

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2025**  
**SUBJECT NAME HISTORY (Q.P. CODE 61/4/2)**

**General Instructions: -**

<b>1</b>	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.
<b>2</b>	<b>“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.”</b>
<b>3</b>	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. <b>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.</b>
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	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. <b>This is most common mistake which evaluators are committing.</b>
<b>7</b>	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.
<b>8</b>	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.
<b>9</b>	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 <b>“Extra Question”</b> .
<b>10</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>11</b>	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.
<b>12</b>	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.
<b>13</b>	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"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> </ul>

	<ul style="list-style-type: none"> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
<b>14</b>	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.
<b>15</b>	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.
<b>16</b>	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
<b>17</b>	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.
<b>18</b>	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**Set 61/4/2**  
**MARKING SCHEME 2025**  
**HISTORY (027)**

**MM: 80**

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

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

22. b	<p>ix. Dynamic text- Several stories that originated in specific regions or circulated amongst certain people found their way into the epic.</p> <p>x. The central story of the epic was often retold in different ways.</p> <p>xi. Family structures and forms of marriage.</p> <p>xii. Intended audience.</p> <p>xiii. Mahabharata stories were depicted in sculpture and painting.</p> <p>xiv. Provided themes for a wide range of performing arts – plays, dance and other kinds of narrations.</p> <p>xv. Any other relevant points.</p> <p>Any 3 points to be assessed.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>“Many communities during the Mahabharata period had different social practices from Brahmanical ideas.” Substantiate the statement with examples.</b></p> <p>i. Varna system- divisions of the four main varnas</p> <p>ii. Nishadas – forest dwellers. eg. Ekalavya</p> <p>iii. Rakshasa – Bhim’s marriage with Hidimba</p> <p>iv. Untouchable and chandalas</p> <p>v. Mlechchhas- Rulers, such as the Shakas were regarded as, barbarians or outsiders by the Brahmanas.</p> <p>vi. Satavahanas- interesting that the best-known ruler of the Satavahana dynasty, Gotami-puta Siri-Satakani, claimed to be both a unique Brahmana and a destroyer of the pride of Kshatriyas.</p> <p>vii. Gotra- same gotra marriage.</p> <p>viii. Family structures and Succession patrilineal- exception Prabhavati</p> <p>ix. Women- Issues of ownership, Women could not claim a share of these resources. eg. Prabhavati gupta and Draupadi.</p> <p>x. Jati- Goldsmith or suvarnakara, which did not easily fit into the fourfold varna system.</p> <p>xi. Forms of marriage.</p> <p>xii. Any other relevant points.</p> <p>Any 3 points to be assessed.</p>	63, 64, 66	3
23.	<p><b>How did the patronage of rulers of ancient India influence the growth of Buddhism?</b></p> <p>i. Buddhism spread under the royal patronage during the Mauryan times were:</p> <p>ii. Huge donations were given by Mauryan kings to Buddhist Viharas, stupas, monasteries</p> <p>iii. Ashoka got erected several pillars and edicts to spread the teachings of Buddhism.</p> <p>iv. These pillars had Buddhist teachings engraved on them.</p> <p>v. Buddhist text known as the Ashokavadana, Asoka distributed portions of the Buddha’s relics to every important town and ordered the construction of stupas over them.</p> <p>vi. Ashoka himself went on tours to preach Buddhism to people.</p> <p>vii. He also sent missionaries to various parts of the world.</p> <p>viii. He appointed Dhamma- mahatmas.</p> <p>ix. Ashoka sent his daughter, Sanghamitra and son, Mahindra to Sri Lanka to propagate Buddhism.</p> <p>x. Buddhist literature and stories etc.</p> <p>xi. Teachers travelled from place to place, trying to convince one another as well as laypersons, about the validity of their philosophy or the way they understood the world.</p> <p>xii. Debates took place in the kutagarashala –. Teachers travelled from place to place, trying to convince one another as well as laypersons, about the validity of their philosophy or the way they understood the world. Debates took place in the kutagarashala.</p> <p>xiii. Any other relevant points.</p> <p>Any 3 points to be assessed.</p>	92, 93, 95	3

24. a.	<p><b>Imagine studying the water management system of the Vijayanagara empire. How did the empire's water resources support its agriculture and urban development? Explain</b></p> <ol style="list-style-type: none"> <li>i. Location of Vijayanagara is the natural basin formed by the river Tungabhadra which flows in a north-easterly direction.</li> <li>ii. Embankments were built along these streams to create reservoirs of varying sizes.</li> <li>iii. As this is one of the most arid zones of the peninsula, elaborate arrangements had to be made to store rainwater and conduct it to the city.</li> <li>iv. The most important such tank was built in the early years of the fifteenth century and is now called Kamalapuram tank.</li> <li>v. Water from this tank not only irrigated fields nearby but was also conducted through a channel to the "royal centre".</li> <li>vi. The most prominent waterworks to be seen among the ruins is the Hiriya canal made during Sangama dynasty.</li> <li>vii. Canal drew water from a dam across the Tungabhadra and irrigated the cultivated valley that separated the "sacred centre" from the "urban core".</li> <li>viii. Domingo Paes's description of Vijayanagara mentions lakes.</li> <li>ix. The field surveys also indicate that wells, rainwater tanks as well as temple tanks may have served as sources of water to the ordinary town dwellers.</li> <li>x. Presence of aqua-ducts.</li> <li>xi. Importance of streams.</li> <li>xii. Any other relevant points.</li> </ol> <p>Any 3 points to be assessed.</p>	177	3
<b>OR</b>			
24.b.	<p><b>Imagine studying Vijayanagara's trade records. What information do they reveal about the goods traded and the empire's economic connections? Explain.</b></p> <ol style="list-style-type: none"> <li>i. Trade was initially controlled by Arab traders.</li> <li>ii. Local communities of merchants known as kudirai chettis or horse merchants also participated in these exchanges.</li> <li>iii. Portuguese, who arrived on the west coast of the subcontinent and attempted to establish trading.</li> <li>iv. Vijayanagara was also noted for its markets dealing in spices, textiles and precious stones.</li> <li>v. Trade was often regarded as a status symbol for such cities, which boasted of a wealthy population that demanded high-value exotic goods, especially precious stones and jewellery</li> <li>vi. Trade in turn contributed significantly to the prosperity of the state.</li> <li>vii. Records of travelers also highlights trade for eg. Nicolo de Conti, an ambassador named Abdur Razzaq sent by the ruler of Persia, a merchant named Afanasii Nikitin.</li> <li>viii. Any other relevant points.</li> </ol> <p>Any 3 points to be assessed.</p>	172, 175	3
25	<p><b>Describe the teachings and philosophy of Kabir Das.</b></p> <ol style="list-style-type: none"> <li>i. Kabir was one of the great reformers of the Bhakti movement.</li> <li>ii. He taught Hindu Muslim unity.</li> <li>iii. He believed that God is one and Ishwar' and 'Allah' are different names of one God. His teachings are as follows:</li> <li>iv. He described the ultimate reality as nirakar (the formless).</li> <li>v. These words were drawn from Vedantic traditions.</li> <li>vi. He rejected idol-worship and polytheism.</li> <li>vii. He emphasised the Sufi concept of zikr and ishq to express the Hindu practices of nam-simaran (remembrance of God's name).</li> <li>viii. He believed that God was one though his names are different.</li> <li>ix. He stated that salvation can be attained through Bhakti.</li> <li>x. He taught devotion to God and preached brother-hood of man.</li> <li>xi. He was against caste distinctions because he firmly believed that salvation could be attained only through good deeds.</li> <li>xii. That is why he condemned useless rites false practices as well as idol worship.</li> <li>xiii. Any other relevant points.</li> </ol>	163	3

	Any 3 points to be assessed.		
26.	<p><b>Analyse the impact of the Ryotwari system on the ryots of Bombay.</b></p> <ol style="list-style-type: none"> <li>The revenue system that was introduced in the Bombay Deccan in 1830 came to be known as the ryotwari.</li> <li>The system provided individual ownership, and attempted to reduce the exploitation by intermediaries and improved the overall revenue collection process.</li> <li>The fixed revenue demand often led to financial burdens on cultivators, especially during periods of drought or crop failure.</li> <li>Moreover, the assessment of land revenue sometimes resulted in overvaluation, causing economic distress.</li> <li>Revenue was not permanent. It was resurveyed after every 30 years.</li> <li>The revenue that was demanded was so high that in many places peasants deserted their villages and migrated to new regions.</li> <li>Prices of agricultural products fell sharply after 1832 and did not recover for over a decade and a half. This meant a further decline in peasants' income.</li> <li>Revenue could rarely be paid without a loan from a moneylender. But once a loan was taken,</li> <li>Decline in peasants' income, the ryot found it difficult to pay it back.</li> <li>As debt mounted, and loans remained unpaid, peasants' dependence on moneylenders increased.</li> <li>They now needed loans even to buy their everyday needs and meet their production expenditure.</li> <li>Fines to be paid by the entire village if defaulted.</li> <li>Any 3 points to be analysed.</li> </ol> <p>Any 3 points to be assessed.</p>	248	3
27.	<p><b>Explain the arguments in favour of granting more power to the Central government in the Constituent Assembly.</b></p> <ol style="list-style-type: none"> <li>Some Advocated for strong centre like Gopalswami Ayyangar and B.R. Ambedkar.</li> <li>Gopalswami Ayyangar declared that "the Centre should be made as strong as possible".</li> <li>Division of union, State and Concurrent lists</li> <li>B.R. Ambedkar had declared that he wanted "a strong and united Centre to stop riots and violence that was ripping the nation apart.</li> <li>Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</li> <li>Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor.</li> <li>The Constitution also mandated for a complex system of fiscal federalism and Ensure economic stability</li> <li>Balakrishna Sharma, reasoned at length that only a strong centre could plan for the well-being of the country, mobilise the available economic resources, establish a proper administration, and defend the country against foreign aggression. To stop communal feelings</li> <li>Any other relevant points.</li> </ol> <p>Any 3 points to be assessed.</p>	335, 336	3
	<b>SECTION C</b> <b>(Long- Answer Type Questions)</b>		
28. a	<p><b>'The Mauryan empire had a strong administration.' Examine the statement.</b></p> <ol style="list-style-type: none"> <li>Mauryans administration was centralised and king was head. He was a sovereign ruler.</li> <li>Five main Political Centres: Largest political centre of the Mauryan empire was its capital, i.e., Pataliputra.</li> <li>Apart from this, there is a mention of four provincial centres in Ashokan inscriptions. These four centres were Taxila, Ujjayini, Tosali and Suvarnagiri.</li> </ol>	32, 33, 34	8

28.b.	<p>iv. Administrative System: The Mauryan Empire was quite large and included areas in the empire that were of different types like mountainous region of Afghanistan and coastal areas of Odisha.</p> <p>v. Provincial Centres: Provincial centres were selected very carefully. Taxila and Ujjayini were situated on important trading routes of long journey.</p> <p>vi. Communication System: Communication along both land and riverine routes was vital for the existence of empire.</p> <p>vii. It took weeks or months to reach provinces from the capital. Megasthenes mentioned 6 committees and sub-committees, the military activities.</p> <p>(a) Committees looked after the navy.</p> <p>(b) The second managed transport and provisions.</p> <p>(c) The third sub-committee was responsible for infantry.</p> <p>(d) The fourth was responsible for horses.</p> <p>(e) The fifth for chariots and sixth for elephants.</p> <p>viii. It arranged for bullock carts to carry equipments, procuring fodder for animals and food for soldiers and recruiting artisans and servants to look after the soldiers.</p> <p>ix. Dhamma mahatmas were appointed. Ashoka tried to maintain unity within his empire. He did this by propagating Dhamma.</p> <p>x. Concepts of Dhamma were very simple and universal.</p> <p>xi. Pativedaka or reporters were appointed.</p> <p>xii. His teachings and views were mentioned in his inscriptions and pillar-spread all over the kingdom.</p> <p>xiii. Any other relevant points. Any 8 points to be assessed.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>‘Mahajanapadas shaped the development of Magadh.’ Examine the statement.</b></p> <p>i. In the early texts of Buddhism and Jainism, we find a mention of sixteen states under the name of Mahajanapadas eg. Vajji, Magadha, Kaushal, Kuru, Panchal, Gandhar and others have been noted.</p> <p>ii. Every Mahajanapada had its own capital and was often surrounded by a fort.</p> <p>iii. The fortification of the capital was needed for the maintenance of its border forces and economic resources for the officials.</p> <p>iv. Magadha was a region where agriculture was especially productive.</p> <p>v. Iron mines were accessible and provided resources for tools and weapons.</p> <p>vi. Elephants, an important component of the army, were found in forests in the region.</p> <p>vii. The Ganga and its tributaries provided a means of cheap and convenient communication.</p> <p>viii. Buddhist and Jaina writers who wrote about Magadha attributed its power to the policies of individuals: ruthlessly ambitious kings of whom Bimbisara, Ajatasattu</p> <p>ix. Rajagaha was the capital of Magadha. It was a fortified settlement, located amongst hills.</p> <p>x. The main job of the rulers was to collect tax from the farmers, merchants and craftsmen. They also accepted offerings.</p> <p>xi. Forests provided with woods.</p> <p>xii. Any other relevant points. Any 8 points to be assessed.</p>	29, 30	8
29.a.	<p><b>In what ways do the challenges of inscripational evidences restrict our ability to understand the past? Explain with examples.</b></p> <p>i. Histories of the ancient rulers have been reconstructed from literature, coins and inscriptions, including prashastis.</p> <p>ii. Technical limitations: Sometimes the letters are very faintly engraved and thus, there is uncertainty of reconstructions, inscriptions may be damaged or letters missing.</p> <p>iii. It is not always easy to be sure about the exact meaning of the words used in inscriptions, some of which may be specific the particular place or time. This has</p>	48	8

	<p>lead the scholars constantly debating and discussing alternative ways of reading inscription.</p> <p>iv. Few are underciphered.</p> <p>v. Problem of deciphering: Although several thousand inscriptions have been discovered, not all have been deciphered, published and translated.</p> <p>vi. Besides many more inscriptions must have existed, which have not survived the ravages of time. Therefore, what is available at present is probably only a fraction of what was inscribed.</p> <p>vii. Fundamental problem: is not everything that we may consider politically or economically significant was necessarily recorded in inscriptions.</p> <p>viii. For example, routine agricultural practices and the joys and sorrows of daily existence find no mention in inscriptions, which focus more often than not on mental problem grand, unique events.</p> <p>ix. Besides the content of inscriptions almost invariably protects the perspective of the persons who commissioned them.</p> <p>x. Inscription need to be authenticate with other perspectives so as to arrive at a better understanding of the past.</p> <p>xi. Epigraphy alone does not provide a full understanding of political and economic history for which historians often questioned both old and new evidence.</p> <p>xii. Mostly focused grand events.</p> <p>xiii. Commissioned by king, eg. Ashoka's inscriptions/ edicts/ devanampiya, often translated as "beloved of the gods" and piyadassi, or "pleasant to behold". The name Asoka is mentioned in some other inscriptions.</p> <p>xiv. Mostly deals with land grants- eg. Prabhavati Gupta's land grant in the thirteenth (regnal) year. (It has been) engraved by Chakradasa</p> <p>xv. An agrahara example to land grant by Brahmans, inscribed outside temple walls.</p> <p>xvi. Histories of the ancient rulers have been reconstructed from literature, coins and inscriptions, including prashastis.</p> <p>xvii. Any other relevant points.</p> <p>Any 8 points to be assessed.</p> <p style="text-align: center;"><b>Or</b></p> <p><b>29.b. In what ways do coins serve as valuable sources for understanding the ancient period ? Explain with examples.</b></p> <p>i. Coins act as an important archaeological source.</p> <p>ii. Punch-marked coins made of silver and copper (c. sixth century BCE onwards) were amongst the earliest to be minted and used.</p> <p>iii. Material use indicates economic condition.</p> <p>iv. Numismatists have studied these and other coins to reconstruct possible commercial networks.</p> <p>v. Coins were issued by kings, merchants, bankers and townspeople.</p> <p>vi. The first coins to bear the names and images of rulers were issued by the Indo-Greeks.</p> <p>vii. The widespread use of gold coins indicates the enormous value of the transactions that were taking place.</p> <p>viii. The kushanas, however, issued the largest hoards of gold coins first gold coins c. first century CE. These were virtually identical in weight with those issued by contemporary Roman emperors and the Parthian rulers of Iran.</p> <p>ix. Coins were also issued by tribal republics such as that of the Yaudheyas of Punjab and Haryana.</p> <p>x. These coins facilitated long-distance transactions from which kings also benefited.</p> <p>xi. Gold coins were issued by the Gupta rulers. The earliest issues are remarkable for their purity.</p> <p>xii. Coins depicted hierarchies of the ruling kings.</p> <p>xiii. From c. sixth century CE onwards, finds of gold coins taper off.</p> <p>xiv. Any other relevant points.</p> <p>Any 8 points to be assessed.</p>	44, 45	8
30. a.	<b>Explain major events and movements that India's political condition between 1939 and 1942.</b>	302, 303	8

30.b.	<p>i. In 1935, a new Government of India Act promised some form of representative government.</p> <p>ii. Two years later, in an election held on the basis of a restricted franchise.</p> <p>iii. September 1939, two years after the Congress ministries assumed office, the Second World War broke out.</p> <p>iv. British promised Congress support to the war effort if the British, in return, promised to grant India independence once hostilities ended.</p> <p>v. The offer was refused after the end of the war. In protest, the Congress ministries resigned in October 1939.</p> <p>vi. Through 1940 and 1941, the Congress organised a series of individual satyagrahas.</p> <p>vii. March 1940, the Muslim League passed a resolution demanding a measure of autonomy for the Muslim-majority areas of the subcontinent 1942.</p> <p>viii. Churchill was persuaded to send one of his ministers, Sir Stafford Cripps, to India to try and forge a compromise with Gandhiji and the Congress.</p> <p>ix. After the failure of the Cripps Mission, Mahatma Gandhi decided to launch ‘Quit India Movement’</p> <p>x. “Quit India” was genuinely a mass movement, bringing into its ambit hundreds of thousands of ordinary Indians.</p> <p>xi. It especially energised the young who, in very large numbers, left their colleges to go to jail.</p> <p>xii. Active underground resistance were socialist members of the Congress, such as Jayaprakash Narayan.</p> <p>xiii. In Maharastra and Bengal “independent” governments were proclaimed.</p> <p>xiv. Any other relevant points. Any 8 points to be assessed.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>How did Gandhiji’s Non-Cooperation Movement impact British administration and Indian political activism? Explain.</b></p> <p>i. Concepts of satyagraha and ahimsa and rise of Gandhiji as a mass leader.</p> <p>ii. According to Gandhiji by intermixing of Non-Cooperation and Khilafat Movement, the two major religious communities i.e. Hindus and Muslims could collectively bring an end to colonial rule.</p> <p>iii. Swadeshi and Boycott as a tool.</p> <p>iv. “Non-cooperation,” wrote Mahatma Gandhi’s American biographer Louis Fischer, “became the name of an epoch in the life of India and of Gandhiji.</p> <p>v. Students refused to go to schools, colleges, lawyers stopped to going courts, working class went on strike.</p> <p>vi. Tribes in Andhra Pradesh violated forest laws and farmers in Awadh stopped paying taxes.</p> <p>vii. Farmers in Awadh did not pay taxes. Peasants in</p> <p>viii. Kumaun refused to carry loads for colonial officials.</p> <p>ix. These protest movements were sometimes carried out in defiance of the local nationalist leadership.</p> <p>x. Peasants, workers, and others interpreted and acted upon the call to “non-cooperate” with colonial rule.</p> <p>xi. Influenced the economy of British in India.</p> <p>xii. It entailed denial, renunciation, and self-discipline. It was training for self-rule.”</p> <p>xiii. As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time since the Revolt of 1857.</p> <p>xiv. By 1922, Gandhiji had transformed Indian nationalism It was no longer a movement of professionals and intellectuals.</p> <p>xv. Mahatma Gandhi with the charkha has become the most abiding image of Indian nationalism.</p> <p>xvi. In 1921, during a tour of South India, Gandhiji shaved his head and began wearing a loincloth in order to identify with the poor.</p>	290, 291, 292	8
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	<p>xvii. His new appearance also came to symbolise asceticism and abstinence – qualities he celebrated in opposition to the consumerist culture of the modern world.</p> <p>xviii. Any other relevant points. Any 8 points to be assessed.</p>		
	<p><b>SECTION-D</b> <b>(Source-Based Questions)</b></p>		
31.	<p><b>MAULVI AHMADULLAH SHAH</b></p> <p><b>33.1. Why was Maulvi Ahmadullah Shah called ‘Danka Shah’?</b> Maulvi Ahmadullah Shah moved in a palanquin, with drumbeaters in front and followers at the rear. He was therefore popularly called Danka Shah – the maulvi with the drum (danka). Any other relevant points. Any one point to be assessed.</p> <p><b>33.2. How did British officials react to Maulvi Ahmadullah Shah’s growing influence?</b></p> <ol style="list-style-type: none"> <li>British officials panicked as thousands began following the maulvi and many Muslims began seeing him as an inspired prophet.</li> <li>When he reached Lucknow in 1856, he was stopped by the police from preaching in the city</li> <li>Any other relevant points.</li> </ol> <p>Any one point to be assessed.</p> <p><b>33.3. To what extent did Maulvi Ahmadullah Shah’s action reflect the resistance against British rule in India?</b></p> <ol style="list-style-type: none"> <li>In the Battle of Chinhat he defeated the British forces under Henry Lawrence.</li> <li>He came to be known for his courage and power. Many people in fact believed that he was invincible, had magical powers, and could not be killed by the British. It was this belief that partly formed the basis of his authority.</li> <li>It has a ppsychological influence over British.</li> <li>Any other relevant points.</li> </ol> <p>Any two points to be assessed.</p>	263	<p>1</p> <p>1</p> <p>2</p>
32.	<p><b>ARCHAEOGENETIC RESEARCH</b></p> <p><b>31.1 How does the research at Rakhigarhi contribute to understanding of ancient civilizations?</b> Provided model for research of Harappan origins. Any other relevant point.</p> <p><b>31.2 How does the research redefine our understanding of genetic history in South Asia?</b> The DNA of the Harappans has continued till today and a majority of the South Asian population appears to be their descendants, it is a critical step forward in unravelling the mysteries of India’s past. Any other relevant point.</p> <p><b>31.3 What is the significance of extracting and analyzing DNA from the remains at Rakhigarhi?</b></p> <ol style="list-style-type: none"> <li>The reconstructed facial features of the Harappans, male and female, show remarkable similarity with the modern population of Haryana.</li> <li>Thus, this study has indicated unbroken continuity for 5000 years in this region.</li> <li>Any other relevant point.</li> </ol> <p>Any two points to be assessed.</p>	18	<p>1</p> <p>1</p> <p>2</p>
33.	<p><b>A LANGUAGE WITH AN ENORMOUS RANGE</b></p> <p><b>32.1. How did Al-Biruni’s description of Sanskrit reflect his engagement with Indian culture?</b> Reflects scholarly understanding of knowledge system of Indians was of enormous range and flawless. Any other relevant points.</p>	124	1

	<p>32.2. <b>What key similarity between Sanskrit and Arabic did Al-Biruni highlight?</b> Like the Arabic, Sanskrit calls the same thing by various names, both original and derivative, and using the same word for a variety of subjects. Any other relevant points.</p> <p>32.3. <b>Why did Al-Biruni consider Sanskrit a rich language?</b> a. Sanskrit as legal text – clarity and specifications, elaborated, covers different subjects like astronomy. b. Expression of intellectual ideas c. Any other relevant points. Any two points to be assessed.</p>		1
	<p><b>SECTION E</b> (MAP BASED QUESTIONS)</p>		
34	<p>(34.1) On the given political outline map of India , locate and label the following with appropriate symbols (i) Sanchi – A Stupa (ii) Kalibanga – Harappan site (iii) (a) Panipat – Territory under the control of British <b>OR</b> (iii) (b) Vijayanagara – Capital of Vijaynagara empire (34.2) On the same political outline map of India, two places have been marked as ‘A’ and ‘B’, as the centres of the Revolt of 1857. – A- Delhi B- Calcutta/Barrackpore</p> <p>Identify them and write their correct names on the lines drawn near them. <b>The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</b> (34.1) Mention any two ancient Buddhist sites in Deccan India. – Amravati, Ajanta, Any other relevant point (34.2) (a) Name any one territory under the Mughal empire- Agra, Panipat, Delhi, Any relevant point or (34.2) (b) Name the capital of the Vijayanagara empire- Hampi (34.3) Name any two main centres of the Revolt of 1857.</p>	<p>95 2 297  174  297 297    95 214  174 297</p>	<p>1 1 1  1  1 1   2 1  1 2</p>

SET → 61/4/1

61/4/2

61/4/3.

For question no. 34

सं. 34 के लिए



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

