

| <p style="text-align: center;"><b>Marking Scheme</b><br/> <b>Strictly Confidential</b><br/> <b>(For Internal and Restricted use only)</b><br/> <b>Senior Secondary Supplementary School Examination, 2026 (XII<sup>th</sup>)</b><br/> <b>SUBJECT NAME History (Q.P. CODE /Set No 027/61-7-1)</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b><u>General Instructions: -</u></b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>1</b>                                                                                                                                                                                                                                                                                             | You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.                                                                                                                                                                                                                                                                           |
| <b>2</b>                                                                                                                                                                                                                                                                                             | <b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>                                                                                                                                                                                                |
| <b>3</b>                                                                                                                                                                                                                                                                                             | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b> |
| <b>4</b>                                                                                                                                                                                                                                                                                             | The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>5</b>                                                                                                                                                                                                                                                                                             | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.                                                                                                                                                                                                                     |
| <b>6</b>                                                                                                                                                                                                                                                                                             | Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>7</b>                                                                                                                                                                                                                                                                                             | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>8</b>                                                                                                                                                                                                                                                                                             | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>9</b>                                                                                                                                                                                                                                                                                             | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>10</b>                                                                                                                                                                                                                                                                                            | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>11</b>                                                                                                                                                                                                                                                                                            | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 13 | <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 answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul> |
| 14 | While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 15 | Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 16 | The Examiners should acquaint themselves with the guidelines given in the <b>“Guidelines for Spot Evaluation”</b> before starting the actual evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 18 | The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**MARKING SCHEME**  
**History (Subject Code - 027)**  
**(PAPER CODE: 61-7-1)**

**NOTE: PAGE NO. MENTIONED IN THE MARKING SCHEME ARE TAKEN FROM THE LATEST NCERT E- BOOK**

| Q.No. | VALUE POINTS                                                                                                   | Page. No           | Marks          |
|-------|----------------------------------------------------------------------------------------------------------------|--------------------|----------------|
|       | <b>SECTION-A</b><br><b>((Multiple Choice Type Questions))</b>                                                  |                    | <b>21x1=21</b> |
| 1.    | (B) Mesopotamian Region                                                                                        | P 13               | 1              |
| 2.    | (D) R. E. M. Wheeler                                                                                           | P 21               | 1              |
| 3.    | (C) II, IV, III, I                                                                                             | P 31, 50           | 1              |
| 4.    | (A) Panini -Ashtadhyayi                                                                                        | P 79               | 1              |
| 5.    | (B) a-iii, b-i, c-ii, d-iv                                                                                     | P 56               | 1              |
| 6.    | (D) Uttaradhyayana Sutra, Agama                                                                                | P 88               | 1              |
| 7.    | (B) She valued the heritage of India.                                                                          | P 82,83            | 1              |
| 8.    | (C) Lord Shiva as Nataraja<br>Visually Impaired Candidates:<br>(C) Sharia                                      | P 146<br><br>P 149 | 1              |
| 9.    | (A) Dadu Panth in Rajasthan                                                                                    | P 161              | 1              |
| 10.   | (D) Cholas –Tamil Nadu                                                                                         | P 172              | 1              |
| 11.   | (A) Colin Mackenzie                                                                                            | P 171              | 1              |
| 12.   | (D) Duarte Barbosa and Domingo Paes                                                                            | P 176              | 1              |
| 13.   | (C) Revenue was based on the land and the products.                                                            | P 213-214          | 1              |
| 14.   | (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A). | P 197& 217         | 1              |
| 15.   | (D) Regulating Act                                                                                             | P 256              | 1              |
| 16.   | (B) Giuseppe Garibaldi                                                                                         | P 286              | 1              |
| 17.   | (C) a-iii, b-iv, c-ii, d-i                                                                                     | P 320& 321         | 1              |



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|     | <p>(v) Early Buddhist and Jaina writers who wrote about Magadha attributed its power to the policies of individuals: ruthlessly ambitious kings of whom Bimbisara, Ajatasattu and Mahapadma Nanda are the best known, and their ministers, who helped implement their policies.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any three points to be assessed)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |
| 24. | <p><b>Describe the relationship between the Sufis and the state during Medieval Period in India.</b></p> <p>(i) Sufis were maintaining a distance from worldly powers.<br/> (ii) This was not the case with the political power.<br/> (iii) The Sufis accepted unsolicited grants and donations from political elites.<br/> (iv) Chisti's accepted donations in cash or kind.<br/> (v) They preferred to use these donations on food, clothes and living quarters.<br/> (vi) This enhanced the moral authority of the shaikhs.<br/> (vii) Kings simple need to demonstrate their association with Sufis because they required legitimation from them.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any three points to be assessed)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | P 159                     | 3                 |
| 25. | <p><b>(a) Examine the role of Amara-Nayaka system of the Vijayanagara Empire.</b></p> <p>(i) The Amaranayaka system was a major political innovation of the Vijayanagar empire.<br/> (ii) Amarnayakas were military commanders.<br/> (iii) They were given territory to govern by the rayas.<br/> (iv) They collected tax and other dues from the peasants and traders.<br/> (v) They retained a part of the revenue for personal use.<br/> (vi) They maintained a contingent of horses and elephants.<br/> (vii) The amara-nayakas sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.<br/> (viii) Kings occasionally asserted their control over them by transferring them from one place to another.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine what inspired the Vijayanagara kings to choose the site of the city.</b></p> <p>(i) According to local tradition, these hills sheltered the monkey kingdom of Vali and Sugriva mentioned in the Ramayana.<br/> (ii) The local traditions suggest that Pampadevi, mother goddess did a penance in these hills.<br/> (iii) She wanted to marry Virupaksha the guardian deity of these hills.</p> | <p>P 175</p> <p>P 184</p> | <p>3</p> <p>3</p> |

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|     | <p>(iv) To this day marriage is celebrated annually in Virupaksha temple.</p> <p>(v) Among these hills are found Jaina temples of the pre-Vijayanagara period as well.. This area is associated with several sacred traditions.</p> <p>(vi) It is likely that the choice of this site was inspired by the existence of Pampadevi and Virupaksha temples.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any three points to be assessed)</p>                                                                                                                                                                                                                                                                                            |             |               |
| 26. | <p><b>Why was cotton production expanded in Bombay Deccan during the American Civil War? Explain.</b></p> <p>(i) When the civil war broke out in America, a wave of panic spread in cotton circles.</p> <p>(ii) American supply of cotton came down to be negligible.</p> <p>(iii) Frantic messages were sent to India to increase the production of cotton to keep the mills running in Britain.</p> <p>(iv) Advances were given to the peasants for this purpose.</p> <p>(v) This is how area under cotton cultivation expanded.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any three points to be assessed)</p>                                                                                                                  | P 249-251   | 3             |
| 27. | <p><b>How were the discussions within the Constituent Assembly influenced by the public? Explain.</b></p> <p>(i) As the deliberations continued in the constituent Assembly, arguments were reported to the press.</p> <p>(ii) Deliberations continued, the arguments were reported in newspapers, and the proposals were publicly debated.</p> <p>(iii) Criticism and counter criticism in the press shaped the nature of consensus.</p> <p>(iv) Public were given the chance to send their views.</p> <p>(v) Important issues of cultural rights and social justice raised in these public discussions were debated on the floor of the Assembly.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any three points to be assessed)</p> | P 319-320   | 3             |
|     | <p style="text-align: center;"><b>SECTION C</b></p> <p style="text-align: center;"><b>(Long-Answer Type Questions)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | <b>3x8=24</b> |
| 28. | <p><b>(a) Describe the social differences within and beyond the framework of caste in early societies.</b></p> <p>(i) The ideal of social frame work was laid down by the Brahminical class in the Varna order.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | P61-63 & 66 | 8             |

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|     | <p>(ii) Brahmins at the top of social ladder were supposed to study Vedas and perform sacrifices.</p> <p>(iii) Brahmins were followed by Kshatriyas, Vaish and Shudras.</p> <p>(iv) The kings were supposed to be Kshatriyas but it was not true universally.</p> <p>(v) Jati was another term within the social categories.</p> <p>(vi) Some categories challenged this system like nishads and they were ordered to go and live in the jungles.</p> <p>(vii) Ekalavya belonged to this category.</p> <p>(viii) Some were considered untouchables and their activities were considered polluting and they were designated as Chandals.</p> <p>(ix) Manusmriti laid down the duties of Chandals.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe the ideal of patriliney and the rules of marriage in early societies.</b></p> <p>(i) Patriliney existed before Mahabharata but Mahabharata reinforced the ideas of patriliney.</p> <p>(ii) Under patriliney the sons could claim resources including the throne.</p> <p>(iii) Most of the ruling dynasties followed the idea of patriliney.</p> <p>(iv) In some cases where there was no son, brothers succeeded the throne.</p> <p>(v) Sons were important for the continuity of patrilineage.</p> <p>(vi) The daughter could not claim the resources of the parents except the gifts given to them on marriage.</p> <p>(vii) Different types of marriages like endogamy and exogamy and polygamy and polyandry were prevalent in the early societies.</p> <p>(viii) At the same time, marrying them into families outside the kin was considered desirable.</p> <p>(ix) This system, called exogamy literally, marrying outside</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p> | P55-60    | 8 |
| 29. | <p><b>(a) How did Ibn Battuta describe the Indian urban centres and the system of communication during the fourteenth century? Explain with examples.</b></p> <p>(i) Ibn Battuta found Indian cities as full of exciting opportunities.</p> <p>(ii) These urban centres were densely populated and prosperous.</p> <p>(iii) The cities had crowded streets with bright and colourful markets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | P 127-129 | 8 |

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|  | <p>(iv) Batuta described Delhi as a vast city with great population.</p> <p>(v) Daulatabad in Maharashtra was similar to Delhi.</p> <p>(vi) Bazaars were the hubs of social and cultural activities.</p> <p>(vii) Merchants were encouraged to develop trade.</p> <p>(viii) All trade routes were supplied with inns or guest houses.</p> <p>(ix) Remittance of credit was efficient.</p> <p>(x) Ibn Battuta was amazed by the efficiency of the postal system which allowed merchants to not only send information and remit credit across long distances, but also to dispatch goods required at short notice.</p> <p>(xi) The postal system was so efficient that while it took fifty days to reach Delhi from Sind, the news reports of spies would reach the Sultan through the postal system in just five days</p> <p>(xii) In India the postal system was of two kinds. The horse post, called uluq</p> <p>(xiii) The foot-post had three stations per mile; it was called dawa.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How did Bernier describe the Indian society and the question of land ownership during Mughal India? Explain with examples.</b></p> <p>(i) Bernier described Indian society as consisting of impoverished people.</p> <p>(ii) Minority powerful classes subjugator majority poor classes.</p> <p>(iii) There was no middle group between rich and the poor.</p> <p>(iv) Bernier found that in Mughal rule there was not a single piece of private property.</p> <p>(v) He believed the virtues in the private property.</p> <p>(vi) He found crown ownership of land was harmful.</p> <p>(vii) This is disastrous for society and economy.</p> <p>(viii) Because of crown ownership the peasants could not pass their land to their children.</p> <p>(ix) According to Bernier, one of the fundamental differences between Mughal India and Europe was the lack of private property in land in the former.</p> <p>(x) He saw crown ownership of land as being harmful for both the state and its</p> | <p>P 130-31</p> | <p>8</p> |
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|     | <p>people.</p> <p>(xi) He thought that in the Mughal Empire the emperor owned all the land and distributed it among his nobles, and that this had disastrous consequences for the economy and society.</p> <p>(xii) This perception was not unique to Bernier, but is found in most travellers' accounts of the sixteenth and seventeenth centuries.</p> <p>(xiii) Owing to crown ownership of land, argued Bernier, landholders could not pass on their land to their children. So they were averse to any long-term investment in the sustenance and expansion of production.</p> <p>(xiv) The absence of private property in land had, therefore, prevented the emergence of the class of "improving" landlords (as in Western Europe) with a concern to maintain or improve the land.</p> <p>(xv) It had led to the uniform ruination of agriculture, excessive oppression of the peasantry and a continuous decline in the living standards of all sections of society, except the ruling aristocracy</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p>                                                                                                                                                                                                                                                                                                                                                                                                         |                  |          |
| 30. | <p><b>(a) Examine the causes that prompted the taluqdars to join the Revolt of 1857.</b></p> <p>(i) The annexation of Awadha disposed the taluqdars.</p> <p>(ii) Before the coming of British, the taluqdars maintained armed retainers and built fortresses.</p> <p>(iii) They enjoyed a degree of autonomy.</p> <p>(iv) The British were unwilling to tolerate the power of taluqdars.</p> <p>(v) After the annexation of Awadha taluqdars were disarmed and their forts destroyed.</p> <p>(vi) The dispossession of taluqdars meant the breakdown of entire social order.</p> <p>(vii) The loyalty of peasants with the taluqdars was disrupted.</p> <p>(viii) The grievances of the taluqdars prompted them to join the revolt against the British.</p> <p>(ix) In pre-British times, taluqdars had held 67 per cent of the total number of villages in Awadh; by the Summary Settlement this number had come down to 38 per cent.</p> <p>(x) The taluqdars of southern Awadh were the hardest hit and some lost more than half of the total number of villages they had previously held.</p> <p>(xi) The increase of revenue demand in some places was from 30 to 70 per cent. Thus neither taluqdars nor peasants had any reasons to be happy with the annexation.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the causes and events of the Revolt of 1857.</b></p> <p><b>Causes:</b></p> | <p>P 268-269</p> | <p>8</p> |
|     | <p><b>(b) Examine the causes and events of the Revolt of 1857.</b></p> <p><b>Causes:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>P 258-</p>    | <p>8</p> |

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|  | <p>(i) Rumours and prophecies played a part in moving the people to action.</p> <p>(ii) Bullets coated with the fat of cows and pigs was the main cause of the revolt.</p> <p>(iii) There was a rumour that the bone dust was mixed in flour.</p> <p>(iv) The annexation of Awadha</p> <p>(v) The dispossession of taluqdars.</p> <p>(vi) Mistreatment of Indian sepoy by the senior British officials.</p> <p>(vii) Heavy land revenue on peasants.</p> <p>(viii) Refusal to Rani Jhansi under Doctrine of Lapse</p> <p>(ix) Under the leadership of Governor General Lord William Bentinck, the British adopted policies aimed at “reforming” Indian society by introducing Western education, Western ideas and Western institutions.</p> <p>(x) The British established laws to abolish customs like sati (1829) and to permit the remarriage of Hindu widows. On a variety of pleas, like misgovernment and the</p> <p>(xi) Subsidiary Alliance</p> <p><b>Events:</b></p> <p>(xii) Late in the afternoon of 10 May 1857, the sepoy in the cantonment of Meerut broke out in mutiny.</p> <p>(xiii) It began in the lines of the native infantry, spread very swiftly to the cavalry and then to the city.</p> <p>(xiv) The ordinary people of the town and surrounding villages joined the sepoy.</p> <p>(xv) The sepoy captured the bell of arms where the arms and ammunition were kept and proceeded to attack white people, and to ransack and burn their bungalows and property.</p> <p>(xvi) Government buildings – the record office, jail, court, post office, treasury, etc. – were destroyed and plundered.</p> <p>(xvii) The telegraph line to Delhi was cut. As darkness descended, a group of sepoy rode off towards Delhi.</p> <p>(xviii) The sepoy arrived at the gates of the Red Fort early in the morning on 11 May. They appealed the Mughal Emperor Bahadur Shah Jafar to assume leadership of the revolt.</p> <p>(xix) When ordinary people began joining the revolt, the targets of attack widened.</p> <p>(xx) In major towns like Lucknow, Kanpur and Bareilly, money lenders and the rich also became the objects of rebel wrath.</p> <p>(xxi) Peasants not only saw them as oppressors but also as allies of the British. In most places their houses were looted and destroyed.</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any eight points to be assessed)</p> | 265 |        |
|  | <b>SECTION D</b><br><b>(Source-Based Questions)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     | 3×4=12 |

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|  | <p style="text-align: center;"><b>WHY WERE STUPAS BUILT?</b></p> <p><b>31. (31.1) Why did Ananda ask about the Buddha's remains?</b></p> <p>Buddha was near death and Anand was concerned to honour Buddha.</p> <p><b>(31.2) Why did Buddha refer to himself as the Tathagata?</b></p> <p>He had attained the enlightenment, truth and reality.</p> <p><b>(31.3) How did Buddhism spread to many other countries outside India? Explain.</b></p> <p>(i) Buddhism appealed to many people who were not satisfied with existing religious practices. The Bhikkus spread Buddhism outside India.</p> <p>(ii) People were confused by the rapid social changes taking place around them.</p> <p>(iii) The importance attached to conduct and values rather than claims of superiority based on birth, the emphasis placed on metta (fellow feeling) and karuna (compassion), especially for those who were younger and weaker than oneself, were ideas that drew men and women to Buddhist teachings</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any two points to be assessed)</p> | P 96  | <p>1</p> <p>1</p> <p>2</p> |
|  | <p style="text-align: center;"><b>PEASANTS ON THE MOVE</b></p> <p><b>32. (32.1) Why was the Indian agrarian society seen as unique by Babur?</b></p> <p>(i) Village and towns could be established and abandoned within a short time.</p> <p>(ii) There was abundant land ,water, wood availavble for new settlement .</p> <p>(iii) In hamlets and villages, if the people feel so, they depopulated them and set up new settlements within a day or so.</p> <p>(Any one points to be assessed)</p> <p><b>(32.2) How did Babur describe the setting up of new settlements?</b></p> <p>Babur observed that people quickly set up their dwellings near tank or well, as they</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | P 198 | <p>1</p> <p>1</p>          |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                            |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------|
|     | <p>needed water for irrigation.</p> <p><b>(32.3) How did rural folk build their dwellings?</b></p> <p>(i) They set up walls and cover with Khas- grass which was available in abundance.</p> <p>(ii) Wood was unlimited</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any two points to be assessed)</p>                                                                                                                                                                                                                                                                                                                                                                 |       | 2                          |
| 33. | <p style="text-align: center;"><b>CHARKHA</b></p> <p><b>(33.1) Why did Gandhiji promote the use of the charkha?</b></p> <p>Gandhi promoted charkha for self-reliance.</p> <p><b>(33.2) How did the charkha symbolize self-reliance?</b></p> <p>(i) It allowed to spin their own cloth</p> <p>(ii) Promoted economic independence</p> <p>(iii) Dignity of labour</p> <p>(Any one point to be assessed)</p> <p><b>(33.3) How did spinning on the charkha help rural people?</b></p> <p>(i) Provided employment</p> <p>(ii) Encouraged cotton Industries</p> <p>(iii) Economic empowerment</p> <ul style="list-style-type: none"> <li>Any other relevant point</li> </ul> <p>(Any two points to be assessed)</p> | P 292 | <p>1</p> <p>1</p> <p>2</p> |
|     | <p><b>SECTION E</b></p> <p><b>(Map-Based Questions)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | 3+2=5                      |
| 34  | <p><b>(34.1) On the given political outline map of India locate and label the following places with appropriate signs or symbols :</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | P 2   | 3X1=3                      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                               |                       |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------|
|  | <p>(i) Kalibangan – A mature Harappan site</p> <p>(ii) Varanasi – An important town of early states</p> <p>(a) Amber – An area under the rule of Akbar</p> <p style="text-align: center;">OR</p> <p>(b) Chandragiri – A medieval town</p> <p>(34.2) On the same political outline map of India, two places have been marked as 'A' and 'B', as the places under British control during the period of the Revolt 1857. Identify them and write their correct names on the lines drawn near them.</p>                                                                                                                                                                                    | <p>P 30</p> <p>P 214</p> <p>P 174</p> <p>P 267</p>            | <p>2</p>              |
|  | <p><b>For Visually impaired:</b></p> <p>(34.1) Name any one mature Harappan site.</p> <p>34.1. Kalibangan /Dholavira/Banawali (Any Other)</p> <p>(34.2) Mention any one important town of early states.</p> <p>34.2. Magadh/ Matsya/Vajji/Taxila . (Any Other)</p> <p>(34.3) (a) Name an area which was under the rule of Akbar.</p> <p>34.3. Amber / Ajmer / Panipat / Delhi . (Any Other)</p> <p style="text-align: center;">OR</p> <p>(34.3 (b) Name the capital of Vijayanagara Empire.</p> <p>Vijaynagar /Hampi</p> <p>(34.4) Mention any two cities which were under the control of British during the period of the Revolt of 1857.</p> <p>34.4. Surat, Patna . (Any Other)</p> | <p>P 2</p> <p>P 30</p> <p>P 214</p> <p>P 174</p> <p>P 267</p> | <p>3x1=3</p> <p>2</p> |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                               |                       |

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

