

Series PQ2RS/2

Set – 1



प्रश्न-पत्र कोड  
Q.P. Code

61/2/1

अनुक्रमांक

Roll No.

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परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Q.P. Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 21 + 1 मानचित्र हैं।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 34 प्रश्न हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 21 printed pages + 1 Map.
- Please check that this question paper contains 34 questions.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please write down the serial number of the question in the answer-book before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.



## इतिहास HISTORY



निर्धारित समय : 3 घण्टे

अधिकतम अंक : 80

Time allowed : 3 hours

Maximum Marks : 80



### सामान्य निर्देश:

निम्नलिखित निर्देशों को ध्यानपूर्वक पढ़िए और उनका पालन कीजिए :

- (i) इस प्रश्न-पत्र में 34 प्रश्न हैं। सभी प्रश्न अनिवार्य हैं।
- (ii) प्रश्न-पत्र पाँच खण्डों में विभाजित है – खण्ड क, ख, ग, घ एवं ङ।
- (iii) खण्ड क – प्रश्न संख्या 1 से 21 बहुविकल्पीय प्रकार के प्रश्न हैं। प्रत्येक प्रश्न 1 अंक का है।
- (iv) खण्ड ख – प्रश्न संख्या 22 से 27 लघु-उत्तरीय प्रकार के प्रश्न हैं। प्रत्येक प्रश्न 3 अंकों का है। प्रत्येक प्रश्न का उत्तर 60 से 80 शब्दों में लिखिए।
- (v) खण्ड ग – प्रश्न संख्या 28 से 30 दीर्घ-उत्तरीय (LA) प्रकार के प्रश्न हैं। प्रत्येक प्रश्न 8 अंकों का है। प्रत्येक प्रश्न का उत्तर 300 से 350 शब्दों में लिखिए।
- (vi) खण्ड घ – प्रश्न संख्या 31 से 33 तीन उप-प्रश्नों वाले स्रोत-आधारित प्रश्न हैं। प्रत्येक प्रश्न 4 अंकों का है।
- (vii) खण्ड ङ – प्रश्न संख्या 34 मानचित्र-आधारित प्रश्न है जिसमें महत्वपूर्ण परीक्षण वस्तुओं की पहचान और स्थान शामिल हैं। यह प्रश्न 5 अंकों का है। मानचित्र को उत्तर-पुस्तिका के साथ संलग्न करें।
- (viii) प्रश्न-पत्र में समग्र विकल्प नहीं दिया गया है। यद्यपि, खण्ड ख, ग तथा घ में आंतरिक विकल्प का प्रावधान दिया गया है। परीक्षार्थी को इन प्रश्नों में से किसी एक प्रश्न का उत्तर लिखना है।
- (ix) इसके अतिरिक्त, ध्यान दें कि दृष्टिबाधित परीक्षार्थियों के लिए फोटो तथा मानचित्र आदि आधारित प्रश्नों के स्थान पर एक अन्य प्रश्न दिया गया है। इन प्रश्नों के उत्तर केवल दृष्टिबाधित परीक्षार्थी ही लिखें।

### खण्ड क

(बहुविकल्पीय प्रकार के प्रश्न)

21×1=21

1. 'द स्टोरी ऑफ़ इण्डियन आर्कियोलॉजी' पुस्तक के लेखक निम्नलिखित में से कौन है ?
 

(A) जॉन मार्शल	(B) दया राम साहनी
(C) एस.एन. रॉय	(D) आर.ई.एम. वहीलर
2. मौर्य साम्राज्य से संबंधित निम्नलिखित कथनों को पढ़िए :
  - I. मगध के विकास के साथ-साथ मौर्य साम्राज्य का उदय हुआ।
  - II. चन्द्रगुप्त मौर्य, मौर्य साम्राज्य के संस्थापक थे।
  - III. कौटिल्य चन्द्रगुप्त मौर्य के उत्तराधिकारी थे।
  - IV. अशोक चन्द्रगुप्त मौर्य के पुत्र थे।
 उपर्युक्त में से कौन-से कथन सही हैं ?
 

(A) I और III	(B) I और II
(C) III और IV	(D) II और III



### **General Instructions :**

*Read the following instructions carefully and follow them :*

- (i) *This question paper contains **34** questions. **All** questions are **compulsory**.*
- (ii) *Question paper is divided into **five** Sections – **Sections A, B, C, D and E**.*
- (iii) ***Section A** – question number **1 to 21** are Multiple Choice type questions. Each question carries **1** mark.*
- (iv) ***Section B** – question number **22 to 27** are Short Answer type questions. Each question carries **3** marks. Write answer to each question in **60 to 80** words.*
- (v) ***Section C** – question number **28 to 30** are Long Answer (LA) type questions. Each question carries **8** marks. Write answer to each question in **300 to 350** words.*
- (vi) ***Section D** – question number **31 to 33** are Source-based questions having three sub-questions. Each question carries **4** marks.*
- (vii) ***Section E** – question number **34** is Map-based question that includes the identification and location of significant test items. This question carries **5** marks. Attach the Map with the answer-book.*
- (viii) *There is no overall choice. However, an internal choice has been provided in Sections B, C and D of question paper. A candidate has to write answer for only one of the alternatives in such questions.*
- (ix) *In addition to this, Note that a separate question has been provided for Visually Impaired candidates in lieu of questions having visual inputs, Map etc. Such questions are to be attempted by Visually Impaired candidates only.*

### **SECTION A**

#### **(Multiple Choice Type Questions)**

**21×1=21**

1. Who among the following is the author of the book '*The Story of Indian Archaeology*' ?
  - (A) John Marshall
  - (B) Daya Ram Sahni
  - (C) S.N. Roy
  - (D) R.E.M. Wheeler
2. Read the following statements about the Mauryan Empire :
  - I. The growth of Magadha culminated in the emergence of the Mauryan Empire.
  - II. Chandragupta Maurya founded the Mauryan Empire.
  - III. Kautilya was the successor of Chandragupta Maurya.
  - IV. Asoka was the son of Chandragupta Maurya.Which of the above statements are correct ?
  - (A) I and III
  - (B) I and II
  - (C) III and IV
  - (D) II and III



3. निम्नलिखित जानकारी की सहायता से प्राचीन वंश की पहचान कीजिए :

- इन्होंने भव्य सोने के सिक्के जारी किए ।
- प्रशस्ति के माध्यम से वहाँ के इतिहास का पुनर्निर्माण किया जा सकता है ।
- हरिसेन इनके एक शासक के यहाँ दरबारी कवि थे ।

- (A) चोल वंश (B) सातवाहन वंश  
(C) कुषाण वंश (D) गुप्त वंश

4. पाणिनि की पुस्तक 'अष्टाध्यायी' निम्नलिखित में से किस विषय पर आधारित है ?

- (A) पुराणों (B) व्याकरण  
(C) गणित (D) चिकित्सा (आयुर्वेद)

5. हड़प्पा के निर्वाह के तरीकों के बारे में निम्नलिखित में से कौन-सा कथन सही **नहीं** है ?

- (A) पकी मिट्टी से बने बैलों के प्रतिरूप (वृषभ मृण्मूर्तियाँ) जुताई को इंगित करते हैं ।  
(B) समकोण पर हल रेखाओं के दो समूह दो फ़सलों के उगाए जाने को इंगित करते हैं ।  
(C) अफ़ग़ानिस्तान, शोर्तुघई में नहरों के अवशेष मिले हैं ।  
(D) सिंध में सिंचाई के लिए गहरे जलाशय मिले हैं ।

6. स्तंभ I का मिलान स्तंभ II से कीजिए और सही विकल्प का चयन कीजिए :

स्तंभ I (प्राचीन मंदिर)	स्तंभ II (स्थान)
1. देवगढ़	(i) तमिलनाडु
2. महाबलीपुरम्	(ii) महाराष्ट्र
3. कैलाशनाथ	(iii) बिहार
4. बराबर	(iv) उत्तर प्रदेश

विकल्प :

- (A) 1-(i), 2-(ii), 3-(iii), 4-(iv)  
(B) 1-(ii), 2-(iii), 3-(iv), 4-(i)  
(C) 1-(iv), 2-(i), 3-(ii), 4-(iii)  
(D) 1-(iii), 2-(iv), 3-(i), 4-(ii)



3. Identify the ancient dynasty with the help of the following information :

- They issued spectacular gold coins.
- Their history can be reconstructed through Prashastis.
- Harisena was the court poet of one of its rulers.

- (A) Chola dynasty (B) Satavahana dynasty  
(C) Kushana dynasty (D) Gupta dynasty

4. Panini's book '*Ashtadhyayi*' is based on which of the following themes ?

- (A) Puranas (B) Grammar  
(C) Mathematics (D) Medicine (Ayurveda)

5. Which of the following statements is **not** correct about the subsistence strategy of Harappa ?

- (A) Terracotta sculpture of oxen indicates ploughing.  
(B) Two sets of furrows at right angles indicate two cropping patterns.  
(C) Traces of canals have been found at Shortughai, Afghanistan.  
(D) Deep water reservoirs have been found in Sindh for irrigation.

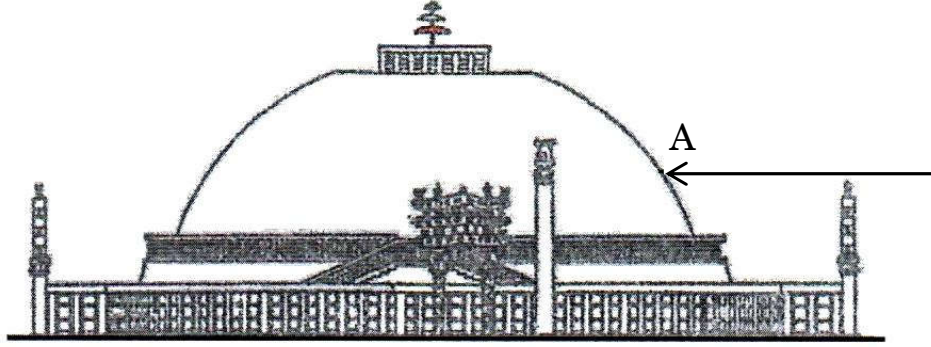
6. Match Column I with Column II and choose the correct option :

<i>Column I</i> (Ancient Temples)	<i>Column II</i> (Locations)
1. Deogarh	(i) Tamil Nadu
2. Mahabalipuram	(ii) Maharashtra
3. Kailashnatha	(iii) Bihar
4. Barabar	(iv) Uttar Pradesh

Options :

- (A) 1-(i), 2-(ii), 3-(iii), 4-(iv)  
(B) 1-(ii), 2-(iii), 3-(iv), 4-(i)  
(C) 1-(iv), 2-(i), 3-(ii), 4-(iii)  
(D) 1-(iii), 2-(iv), 3-(i), 4-(ii)

7. साँची स्तूप की 'A' द्वारा अंकित संरचनात्मक विशेषता की पहचान कीजिए और निम्नलिखित में से सही विकल्प का चयन कीजिए :



- (A) हर्मिका (B) यष्टि  
(C) छत्री (D) अंड

नोट: निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 7 के स्थान पर है :

निम्नलिखित में से कौन-सा स्तूप भोपाल, मध्य प्रदेश में स्थित है ?

- (A) नागार्जुनकोण्डा (B) शाहजी की ढेरी  
(C) साँची (D) अमरावती

8. “पूर्व और पश्चिम की तुलना” करते समय निम्नलिखित में से किसको फ्राँस्वा बर्नियर ने अपना लेखन समर्पित किया ?

- (A) लुईस XIV (B) चार्ल्स IX  
(C) लुईस IX (D) फिलिप II

9. निम्नलिखित जानकारी की सहायता से शेख निज़ामुद्दीन औलिया के शिष्य की पहचान कीजिए :

- वह मध्यकाल के एक महान कवि और संगीतकार थे ।
- इन्होंने चिश्ती समा को एक अनूठा रूप दिया ।
- इन्होंने कव्वाली की शुरुआत की ।

- (A) बाबा फरीद (B) दाता गंज बख्श  
(C) अमीर खुसरो (D) ज़ियाउद्दीन बरनी

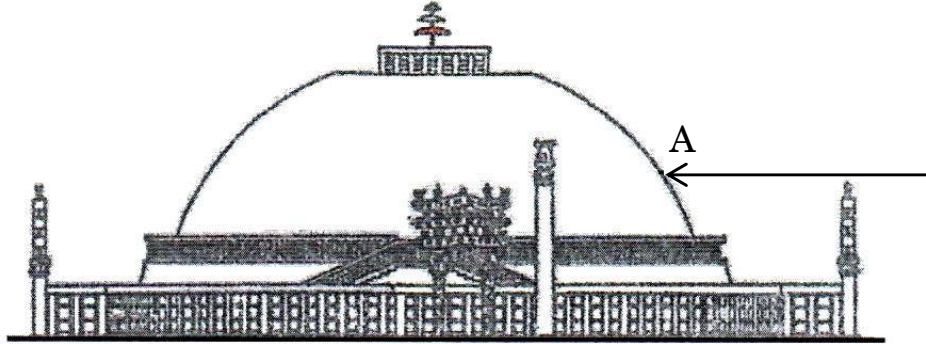
10. रिक्त स्थान की पूर्ति कीजिए ।

विजयनगर की भौगोलिक स्थिति के विषय में सबसे चौंकाने वाला तथ्य \_\_\_\_\_ नदी, जो उत्तर-पूर्व दिशा में बहती है, द्वारा यहाँ निर्मित एक प्राकृतिक कुण्ड था ।

- (A) नर्मदा (B) गोदावरी  
(C) कावेरी (D) तुंगभद्रा



7. Identify the structural feature marked 'A' of Sanchi Stupa and choose the correct option from the following :



- (A) Harmika (B) Yashti  
(C) Chhatra (D) Anda

**Note :** The following question is for the **Visually Impaired Candidates**, only in lieu of Q. No. 7 :

Which one of the following stupas is located in Bhopal, Madhya Pradesh ?

- (A) Nagarjunakonda (B) Shahji-ki-Dheri  
(C) Sanchi (D) Amaravati
8. To whom among the following did François Bernier dedicate his writing "Comparing East and West" ?
- (A) Louis XIV (B) Charles IX  
(C) Louis IX (D) Phillip II
9. Identify the disciple of Shaikh Nizamuddin Auliya with the help of the following information :

- He was a great poet and musician of medieval period.
- He gave a unique form to Chishti sama.
- He introduced qawwali.

- (A) Baba Farid (B) Data Ganj Bakhsh  
(C) Amir Khusrau (D) Ziyauddin Barani
10. Fill in the blank.  
The most striking feature about the location of Vijayanagara was the natural basin formed by river \_\_\_\_\_ which flows in a north-easterly direction.
- (A) Narmada (B) Godavari  
(C) Kaveri (D) Tungabhadra

11. निम्नलिखित में से किस आदिवासी राजा ने 16वीं और 17वीं शताब्दी के दौरान मुगल साम्राज्य पर काफी प्रभाव डाला और महत्वपूर्ण भूमिका निभाई ?

- I. पंजाब में लोहानी
- II. असम में अहोम
- III. बंगाल में कोच
- IV. सिंहभूम में कोल

विकल्प :

- (A) II, III और IV
- (B) I, II और III
- (C) I, II और IV
- (D) I, III और IV

12. इब्न बतूता ने भारत की यात्रा के दौरान किस प्रमुख शहर को 'एक बड़ा शहर, विशाल आबादी वाला तथा भारत में सबसे बड़ा' बताया ।

- (A) दौलताबाद
- (B) आगरा
- (C) कलकत्ता
- (D) दिल्ली

13. निम्नलिखित में से किस साम्राज्य को "कर्नाटक साम्राज्यमु" कहा जाता था ?

- (A) चेर
- (B) पल्लव
- (C) चोल
- (D) विजयनगर

14. अकबर के शासन में भूमि के वर्गीकरण के संबंध में निम्नलिखित में से कौन-सा जोड़ा सही सुमेलित है ?

- (A) पोलज : भूमि जहाँ सलाना खेती होती थी ।
- (B) परौती : भूमि जहाँ पाँच वर्षों से खेती नहीं की गई ।
- (C) चचर : भूमि जहाँ एक वर्ष से खेती नहीं की गई ।
- (D) बंजर : भूमि जहाँ तीन वर्षों से खेती नहीं की गई ।

15. नीचे दो कथन दिए गए हैं, अभिकथन (A) और कारण (R) । उन्हें ध्यानपूर्वक पढ़िए और सही विकल्प का चयन कीजिए :

अभिकथन (A) : इस्तमरारी बंदोबस्त में ज़मींदार राजस्व माँग को अदा नहीं कर पाए और बकाया रकम बढ़ती गई ।

कारण (R) : सूर्यास्त विधि (कानून) के अनुसार, यदि निश्चित तारीख को सूर्य अस्त होने तक भुगतान नहीं आता था तो ज़मींदारी को नीलाम कर दिया जा सकता था ।

- (A) अभिकथन (A) और कारण (R) दोनों सही हैं और कारण (R), अभिकथन (A) की सही व्याख्या करता है ।
- (B) अभिकथन (A) और कारण (R) दोनों सही हैं, परन्तु कारण (R), अभिकथन (A) की सही व्याख्या नहीं करता है ।
- (C) अभिकथन (A) सही है, परन्तु कारण (R) ग़लत है ।
- (D) अभिकथन (A) ग़लत है, परन्तु कारण (R) सही है ।





11. Which of the following tribal kingdoms exerted considerable influence and played a significant role in the Mughal Empire during the 16<sup>th</sup> and 17<sup>th</sup> centuries ?
- I. Lohanis in Punjab
  - II. Ahoms in Assam
  - III. Koch in Bengal
  - IV. Kols in Singhbhum
- Options :
- (A) II, III and IV
  - (B) I, II and III
  - (C) I, II and IV
  - (D) I, III and IV
12. During Ibn Battuta's travels in India, which prominent city did he visit and describe as 'a vast city, with a great population, the largest in India ?
- (A) Daulatabad
  - (B) Agra
  - (C) Calcutta
  - (D) Delhi
13. Which of the following empires was called "Karnataka Samrajyamu" ?
- (A) Chera
  - (B) Pallava
  - (C) Chola
  - (D) Vijayanagara
14. Which of the following pairs is correctly matched regarding the classification of lands under Akbar ?
- (A) Polaj : Land which was cultivated annually.
  - (B) Parauti : Land uncultivated for five years.
  - (C) Chachar : Land left uncultivated for a year.
  - (D) Banjar : Land laid fallow for three years.
15. Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :
- Assertion (A) :* Zamindars in the Permanent Settlement failed to pay the revenue demand and unpaid balances accumulated.
- Reason (R) :* According to the Sunset Law, if payment did not come in by sunset of the specified date, the zamindari was liable to be auctioned.
- (A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct explanation of the Assertion (A).
  - (B) Both Assertion (A) and Reason (R) are correct, but Reason (R) is **not** the correct explanation of the Assertion (A).
  - (C) Assertion (A) is correct, but Reason (R) is incorrect.
  - (D) Assertion (A) is incorrect, but Reason (R) is correct.



16. 1857 के विद्रोह से संबंधित निम्नलिखित घटनाओं को कालक्रमिक क्रम में व्यवस्थित कीजिए और निम्नलिखित में से सही विकल्प का चयन कीजिए :
- अवध में एकमुश्त बंदोबस्त
  - अवध में सहायक संधि
  - विलियम बेंटिंक की सुधारवादी नीतियाँ
  - आज़मगढ़ घोषणा
- विकल्प :
- (A) II, III, I, IV (B) III, II, IV, I  
(C) I, III, IV, II (D) IV, I, II, III
17. निम्नलिखित में से कौन भारतीय राष्ट्रीय कांग्रेस के 'उदारवादियों' के समूह से संबंधित थे ?
- (A) बाल गंगाधर तिलक (B) लाला लाजपत राय  
(C) बिपिन चंद्र पाल (D) गोपाल कृष्ण गोखले
18. स्तंभ II में दिए गए संविधान सभा के सदस्यों की भूमिकाओं का स्तंभ I में दिए गए उनके नामों से मिलान कीजिए :
- | स्तंभ I<br>(सदस्य)  | स्तंभ II<br>(संविधान सभा में भूमिका)              |
|---------------------|---|
| 1. राजेन्द्र प्रसाद | (i) मुख्य योजनाकार                                |
| 2. एस.एन. मुखर्जी   | (ii) संविधान सभा के अध्यक्ष                       |
| 3. जवाहरलाल नेहरू   | (iii) संवैधानिक सलाहकार                           |
| 4. बी.एन. राव       | (iv) संविधान सभा में उद्देश्य प्रस्ताव पारित किया |
- विकल्प :
- (A) 1-(i), 2-(iii), 3-(ii), 4-(iv)  
(B) 1-(ii), 2-(iv), 3-(i), 4-(iii)  
(C) 1-(iii), 2-(i), 3-(ii), 4-(iv)  
(D) 1-(ii), 2-(i), 3-(iv), 4-(iii)
19. निम्नलिखित में से 'बम्बई दक्कन' में अंग्रेजों द्वारा लागू की गई रैयतवारी प्रणाली की प्राथमिक विशेषता कौन-सी थी ?
- (A) ज़मींदारों के माध्यम से अप्रत्यक्ष राजस्व वसूली  
(B) ग्राम समुदाय द्वारा भूमि का सामूहिक स्वामित्व  
(C) अंग्रेजों का सीधे किसानों के साथ राजस्व समझौता  
(D) समानता को बढ़ाने के लिए भूमि जोतदारों को देना



16. Arrange the following events regarding the Revolt of 1857 in chronological order and choose the correct option from the following :

- I. Summary Settlement in Awadh
- II. Subsidiary Alliance in Awadh
- III. Reforming policies of William Bentinck
- IV. Azamgarh Proclamation

Options :

- (A) II, III, I, IV
- (B) III, II, IV, I
- (C) I, III, IV, II
- (D) IV, I, II, III

17. Who among the following belonged to the group of 'Moderates' of the Indian National Congress ?

- (A) Bal Gangadhar Tilak
- (B) Lala Lajpat Rai
- (C) Bipin Chandra Pal
- (D) Gopal Krishna Gokhale

18. Match the roles of the members of the Constituent Assembly given in Column II with their names in Column I :

<i>Column I</i> (Members)	<i>Column II</i> (Role in the Constituent Assembly)
1. Rajendra Prasad	(i) Chief Draughtsman
2. S.N. Mukherjee	(ii) President of the Constituent Assembly
3. Jawaharlal Nehru	(iii) Constitutional Advisor
4. B.N. Rau	(iv) Passed the Objectives Resolution in the Constituent Assembly

Options :

- (A) 1-(i), 2-(iii), 3-(ii), 4-(iv)
- (B) 1-(ii), 2-(iv), 3-(i), 4-(iii)
- (C) 1-(iii), 2-(i), 3-(ii), 4-(iv)
- (D) 1-(ii), 2-(i), 3-(iv), 4-(iii)

19. Which of the following was the primary characteristic of the Ryotwari system implemented by the British in 'Bombay Deccan' ?

- (A) Indirect revenue collection through zamindars
- (B) Collective ownership of land by village community
- (C) The Britishers settled revenue directly with the peasants
- (D) Lands were given to the Jotedars to promote equality



20. 1857 के विद्रोह के नेताओं (सूची I) को उनके केन्द्रों (सूची II) के साथ सुमेलित कीजिए और निम्नलिखित में से सही विकल्प का चयन कीजिए :

सूची I (नेता)	सूची II (केन्द्र)
1. नाना साहिब	(i) अवध
2. कुँवर सिंह	(ii) कानपुर
3. वाजिद अली शाह	(iii) बिहार
4. बिरजिस कदर	(iv) लखनऊ

विकल्प :

- |                                    |                                    |
|------------------------------------|------------------------------------|
| (A) 1-(iii), 2-(i), 3-(ii), 4-(iv) | (B) 1-(ii), 2-(iii), 3-(i), 4-(iv) |
| (C) 1-(iv), 2-(ii), 3-(iii), 4-(i) | (D) 1-(i), 2-(iv), 3-(ii), 4-(iii) |

21. निम्नलिखित विकल्पों में से संविधान सभा के गठन के प्राथमिक कारण की पहचान कीजिए :
- (A) प्रांतों के शासन के लिए एक विधायी निकाय की स्थापना  
 (B) समन्वय के माध्यम से भारत के विभाजन के मुद्दों को निपटाना  
 (C) अंग्रेजों के साथ भारत की स्वतंत्रता की शर्तों पर बातचीत करना  
 (D) स्वतंत्र भारत के शासन के लिए एक मसौदा तैयार करना

### खण्ड ख

(लघु-उत्तरीय प्रकार के प्रश्न)

6×3=18

22. (क) हड़प्पाई लिपि को एक रहस्यमय लिपि क्यों कहा जाता है ? स्पष्ट कीजिए । 3
- अथवा
- (ख) हड़प्पा की जल निकासी प्रणाली को नियोजित और संपूर्ण क्यों माना जाता है ? स्पष्ट कीजिए । 3
23. “मौर्य साम्राज्य के इतिहास की पुनर्रचना के लिए इतिहासकारों ने विभिन्न प्रकार के स्रोतों का उपयोग किया है ।” इस कथन की उदाहरणों सहित व्याख्या कीजिए । 3
24. (क) विजयनगर साम्राज्य के शासक के रूप में कृष्णदेव राय की भूमिका का विश्लेषण कीजिए । 3
- अथवा
- (ख) विजयनगर साम्राज्य के सैन्य और प्रशासनिक ढाँचे में ‘अमर-नायक प्रणाली’ की परख कीजिए । 3
25. “आइन-ए-अकबरी की कुछ सीमाएँ हैं ।” इस कथन की परख कीजिए । 3
26. 1813 की पाँचवीं रिपोर्ट की समालोचनात्मक परख कीजिए । 3
27. 1857 के विद्रोह के बारे में जानने के किन्हीं तीन स्रोतों का वर्णन कीजिए । 3



20. Match the Leaders of the Revolt of 1857 (List I) with their Centres (List II) and choose the correct option from the following :

*List I*

*(Leaders)*

1. Nana Sahib

2. Kunwar Singh

3. Wajid Ali Shah

4. Birjis Qadr

*List II*

*(Centres)*

(i) Awadh

(ii) Kanpur

(iii) Bihar

(iv) Lucknow

Options :

(A) 1-(iii), 2-(i), 3-(ii), 4-(iv)

(B) 1-(ii), 2-(iii), 3-(i), 4-(iv)

(C) 1-(iv), 2-(ii), 3-(iii), 4-(i)

(D) 1-(i), 2-(iv), 3-(ii), 4-(iii)

21. Identify the primary reason behind the formation of the Constituent Assembly from the following options :

(A) To establish a legislative body for the governance of provinces

(B) To settle issues of Partition of India through coordination

(C) To negotiate the terms of India's independence with the British

(D) To draft a framework for the governance of independent India

## SECTION B

### (Short-Answer Type Questions)

6×3=18

22. (a) Why is the Harappan script called an enigmatic script ? Explain. 3

**OR**

- (b) Why is the Harappan drainage system considered a planned and complete drainage system ? Explain. 3

23. "Historians have used a variety of sources to reconstruct the history of the Mauryan empire." Explain the statement with examples. 3

24. (a) Analyse the role of Krishnadeva Raya as the ruler of Vijayanagara empire. 3

**OR**

- (b) Examine the 'Amara-nayaka system' in the military and administrative structure of the Vijayanagara empire. 3

25. "There are some limitations of *Ain-i-Akbari*." Examine the statement. 3

26. Critically examine the Fifth Report of 1813. 3

27. Describe any three sources to know about the Revolt of 1857. 3



**खण्ड ग**  
(दीर्घ-उत्तरीय प्रकार के प्रश्न)

**3×8=24**

28. (क) “इतिहासकारों ने महाभारत काल के दौरान पारिवारिक बंधनों के कई नियमों और विभिन्न प्रथाओं का अध्ययन किया है।” इस कथन की उदाहरणों सहित व्याख्या कीजिए।

8

अथवा

- (ख) “ऐसे विभिन्न तत्त्व हैं जिन पर इतिहासकारों ने महाभारत का विश्लेषण किया है और इसे एक गतिशील ग्रंथ कहा है।” इस कथन की उदाहरणों सहित व्याख्या कीजिए।

8

29. (क) कबीर के दर्शन और शिक्षाओं का वर्णन कीजिए।

8

अथवा

- (ख) गुरु नानक देव के दर्शन और शिक्षाओं का वर्णन कीजिए।

8

30. (क) “भारत छोड़ो आंदोलन ने ब्रिटिश शासन को चुनौती दी और भारतीय स्वतंत्रता के मार्ग को प्रशस्त किया।” इस कथन को न्यायसंगत ठहराइए।

8

अथवा

- (ख) “असहयोग आंदोलन में महात्मा गाँधी की भूमिका महत्वपूर्ण थी।” इस कथन को न्यायसंगत ठहराइए।

8

**खण्ड घ**  
(स्रोत-आधारित प्रश्न)

**3×4=12**

31. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए :

**1+1+2=4**

**नियतिवादी और भौतिकवादी ?**

यहाँ हम *सुत्त पिटक* से लिया गया दृष्टांत दे रहे हैं। इसमें मगध के राजा अजातसत्तु और बुद्ध के बीच बातचीत का वर्णन किया गया है।

एक बार राजा अजातसत्तु बुद्ध के पास गए और उन्होंने मक्खलि गोसाल नामक एक अन्य शिक्षक की बातें बताईं :

“हालाँकि बुद्धिमान लोग यह विश्वास करते हैं कि इस सद्गुण से... इस तपस्या से मैं कर्म प्राप्ति करूँगा... मूर्ख उन्हीं कार्यों को करके धीरे-धीरे कर्म मुक्ति की उम्मीद करेगा। दोनों में से कोई कुछ नहीं कर सकता। सुख और दुख मानो पूर्व निर्धारित मात्रा में माप कर दिए गए हैं। इसे संसार में बदला नहीं जा सकता। इसे बढ़ाया या घटाया नहीं जा सकता। जैसे धागे का गोला फेंक देने पर लुढ़कते-लुढ़कते अपनी पूरी लंबाई तक खुलता जाता है उसी तरह मूर्ख और विद्वान दोनों ही पूर्व निर्धारित रास्ते से होते हुए दुःखों का निदान करेंगे।”



**SECTION C**  
**(Long-Answer Type Questions)**

**3×8=24**

28. (a) “Historians have studied many rules and varied practices of familial ties during the Mahabharata period.” Explain the statement with examples. 8

**OR**

- (b) “There are various elements on which historians have analysed Mahabharata and called it a dynamic text.” Explain the statement with examples. 8

29. (a) Describe the philosophy and teachings of Kabir. 8

**OR**

- (b) Describe the philosophy and teachings of Guru Nanak Dev. 8

30. (a) “Quit India Movement challenged the British rule and shaped the course of Indian Independence.” Justify the statement. 8

**OR**

- (b) “Mahatma Gandhi’s role was significant in the Non-Cooperation Movement.” Justify the statement. 8

**SECTION D**

**(Source-Based Questions)**

**3×4=12**

31. Read the given source carefully and answer the questions that follow : 1+1+2=4

**Fatalists and materialists ?**

Here is an excerpt from the *Sutta Pitaka*, describing a conversation between King Ajatasattu, the ruler of Magadha, and the Buddha :

On one occasion King Ajatasattu visited the Buddha and described what another teacher, named Makkhali Gosala, had told him :

“Though the wise should hope, by this virtue ... by this penance I will gain karma ... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of *samsara* (transmigration). It can neither be lessened or increased ... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow.”

और अजीत केसकंबलिन् नामक दार्शनिक ने यह उपदेश दिया :

“हे राजन् ! दान, यज्ञ या चढ़ावा जैसी कोई चीज़ नहीं होती ... इस दुनिया या दूसरी दुनिया जैसी कोई चीज़ नहीं होती ...

मनुष्य चार तत्त्वों से बना होता है । जब वह मरता है तब मिट्टी वाला अंश पृथ्वी में, जल वाला अंश जल में, गर्मी वाला अंश आग में, साँस का अंश वायु में वापिस मिल जाता है और उसकी इंद्रियाँ अंतरिक्ष का हिस्सा बन जाती हैं ...

दान देने की बात मूर्खों का सिद्धांत है, खोखला झूठ है ... मूर्ख हो या विद्वान दोनों ही कट कर नष्ट हो जाते हैं । मृत्यु के बाद कोई नहीं बचता ।”

प्रथम गद्यांश के उपदेशक आजीविक परंपरा के थे । उन्हें अकसर नियतिवादी कहा जाता है – ऐसे लोग जो विश्वास करते थे कि सब कुछ पूर्व निर्धारित है । द्वितीय गद्यांश के उपदेशक लोकायत परंपरा के थे जिन्हें सामान्यतः भौतिकवादी कहा जाता है । इन दार्शनिक परंपराओं के ग्रंथ नष्ट हो गए हैं । इसलिए हमें अन्य परंपराओं से ही उनके बारे में जानकारी मिलती है ।

- (31.1) कर्म पर मक्खलि गोसाल के विचारों का विश्लेषण कीजिए । 1
- (31.2) अजीत केसकंबलिन् ने मनुष्यों का प्रकृति के चार तत्त्वों के साथ संबंध को किस प्रकार वर्णित किया ? 1
- (31.3) इस स्रोत के संदर्भ में नियतिवादी और भौतिकवादी के विचारों में अंतर स्पष्ट कीजिए । 2

32. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए : 1+1+2=4

### भारत के विषय में विचारों का निर्माण व प्रसार

भारत के विषय में विचारों का सृजन और प्रसार कर यूरोपीय यात्रियों के वृत्तांतों ने उनकी पुस्तकों के प्रकाशन और प्रसार के माध्यम से यूरोपीय लोगों के लिए भारत की एक छवि के सृजन में सहायता की । बाद में, 1750 के बाद, जब शेख इतिसमुद्दीन तथा मिर्ज़ा अबु तालिब जैसे भारतीयों ने यूरोप की यात्रा की तो उन्हें यूरोपीय लोगों की भारतीय समाज की छवि का सामना करना पड़ा और उन्होंने तथ्यों की अपनी अलग व्याख्या के माध्यम से इसे प्रभावित करने का प्रयास किया और भारत को महान राष्ट्र बताया ।

- (32.1) शेख इतिसमुद्दीन और मिर्ज़ा अबु तालिब ने भारत के प्रति यूरोपीय संस्करण को किस प्रकार चुनौती दी ? 1
- (32.2) मध्यकालीन भारत पर यूरोपीय लेखकों द्वारा लिखी गई किसी एक पुस्तक का उदाहरण दीजिए । 1
- (32.3) यूरोपियों द्वारा प्रस्तुत भारत की छवि और भारतीयों के संस्करणों के बीच महत्वपूर्ण अंतर को स्पष्ट कीजिए । 2





And this is what a philosopher named Ajita Kesakambalin taught :

“There is no such thing, O king, as alms or sacrifice, or offerings ... there is no such thing as this world or the next ...

A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space ...

The talk of gifts is a doctrine of fools, an empty lie ... fools and wise alike are cut off and perish. They do not survive after death.”

The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists : those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.

- |        |   |   |
|--------|---|---|
| (31.1) | Analyse the views of Makkhali Gosala on karma.  | 1 |
| (31.2) | How did Ajita Kesakambalin describe the relations of human beings with the four elements of nature. | 1 |
| (31.3) | Differentiate between the views of a Fatalist and a Materialist in reference to this source.        | 2 |

- 32.** Read the given source carefully and answer the questions that follow : 1+1+2=4

### **The creation and circulation of ideas about India**

The writings of European travellers helped produce an image of India for Europeans through the printing and circulation of their books. Later, after 1750, when Indians like Shaikh Itisamuddin and Mirza Abu Talib visited Europe and confronted this image that Europeans had of their society, they tried to influence it by producing their own version of matters and described India as a great nation.

- |        |   |   |
|--------|---|---|
| (32.1) | In what way did Shaikh Itisamuddin and Mirza Abu Talib challenge the version of Europeans towards India ?         | 1 |
| (32.2) | Give any one example of a book authored by European writers on Medieval India.                                    | 1 |
| (32.3) | Explain the significant difference between the image of India presented by Europeans and the versions of Indians. | 2 |



33. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए :

1+1+2=4

हमने एक स्वतंत्र संप्रभु गणराज्य की स्थापना का दृढ़ और पवित्र संकल्प लिया है। भारत का संप्रभु होना नियत है। इसका स्वतंत्र होना और गणराज्य होना भी स्वाभाविक है...। कुछ मित्रों ने सवाल उठाया है : “आपने यहाँ ‘लोकतांत्रिक’ शब्द क्यों नहीं रखा ?” मैंने उन्हें कहा है कि निस्संदेह यह सोचा जा सकता है कि कोई गणराज्य लोकतांत्रिक न हो परंतु हमारा पूरा इतिहास इस तथ्य का साक्ष्य है कि हम लोकतांत्रिक संस्थाओं के ही पक्षधर हैं। स्वाभाविक है कि हमारा लक्ष्य लोकतंत्र है। लोकतंत्र से कम कुछ भी नहीं। यह लोकतंत्र कैसा होगा, उसकी शकल-सूरत कैसी होगी, यह एक अलग मसला है। आज के लोकतंत्रों ने दुनिया की प्रगति में जबरदस्त भूमिका निभाई है और उनमें से बहुत सारे यूरोप तथा अन्य स्थानों के देश हैं। परंतु यह संदेहजनक हो सकता है कि अगर उन्हें पूरी तरह लोकतांत्रिक बने रहना है तो न जाने कब उन लोकतंत्रों को अपनी शकल-सूरत थोड़ी बहुत बदलनी पड़ती। मैं आशा करता हूँ कि किसी कथित लोकतांत्रिक देश की एक खास लोकतांत्रिक प्रणाली या किसी संस्थान विशेष की हम सिर्फ नकल करने वाले नहीं हैं। हो सकता है कि हम उससे बेहतर कुछ रच दें। बहरहाल, किसी भी सूरत में, हम यहाँ जैसी चाहे सरकार बनाएँ, वह हमारे लोगों के स्वभाव के अनुरूप और उनको स्वीकार्य जरूर होनी चाहिए। हम लोकतंत्र के हक में हैं। यह इस सदन को तय करना है कि इस लोकतंत्र, पूर्णतम लोकतंत्र का स्वरूप कैसा होगा। सदन इस बात को देख सकता है यद्यपि इस प्रस्ताव में हमने “लोकतांत्रिक” शब्द का इस्तेमाल नहीं किया है क्योंकि हमें लगा कि यह तो स्वाभाविक ही है कि “गणराज्य” शब्द में यह शब्द पहले ही निहित होता है। इसलिए हम अनावश्यक और अनुपयोगी शब्दों का प्रयोग नहीं करना चाहते थे। हमने शब्दों के उपयोग मात्र से कहीं ज्यादा ध्यान दिया है। हमने इस प्रस्ताव में लोकतंत्र की अंतर्वस्तु प्रस्तुत की है। बल्कि लोकतंत्र की ही नहीं, आर्थिक लोकतंत्र की अंतर्वस्तु प्रस्तुत की है।

स्रोत : संविधान सभा बहस (CAD), खंड I

- |        |   |   |
|--------|---|---|
| (33.1) | स्रोत में व्यक्त ‘दृढ़ और पवित्र संकल्प’ का उल्लेख कीजिए।                     | 1 |
| (33.2) | स्रोत किस प्रकार लोकतंत्र के प्रति प्रतिबद्धता पर बल देता है ?                | 1 |
| (33.3) | इस स्रोत में लोकतंत्र की व्याख्या गणतंत्र के संदर्भ में किस प्रकार की गई है ? | 2 |



33. Read the given source carefully and answer the questions that follow : 1+1+2=4

We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic ... Now, some friends have raised the question : “Why have you not put in the word ‘democratic’ here. ?” Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter. The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world’s progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. The House will notice that in this Resolution, although we have not used the word “democratic” because we thought it is obvious that the word “republic” contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution.

*Source : CONSTITUENT ASSEMBLY DEBATES (CAD), VOL. I*

- |        |  |   |
|--------|--|---|
| (33.1) | Mention the ‘firm and solemn resolve’ expressed in the passage.        | 1 |
| (33.2) | How does the passage emphasize the commitment to democracy ?           | 1 |
| (33.3) | How is democracy explained in the context of republic in the passage ? | 2 |

खण्ड ड

(मानचित्र-आधारित प्रश्न)

5

34. (34.1) भारत के दिए गए राजनीतिक रेखा-मानचित्र (पृष्ठ 23 पर) में, निम्नलिखित को उपयुक्त चिह्नों से अंकित कीजिए और उनके नाम लिखिए : 3×1=3

(i) धोलावीरा - एक विकसित हड़प्पा पुरास्थल

(ii) उज्जैन - महाजनपद

(iii) (क) पानीपत - मुगलों के अधीन क्षेत्र

अथवा

(iii) (ख) गोलकोंडा

(34.2) भारत के इसी राजनीतिक रेखा-मानचित्र पर भारतीय राष्ट्रीय आंदोलन से संबंधित दो केन्द्रों को A और B से अंकित किया गया है। उन्हें पहचानिए और उनके निकट खींची गई रेखाओं पर सही नाम लिखिए। 2

**नोट:** निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 34 के स्थान पर हैं:

(34.1) हड़प्पा काल के किन्हीं दो पुरास्थलों का उल्लेख कीजिए। 2

(34.2) (क) मुगलों के अधीन किसी एक क्षेत्र का उल्लेख कीजिए। 1

अथवा

(34.2) (ख) विजयनगर साम्राज्य के किसी एक पड़ोसी राज्य का उल्लेख कीजिए। 1

(34.3) भारतीय राष्ट्रीय आंदोलन के किन्हीं दो केन्द्रों का उल्लेख कीजिए। 2



**SECTION E**  
**(Map-Based Questions)**

**5**

**34.** (34.1) On the given political outline map of **India** (on page 23), locate and label the following with appropriate symbols : **3×1=3**

- (i) Dholavira – A Matured Harappan site
- (ii) Ujjain – Mahajanapada
- (iii) (a) Panipat – Territory under the Mughals

**OR**

- (iii) (b) Golconda

(34.2) On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write their correct names on the lines drawn near them. **2**

**Note :** The following questions are for the **Visually Impaired Candidates**, only in lieu of Q. No. 34 :

(34.1) Mention any two Harappan sites. **2**

(34.2) (a) Mention any one territory under the control of the Mughals. **1**

**OR**

(34.2) (b) Mention any one neighbouring state of the Vijayanagara empire. **1**

(34.3) Mention any two centres of the Indian National Movement. **2**



प्रश्न सं. 34 के लिए

For question no. 34

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



**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2024**  
**HISTORY (SUBJECT CODE 027) (PAPER CODE 61/2/1)**

**General Instructions:**

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to 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.
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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving the answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totalling 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 totalling 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 answers.)</li> <li>• Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 - 61/2/1**  
**MARKING SCHEME 2024**  
**HISTORY (027)**

**MM:80**

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> <b>(Multiple Choice Type Questions)</b>		<b>21x1=21</b>	
1	(C) S.N. Roy	Pg 20	1
2	(B) I and II	Pg 32	1
3	(D) Gupta dynasty	Pg 36-37	1
4	(B) Grammar	Pg 79	1
5	(D) Deep water reservoirs have been found in Sindh for irrigation	Pg 3-4	1
6	(C) 1 (iv), 2 (i), 3 (ii), 4 (iii)	Pg 105-107	1
7	(D) Anda  <b>Visually Impaired Candidates</b> (C) Sanchi	Pg 97  Pg 82-83	1  1
8	(A) Louis XIV	Pg 122	1
9	(C) Amir Khusrau	Pg 158	1
10	(D) Tungabhadra	Pg 177	1
11	(B) I, II and III	Pg 210	1
12	(D) Delhi	Pg 127	1
13	(D) Vijayanagara	Pg 171	1
14	(A) Polaj : Land which was cultivated annually	Pg 214	1
15	(A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct Explain of the Assertion (A)	Pg 229-230	1
16	(A) II, III, I, IV	Pg 265, 268, 271, 284	1
17	(D) Gopal Krishna Gokhale	Pg 287	1
18	(D) 1 (ii), 2 (i), 3 (iv), 4(iii)	Pg 320-	1

		322	
19	(C) The Britishers settled revenue directly with the peasants	Pg 248	1
20	(B) 1 (ii), 2(iii), 3 (i), 4 (iv)	Pg 262	1
21	(D) To draft a framework for the governance of independent Indian	Pg 322	1
<p style="text-align: center;"><b>Section B</b> <b>(Short-Answer Type Questions)</b> <span style="float: right;"><b>6x3=18</b></span></p>			
<b>22</b>	(a) Why is the Harappan script called an enigmatic script? Explain	<b>Pg. 15</b>	<b>3</b>
	<p>Harappan script</p> <ul style="list-style-type: none"> <li>i. Not deciphered till date</li> <li>ii. Not alphabetical</li> <li>iii. Had too many signs — (375 — 400)</li> <li>iv. Script written from right to left</li> <li>v. Any other relevant point</li> <li>vi. Any three points to be explained</li> </ul>		
	OR		
	(b) Why is the Harappan drainage system considered a planned and complete drainage system? Explain.	<b>Pg. 7</b>	<b>3</b>
	<p>Harappan drainage system</p> <ul style="list-style-type: none"> <li>i. Well planned Grid system</li> <li>ii. Every house was connected to the street drain.</li> <li>iii. Channels were made of bricks set in mortar</li> <li>iv. Loose Bricks that could be removed for cleaning</li> <li>v. Intervals with sumps for cleaning</li> <li>vi. Solid matters settled into cesspit while waste water flowed down into the street drain.</li> <li>vii. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>23</b>	<p>“Historians have used a variety of sources to reconstruct the history of the Mauryan empire. “ Explain the statement with examples.</p> <p>Sources of History of Mauryan Empire</p> <ul style="list-style-type: none"> <li>i. Kautilya’s Arthashastra</li> <li>ii. Indica of Megasthenes</li> <li>iii. Buddhist, Jaina, Puranic and Sanskrit literary work</li> <li>iv. Ashoka’s Inscription on rocks and pillars</li> <li>v. Archaeological finds especially sculpture</li> <li>vi. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg. 32</b>	<b>3</b>

24	<p>(a) Analyse the role of Krishnadeva Raya as the ruler of Vijayanagara empire.</p> <p>Krishnadeva Raya</p> <ol style="list-style-type: none"> <li>His rule was characterized by expansion and consolidation</li> <li>He acquired land between Tungabhadra and Krishna rivers (the Raichur Doab) in 1512.</li> <li>He subdued the rulers of Orissa in 1514.</li> <li>He defeated Sultans of Bijapur in 1520.</li> <li>He built some fine temples and added impressive Gopurams to many important South Indian Temples</li> <li>He founded a suburban township near Vijaynagar called Nangalapuram after his mother.</li> <li>He promoted trade and commerce</li> <li>Under his rule the state was in a constant state of military preparedness.</li> <li>During his rule there was unparalleled peace and prosperity.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 173	3
	OR		
	<p>(b) Examine the 'Amara-nayaka system' in the military and administrative structure of the Vijayanagara empire.</p> <p>Amara- Nayaka System</p> <ol style="list-style-type: none"> <li>Amara Nayaka were military commanders in Vijayanagara Empire.</li> <li>They were given territories to govern by the Rayas.</li> <li>They collected taxes and dues from peasants, crafts persons.</li> <li>They retained part of revenue for personal use and for maintaining contingents of horses and elephants.</li> <li>They provided effective fighting force to Vijayanagara Kings.</li> <li>They paid annual tribute to the king of Vijayanagara.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 175	3
25	<p>"There are some limitations of <i>Ain-i-Akbari</i>." Examine the statement.</p> <p>Limitations of <i>Ain-i-Akbari</i></p> <ol style="list-style-type: none"> <li>Numerous errors in totaling in the data</li> <li>Skewed nature of quantitative data</li> <li>Data was not collected uniformly from all Provinces.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 220	3
26	<p>Critically examine the Fifth Report of 1813.</p> <p>Fifth Report of 1813</p> <ol style="list-style-type: none"> <li>It was fifth of a series of reports on the administration of East</li> </ol>	Pg. 233-235	3

	<p>India Company</p> <ul style="list-style-type: none"> <li>ii. It ran into 1002 pages with 800 pages of appendices</li> <li>iii. It had reports of collectors and petitions of zamindars and ryots</li> <li>iv. It critically analyzed activities of the East Indian Company</li> <li>v. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>27</b>	<p>Describe any three sources to know about the Revolt of 1857.</p> <p>Source to know about the Revolt of 1857</p> <ul style="list-style-type: none"> <li>i. Official reports</li> <li>ii. Letters of British officials</li> <li>iii. Images and pictures</li> <li>iv. Diaries and daily reports</li> <li>v. Poems and literary sources</li> <li>vi. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg. 277-283</b>	<b>3</b>
<b>Section C</b> <b>(Long-Answer Type Questions)</b>			
		<b>3x8=24</b>	
<b>28</b>	<p>(a) "Historians have studied many rules and varied practices of familial ties during the Mahabharata period." Explain the statement with examples.</p> <p>Familial relations during Mahabharata period</p> <ul style="list-style-type: none"> <li>i. Kinship and blood relationships</li> <li>ii. Tradition and rituals</li> <li>iii. Gotra system and each gotra named after a vedic seer</li> <li>iv. Endogamy and exogamy</li> <li>v. Polyandry for example marriage of Draupadi with the Pandava and Polygyny for example many Satvahana rulers had more than one wife</li> <li>vi. Metronymics example is the list of successive generations of teachers and students given in the Brihadranyaka Upanishada</li> <li>vii. Eight forms of marriage which recognized by the Dharamshastras and Dharamsutras</li> <li>viii. Guru-Shishya relationships was quite prevalent</li> <li>ix. Importance of sons for the continuity of the patrilineage</li> <li>x. No claims of daughters on the resources of household</li> <li>xi. Kanyadaan was considered as an important religious duty of the father</li> <li>xii. Codes of social behavior were laid down in Dharamshastras and Dharmasutras for example is Manusmriti</li> <li>xiii. Any other relevant point</li> </ul> <p>Any eight points to be explained</p>	<b>Pg 56-60</b>	<b>8</b>
OR			
	<p>(b) "There are various elements on which historians have analysed Mahabharata and called it a dynamic text." Explain the statement</p>	<b>Pg 73 &amp; 75</b>	<b>8</b>

	<p>with examples.</p> <p>Mahabharata as Dynamic text</p> <ol style="list-style-type: none"> <li>Authors— <ul style="list-style-type: none"> <li>Composition by charioteer bards/sutas which was circulated orally</li> <li>Later Brahmans began to commit to writing and the author of Mahabharata is traditionally considered as Sage Vyas</li> </ul> </li> <li>Dates—a phase of the composition text between C.200 B.C.E and 200 C.E.</li> <li>Didactic (section that contains rules and regulations about social norms) and Narrative portions (section containing stories)</li> <li>Language—Simpler Sanskrit than that of the Vedas and the Prashastis, later written in variety of languages</li> <li>Search for convergence—vivid description of battles, forest, palaces and settlements.</li> <li>Role of the archaeologist, Doctor Dr. B. B. Lal.</li> <li>Episode of Draupadi's marriage with the pandavas related to polyandry</li> <li>Ongoing dialogue between peoples</li> <li>Stories from Mahabharata reflect in various Performing art <ul style="list-style-type: none"> <li>— Music, Dance, Theatre,</li> <li>—Sculpture</li> <li>—Painting</li> <li>— Narrative</li> <li>— Bhagavad Gita</li> </ul> </li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>		
29	<p>(a) Describe the philosophy and teachings of Kabir.</p> <p>Kabir</p> <ol style="list-style-type: none"> <li>God with different names like Allah, Ram, Karim, Keshav, Hari and Hazrat</li> <li>Advocated communal harmony</li> <li>Shunya and Yoga</li> <li>He described ultimate reality using the terms from Islamic tradition, Vedantic tradition and Yogic tradition</li> <li>He described his Mystical experiences through upside-down saying (Ulatbansi)</li> <li>He advocated Caste equality</li> <li>He was against all rituals and idol worship</li> <li>He believed in Nirguna bhakti</li> <li>He used sufi concept of Zikr and Ishq (Love) to express the Hindu practice of Naam-Simran (remembrance of God's name)</li> <li>He gave references from Vedantic traditions—Alakh, Nirakar, Brahman, and Atman and from Yogic Tradition</li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>	Pg. 161	8

	OR		
	<p>(b) Describe the philosophy and teachings of Guru Nanak Dev.</p> <p>Guru Nanak Dev</p> <ol style="list-style-type: none"> <li>He advocated Nirguna Bhakti.</li> <li>He rejected sacrifice, rituals and image worship and scriptures of both Hindu and Islam</li> <li>For Guru Nanak absolute God had no gender or form</li> <li>He proposed a simpler way to Connect to the divine</li> <li>His Hymns were sung in Punjabi language</li> <li>His Hymns composed in various Ragas</li> <li>He setup rules for congregational worship</li> <li>He appointed his spiritual Successor</li> <li>Gradually ten gurus and formation of Khalsa took place</li> <li>Adi Guru Granth Sahib contains his preachings.</li> <li>He stressed on remembering and repeating the divine name through hymns called "Shabad".</li> <li>Any other relevant point</li> <li>Any eight points to be explained</li> </ol>	Pg. 163	8
30	<p>(a) "Quit India Movement challenged the British rule and shaped the course of Indian Independence." Justify the statement.</p> <p>Quit India movement</p> <ol style="list-style-type: none"> <li>It Gained momentum as it was against the Cripps Mission, Government of India, Act 1935, threat of Japanese aggression, inclusion of India in the second World War</li> <li>Younger activists organized strikes and acts of sabotage all over the country.</li> <li>Underground resistance by socialist members of the congress like Jai Prakash Narayan.</li> <li>Establishment of Independent Government in several districts like Satara in the west and Medinipur in the East.</li> <li>Unity among Indian masses</li> <li>Active participation of all states</li> <li>It was generally a Mass movement</li> <li>It Disrupted the functioning of British colonial government</li> <li>It brought political awakening and empowerment in India</li> <li>Britishers took more than a year to suppress the movement</li> <li>Any other relevant point</li> <li>Any eight points to be explained</li> </ol>	Pg. 303-304	8
	OR		

	<p>(b) "Mahatma Gandhi's role was significant in the Non-Cooperation movement." Justify the statement.</p> <p>Role of Gandhiji in Non-Cooperation Movement</p> <ol style="list-style-type: none"> <li>Gandhiji led this movement taking up the causes of: <ul style="list-style-type: none"> <li>Rowlatt Act</li> <li>Jallianwala Bagh Tragedy</li> </ul> </li> <li>Gandhiji joined hands with the Khilafat movement to bring Hindus &amp; Muslims together to end the Colonial rule</li> <li>Boycott, Swadeshi, Satyagraha and non-violence were the tools advocated by Gandhiji to mobilize the movement.</li> <li>Peaceful Demonstration were carried out under the leadership of Gandhiji</li> <li>Gandhiji asked students to stop attending schools and colleges</li> <li>Lawyers refused to attend courts on the Gandhiji's call.</li> <li>Peasants stopped paying taxes.</li> <li>Workers went on strike</li> <li>Peasants in Kumaun refused to carry loads of colonial officials.</li> <li>According to the American Biographer Louis Fischer, "Non-cooperation became the name of an epoch in the life of India and of Gandhiji."</li> <li>The movement shook the foundation of British Raj for the first time.</li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>	Pg. 289-291	8
<p style="text-align: center;"><b>SECTION D</b> <b>(Source-Based Questions)</b></p> <p style="text-align: right;"><b>3x4=12</b></p>			
31.	<p>Fatalists and materialists?</p> <p>Here is an excerpt from the Sutta Pitaka, describing a conversation between King Ajatasattu, the ruler of Magadha, and the Buddha :</p> <p>On one occasion King Ajatasattu visited the Buddha and described what another teacher, named Makkhali Gosala, had told him : "Though the wise should hope, by this virtue ... by this penance I will gain karma ... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of samsara(transmigration). It can neither be lessened or increased ... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow." And this is what a philosopher named Ajita Kesakambalin taught :</p>	Pg. 87	1+1+2 =4



	<p>“There is no such thing, O king, as alms or sacrifice, or offerings ... there is no such thing as this world or the next ...</p> <p>A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space ...</p> <p>The talk of gifts is a doctrine of fools, an empty lie ... fools and wise alike are cut off and perish. They do not survive after death.”</p> <p>The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists : those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.</p>		
	<p><b>(31.1)</b> Analyse the views of Makkhali Gosala on karma. <b>1</b></p> <p>Views of Makkhali Gosala</p> <ol style="list-style-type: none"> <li>Follow all virtues</li> <li>Pleasure and pain are predetermined</li> <li>Any other relevant point</li> </ol> <p>Any one point to be explained</p>		
	<p><b>(31.2)</b> How did Ajita Kesakambalin describe the relations of human beings with the four elements of nature. <b>1</b></p> <p>Human beings are made up of four elements: Earth, Water, Fire and Air.</p>		
	<p><b>(31.3)</b> Differentiate between the views of a Fatalist and a Materialist in reference to this source. <b>2</b></p> <p>Fatalist- All events and actions are predetermined -Individuals are passive observers</p> <p>Materialist- Universe as a system by nature -Events and outcome are result of physical process -Emphasis on material wellbeing Any other relevant point</p>		
<b>32</b>	<p><b>The creation and circulation of ideas about India</b></p> <p>The writings of European travellers helped produce an image of India for Europeans through the printing and circulation of their books. Later, after 1750, when Indians like Shaikh Itisamuddin and Mirza Abu Talib visited Europe and confronted this image that Europeans had of their society, they tried to influence it by producing their own version of matters and described India as a great nation.</p>	<b>Pg. 123</b>	<b>1+1+2 =4</b>
	<p><b>(32.1)</b> In what way did Shaikh Itisamuddin and Mirza Abu Talib challenge the version of Europeans towards India ? <b>1</b></p>		

	i. They produce their own version through writings		
	(32.2) Give any one example of a book authored by European writers on Medieval India. <b>1</b>  i. Travels in the Mughal Empire (Any other relevant book)		
	(32.3) Explain the significant difference between the image of India presented by Europeans and the versions of Indians. <b>2</b>  i. The Europeans develop the idea of oriental despotism whereas Mirza and Shaikh encouraged deeper understanding of India. ii. According to Karl Marx the surplus production in India was appropriated by the state whereas Abu'l Fazal describes the land revenue as remuneration of sovereignty". iii. Any other relevant point Any two points to be explained		
<b>33</b>	<p>We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be Independent and it is bound to be a republic ... Now, some friends have raised the question: "Why have you not put in the word 'democratic' here?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter? The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. The House will notice that in this Resolution, although we have not used the word "democratic" because we thought it is obvious that the word "republic" contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution.</p> <p>Source: CONSTITUENT ASSEMBLY DEBATES (CAD), VOL. I</p>	<b>Pg. 323</b>	<b>1+1+2 =4</b>

	<p><b>(33.1)</b> Mention the 'firm and solemn resolve' expressed in the passage. <b>1</b></p> <ul style="list-style-type: none"> <li>i. Emphasis on the commitment to democracy.</li> <li>ii. Reflects the will of people</li> <li>iii. Acknowledges the importance of democracy</li> <li>iv. Any other relevant point</li> </ul> <p>Any one point to be explained</p>		
	<p><b>(33.2)</b> How does the passage emphasize the commitment to democracy ? <b>1</b></p> <ul style="list-style-type: none"> <li>i. Economic democracy and Justice</li> <li>ii. Social equality</li> <li>iii. Any other relevant point</li> <li>iv. Any one point to be explained</li> </ul>		
	<p><b>(33.3)</b> How is democracy explained in the context of republic in the passage? <b>2</b></p> <ul style="list-style-type: none"> <li>i. Republic-Commitment to democracy.</li> <li>ii. Aligns with the aspirations of people</li> <li>iii. Guarantee of justice, equality and freedom to its citizens.</li> <li>iv. Any other relevant point</li> </ul> <p>Any two points to be explained.</p>		
<b>SECTION E</b> <b>(Map-Based Questions)</b>			
			<b>5x1=5</b>
<b>34.</b>	<p><b>(34.1)</b> On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <ul style="list-style-type: none"> <li>i. Dholavira – A Matured Harappan site <b>1</b></li> <li>ii. Ujjain – Mahajanapada <b>1</b></li> <li>iii. (a) Panipat – Territory under the Mughals</li> </ul> <p>OR</p> <p>(b) Golconda <b>1</b></p>	<p>Pg. 2 Pg. 30 Pg. 214 Pg. 174</p>	<b>3x1=3</b>
	<p><b>(34.2)</b> On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write their correct names on the lines drawn near them.</p>	Pg.286-313	<b>2</b>
	<p>Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34</p>		
	<p><b>(34.1)</b> Mention any two Harappan sites.</p> <p>Dholavira, Mohenjodaro, Kotdiji, Balakot, Chanhudaro, Kalibangan, Lothal, Rakhigarhi, Nageshwar, Banawali, Harappa (Any two sites)</p>	Pg. 2	<b>2</b>
	<p><b>34.2 (a)</b> Mention any one territory under the control of the Mughals. Ajmer, Panipat, Delhi, Lahore, Agra, Amber, Goa (Any one territory)</p>	Pg.214	<b>1</b>

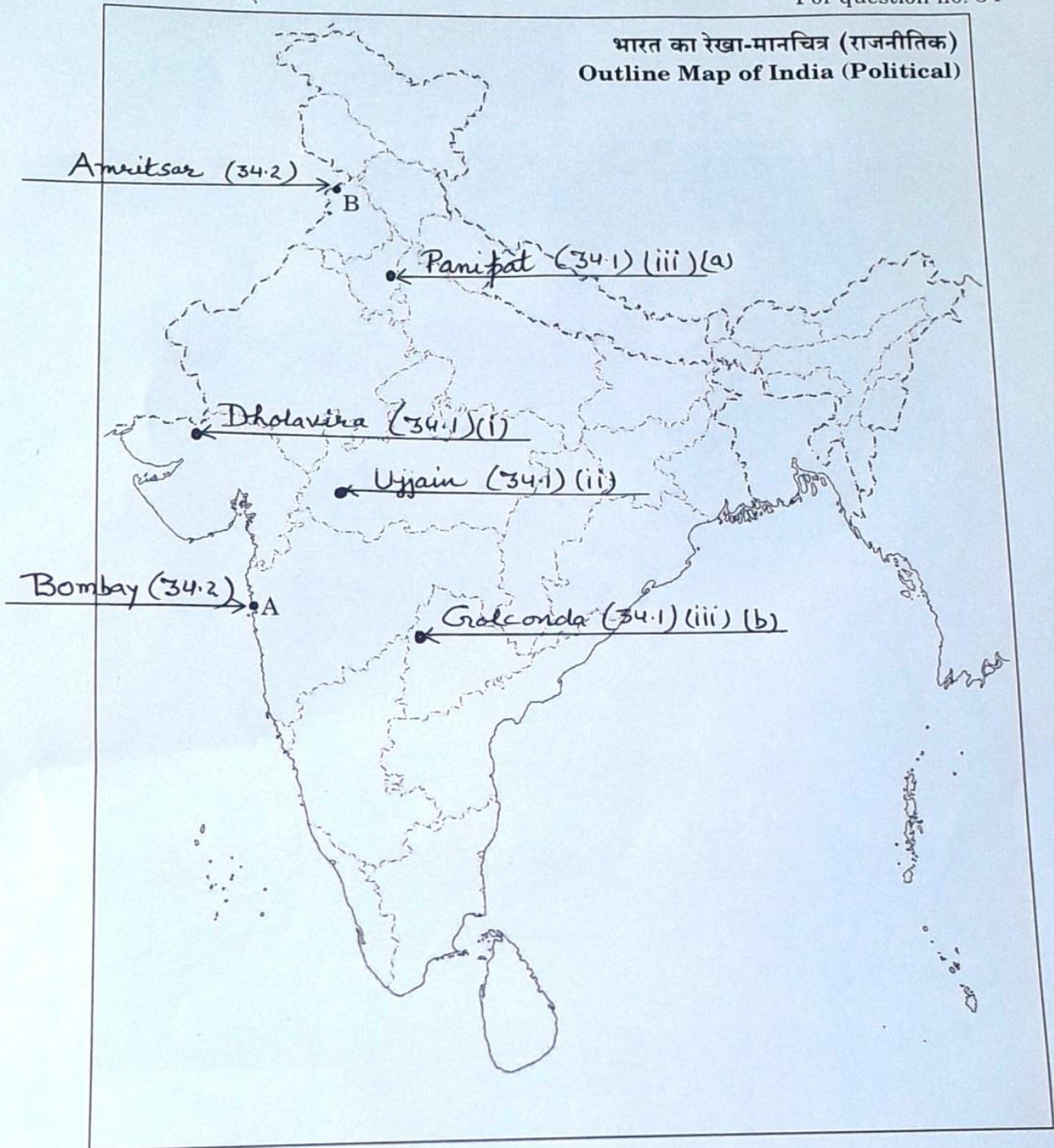
	OR		
	<b>34.2 (b)</b> Mention any one neighbouring state of the Vijayanagara empire.  Bijapur, Bidar, Golconda (Any one neighbouring state)	Pg.174	
	<b>34.3</b> Mention any two centres of the Indian National Movement. Champanan, Dandi, Kheda, Ahmadabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi (Any two centres)	Pg. 286-313	<b>2</b>
<b>Please see the attached map.</b>			

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

प्रश्न सं. 34 के लिए

For question no. 34

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



**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2024**  
**HISTORY (SUBJECT CODE 027) (PAPER CODE 61/2/2)**

**General Instructions:**

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to 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 totaled up and written in the left-hand margin and encircled. This may be followed strictly.

8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, 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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving the answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totalling 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 totalling 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 answers.)</li> <li>• Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously
16	The Examiners should acquaint themselves with the guidelines given in the "Guidelines for spot Evaluation" before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly 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 - 61/2/2**  
**MARKING SCHEME 2024**  
**HISTORY (027)**

**MM : 80**

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> <b>(Multiple Choice Type Questions)</b>		<b>21x1=21</b>	
1	(B) 1 (ii), 2(iii), 3 (i), 4 (iv)	Pg 262	1
2.	(D) To draft a framework for the governance of independent Indian	Pg 322	1
3.	(C) The Britishers settled revenue directly with the peasants	Pg 248	1
4.	(D) 1 (ii), 2 (i), 3 (iv), 4(iii)	Pg 320-322	1
5.	(D) Gopal Krishna Gokhale	Pg 287	1
6.	(A) II, III, I, IV	Pg 265, 268, 271, 284	1
7.	(A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct Explainof the Assertion (A)	Pg 229-230	1
8.	(A) Polaj : Land which was cultivated annually	Pg 214	1
9.	(D) Vijayanagara	Pg171	1
10	(D) Delhi	Pg 127	1
11.	(B) I, II and III	Pg 210	1
12.	(D) Tungabhadra	Pg 177	1
13.	(C) Amir Khusrau	Pg 158	1
14.	(A) Louis XIV	Pg 122	1
15.	(D) Anda  Visually Impaired Candidates (C) Sanchi	Pg 97  Pg 82, 83	1  1
16.	(C) 1 (iv), 2 (i), 3 (ii), 4 (iii)	Pg 105-107	1
17.	(D) Deep water reservoirs have been found in Sindh for irrigation	Pg 3-4	1
18.	(B) Grammar	Pg 79	1



19.	(D) Gupta dynasty	Pg 36-37	1
20.	(B) I and II	Pg 32	1
21.	(C) S.N. Roy	Pg 20	1
<p style="text-align: center;"><b>Section B</b> <b>(Short-Answer Type Questions)</b> <span style="float: right;"><b>6x3=18</b></span></p>			
22.	<p>(a) Analyse the role of Krishnadeva Raya as the ruler of Vijayanagara empire.</p> <p>Krishnadeva Raya</p> <ol style="list-style-type: none"> <li>His rule was characterized by expansion and consolidation</li> <li>He acquired land between Tungabhadra and Krishna rivers (the Raichur Doab) in 1512.</li> <li>He subdued the rulers of Orissa in 1514.</li> <li>He defeated Sultans of Bijapur in 1520.</li> <li>He built some fine temples and added impressive Gopurams to many important South Indian Temples</li> <li>He founded a suburban township near Vijaynagar called Nangalapuram after his mother.</li> <li>He promoted trade and commerce</li> <li>Under his rule the state was in a constant state of military preparedness.</li> <li>During his rule there was unparalleled peace and prosperity.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 173	3
	OR		
	<p>(b) Examine the 'Amara-nayaka system' in the military and administrative structure of the Vijayanagara empire.</p> <p>Amara- Nayaka System</p> <ol style="list-style-type: none"> <li>Amara Nayaka were military commanders in Vijayanagara Empire.</li> <li>They were given territories to govern by the Rayas.</li> <li>They collected taxes and dues from peasants, crafts persons.</li> <li>They retained part of revenue for personal use and for maintaining contingents of horses and elephants.</li> <li>They provided effective fighting force to Vijayanagara Kings.</li> <li>They paid annual tribute to the king of Vijayanagara.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 175	3
23.	"The epigraphy alone does not provide a full understanding of political and economic history." Explain the statement with examples.	Pg. 48-49	3

	<p>Limitation of Epigraphy</p> <ol style="list-style-type: none"> <li>Sometimes, there are technical limitations</li> <li>At times letters are very faintly engraved and thus reconstructions are uncertain.</li> <li>Inscriptions may be damaged or letter missing.</li> <li>Although several thousand inscriptions have been discovered, not all have been deciphered, published and translated.</li> <li>It is not always easy to be sure about the exact meaning of the words used in inscriptions.</li> <li>Not everything which is considered politically or economically significant was necessarily recorded in inscription.</li> <li>The routine agricultural practices and the Joys and sorrows of daily existence find no mention in inscriptions</li> <li>Epigraphy alone does not provide a full understand of political and economic history, it needs to be supported by other historical sources such as literary or foreign or numismatic evidences.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>		
24	<p>(a) Why is the Harappan script called an enigmatic script? Explain</p> <p>Harappan script</p> <ol style="list-style-type: none"> <li>Not deciphered till date</li> <li>Not alphabetical</li> <li>Had too many signs — (375 — 400)</li> <li>Script written from right to left</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 15	3
	OR		
	<p>(b) Why is the Harappan drainage system considered a planned and complete drainage system? Explain.</p> <p>Harappan drainage system</p> <ol style="list-style-type: none"> <li>Well planned Grid system</li> <li>Every house was connected to the street drain.</li> <li>Channels were made of bricks set in mortar</li> <li>Loose Bricks that could be removed for cleaning</li> <li>Intervals with sumps for cleaning</li> <li>Solid matters settled into cesspit while waste water flowed down into the street drain.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 7	3
25.	<p>Analyse the life of forest dwellers in the Mughal Empire.</p> <p>Role of forest dwellers</p>	Pg. 208-209	3

	<ul style="list-style-type: none"> <li>i. They were term Jungli in contemporary text.</li> <li>ii. The forest dweller's Livelihood came from the gathering of forest produces, hunting and Shifting Agriculture.</li> <li>iii. Their activities were largely season specific</li> <li>iv. The Bhils collected forest produces during the spring season, during summers they adapted to fishing and monsoon months were result for cultivation and autumn winter for hunting.</li> <li>v. Forests dweller's presumed and perpetuated mobility.</li> <li>vi. They used to sell honey, beeswax, gum lac</li> <li>vii. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>26.</b>	<p>Critically examine the Fifth Report of 1813.</p> <p>Fifth Report of 1813</p> <ul style="list-style-type: none"> <li>i. It was fifth of a series of reports on the administration of East India Company</li> <li>ii. It ran into 1002 pages with 800 pages of appendices</li> <li>iii. It had reports of collectors and petitions of zamindars and ryots</li> <li>iv. It critically analyzed activities of the East Indian Company</li> <li>v. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg. 233-235</b>	<b>3</b>
<b>27.</b>	<p>Describe the role of art and literature in keeping alive the memory of the Revolt of 1857.</p> <p>Art and Literature in 1857 Revolt</p> <ul style="list-style-type: none"> <li>i. Pictorial images produced in the form of paintings, pencil drawings, etchings, posters, cartoons and bazar Prints.</li> <li>ii. They were represented as raising the people against the oppressive system.</li> <li>iii. Leaders of the revolt were presented as heroic figure.</li> <li>iv. Heroic Poems were written to praised their courage</li> <li>v. The valour of Rani of Jhansi with sword in one hand and the reins of her horse in the other fighting for her motherland invoke patriotic feelings.</li> <li>vi. (vi) Poems about the heroic deeds of leaders were written for ex</li> <li>vii. (vii) Nationalist imageries of the revolt helped shape the nationalist imagination which inspired freedom struggle against the British.</li> <li>viii. (viii) Any other relevant point</li> <li>ix. Any three points to be explained</li> </ul>	<b>Pg. 277-283</b>	<b>3</b>
<b>Section C</b> <b>(Long-Answer Type Questions)</b>			
		<b>3x8=24</b>	
<b>28</b>	<p>(a) "Historians have studied many rules and varied practices of familial ties during the Mahabharata period." Explain the statement with examples.</p>	<b>Pg. 55-60</b>	<b>8</b>

	<ol style="list-style-type: none"> <li>i. Familial relations during Mahabharata period</li> <li>ii. Kinship and blood relationships</li> <li>iii. Tradition and rituals</li> <li>iv. Gotra system and each gotra named after a vedic seer</li> <li>v. Endogamy and exogamy</li> <li>vi. Polyandry for example marriage of Draupadi with the Pandava and Polygyny for example many Satvahana rulers had more than one wife</li> <li>vii. Metronymics example is the list of successive generations of teachers and students given in the Brihadranyaka Upanishada</li> <li>viii. Eight forms of marriage which recognized by the Dharamshastras and Dharamsutras</li> <li>ix. Guru-Shishya relationships was quite prevelant</li> <li>x. Importance of sons for the continuity of the patrilineage</li> <li>xi. No claims of daughters on the resources of household</li> <li>xii. Kanyadaan was consider as an important religious duty of the father</li> <li>xiii. Codes of social behavior were laid down in Dharamshastras and Dharmsutras for example is Manusmriti</li> <li>xiv. Any other relevant point</li> </ol> <p>Any eight points to be explained</p>		
	OR		
	<p>(b) “There are various elements on which historians have analysed Mahabharata and called it a dynamic text.” Explain the statement with examples.</p> <p>Mahabharata as Dynamic text</p> <ol style="list-style-type: none"> <li>i. Authors— <ul style="list-style-type: none"> <li>• Composition by charioteer bards/sutas which was circulated orally</li> <li>• Later Brahmans began to commit to writing and the author of Mahabharata is traditionally considered as Sage Vyas</li> </ul> </li> <li>ii. Dates-a phase of the composition text between C.200 B.C.E and 200 C.E.</li> <li>iii. Didactic (section that contains rules and regulations about social norms) and Narrative portions (section containing stories)</li> <li>iv. Language-Simpler Sanskrit than that of the Vedas and the Prashastis, later written in variety of languages</li> <li>v. Search for convergence-vivid description of battles, forest, palaces and settlements. <ul style="list-style-type: none"> <li>• Role of the archaeologist, Doctor Dr. B. B. Lal.</li> </ul> </li> </ol>	<b>Pg. 73 &amp; 77</b>	<b>8</b>

	<ul style="list-style-type: none"> <li>• Episode of Draupadi's marriage with the pandavas related to polyandry</li> </ul> <p>vi. Ongoing dialogue between peoples</p> <p>vii. Stories from Mahabharata reflect in various Performing art — Music, Dance, Theatre, —Sculpture —Painting — Narrative — Bhagavad Gita</p> <p>(viii) Any other relevant point</p> <p>Any eight points to be explained</p>		
<b>29.</b>	<p>(a) Describe the features of the Bhakti Movement led by the Alvars and Nayanars in medieval India.</p> <p>Alvars and Nayanars</p> <ol style="list-style-type: none"> <li>The earliest Bhakti movements were led by the Alvars and Nayanars</li> <li>Alvars were devotees of Lord Vishnu and Nayanars were devotees of Lord Shiva.</li> <li>They travelled from place to place singing hymns in Tamil in praise of their gods.</li> <li>Singing compositions of these poet saints and worship of the saints images became part of temple rituals.</li> <li>Their composition were as important as Vedas for example Nalayira Divyaprabandham</li> <li>Women like Andal (Alvar saint) and Karaikkal Ammaiyar (Nayanars Saint) become member of this cult.</li> <li>Preached caste equality as the followers this cult came from diverse social background.</li> <li>They were reformative as they defied caste and gender inequality.</li> <li>They got patronage from Cholas and many temples were built under their patronage.</li> <li>Both Nayanars and Alvars were revered by the Vellala peasants.</li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>	<b>Pg. 143-146</b>	<b>8</b>
	OR		
	<p>(b) Describe the teachings and practices of Sufism.</p> <p>Sufism</p> <ol style="list-style-type: none"> <li>Sufism is derived from 'Suf' meaning wool or 'Saf' meaning purity or 'Suffa' meaning the platform outside the prophet's mosque</li> </ol>	<b>Pg. 153-160</b>	<b>8</b>

	<ul style="list-style-type: none"> <li>ii. Sufis turned to Asceticism and mysticism</li> <li>iii. They stressed on seeking salvation through Intense devotion and love for god</li> <li>iv. They regarded Prophet Muhammad as perfect human and suggested to follow his example.</li> <li>v. They Interpreted Quran on the basis of their personal experience.</li> <li>vi. They organized community around Khanqah which was controlled by teaching master known as Shaikh (in arabic), Pir or Murshid (in Persian).</li> <li>vii. They followed special rituals of imitation.</li> <li>viii. After the death of the Shaikh his tomb-shrine (dargah) became the centre of devotion for his followers known as Ziyarat (pilgrimage).</li> <li>ix. Pir enrolled his disciples (Murids) and appointed a successor (Khalifa)</li> <li>x. Rules of spiritual conduct between Khanquah dwellers and laypersons and the master were laid down.</li> <li>xi. Open Kitchen (Langar) run on charity (<i>Fatuh</i>)</li> <li>xii. Use of music and dance by reciting divine name, Sama and Qawwali.</li> <li>xiii. Assimilation of local tradition in the daily practices, example is Chishti Khanqah.</li> <li>xiv. Within Sufism develop another of type of belief system known as Qalandars, Madaris, Malangs, Haidaris etc. and were referred as be-shari'a in contrast to the ba-shari'a.</li> <li>xv. Any other relevant point</li> </ul> <p>Any eight points to be explained</p>		
30	<p>(a) "The Salt Satyagraha inspired masses to participate in the Civil Disobedience Movement." Justify the statement.</p> <ul style="list-style-type: none"> <li>i. On 12th March 1930, Gandhiji started the march to break the Salt law.</li> <li>ii. British monopoly over manufacture and sale of salt was very unpopular.</li> <li>iii. Government destroyed the salt that it could not sell profitably.</li> <li>iv. People were not allowed to make salt even for domestic use were forced to buy salt at a high price.</li> <li>v. Salt being a commodity used by one and all became a symbol of protest. Soon after this Gandhi decided to launch a Salt Satyagraha.</li> <li>vi. Gandhiji organized the Salt march from Sabarmati to Dandi and gave speeches en route.</li> <li>vii. Parallel Salt Marches were organized in other parts of the country.</li> <li>viii. Peasants broke the colonial forest laws.</li> <li>ix. Factory owners went on strike.</li> <li>x. Lawyers boycotted British courts.</li> </ul>	Pg. 295-302	8

	<ul style="list-style-type: none"> <li>xi. Students refused to attend government run schools and colleges.</li> <li>xii. Many officials resigned from their posts.</li> <li>xiii. Many Indians were arrested.</li> <li>xiv. Hindus, Muslims, Parsis and Sikhs were told to unite.</li> <li>xv. People gathered to join the salt march in large numbers.</li> <li>xvi. Women participated in salt satyagraha.</li> <li>xvii. Salt was manufactured illegally at Dandi.</li> <li>xviii. Gandhiji's meetings were attended by all sections of people.</li> <li>xix. Women participated in large numbers.</li> <li>xx. Dandi March brought Gandhi to world attention.</li> <li>xxi. The March was covered by European and American press.</li> <li>xxii. Any other relevant point.</li> </ul> <p>Any eight points to be explained</p>		
	<b>OR</b>		
	<p>(b) "Mass participation played an important role in the success of the Non-Cooperation Movement." Justify the statement.</p> <ul style="list-style-type: none"> <li>i. Students stopped going to school and colleges run by the government.</li> <li>ii. Lawyers refused to attend court.</li> <li>iii. The working class went on strike in many towns and cities.</li> <li>iv. According to official figures, there were 396 strikes in 1921 involving 600,000 workers and a loss of seven million workdays.</li> <li>v. Hill tribes in northern Andhra violated the forest laws.</li> <li>vi. Farmers in Awadh did not pay taxes. Peasants in Kumaon refused to carry loads for colonial officials.</li> <li>vii. These protest movements were sometimes carried out in defiance of the local nationalist leadership.</li> <li>viii. Peasants, workers and others interpreted and acted upon the call to "non-cooperate" with colonial rule in ways that best suited their interests.</li> <li>ix. Thousands of Indians were put in jail.</li> <li>x. As a consequence the British Raj was shaken to its foundation for the first time since the Revolt of 1857.</li> <li>xi. But the incident of Chauri Chaura prompted Gandhiji to call off the movement.</li> <li>xii. Any other relevant point</li> </ul> <p>Any eight points to be explained</p>	<b>Pg. 290-291</b>	<b>8</b>
<b>SECTION D</b> <b>(Source-Based Questions)</b>			
		<b>3x4=12</b>	
<b>31</b>	<p><b>The creation and circulation of ideas about India</b></p> <p>The writings of European travellers helped produce an image of India for Europeans through the printing and circulation of their books.</p>	<b>Pg. 123</b>	<b>1+1+2=4</b>

	<p>Later, after 1750, when Indians like Shaikh Itisamuddin and Mirza Abu Talib visited Europe and confronted this image that Europeans had of their society, they tried to influence it by producing their own version of matters and described India as a great nation.</p>		
	<p><b>(31.1)</b> In what way did Shaikh Itisamuddin and Mirza Abu Talib challenge the version of Europeans towards India? 1</p> <p>(i) They produce their own version through writings</p>		
	<p><b>(31.2)</b> Give any one example of a book authored by European writers on Medieval India. 1</p> <p>(i) Travels in the Mughal Empire (Any other relevant book)</p>		
	<p><b>(31.3)</b> Explain the significant difference between the image of India presented by Europeans and the versions of Indians. 2</p> <p>(i) The Europeans develop the idea of oriental despotism whereas Mirza and Shaikh encouraged deeper understanding of India.</p> <p>(ii) According to Karl Marx the surplus production in India was appropriated by the state whereas Abu'l Fazal describes the land revenue as remuneration of sovereignty".</p> <p>(iii) Any other relevant point Any two points to be explained</p>		
<b>32.</b>	<p>We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic ... Now, some friends have raised the question : "Why have you not put in the word 'democratic' here?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter? The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. The House will notice that in this Resolution, although we have not used the word "democratic" because we thought it is obvious that the word</p>	<b>Pg. 323</b>	<b>1+1+2 =4</b>



	<p>“republic” contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution.</p> <p>Source : CONSTITUENT ASSEMBLY DEBATES (CAD), VOL. I</p>		
	<p><b>(32.1)</b> Mention the ‘firm and solemn resolve’ expressed in the passage <span style="float: right;">1</span></p> <p>(i) Emphasis on the commitment to democracy.  (ii) Reflects the will of people  (iii) Acknowledges the importance of democracy  (iv) Any other relevant point  Any one point to be explained</p>		
	<p><b>(32.2)</b> How does the passage emphasize the commitment to democracy? <span style="float: right;">1</span></p> <p>(i) Economic democracy and Justice  (ii) Social equality  (iii) Any other relevant point  Any one point to be explained</p>		
	<p><b>(32.3)</b> How is democracy explained in the context of republic in the passage? <span style="float: right;">2</span></p> <p>(i) Republic-Commitment to democracy.  (ii) Aligns with the aspirations of people  (iii) Guarantee of justice, equality and freedom to its citizens.  (iv) Any other relevant point  Any two points to be explained</p>		
33.	<p style="text-align: center;"><b>Fatalists and materialists ?</b></p> <p>Here is an excerpt from the Sutta Pitaka, describing a conversation between King Ajatasattu, the ruler of Magadha, and the Buddha :  On one occasion King Ajatasattu visited the Buddha and described what another teacher, named Makkhali Gosala, had told him :  “Though the wise should hope, by this virtue ... by this penance I will gain karma ... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of samsara(transmigration). It can neither be lessened or increased ... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow.”  And this is what a philosopher named Ajita Kesakambalin taught :  “There is no such thing, O king, as alms or sacrifice, or offerings ...</p>	Pg. 87	1+1+2 = 4

	<p>there is no such thing as this world or the next ...</p> <p>A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space ...</p> <p>The talk of gifts is a doctrine of fools, an empty lie ... fools and wise alike are cut off and perish. They do not survive after death."</p> <p>The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists : those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.</p>		
	<p><b>(33.1)</b> Analyse the views of Makkhali Gosala on karma. <b>1</b></p> <p>Views of Makkhali Gosala</p> <p>(i) Follow all virtues</p> <p>(ii) Pleasure and pain through Karma</p> <p>(iii) Any other relevant point</p> <p>Any one point to be explained</p>		
	<p><b>(33.2)</b> How did Ajita Kesakambalin describe the relations of human beings with the four elements of nature. <b>1</b></p> <p>(i) Human beings are made up of four elements: Earth, Water, Fire and Air.</p>		
	<p><b>(33.3)</b> Differentiate between the views of a Fatalist and a Materialist in reference to this source. <b>2</b></p> <p>Fatalist- All events and actions are predetermined</p> <p>-Individuals are passive observers</p> <p>Materialist- Universe as a system by nature</p> <p>-Events and outcome are result of physical process</p> <p>-Emphasis on material wellbeing</p>		
<p style="text-align: center;"><b>SECTION E</b> <b>(Map-Based Questions)</b></p>			
			<b>5</b>
<b>34</b>	<p><b>(34.1)</b> On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <p>(i) Dholavira – A Matured Harappan site <b>1</b></p> <p>(ii) Ujjain – Mahajanapada <b>1</b></p> <p>(iii) (a) Panipat – Territory under the Mughals</p> <p>OR</p> <p>(b) Golconda <b>1</b></p>	<p>Pg. 2</p> <p>Pg. 30</p> <p>Pg. 214</p> <p>Pg. 174</p>	<b>3x1=3</b>
	<p><b>(34.2)</b> On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write</p>	Pg.286-313	<b>2</b>

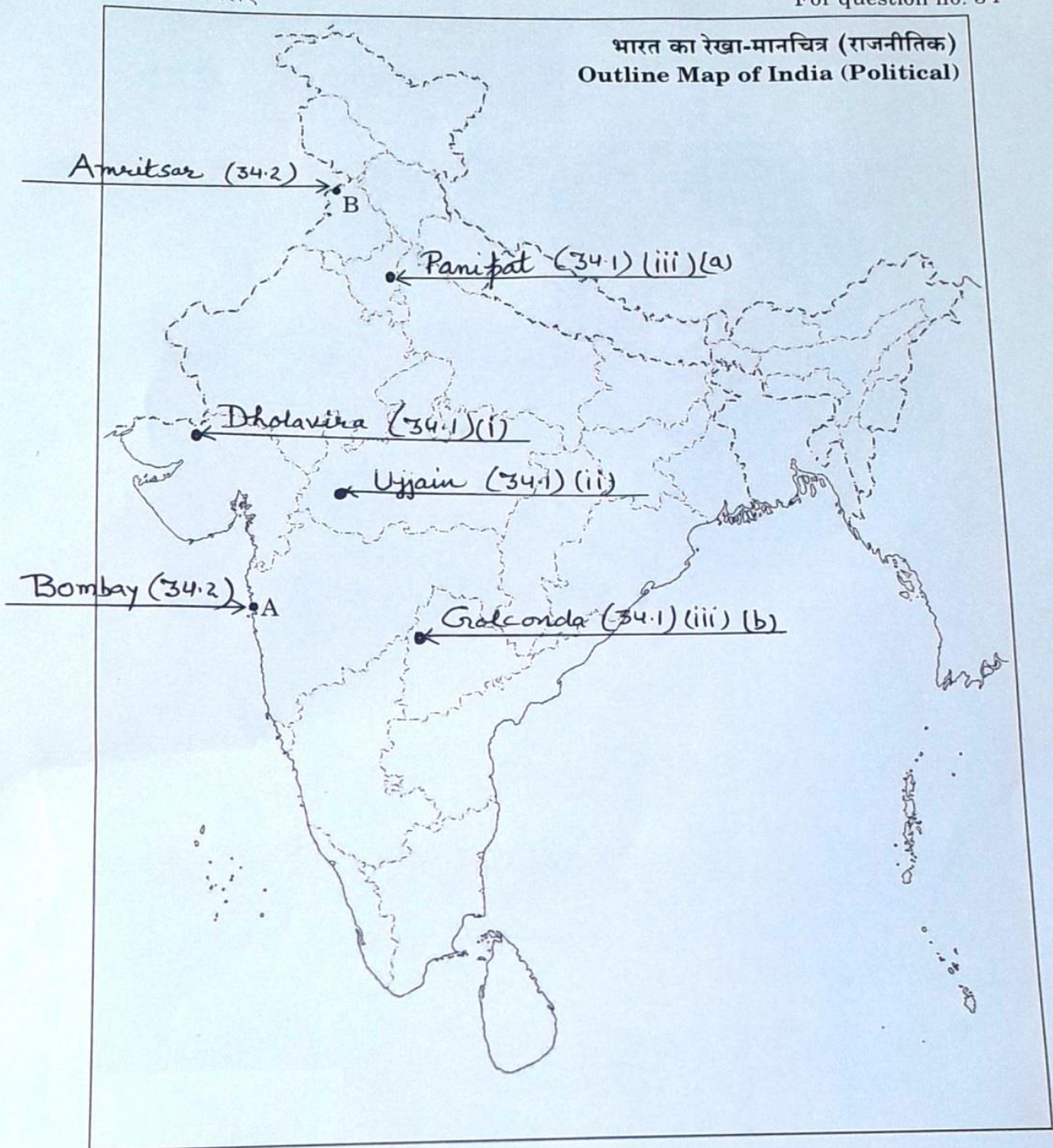
	their correct names on the lines drawn near them.		
	Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34		
	<b>(34.1)</b> Mention any two Harappan sites. Dholavira, Mohenjodaro, Kotdiji, Balakot, Chanhudaro, Kalibangan, Lothal, Rakhigarhi, Nageshwar, Banawali, Harappa (Any two sites)	Pg. 2	<b>2</b>
	<b>(34.2) (a)</b> Mention any one territory under the control of the Mughals. Ajmer, Panipat, Delhi, Lahore, Agra, Amber, Goa (Any one territory) Mention any one neighbouring state of the Vijayanagara empire. Bijapur (Any other relevant neighbouring state)	Pg.214	<b>1</b>
	<b>OR</b>		
	<b>(34.2) (b)</b> Mention any one neighbouring state of the Vijayanagara empire. Bijapur, Bidar, Golconda (Any one neighbouring state)	Pg.174	
	<b>(34.3)</b> Mention any two centres of the Indian National Movement. Champaran, Dandi, Kheda, Ahmadabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi (Any two centres)	Pg. 286-313	<b>2</b>
Please see the attached map.			

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

प्रश्न सं. 34 के लिए

For question no. 34

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



**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2024**  
**HISTORY (SUBJECT CODE 027) (PAPER CODE 61/2/3)**

**General Instructions:**

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to 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.

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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving the answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totalling 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 totalling on the title page.</li> <li>• Wrong totalling 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 answers.)</li> <li>• Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 - 61/2/3**  
**MARKING SCHEME 2024**  
**HISTORY (027)**

**MM:80**

S.NO	Value Points	Pg No.	Marks
<b>SECTION A</b> <b>(Multiple Choice Type Questions)</b>			
		<b>21x1=21</b>	
1.	(D) Tungabhadra	Pg 177	1
2.	(C) Amir Khusrau	Pg 158	1
3.	(A) Louis XIV	Pg 122	1
4.	(D) Anda Visually Impaired Candidates (C) Sanchi	Pg 97 Pg 82-83	1 1
5	(C) 1 (iv), 2 (i), 3 (ii), 4 (iii)	Pg 105-107	1
6.	(D) Deep water reservoirs have been found in Sindh for irrigation	Pg 3-4	1
7.	(B) Grammar	Pg 79	1
8.	(D) Gupta dynasty	Pg 36-37	1
9.	(B) I and II	Pg 32	1
10	(C) S.N. Roy	Pg 20	1
11	(D) To draft a framework for the governance of independent Indian	Pg 322	1
12	(B) 1 (ii), 2(iii), 3 (i), 4 (iv)	Pg 262	1
13	(C) The Britishers settled revenue directly with the peasants	Pg 248	1
14	(D) 1 (ii), 2 (i), 3 (iv), 4(iii)	Pg 320-322	1
15.	(D) Gopal Krishna Gokhale	Pg 287	1
16	(A) II, III, I, IV	Pg 265, 268, 271, 284	1
17.	(A) Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct Explain the Assertion (A)	Pg 229-230	1

18.	(A) Polaj : Land which was cultivated annually	Pg 214	1
19.	(D) Vijayanagara	Pg171	1
20.	(D) Delhi	Pg 127	1
21	(B) I, II and III	Pg 210	1
<p style="text-align: center;"><b>Section B</b> <b>(Short-Answer Type Questions)</b> <span style="float: right;"><b>6x3=18</b></span></p>			
<b>22</b>	(a) Why is the Harappan script called an enigmatic script? Explain	<b>Pg. 15</b>	<b>3</b>
	<p>Harappan script</p> <ul style="list-style-type: none"> <li>i. Not deciphered till date</li> <li>ii. Not alphabetical</li> <li>iii. Had too many signs — (375 — 400)</li> <li>iv. Script written from right to left</li> <li>v. Any other relevant point</li> <li>vi. Any three points to be explained</li> </ul>		
	OR		
	(b) Why is the Harappan drainage system considered a planned and complete drainage system? Explain.	<b>Pg. 7</b>	<b>3</b>
	<p>Harappan drainage system</p> <ul style="list-style-type: none"> <li>i. Well planned Grid system</li> <li>ii. Every house was connected to the street drain.</li> <li>iii. Channels were made of bricks set in mortar</li> <li>iv. Loose Bricks that could be removed for cleaning</li> <li>v. Intervals with sumps for cleaning</li> <li>vi. Solid matters settled into cesspit while waste water flowed down into the street drain.</li> <li>vii. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>23.</b>	<p>“Between the sixth and the fourth centuries BCE, Magadha became the most powerful Mahajanapada.” Explain the statement with examples.</p> <ul style="list-style-type: none"> <li>i. Magadha was a region where agriculture was especially productive</li> <li>ii. Iron mines were accessible and provided resources for tools and weapons.</li> <li>iii. Elephants, and important component of the army were found in forest in the region.</li> <li>iv. Ganga and its tributaries provided a means of cheap and convenient communication.</li> <li>v. There were ambitious Kings like Bimbisara, Ajatshatru and</li> </ul>	<b>Pg. 31</b>	<b>3</b>



	<p>Mahapadam Nanda.</p> <p>vi. Any other relevant point</p> <p>Any three points to be explained</p>		
24	<p>(a) Analyse the role of Krishnadeva Raya as the ruler of Vijayanagara empire.</p> <p>Krishnadeva Raya</p> <ol style="list-style-type: none"> <li>His rule was characterized by expansion and consolidation</li> <li>He acquired land between Tungabhadra and Krishna rivers (the Raichur Doab) in 1512.</li> <li>He subdued the rulers of Orissa in 1514.</li> <li>He defeated Sultans of Bijapur in 1520.</li> <li>He built some fine temples and added impressive Gopurams to many important South Indian Temples</li> <li>He founded a suburban township near Vijaynagar called Nangalapuram after his mother.</li> <li>He promoted trade and commerce</li> <li>Under his rule the state was in a constant state of military preparedness.</li> <li>During his rule there was unparalleled peace and prosperity.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 173	3
	OR		
	<p>(b) Examine the 'Amara-nayaka system' in the military and administrative structure of the Vijayanagara empire.</p> <p>Amara- Nayaka System</p> <ol style="list-style-type: none"> <li>Amara Nayaka were military commanders in Vijayanagara Empire.</li> <li>They were given territories to govern by the Rayas.</li> <li>They collected taxes and dues from peasants, crafts persons.</li> <li>They retained part of revenue for personal use and for maintaining contingents of horses and elephants.</li> <li>They provided effective fighting force to Vijayanagara Kings.</li> <li>They paid annual tribute to the king of Vijayanagara.</li> <li>Any other relevant point</li> </ol> <p>Any three points to be explained</p>	Pg. 175	3
25	<p>Analyse the role of Panchayats in the Mughal rural Society.</p> <p>Role of Panchayats:</p> <ol style="list-style-type: none"> <li>The village panchayat was an assembly of elders.</li> <li>Usually important people of the village with hereditary rights</li> </ol>	Pg 202-204	3

	<p>over their property one members of Panchayat</p> <ul style="list-style-type: none"> <li>iii. The Panchayat was usually a heterogeneous body.</li> <li>iv. The headman was chosen through the consequences of the villagers.</li> <li>v. The chief function of the headman was to supervise the preparation of village accounts, assistant by the accountant or Patwari of the panchayat.</li> <li>vi. The panchayat derived its funds from contributions made by individuals to a common financial pool.</li> <li>vii. The panchayat used their funds for community welfare functions.</li> <li>viii. The panchayat was to ensure that caste boundaries among the various communities were strictly followed.</li> <li>ix. Panchayat also had the authority to levy finds and inflict more serious forms of punishment like expulsion from the community.</li> <li>x. Any other relevant point</li> </ul> <p>Any three points to be explained</p>		
<b>26</b>	<p>Critically examine the Fifth Report of 1813.</p> <p>Fifth Report of 1813</p> <ul style="list-style-type: none"> <li>i. It was fifth of a series of reports on the administration of East India Company</li> <li>ii. It ran into 1002 pages with 800 pages of appendices</li> <li>iii. It had reports of collectors and petitions of zamindars and ryots</li> <li>iv. It critically analyzed activities of the East Indian Company</li> <li>v. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg 233-235</b>	<b>3</b>
<b>27</b>	<p>Describe the role of rumours and prophecies in the Revolt of 1857.</p> <ul style="list-style-type: none"> <li>i. Rumours of new greased cartridges with the fat of cows and pigs.</li> <li>ii. Low caste Khalasi had asked a Brahmin sepoy for a drink of water from his lota.</li> <li>iii. Reports came from various parts of North India that chapatis were being distributed from village to village.</li> <li>iv. The rumour was that the British had mixed the bone dust of cows and pigs into the flour that was sold in the market.</li> <li>v. Any other relevant point</li> </ul> <p>Any three points to be explained</p>	<b>Pg 264-265</b>	<b>3</b>
<p style="text-align: center;"><b>Section C</b> <b>(Long-Answer Type Questions)</b></p> <p style="text-align: right;"><b>3x8=24</b></p>			
<b>28</b>	(a) "Historians have studied many rules and varied practices of	<b>Pg 55-</b>	<b>8</b>

	<p>familial ties during the Mahabharata period.” Explain the statement with examples.</p> <p>Familial relations during Mahabharata period</p> <ol style="list-style-type: none"> <li>Kinship and blood relationships</li> <li>Tradition and rituals</li> <li>Gotra system and each gotra named after a vedic seer</li> <li>Endogamy and exogamy</li> <li>Polyandry for example marriage of Draupadi with the Pandava and Polygyny for example many Satvahana rulers had more than one wife</li> <li>Metronymics example is the list of successive generations of teachers and students given in the Brihadranyaka Upanishada</li> <li>Eight forms of marriage which recognized by the Dharamshastras and Dharamsutras</li> <li>Guru-Shishya relationships was quite prevelant</li> <li>Importance of sons for the continuity of the patrilineage</li> <li>No claims of daughters on the resources of household</li> <li>Kanyadaan was consider as an important religious duty of the father</li> <li>Codes of social behavior were laid down in Dharamshastras and Dharmsutras for example is Manusmriti</li> <li>Any other relevant point</li> <li>Any eight points to be explained</li> </ol>	<b>60</b>	
	<b>OR</b>		
	<p>(b) “There are various elements on which historians have analysed Mahabharata and called it a dynamic text.” Explain the statement with examples.</p> <p>Mahabharata as Dynamic text</p> <ol style="list-style-type: none"> <li>Authors— <ul style="list-style-type: none"> <li>Composition by charioteer bards/sutas which was circulated orally</li> <li>Later Brahmans began to commit to writing and the author of Mahabharata is traditionally considered as Sage Vyas</li> </ul> </li> <li>Dates-a phase of the composition text between C.200 B.C.E and 200 C.E.</li> <li>Didactic (section the contains rules and regulations</li> </ol>	<b>Pg 73 &amp; 77</b>	<b>8</b>

	<p>about social norms) and Narrative portions (section containing stories)</p> <p>iv. Language-Simpler Sanskrit than that of the Vedas and the Prashastis, later written in variety of languages</p> <p>v. Search for convergence-vivid description of battles, forest, palaces and settlements.</p> <p>vi. Role of the archaeologist, Doctor Dr. B. B. Lal.</p> <p>vii. Episode of Draupadi's marriage with the pandavas related to polyandry</p> <p>viii. Ongoing dialogue between peoples</p> <p>ix. Stories from Mahabharata reflect in various Performing art — Music, Dance, Theatre, —Sculpture —Painting — Narrative — Bhagavad Gita</p> <p>(x) Any other relevant point</p> <p>Any eight points to be explained</p>		
29	<p>(a) Describe the teaching and philosophy of Lingayat tradition.</p> <p>Lingayats teaching and philosophy</p> <p>i. This movement in Karnataka was led by a Brahman named Basavanna.</p> <p>ii. His followers were known as Virashaivas (Heroes of Shiva) or Lingayats (wearers of the <i>Linga</i>)</p> <p>iii. Lingayats worship Shiva in his manifestation as a <i>Linga</i>.</p> <p>iv. They usually wear a small <i>Linga</i> in a silver case on a loop strung over the left shoulder.</p> <p>v. The lingayats were against caste system.</p> <p>vi. They promoted widow remarriage and post puberty marriage.</p> <p>vii. Lingayats believe that on death the devotee will be united with Shiva and will not return to this world.</p> <p>viii. They also questioned the theory of Rebirth.</p> <p>ix. Virashaivas tradition is derived from <i>vachanas</i> (literally, sayings) composed in Kannada by women and men who joined the movement.</p> <p>x. Any other relevant point</p> <p>Any eight points to be explained</p>	Pg 147	8

	<b>OR</b>		
	<p>(b) "Describe the lie and contribution of Mirabai in the context in the Bhakti Movement in medieval India.</p> <p>Mirabai</p> <ol style="list-style-type: none"> <li>Mirabai (c. 15th- 16th century) is the best known women poet.</li> <li>She belongs to Saguna Bhakti tradition.</li> <li>She was a Rajput princess from Merta in Marwar.</li> <li>She was married against her wishes to a prince of the Sisodiya clan of Mewar, Rajasthan.</li> <li>She defied her husband and did not submit to the traditional role of wife and mother.</li> <li>She was the devotee of Krishna as her lover.</li> <li>Her in laws tried to poison her but she escaped from the palace to live as a wandering saint composing songs.</li> <li>Her preceptor (Guru) was Raidas, a leather worker.</li> <li>She defied the norms of caste society.</li> <li>She wore white robe of a widow or the saffron robe of the renouncer.</li> <li>She rejected the Comforts of her husband's Palace.</li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>	<b>Pg. 164-165</b>	<b>8</b>
<b>30.</b>	<p>(a) There are various sources to know about Gandhiji's role in the Indian freedom struggle. Explain.</p> <p>Sources to know about Gandhiji's role in the Indian freedom struggle</p> <ol style="list-style-type: none"> <li>Letters of leaders</li> <li>Speeches of leaders</li> <li>Journals</li> <li>Newspapers</li> <li>Official Reports</li> <li>Police Records</li> <li>Images</li> <li>Autobiographies and Biographies</li> <li>Any other relevant point</li> <li>Any eight points to be explained</li> </ol>	<b>Pg. 307-310</b>	<b>8</b>
	<b>OR</b>		
	<p>(b) Analyse the role of Gandhiji in the restoration of peace and harmony among various communities after the Independence of India.</p>	<b>Pg 305-306</b>	<b>8</b>

	<p>Role of Gandhiji in the restoration of peace and harmony</p> <ol style="list-style-type: none"> <li>Gandhiji pleaded to Hindus, Muslims and Sikhs to maintain peace and harmony</li> <li>He tried to restore co-operation between community</li> <li>He visited personally to violence torn area of Punjab and Bengal</li> <li>He pleaded to forget the past and not to dwell on their suffering</li> <li>He tried to build mutual trust</li> <li>He wanted the community to extend the right hand of fellowship to each other</li> <li>At the initiative of Gandhiji &amp; Nehru Congress passed the resolutions on "The Right of Minorities".</li> <li>Gandhiji firmly believed that India is a land of many religions and many races and must remain so.</li> <li>Gandhiji was equally concerned with the suffering of the minority communities</li> <li>Any other relevant point</li> </ol> <p>Any eight points to be explained</p>		
<p style="text-align: center;"><b>SECTION D</b> <b>(Source-Based Questions)</b></p> <p style="text-align: right;"><b>3x4=12</b></p>			
31.	<p>We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic ... Now, some friends have raised the question : "Why have you not put in the word 'democratic' here. ?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter. The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. The House will notice that in this Resolution, although we have not used the word</p>	Pg. 323	1+1+2 =4

	<p>“democratic” because we thought it is obvious that the word “republic” contains that word and we did not want to use unnecessary words and redundant words, but we have done something much more than using the word. We have given the content of democracy in this Resolution and not only the content of democracy but the content, if I may say so, of economic democracy in this Resolution.</p> <p>Source : CONSTITUENT ASSEMBLY DEBATES (CAD), VOL. I</p>		
	<p><b>(31.1)</b> Mention the ‘firm and solemn resolve’ expressed in the passage. <span style="float: right;"><b>1</b></span></p> <ul style="list-style-type: none"> <li>i. Emphasis on the commitment to democracy.</li> <li>ii. Reflects the will of people</li> <li>iii. Acknowledges the importance of democracy</li> <li>iv. Any other relevant point</li> </ul> <p>Any one point to be explained</p>		
	<p><b>(32.2)</b> How does the passage emphasize the commitment to democracy ? <span style="float: right;"><b>1</b></span></p> <ul style="list-style-type: none"> <li>i. Economic democracy and Justice</li> <li>ii. Social equality</li> <li>iii. Any other relevant point</li> </ul> <p>Any one point to be explained</p>		
	<p><b>(33.3)</b> How is democracy explained in the context of republic in the passage? <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>i. Republic-Commitment to democracy.</li> <li>ii. Aligns with the aspirations of people</li> <li>iii. Guarantee of justice, equality and freedom to its citizens.</li> <li>iv. Any other relevant point</li> </ul> <p>Any two points to be explained</p>		
<b>32.</b>	<p style="text-align: center;"><b>Fatalists and materialists ?</b></p> <p>Here is an excerpt from the Sutta Pitaka, describing a conversation between King Ajatasattu, the ruler of Magadha, and the Buddha : On one occasion King Ajatasattu visited the Buddha and described what another teacher, named Makkhali Gosala, had told him : “Though the wise should hope, by this virtue ... by this penance I will gain karma ... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of samsara(transmigration). It can neither be lessened or increased ... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow.” And this is what a philosopher named Ajita Kesakambalin taught :</p>	<b>Pg. 87</b>	<b>1+1+2 =4</b>

	<p>“There is no such thing, O king, as alms or sacrifice, or offerings ... there is no such thing as this world or the next ...</p> <p>A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space ...</p> <p>The talk of gifts is a doctrine of fools, an empty lie ... fools and wise alike are cut off and perish. They do not survive after death.”</p> <p>The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists : those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.</p>		
	<p><b>(32.1)</b> Analyse the views of Makkhali Gosala on karma. <b>1</b></p> <p>Views of Makkhali Gosala</p> <ol style="list-style-type: none"> <li>Follow all virtues</li> <li>Pleasure and pain are predetermined</li> <li>Any other relevant point</li> <li>Any one point to be explained</li> </ol>		
	<p><b>(32.2)</b> How did Ajita Kesakambalin describe the relations of human beings with the four elements of nature. <b>1</b></p> <p>Human beings are made up of four elements: Earth, Water, Fire and Air.</p>		
	<p><b>(33.3)</b> Differentiate between the views of a Fatalist and a Materialist in reference to this source. <b>2</b></p> <p>Fatalist- All events and actions are predetermined -Individuals are passive observers</p> <p>Materialist- Universe as a system by nature -Events and outcome are result of physical process -Emphasis on material wellbeing Any other relevant point</p>		
<b>33</b>	<p><b>The creation and circulation of ideas about India</b></p> <p>The writings of European travellers helped produce an image of India for Europeans through the printing and circulation of their books. Later, after 1750, when Indians like Shaikh Itisamuddin and Mirza Abu Talib visited Europe and confronted this image that Europeans had of their society, they tried to influence it by producing their own version of matters and described India as a great nation.</p>	<b>Pg 123</b>	<b>1+1+2 =4</b>



	<p><b>(32.1)</b> In what way did Shaikh Itisamuddin and Mirza Abu Talib challenge the version of Europeans towards India ? <b>1</b></p> <p>i. They produce their own version through writings</p>		
	<p><b>(32.2)</b> Give any one example of a book authored by European writers on Medieval India. <b>1</b></p> <p>i. Travels in the Mughal Empire (Any other relevant book)</p>		
	<p><b>(32.3)</b> Explain the significant difference between the image of India presented by Europeans and the versions of Indians. <b>2</b></p> <p>i. The Europeans develop the idea of oriental despotism whereas Mirza and Shaikh encouraged deeper understanding of India.</p> <p>ii. According to Karl Marx the surplus production in India was appropriated by the state whereas Abu'l Fazal describes the land revenue as remuneration of sovereignty".</p> <p>iii. Any other relevant point Any two points to be explained</p>		
<p style="text-align: center;"><b>SECTION E</b> <b>(Map-Based Questions)</b></p> <p style="text-align: right;"><b>5</b></p>			
<b>34</b>	<p><b>(34.1)</b> On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <p>(i) Dholavira – A Matured Harappan site <b>1</b></p> <p>(ii) Ujjain – Mahajanapada <b>1</b></p> <p>(iii) (a) Panipat – Territory under the Mughals</p> <p>OR</p> <p>(b) Golconda <b>1</b></p>	<p>Pg. 2</p> <p>Pg. 30</p> <p>Pg. 214</p> <p>Pg. 174</p>	<b>3x1=3</b>
	<p><b>(34.2)</b> On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write their correct names on the lines drawn near them.</p>	Pg.286-313	<b>2</b>
	Note : The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34		
	<p><b>(34.1)</b> Mention any two Harappan sites. Dholavira, Mohenjodaro, Kotdiji, Balakot, Chanhudaro, Kalibangan, Lothal, Rakhigarhi, Nageshwar, Banawali, Harappa (Any two sites)</p>	Pg. 2	<b>2</b>
	<p><b>(34.2) (a)</b> Mention any one territory under the control of the Mughals. Ajmer, Panipat, Delhi, Lahore, Agra, Amber, Goa (Any one territory)</p>	Pg.214	

	OR		
	<b>34.2 (b)</b> Mention any one neighbouring state of the Vijayanagara empire.  Bijapur, Bidar, Golconda (Any one neighbouring state)	Pg.174	
	<b>(34.3)</b> Mention any two centres of the Indian National Movement. Champaran, Dandi, Kheda, Ahmadabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi (Any two centres)	Pg. 286-313	<b>2</b>
Please see the attached map.			

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

प्रश्न सं. 34 के लिए

For question no. 34

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

