an important part in revolt of 1857? Explain with examples. | | 3 |
| Ans. | (i) Because we cannot understand the power of rumours and prophecies in history by checking whether they are factually correct or not. We need to see what they reflect about the minds of people who believed them – their fears and apprehensions, their faiths and convictions. Rumours circulate only when they resonate with the deeper fears and suspicions of people. | Pg.295-296 | |
| | (ii) The rumours in 1857 begin to make sense when seen in the context of the policies the British pursued from the late 1820s. As you know, from that time, under the leadership of Governor General Lord William Bentinck, the British adopted policies aimed at “reforming” Indian society by introducing Western education, Western ideas and Western institutions. With the cooperation of sections of Indian society they set up English-medium schools, colleges and universities which taught Western sciences and the liberal arts. The British established laws to abolish customs like sati (1829) and to permit the remarriage of Hindu widows. | | |
| | (iii) On a variety of pleas, like misgovernment and the refusal to recognise adoption, the British annexed not only Awadh, but many other kingdoms and principalities like Jhansi and Satara. Once these territories were annexed, the British introduced their own system of administration, their own laws and their own methods of land settlement and land revenue collection. The cumulative impact of all this on the people of North India was profound. | | |
| | (iv) It seemed to the people that all that they cherished and held sacred – from kings and socio-religious customs to patterns of landholding and | | |

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| | revenue payment – was being destroyed and replaced by a system that was more impersonal, alien and oppressive. This perception was aggravated by the activities of Christian missionaries. In such a situation of uncertainty, rumours spread with remarkable swiftness. | | |
| | (v)To explore the basis of the revolt of 1857 in some detail, let us look at Awadh – one of the major centres where the drama of 1857 unfolded. | | |
| | (vi)Any other relevant point. | | |
| | Any three points. | | |
| 27. | Explain the arguments given in favour of strong centre in the Constituent Assembly. | | 3 |
| Ans. | Following arguments in constitutional assembly given in favour of strong centre | Pg.423-424 | |
| | (i)Issue of division of power of the government at the Centre and at State level was intensely debated. | | |
| | (ii)Draft Constitution provided three lists of subjects : Union List – Union Government can make laws on it. State List – State Government can make laws on it . Concurrent List – Both Union and State Government can make laws on listed items. | | |
| | (iii)In India, Union Government was made more powerful so that it could ensure peace, security and coordinate on the matters of vital interest. | | |
| | (iv)Article 356 gave the Centre the power to take over a State administration on the recommendation of the Governor. | | |
| | (v)Some taxes such as land and property taxes, sales tax and tax collected by the State. | | |
| | (vi)There were debates on powers of Centre and State. K. Santhanam from Madras said reallocation of powers was necessary, not only to strengthen the State but also the Centre. He said if the Centre is overburdened with responsibilities, it could not | | |

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| | function properly. So it is important that some powers should be transferred to the State. | | |
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| | (vii)He warned against excessive centralized power in the constitution. | | |
| | (viii)Many leaders like Jawaharlal Nehru, B.R. Ambedkar, Gopaldaswami Ayyangar, Balakrishna Sharma, etc. advocated for a strong Centre. | | |
| | (ix)Ambedkar had declared that he wanted a strong and united Centre much stronger. | | |
| | (x)Gopaldaswami Ayyangar declared that the Centre should be made as strong as possible. | | |
| | (xi)Balakrishna Sharma from United Province reasoned at length that only a strong Centre could plan for well- being of the country, mobilise the available resources, establish proper administration and defend the country against aggression. | | |
| | (xii)Any other relevant point to be evaluated as a whole. | | |

SECTION C

3x8=24

Long Answer Type Questions

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| 28. (a) | How were inscriptions of Maurya period deciphered ? Explain the limitations of epigraphy. | | 2+6=8 |
| Ans. | Methods of deciphering inscriptions of Maurya period and limitation of inscriptions use as historical source (i)James Prinsep, an officer in the mint of the East India Company, deciphered Brahmi and Kharosthi, two scripts used in the earliest inscriptions. | Pg.46-47 | |
| | (ii)James Prinsep matched the inscriptions in terms of content, style, language and paleography. | | |
| | (iii)He also discovered that Asoka is the name of the ruler and devanampiya and piyadassi are titles used for Asoka in many inscriptions. | | |

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| | (iv)He noted that Asoka, Devanampiya and Piyadasi are different names of the same ruler. | | |
| | (v)Any other relevant point. | | |
| | Any two points to be explained. | | |
| | The limitations of Inscriptional Evidence : (i)There are technical limitations in studying the Inscriptions. | | |
| | (ii) In some Inscriptions letters are very faintly engraved. | | |
| | (iii)Some Inscriptions are damaged. | | |
| | (iv)In some Inscriptions letters are missing. | | |
| | (v)Reconstructions are uncertain. | | |
| | (vi)It is not easy to be sure about the exact meaning of the words used in inscriptions. | | |
| | (vii)Several thousand inscriptions were made but only some hundreds have been discovered. | | |
| | (viii)All are not deciphered, published and translated. | | |
| | (ix)Politically and economically significant matters are recorded in inscriptions but routine agricultural practices and the joys and sorrows of daily existence are not found in inscriptions. | | |
| | (x)Any other relevant point. | | |
| | Any six points to be explained. | | |
| OR | | | |
| 28. (b) | How do historians come to know about the Mauryas? Explain the administrative structure of the Mauryan Empire. | | 4+4=8 |
| Ans. | Sources is to know about Mauryan period and administrative structure of Mauryan Empire: (i)Sources include archaeological finds, especially sculptures, buildings, monasteries, etc. | Pg.32- 34 | |

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| | (ii)The account of Megasthenes called Indica , which survives in fragments. | | |
| | (iii)The Arthashastra, composed by Kautilya. | | |
| | (iv)Later Buddhist, Jaina and Puranic literature. | | |
| | (v)Sanskrit literary works have been written about theMauryas. | | |
| | (vi)The Inscriptions of Asoka on rocks and pillars. | | |
| | (vii)Any other relevant point. | | |
| | Any four points to be explained. | | |
| | Administrative structure of the Mauryan Empire : (i)There were five major political centres in the empire– the capital Pataliputra and the provincial centres of Taxila, Ujjayini, Tosali and Suvarnagiri, all mentioned in Asokan Inscriptions. | | |
| | (ii)Administrative control was strongest in areas aroundthe capital and the provincial centres. | | |
| | (iii)These centres were carefully chosen, both Taxila andUjjayini being situated on important long-distance trade routes. | | |
| | (iv)There was a committee with six subcommittees for coordinating military activity. | | |
| | (v)Of these, one subcommittee looked after the navy, the second managed transport and provisions, the third was responsible for foot-soldiers, the fourth for horses, the fifth for chariots and the sixth for elephants. | | |
| | (vi)Asoka also tried to hold his empire together by propagating dhamma, the principles of which were simple and universally applicable. | | |
| | (vii)Special officers, known as the Dhamma Mahamatta, were appointed to spread the message of dhamma. | | |
| | (viii)Asoka appointed Pativedakas to collect people’s needs and report to the king directly. | | |

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| | (ix)Any other relevant point. | | |
| | Any four points to be explained. | | |
| 29. (a) | Examine the apogee and decline of Vijayanagara Empire? | | 8 |
| Ans. | (i)Apogee--Vijayanagara flourished under Krishnadeva Raya who belonged to the Tuluva dynasty. | Pg.171-174 | |
| | (ii)Krishnadeva Raya's rule was characterized by expansion and consolidation. | | |
| | (iii)He subdued the rulers of Orissa and the Sultan of Bijapur. | | |
| | (iv)Krishnadeva Raya is credited with building somefine temples and adding impressive gopurams to many important South Indian temples. | | |
| | (v)He also founded a suburban township near Vijayanagara called Nagalapuram. | | |
| | (vi)On their Northern Frontier, the Vijayanagara kings competed with contemporary rulers – including the Sultans of the Deccan and the Gajapati rulers of Orissa. | | |
| | (vii)Some of the areas that were incorporated within the empire had witnessed the development of powerful States such as those of the Cholas in Tamil Nadu andthe Hoysalas in Karnataka. | | |
| | (viii)Local communities of merchants known as kudiraichettis or horse merchants provided horses to Vijayanagara rulers. | | |
| | (ix)Vijayanagara was also noted for its markets dealingin spices, textiles and precious stones. | | |
| | (x)Trade was often regarded as a status symbol for such cities. | | |
| | (xi)Any other relevant point. | | |

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| | Decline : (i) Krishnadeva Raya's successors were troubled by rebellious nayakas. | | |
| | (ii) By 1542 control at the Centre had shifted to another ruling lineage, that of the Aravidu, which remained in power till the end of the seventeenth century. | | |
| | (iii) The military ambitions of the rulers of Vijayanagara as well as those of the Deccan Sultanate resulted in shifting alignments. | | |
| | (iv) Eventually this led to an alliance of the Sultanates against Vijayanagara. | | |
| | (v) In 1565, Rama Raya, the Chief Minister of Vijayanagara, led an army into battle at Rakshasi-Tangadi (also known as Talikota), where his forces were routed by the combined armies of Bijapur, Ahmednagar and Golconda. | | |
| | (vi) The victorious armies sacked the city of Vijayanagara. | | |
| (vii) | Any other relevant point. | | |
| (viii) | Any four points from each section. | | |
| OR | | | |
| 29. (b) | Examine the role of Rayas and Nayakas in the Vijayanagara Empire. | | 8 |
| Ans. | (i) The Amara-Nayaka system was a major political innovation of the Vijayanagara Empire. | Pg. 175 | |
| | (ii) Among those who exercised power in the Vijayanagara Empire were military chiefs who usually controlled forts and had armed supporters. | | |
| | (iii) These chiefs often moved from one area to another, and in many cases were accompanied by peasants looking for fertile land on which to settle. | | |
| | (iv) They were the military commanders who were given territories to govern by the Rayas. | | |

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| | (v)They collected taxes and other dues from peasants,craftspersons and traders in the area. | | |
| | (vi)They retained part of the revenue for personal use and for maintaining a stipulated contingent of horsesand elephants. | | |
| | (vii)These contingents provided the Vijayanagara kings with an effective fighting force with which they brought the entire Southern Peninsula under their control. | | |
| | (viii)Some of the revenue was also used for the maintenance of temples and irrigation works. | | |
| | (ix)They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty. | | |
| | (x)Kings occasionally asserted their control over them by transferring them from one place to another. | | |
| | (xi)Any other relevant point. | | |
| 30. (a) | “Mahatma Gandhi’s own role was vital in the growth ‘Gandhian nationalism’ but it is also depended on his followers.” Explain the statement with examples. | | 8 |
| Ans. (a) | (i)It is right to say that between 1917 and 1922, a group of highly talented Indians attached themselves to Gandhiji. | Pg.354-355 | |
| | (ii)They included Mahadev Desai, Vallabh Bhai Patel, J.B. Kripalani, Subhas Chandra Bose, Abdul KalamAzad, Jawaharlal Nehru, Sarojini Naidu, Govind Ballabh Pant and C. Rajagopalachari. | | |
| | (iii)Notably, these close associates of Gandhiji came from different regions as well as different religious traditions. | | |
| | (iv)In turn, they inspired countless other Indians to jointhe nationalism and work for it. | | |
| | (v)Mahatma Gandhi was released from prison in February 1924, and now chose to devote his attention to the promotion of home-spun cloth (khadi). | | |

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| | (vi)G.D. Birla supported the National Movement openly;others did so tacitly. | | |
| | (vii)Thus, among Gandhiji’s admirers were both poor peasants and rich industrialists, although the reasons why peasants followed Gandhiji were somewhat different from, and perhaps opposed to, the reasons of the industrialists. | | |
| | (viii)Women from all caste and communities joined Gandhian nationalism. | | |
| | (ix)Any other relevant point. | | |
| OR | | | |
| 30. | Examine the role of Gandhiji as a nationalist leader from 1929 till 1931. | | 8 |
| Ans. (b) | (i)Because in the end of December 1929, the Congress held its annual session in the city of Lahore. The meeting was significant for two things: the election of Jawaharlal Nehru as President, signifying the passing of the baton of leadership to the younger generation; and the proclamation of commitment to “Purna Swaraj”, or complete independence. Now the pace of politics picked up once more. On 26 January 1930, “Independence Day” was observed, with the national flag being hoisted in different venues, and patriotic songs being sung. Gandhiji himself issued precise instructions as to how the day should be observed. “It would be good,” he said, “if the declaration [of Independence] is made by whole villages, whole cities even ... It would be well if all the meetings were held at the identical minute in all the places.” | Pg 355 to 360 | |
| | (ii) Gandhiji suggested that the time of the meeting be | | |

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| | <p>advertised in the traditional way, by the beating of drums. The celebrations would begin with the hoisting of the national flag. The rest of the day would be spent “in doing some constructive work, whether it is spinning, or service of ‘untouchables’, or reunion of Hindus and Mussalmans, or prohibition work, or even all these together, which is not impossible”. Participants would take a pledge affirming that it was “the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil”, and that “if any government deprives a people of these rights and oppresses them, the people have a further right to alter it or abolish it”</p> | | |
| | <p>(iii) Soon after the observance of this “Independence Day”, Mahatma Gandhi announced that he would lead a march to break one of the most widely disliked laws in British India, which gave the state a monopoly in the manufacture and sale of salt. His picking on the salt monopoly was another illustration of Gandhiji’s tactical wisdom. For in every Indian household, salt was indispensable; yet people were forbidden from making salt even for domestic use, compelling them to buy it from shops at a high price. The state monopoly over salt was deeply unpopular; by making it his target, Gandhiji hoped to mobilise a wider discontent against British rule.</p> | | |
| | <p>(iv) On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards the ocean. He reached his destination three weeks later, making a fistful of salt as he did and thereby making himself a criminal</p> | | |

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| | <p>in the eyes of the law. Meanwhile, parallel salt marches were being conducted in other parts of the country.</p> | | |
| | <p>(v)As in 1920-22, now too Gandhiji's call had encouraged Indians of all classes to make manifest their own discontent with colonial rule. The rulers responded by detaining the dissenters. In the wake of the Salt March, nearly 60,000 Indians were arrested, among them, of course, Gandhiji himself.</p> | | |
| | <p>(vi)The progress of Gandhiji's march to the seashore can be traced from the secret reports filed by the police officials deputed to monitor his movements. These reproduce the speeches he gave at the villages en route, in which he called upon local officials to renounce government employment and join the freedom struggle. In one village Wasna, Gandhiji told the upper castes that "if you are out for Swaraj you must serve untouchables. You won't get Swaraj merely by the repeal of the salt taxes or other taxes. For Swaraj you must make amends for the wrongs which you did to the untouchables. For Swaraj, Hindus, Muslims, Parsis and Sikhs will have to unite. These are the steps towards Swaraj."</p> | | |
| | <p>(vii)The police spies reported that Gandhiji's meetings were very well attended, by villagers of all castes, and by women as well as men. They observed that thousands of volunteers were flocking to the nationalist cause. Among them were many officials, who had resigned from their posts with the colonial government. Writing to the government, the District Superintendent of Police remarked, "Mr Gandhi appeared calm and collected. He is gathering more</p> | | |

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| | strength as he proceeds.” | | |
| | <p>(viii)The progress of the Salt March can also be traced from another source: the American newsmagazine, Time. This, to begin with, scorned at Gandhiji’s looks, writing with disdain of his “spindly frame” and his “spidery loins”. Thus in its first report on the march, Time was deeply sceptical of the Salt March reaching its destination. It claimed that Gandhiji “sank to the ground” at the end of the second day’s walking; the magazine did not believe that “the emaciated saint would be physically able to go much further”. But within a week it had changed its mind. The massive popular following that the march had garnered, wrote Time, had made the British rulers “desperately anxious”. Gandhiji himself they now saluted as a “Saint” and “Statesman”, who was using “Christian acts as a weapon against men with Christian beliefs”</p> | | |
| | <p>(ix)The Salt March was notable for at least three reasons. First, it was this event that first brought Mahatma Gandhi to world attention. The march was widely covered by the European and American press. Second, it was the first nationalist activity in which women participated in large numbers. The socialist activist Kamaladevi Chattopadhyay had persuaded Gandhiji not to restrict the protests to men alone. Kamaladevi was herself one of numerous women who courted arrest by breaking the salt or liquor laws. Third, and perhaps most significant, it was the Salt March which forced upon the British the realisation that their Raj would not last forever, and that they</p> | | |

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| | would have to devolve some power to the Indians. | | |
| | (x)To that end, the British government convened a series of “Round Table Conferences” in London. The first meeting was held in November 1930, but without the pre-eminent political leader in India, thus rendering it an exercise in futility. Gandhiji was released from jail in January 1931 and the following month had several long meetings with the Viceroy. These culminated in what was called the “Gandhi-Irwin Pact’, by the terms of which civil disobedience would be called off, all prisoners released, and salt manufacture allowed along the coast. The pact was criticised by radical nationalists, for Gandhiji was unable to obtain from the Viceroy a commitment to political independence for Indians; he could obtain merely an assurance of talks towards that possible end. | | |
| | (xi)Any other relevant point. | | |
| | Any eight points. | | |
| SECTION D | | | |
| Source Based Questions | | | 4x3=12 |
| (31.1) | How was Hidimba’s culture different from Pandavas? | | 1 |
| Ans. | (i)Hidimba belonged to Rakshasa clan who were man eaters and beyond the four varnas. | Pg. 65 | |
| | (ii)Any other relevant point. | | |
| (31.2) | Why did Kunti approve Hidimba’s plea from Bhima? | | 1 |
| Ans. | Kunti approved Hidimba’s plea on the condition that | | |

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| | (i) Bhima would spend the day with Hidimba but would return at night to the Pandavas. | | |
| | (ii) Any other relevant point. | | |
| (31.3) | How did this incident prove Kunti's far sightedness? | | 2 |
| Ans. | (i) Kunti was a farsighted person who knew that Hidimba and her child would be a great help in their need. | | |
| | (ii) Same thing happened – Ghatotkacha promised to return to the Pandavas when they needed him. | | |
| | (iii) Any other relevant point. | | |
| (32.1) | How did Al-Biruni compare Sanskrit with Arabic? | | 1 |
| Ans. | (i) According to Al-Biruni, Sanskrit and Arabic had an enormous range both in words and inflections. | Pg. 124 | |
| | (ii) Original and derivative versions in both the languages. | | |
| | (iii) Any other relevant point. | | |
| | Any one point. | | |
| (32.2) | Give an example of the kind of work he translated in to Arabic from Sanskrit. | | 1 |
| Ans. | He translated works on astronomy, mathematics and medicine into Arabic. | | |
| (32.3) | Analyse the reason of Sanskrit considered as a language with enormous range? | | 2 |
| Ans. | (i) Because the language is of an enormous range both in words and inflections. | | |
| | (ii) Calling one and the same thing by various names, both original and derivative, and using the same word for a variety of subjects in order to properly understood, must be distinguished from each other by various qualifying epithets. | | |
| (33.1) | Examine the reason for calling it as a Fifth Report. | | 1 |
| Ans | (i) It was the fifth of a series of reports on the | Pg.264 | |

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| | administration and activities of the East India Company in India. | | |
| | (ii)Any other relevant point. | | |
| (33.2) | Why were the activities of the East India Company closely watched and debated in England? | | 1 |
| Ans | (i)Groups in Britain were opposed to the monopoly that the East India Company had over trade with India and China. | | |
| | (ii)These groups wanted a revocation of the Royal Charter that gave the Company this monopoly. | | |
| | (iii) An increasing number of private traders wanted ashare in the Indian trade. | | |
| | (iv)The Industrialists of Britain were keen to open up the Indian market for British manufactures. Many political groups argued that the conquest of Bengal was benefiting only the East India Company but not the British nation as a whole. | | |
| | (v)Information about Company misrule and maladministration was hotly debated in Britain and incidents of the greed and corruption of Company officials were widely publicised in the Press. | | |
| | (vi)Any other relevant point. | | |
| | Any one point. | | |
| (33.3) | Analyze any two limitations of this report? | | 2 |
| Ans. | (i) It ran into 1002 pages, of which over 800 pages were appendices that reproduced petitions of zamindars and ryots, reports of collectors from different districts, statistical tables on revenue returns, and notes on the revenue, and judicial administration of Bengal and Madras (present-day Tamil Nadu) written by officials. | | |
| | (ii)Intent on criticising the maladministration of the company, the Fifth Report exaggerated the collapseof traditional zamindari power. | | |

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| | (iii) It overestimated the scale on which zamindars were losing their land. | | |
| | (iv) Any other relevant point. | | |
| SECTION E | | | |
| Map Skill Based Question | | | 5 |
| (34.1) | On the given political map of India, locate and label the following with appropriate symbols : | | |
| | (i) Ujjayini : A Mahajanpada – Madhya Pradesh | | 1 |
| | (ii) Kalibangan : Indus Valley Site – Rajasthan | | 1 |
| | (iii) (a) Panipat : Territory under the control of Mughals | | 1 |
| OR | | | |
| | (iii) (b) Thanjavur : An empire of 14 th to 18 th century. | | 1 |
| See Attached Map | | | |
| (34.2) | On the same outline map, two places have been marked as 'A and B, as the centres of the Indian Nationalist movement. Identify them and write their correct names on the lines drawn near them. | | 1+1=2 |
| See Attached Map | | | |
| Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34 : | | | |
| (34.1) | Mention any two sites of the matured Harrapan period./Buddhist sites Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjo-Daro, Chanhu-Daro, Kot Diji – Any two / BUDDHIST SITES: Lumbini, Bodh Gaya, Sanchi, Shravasti, Sarnath, Kusinagara – (Any two.) | | 2 |
| (34.2) (a) | Mention any one territory under Mughal Empire : Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa. (Any one.) | | 1 |
| OR | | | |

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| (b) | Name the capital of Vijayanagara Empire. - Vijayanagara | | |
| (34.3) | Mention any two centres related with Indian National Movement. Important centres of the National Movement : Champanan, Kheda, Ahmedabad, Banaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi. - (Any two.) | | 2 |

