

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
HISTORY (SUBJECT CODE 027) (PAPER CODE 61/5/3)

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 the public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/ document to anyone, publishing in any magazine and printing in News Paper/ Website etc may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand the given answer and even if the reply is not from the marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark (√) wherever the answer is correct. For wrong answer CROSS ‘x’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is the most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |

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| 9 | If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question". |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalised only once. |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). |
| 13 | 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 the answer or part thereof un-assessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totalling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totalling on the title page. ● Wrong totalling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the x for incorrect answers.) ● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks. |
| 15 | Any un-assessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously |
| 16 | The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words. |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

SET - 61/5/3
MARKING SCHEME 2024
HISTORY (027)

MM:80

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

Section B
(Short-Answer Type Questions)

3x6=24

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| 22 | <p>(a) Explain the strategies adopted by Harappans to procure raw material for their craft production.</p> <ol style="list-style-type: none"> i. Many methods and strategies used to procure raw material. ii. Clay was locally available. iii. Stone, timber and metal was procured from outside. iv. Transportation of goods and people by land routes, sea routes. v. They established settlements (any one) <ul style="list-style-type: none"> • Nageshwar and Balakot for shells. • Shortughai, in far-off Afghanistan, for lapis lazuli. • Lothal was near sources of carnelian • Steatite (from south Rajasthan and north Gujarat). • Metal like copper (from Rajasthan). vi. They sent expeditions to areas where raw material was available such as (any one) <ul style="list-style-type: none"> • Khetri region of Rajasthan (for copper) • South India (for gold). • They communicated with local people. • Harappan micro-beads found in these areas show such contact. vii. Contact with distant lands – (any one) <ul style="list-style-type: none"> • Copper was probably brought from Oman. • Distinctive Harappan jar found at Omani sites. • Mesopotamian texts mention contact with different regions eg Dilmun (Bahrain), Magan and Meluhha. viii. Bullock cart used for transport. ix. Boats used on rivers/seas. x. Any other relevant point (Any three points to be explained) | Pg.12-14 | 3 |
| OR | | | |
| | <p>Explain how archaeologists have been able to reconstruct dietary practices of the Harappans.</p> <ol style="list-style-type: none"> i. The Harappans ate a wide range of plant products. ii. Grains like wheat, barley, lentil, chickpea and sesame were found at Harappan sites. iii. Millets are found from sites in Gujarat. iv. Finds of rice are rare. v. Dietary practices are reconstructed from finds of charred grains and seeds, studied by archaeo-botanists (specialists in ancient plant remains). vi. The Harappans consumed animal products. vii. Bones of animals have been found at the Harappan sites. viii. Bones of wild species have been found. ix. Bones of fish and fowl are also found. | Pg.2-4 | 3 |

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| | x. Any other relevant point (Any three points to be explained) | | |
| 23 | <p>“Mahabharata is a dynamic text.” Explain the statement.</p> <ol style="list-style-type: none"> i. The growth of the Mahabharata did not stop with the Sanskrit version. ii. The epic has been written in a variety of languages through an ongoing process of dialogue between different people. iii. Regional variations have crept into the main story. iv. Central story of the epic was often retold in different ways. v. Episodes have been depicted in sculpture and painting. vi. Provided themes for performing arts – plays, dance etc. vii. Most retellings or re-enactments of the epic draw on the main narrative in creative ways- Mahasweta Devi’s Kunti o Nishadi. viii. Any other relevant point (Any three points to be explained) | Pg.77-78 | 3 |
| 24 | <p>Explain the major features of Virashaiva tradition.</p> <ol style="list-style-type: none"> i. This tradition emerged in Karnataka in the twelfth century. ii. It was led by a Brahmana named Basavanna iii. His followers were known as Virashaivas (heroes of Shiva) or Lingayats (wearers of the linga). iv. Lingayats are an important community even today. v. They worship Shiva as a linga. vi. Men usually wear a small linga in a silver case on a loop strung over the left shoulder. vii. Those who are revered include the jangama or wandering monks. viii. Lingayats believe that on death they will be united with Shiva. ix. They do not practise funerary rites. x. They bury their dead. xi. They were against caste system. xii. They did not favour the “pollution” attributed to certain groups. xiii. They do not believe in rebirth. xiv. Their followers came from marginalised groups. xv. Lingayats encouraged post-puberty marriage. xvi. They encouraged widow remarriage xvii. Virashaiva tradition can be understood from vachanas composed in Kannada by the followers. xviii. Any other relevant point (Any three points to be explained) | Pg.147 | 3 |
| 25 | <p>Examine the major sources of income of the Panchayats during the sixteenth and seventeenth centuries.</p> <ol style="list-style-type: none"> i. Panchayats derived their funds from contributions made by individuals. ii. They had the authority to levy fines. iii. They had the authority to levy taxes. iv. Funds were used for entertaining revenue officials. v. Funds were used for community welfare activities - tiding over | Pg.202-203 | 3 |

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| | <p>natural calamities, construction of bunds, digging of canals.</p> <p>vi. Any other relevant point (Any three points to be explained)</p> | | |
| 26 | <p>(a) Why did Awadh become one of the major centres of the Revolt of 1857? Explain.</p> <ol style="list-style-type: none"> i. Subsidiary Alliance imposed on Awadh in 1801. ii. Wajid Ali Shah was a popular ruler. iii. Wajid Ali Shah's powers taken away. iv. Increased dependence on the British. v. Annexation of Awadh by the British. vi. Dissatisfaction among people of Awadh. vii. Nawab Wajid Ali Shah was dethroned and exiled to Calcutta. viii. The widespread sense of grief and loss at the Nawab's exile. ix. Immediate material losses - dissolution of the court and its culture. x. Many people lost their livelihood. xi. Chain of grievances linked princes, taluqdars, peasants & sepoys. xii. Loss of a shared world and everything people cherished. xiii. Any other relevant point (Any three points to be explained) | Pg. 266-269 | 3 |
| | OR | | |
| | <p>(b) How did the British suppress the Revolt of 1857? Explain.</p> <ol style="list-style-type: none"> i. British passed a series of laws to suppress the revolt. ii. Martial law was imposed in North India. iii. Military officers & ordinary Englishmen were given the power to punish Indians. iv. Processes of law and trial were suspended. v. Rebels were punished by death. vi. Troops sent out to re-conquer north India. vii. Two-pronged approach to recapture Delhi. viii. More troops were brought in from Britain. ix. British used military power on a large scale. x. They tried to break the unity between the land holders and people. xi. Any other relevant point (Any three points to be explained) | Pg. 275-276 | 3 |
| 27 | <p>"The draft constitution provided for three lists of subjects on the issue of federalism "Explain the statement with examples.</p> <ol style="list-style-type: none"> i. Union List: Under the control of Centre. ii. State List: Under the control of the State. iii. Concurrent List: Under control of Centre and State. iv. Many more items were placed under Union control. v. The Union had control of minerals and key industries. vi. Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor. vii. Voices that favoured strong centre- Nehru, Dr. Ambedkar viii. K Santhanam favoured more powers to the state. ix. Any other relevant point (Any three points to be explained) | Pg. 334 | 3 |

Section C
(Long-Answer Type Questions)

8x3=24

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| 28 | <p>(a) "Magadha became the most powerful Mahajanapada between 6th and 4th centuries BCE." Justify the statement.</p> <ol style="list-style-type: none"> i. Magadha became the most powerful mahajanapada between the sixth and the fourth centuries BCE. ii. Magadha was agriculturally productive due to fertile soil. iii. Iron mines were accessible and provided resources for tools and weapons. iv. Elephants, an important component of the army, were found in forests in the region. v. Ganga and its tributaries provided a means of cheap and convenient communication. vi. Magadha attributed its power to the policies of ambitious kings like Bimbisara, Ajatasattu and Mahapadma Nanda. vii. Rajagaha was a fortified settlement. viii. Later, the capital was shifted to Pataliputra, situated on the banks of Ganga. ix. Any other relevant point (Any eight points to be explained) | Pg. 31 | 8 |
| OR | | | |
| | <p>(b) "Mauryan empire was regarded as a major landmark in Indian history." Justify the statement.</p> <ol style="list-style-type: none"> i. Emergence of the Mauryan Empire was regarded as a major landmark. ii. Historians found the possibility of an empire in early India both challenging and exciting. iii. Archaeological finds of the Mauryan empire like stone sculpture, were examples of the spectacular art. iv. Message on Asokan inscriptions was very different from other rulers. v. Ashokan inscriptions are found all over India. vi. It suggested that Asoka was a powerful and industrious ruler. vii. He was more humble than later rulers who adopted grand titles. viii. So nationalist leaders in the twentieth century regarded him as an inspiring figure. ix. The empire lasted for 150 years. x. Any other relevant point (Any eight points to be explained) | Pg. 34 | 8 |
| 29 | <p>(a) Explain the reasons behind Gandhiji's decision to initiate the Salt Satyagraha and why did this movement become a significant event?</p> <p>Reasons Reasons</p> <ol style="list-style-type: none"> i. Salt law was unpopular. ii. Gandhiji gave an advance notice of his salt march to the British. iii. On 12th March 1930, Gandhiji started the march to break the | Pg.296-300 | 5+3=8 |

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| | <p>Salt law.</p> <ol style="list-style-type: none"> iv. British monopoly over manufacture & sale of salt was very unpopular v. Government destroyed the salt that it could not sell profitably. vi. People were not allowed to make salt for domestic use. vii. People were forced to buy salt at a high price. viii. Salt was used by one and all so, became a symbol of protest. ix. Gandhiji decided to launch a Salt Satyagraha to protest against the British. x. It deprived the people of a valuable village industry. xi. It involved destruction of property that nature produced in abundance. xii. Salt Tax. xiii. Any other relevant point (Any five points to be explained) <p><u>Significance</u></p> <ol style="list-style-type: none"> i. It brought Mahatma Gandhi to world attention. ii. March was widely covered by the European & American press. iii. Women participated in large numbers. iv. Salt March made British realise that their Raj would not last forever. v. They realised they would have to share some power with the Indians. vi. All sections of society participated in the salt march. vii. People made salt at Dandi to protest against the British. viii. It was a non-violent protest. ix. British used violent methods to control the march. x. British became unpopular. xi. Any other relevant point. (Any three points to be explained) | | |
| | OR | | |
| | <p>(B) Explain why the 'Quit India Movement' was considered a mass movement.</p> <ol style="list-style-type: none"> i. Failure of Cripps Mission ii. Quit India Movement began in August 1942. iii. Quit India – 'Do or Die' iv. Movement started when Gandhiji and leaders were arrested. v. Gandhi was jailed, but younger activists carried on the struggle like Jayaprakash Narayan. vi. Independent governments were proclaimed in many districts like Satara. vii. People organised strikes and acts of sabotage all over the country. viii. Underground resistance was started by socialist leaders of the | Pg. 303 | 8 |

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| | <p>Congress.</p> <ul style="list-style-type: none"> ix. British Government responded with force. x. Thousands of Indians joined the movement. xi. The movement energised the young people who left schools and colleges to join the movement. xii. It really became a genuine and mass movement. xiii. Any other relevant point (Any eight points to be explained) | | |
| 30 | <p>(a) Examine the main reasons for the rise and decline of the Vijayanagara Empire.</p> <p>Rise</p> <ul style="list-style-type: none"> i. There were too many claimants to power. ii. The first dynasty- Sangamas, exercised control till 1485. iii. They were succeeded by the Saluvas, who ruled till 1503. iv. They were replaced by the Tuluvas. Krishnadeva Raya belonged to the Tuluva dynasty. v. Krishnadeva Raya's rule was characterised by expansion and consolidation. vi. He acquired the land between the Tungabhadra and Krishna rivers. vii. The rulers of Orissa were subdued. viii. He defeated the Sultan of Bijapur. ix. The kingdom remained in a constant state of military preparedness. x. Empire saw peace and prosperity during Krishnadeva Raya's reign. xi. He built beautiful temples and added gopurams to many south Indian temples. xii. He founded a suburban township near Vijayanagara called Nagalapuram. xiii. Any other relevant point (Any four points to be explained) <p>Decline</p> <ul style="list-style-type: none"> i. After Krishnadeva Raya's death his successors were troubled by rebellious nayakas or military chiefs. ii. By 1542 control shifted to the Aravidu dynasty. iii. Clashes between the rulers of Vijayanagara and Deccan Sultanates resulted in shifting alignments. iv. Sultanates formed an alliance against Vijayanagara and defeated Rama Raya, at the battle of Talikota. v. The city was destroyed and abandoned within a few years. vi. Any other relevant point (Any four points to be explained) | Pg. 173-174 | 4+4=8 |
| | OR | | |

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| | <p>(b) Examine the distinctive aspects of the fortification of the Vijayanagara Empire.</p> <ol style="list-style-type: none"> i. Abdur Razzaq was greatly impressed by the fortification. ii. He mentioned seven lines of forts. iii. Fortification walls encircled agricultural and forest lands. iv. The outermost wall linked the hills surrounding the city. v. The massive masonry construction was slightly tapered. vi. No mortar or cementing agent was used. vii. Stone blocks were wedge shaped, which held them in place. viii. The inner portion of the walls was of earth packed with rubble. ix. Square or rectangular bastions projected outwards. x. Between the first, second and the third walls there are cultivated fields, gardens and houses”. xi. Fortification was useful during the siege. xii. Even during siege, agriculture could be practised & crops grown. xiii. This saved the people from starvation. xiv. Second line of fortification went round the inner core of the urban complex. xv. A third line surrounded the royal centre. xvi. The fort was entered through well-guarded gates. Influence of Indo-Islamic architecture xvii. Roads connected various parts of the city. xviii. Any other relevant point <p>(Any eight points to be explained)</p> | Pg. 177-178 | 8 |
| <p>SECTION D (Source-Based Questions)</p> | | <p>4x3=12</p> | |
| 31 | <p>A ryot petition <i>This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission :</i></p> <p><i>The sowkars (sahukars).... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.</i></p> | Pg 252 | 1+1+2 =4 |

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| | <p>31.1 In what ways the money-lenders oppressed the ryots? (1)</p> <ol style="list-style-type: none"> Exorbitant taxes collected. Ruthless method of collection. In case of non-payment, land was taken away. Ryot was forced to beg for basic necessities. They manipulated laws and forged accounts. They were compelled to sign bonds. Clothes and grain were not sold at cash rates. Their produce was taken away but not credited to their account. They did not give receipts to the ryot. Any other relevant point <p>(Any one point to be explained)</p> | Pg. 252 | |
| | <p>31.2 Why was the harvest taken away by the money-lenders? (1)</p> <ol style="list-style-type: none"> Taking away produce was a way of recovering unpaid debts. They assured the ryot that it would be credited in their accounts but that was not the case. No receipts were given. Any other relevant point <p>(Any one point to be explained)</p> | Pg. 252 | |
| | <p>31.3 Explain any two features of the Ryotwari system. (2)</p> <ol style="list-style-type: none"> Revenue was directly settled with the ryot. The average income from different types of soil was estimated, Revenue paying capacity of the ryot was assessed and a proportion of it fixed as the share of the state. The lands were to be resurveyed every 30 years. After survey revenue rates increased. Any other relevant point <p>(Any two points to be explained)</p> | Pg. 247-248 | |
| 32 | <p style="text-align: center;">A language with an enormous range</p> <p><i>Al-Biruni described Sanskrit as follows :</i></p> <p><i>If you want to conquer this difficulty (i.e. to learn Sanskrit), you will not find it easy, because the language is of an enormous range, both in words and inflections, something like the Arabic, calling one and the same thing by various names, both original and derivative, and using one and the same word for a variety of subjects, which, in order to be properly understood, must be distinguished from each other by various qualifying epithets.</i></p> | Pg 124 | 1+1+2 =4 |
| | <p>32.1 What motivated Al-Biruni to study Sanskrit? (1)</p> <ol style="list-style-type: none"> Al-Biruni's interest in languages motivated him to study Sanskrit. He wanted to understand Indian culture through Sanskrit texts eg caste system Al Biruni wanted to overcome the difficulty of learning Sanskrit. He had read Sanskrit works translated into Arabic. | Pg. 116,124 | |

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| | <ul style="list-style-type: none"> v. He also helped translate the Greek works into Sanskrit vi. He translated Patanjali's work on grammar into Arabic. vii. Ghaznavid conquest of the Punjab helped in easier transmission of ideas between Al-Biruni and Brahmanas. viii. He wanted to know the enormous range of the language. ix. He wanted to know more about the same words used in variety of subjects. x. Any other relevant point <p>(Any one point to be explained)</p> | | |
| | <p>32.2 How did Al-Biruni's observations about Sanskrit contribute to cross cultural understanding? (1)</p> <ul style="list-style-type: none"> i. Al-Biruni's observations served as a bridge between Arabic and Indian cultures. ii. It promoted an understanding between the Arabic and Indian world. iii. He highlighted the distinct features of Sanskrit and drew a comparison with Arabic. iv. Those who were familiar with Arabic could comprehend the difficulties of Sanskrit through comparison. v. He tried to understand Indian culture in comparison to his own society. vi. He wanted to understand Indian culture through Sanskrit texts. vii. Any other relevant point <p>(Any one point to be explained)</p> | Pg. 116,124 | |
| | <p>32.2 In what ways does Al-Biruni compare Sanskrit to Arabic? (2)</p> <ul style="list-style-type: none"> i. Sanskrit was different from Arabic. ii. Sanskrit texts could not be easily translated into another language. iii. Sanskrit language has an enormous range. iv. Both the languages use multiple names for the same thing. v. Both languages use the same word for various subjects. vi. Any other relevant point <p>(Any two points to be explained)</p> | Pg. 124 | |
| 33 | <p style="text-align: center;">Buddhism in practice</p> <p><i>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :</i></p> <p><i>In five ways should a master look after his servants and employees... by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...</i></p> <p><i>In five ways should the clansmen look after the needs of samanas (those who have renounced the world) and Brahmanas : by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs.</i></p> <p><i>There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</i></p> | Pg 91-92 | 1+1+2 =4 |
| | <p>33.1 Explain the importance of Sutta Pitaka in Buddhism. (1)</p> | Pg. 91-92 | |

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| | <ul style="list-style-type: none"> i. The Sutta Pitaka contains the teachings of the Buddha. ii. Any other relevant point (Any one point to be explained) | | |
| | <p>31.2 How did Buddha advise the wealthy householders to be humane and ethical? (1)</p> <ul style="list-style-type: none"> i. By assigning them work according to their strength. ii. By supplying them with food and wages, iii. By tending them in sickness. iv. By sharing delicacies with them. v. By granting leave at times. vi. By showing affection in act and speech and mind, vii. By sharing and caring. viii. Buddha emphasised on righteous actions. ix. Any other relevant point (Any one point to be explained) | Pg.91-92 | |
| | <p>31.3 What was the advice given by Buddha to Sigala on how to behave with his parents and teachers? (2)</p> <ul style="list-style-type: none"> i. Show respect towards parents & teachers. ii. Listen to parent's advice. iii. Look after them in sickness and old age. iv. Being a dedicated student. v. Expressing gratitude. vi. Follow teacher's instructions with sincerity. vii. Any other relevant point (Any two points to be explained) | Pg.91-92 | |
| <p>SECTION E (Map-Based Questions) 5x1=5</p> | | | |
| 34 | <p>34.1 On the given political outline map of India, locate and label the following with appropriate signs :</p> | | |
| | (i) Banawali - A matured Harappan Site | Pg. 2 | 1 |
| | (ii) Bharhut - A Buddhist Site | Pg. 95 | 1 |
| | (iii) (a) Agra – Territory under Mughal's control OR (b) Delhi – Territory under Mughal's control | Pg. 214 | 1 |
| | <p>34.2 A- Delhi B - Bombay</p> | Pg. 286-313 | 2 |
| | <p>Note: The following questions are meant for Visually Impaired Candidates in lieu of Q. 34.</p> <p>34.1 Mention any two Harappan Sites Harappa, Mohenjodaro, Kot Diji. Kalibangan, Ropar, Banawali,</p> | Pg. 2 | 2 |

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| | Rakhigarhi, Lothal, Dholavira, Nageshwar, Balakot. (Any two) | | |
| | 34.2 (a) Mention any one territory under Mughal's control. Lahore, Panipat, Delhi, Agra, Ajmer, Amber, Goa. (Any one) OR (b) Mention the name of the Capital of Vijayanagara Empire. Hampi/Vijayanagara | Pg. 214 | 1 |
| | 34.3 Name any two centres of the Indian National Movement. Champanan, Kheda, Ahmedabad, Dandi, Bardoli, Bombay, Calcutta, Delhi, Madras, Lahore, Amritsar, Surat, Lucknow. (Any two) | Pg. 286-313 | 2 |
| Please see attached Map | | | |

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

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

