

<p style="text-align: center;">Marking Scheme Strictly Confidential (For Internal and Restricted use only) SR. SECONDARY SCHOOL SUPPLEMENTARY EXAMINATION, 2025 SUBJECT NAME : HISTORY (SUB. CODE-027) (Q.P. CODE 61/S/2)</p>	
<u>General Instructions: -</u>	
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 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.”
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 given answer and even if reply is not from 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 answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
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, 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 penalized 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). 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"> ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
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 “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 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.

S No	SET-A2	Ch/ Page	Mks
1	(D) I, II and III	Ch.6 Pg. 153, 155	1
2	(A) I and II	Ch.5 Pg.118	1
3	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	Ch.5 Pg. 116	1
4	(C) Priest-King Note : The following question is for Visually Impaired Candidates only, in lieu of Q. no. 4. (B) Pakistan	Ch.1 Pg 16 Ch.1 Pg. 2	1 1
5	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	Ch. 3 Pg. 60	1
6	(B) a-iv, b-iii, c-ii, d-i	Ch. 2 Pg. 44, 45	1
7	(B) Cholas, Cheras, Pandyas	Ch. 2 Pg. 35	1
8	C) I and IV	Ch. 1 Pg. 20	1

9	(C) It researched all regional variations of the text.	Ch. 3 Pg. 54	1
10	(A) I and II	Ch. 1 Pg.17	1
11	(C) Bhajans	Ch. 6 Pg. 164	1
12	(D) Jama	Ch 8 Pg. 213	1
13	One mark to be given to all.		1
14	(A) Nicolo de Conti – Italy	Ch. 7 Pg. 176	1
15	(A) Wajid Ali Shah’s misgovernance	Ch. 10 Pg. 266	1
16	(D) III, I, II, IV	Ch. 9 Pg. 241- 242	1
17	(B) Ahmadullah Shah	Ch. 10 Pg. 263	1
18	(B) a-iii, b-ii, c-iv, d-i	Ch. 12 Pg. 330- 333	1
19	(C) Jawaharlal Nehru	Ch. 12 Pg. 322	1

20	(C) I, III, IV, II	Ch. 11 Pg. 314	1
21	(B) Subhadra Kumari Chauhan	Ch. 10 Pg. 283	1
	SECTION B (Short-Answer Type Questions)		
22.	<p>(a) “Historians considered the Harappan seals as the distinctive artifact.” Examine the statement.</p> <p>Ans:</p> <ul style="list-style-type: none"> i. Square or rectangular shaped seals made of steatite. ii. Provide evidence of writing (script not deciphered) and craftsmanship. iii. Indicate the existence of authority which issued/exercised power. iv. Evidence of trade with Mesopotamia, Harappan seals found in Mesopotamia and vice versa; v. Image of boat on seals. vi. May reflect the beliefs of the Harappans-humped bull, proto-Shiva. vii. Any other relevant point. <p>((Any three points to be assessed))</p> <p style="text-align: center;">OR</p> <p>(b) “The Harappans were known for their advanced urban planning.” Justify the statement with suitable arguments.</p> <p>Ans:</p> <ul style="list-style-type: none"> i. The settlement was divided into two sections, one smaller but higher and the other much larger but lower. (Citadel and the Lower Town) ii. Buildings were constructed on mud brick platforms. iii. The lower town was separated from the upper town and was walled. 	Ch. 1, Pg. 15	3
		Ch. 1, Pg. 5-7	3

	<p>iv. Detailed planning is indicated in the use of bricks of a standardized ratio for all construction.</p> <p>v. Roads and streets were laid out along an approximate grid pattern.</p> <p>vi. The drainage system was carefully planned.</p> <p>vii. Streets and drains were laid out first and then houses built. Every house had at least one wall along a street.</p> <p>viii. The construction would require mobilisation of labour on a very large scale.</p> <p>ix. Any other relevant point.</p> <p>((Any three points to be assessed))</p>		
23.	<p>Examine the elements observed by historians to analyse the Mahabharata.</p> <p>Ans:</p> <p>i. Historians examine the language of the text</p> <p>ii. They also consider the kind of text.</p> <p>iii. They try to find out about the author(s).</p> <p>iv. Also the intended audience.</p> <p>v. They try and ascertain the possible date of the composition.</p> <p>vi. Also the place where they may have been composed.</p> <p>vii. Historians usually classify the contents of the Mahabharata under two broad heads –the narrative, and didactic.</p> <p>viii. The division is not compartmentalised.</p> <p>ix. Some historians think that the memory of an actual conflict amongst kinfolk was preserved in the narrative.</p> <p>x. The Sanskrit used in the Mahabharata is simple than that of the Vedas or Prashastis and was probably widely understood.</p> <p>xi. Any other relevant point.</p> <p>((Any three points to be assessed))</p>	<p>Ch. 3 Pg. 72-74</p>	3
24.	Explain the main teachings of Kabir.		

	<p>Ans:</p> <ol style="list-style-type: none"> i. Kabir was a 'nirguna' poet saint of fourteenth-fifteenth centuries. ii. Kabir captured the nature of the Ultimate Reality in words. iii. Kabir's expressions such as "the lotus which blooms without flower" or the "fire raging in the ocean" convey a sense of Kabir's mystical experiences. iv. Kabir drew on a range of traditions- including Islam, he described the Ultimate Reality as Allah, Khuda, Hazrat and Pir. v. He also used terms drawn from Vedantic traditions, alakh (the unseen), nirakar (formless), Brahman, Atman, etc. vi. Some of his poems draw on Islamic ideas and use monotheism and iconoclasm to attack Hindu polytheism and idol worship. vii. He used the sufi concept of zikr and ishq (love) to express the Hindu practice remembering God's name. viii. Any other relevant point <p>(Any three points to be assessed)</p>	<p>Ch. 6 Pg. 161- 162</p>	<p>3</p>
25.	<p>(a) Explain the role played by women in the Mughal agrarian economy.</p> <p>Ans:</p> <ol style="list-style-type: none"> i. Women worked equally with men in the agrarian economy of the Mughal empire. ii. They were engaged in sowing, weeding and threshing of the crop. iii. A gendered segregation of labour was not possible although biases related to menstruation continued. iv. Women were also engaged in craft production and embroidery, spinning yarn. v. They were considered an important resource in agrarian society that led to the acceptance of practices like bride-price and widow remarriage. 	<p>Ch. 8, 3 Pg. 206-07</p>	<p>3</p>

	<p>vi. Yet, social norms sought to control them as they were seen as a reproductive force and households were headed by a male member and women's lives were strictly controlled.</p> <p>vii. Among the landed gentry, women had the right to inherit property and instances from Punjab also show their participation in the rural land market.</p> <p>viii. Any other relevant point (Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Explain the role of Zamindars in the Mughal empire.</p> <p>Ans:</p> <ol style="list-style-type: none"> i. Zamindars were landed proprietors who also enjoyed certain social and economic privileges. ii. They lived off agriculture but did not participate directly in the processes of agricultural production. iii. They performed certain services (khidmat) for the state. iv. The zamindars held extensive personal lands termed milkiyat, meaning property. v. The zamindars could sell, bequeath or mortgage these lands at will. vi. Zamindars often collected revenue on behalf of the state, vii. They controlled military resources comprising of units of cavalry, artillery and infantry. viii. Most zamindars had fortresses (qilachas) ix. Zamindars clearly constituted the narrow apex of the rural social pyramid. x. Zamindars helped in settling cultivators by providing them with the means of cultivation, including loans. xi. Zamindars often established markets (haats). xii. Zamindars were an exploitative class, but their relationship with the peasantry had an element of reciprocity, paternalism and patronage. 	<p>Ch. 8 Pg. 211- 212</p>	<p>3</p>
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	<p>xiii. Zamindars often received the support of the peasantry in their struggle against the state.</p> <p>xiv. Any other relevant point</p> <p>(Any three points to be assessed)</p>		
26.	<p>Explain the British policy towards the Paharias in Bengal.</p> <p>i. The British encouraged forest clearance and extension of settled agriculture.</p> <p>ii. The contraction of forests and pastures sharpened the conflict with the paharias and colonial official tried to control and subdue them.</p> <p>iii. In the 1770's the British embarked on a brutal policy of extermination, hunting the Paharias down and killing them.</p> <p>iv. By the 1780's Augustus Cleveland, the collector of Bhagalpur, proposed a policy of pacification.</p> <p>v. 'Paharia' chiefs were given an annual allowance and made responsible for the proper conduct of their men.</p> <p>vi. Many Paharia chiefs refused the allowances as it meant a loss of authority within the community.</p> <p>vii. The Paharias withdrew deep into the mountains, insulating themselves from hostile forces, and carrying on the war with the outsiders.</p> <p>viii. Any other relevant point</p> <p>(Any three points to be assessed)</p>	<p>Ch. 9,</p> <p>Pg. 238-39</p>	3
27.	<p>Assess the significance of Delhi in the events of 1857.</p> <p>i. The rebel sepoys of the Meerut cantonment captured the bell of arms and attacked white people and burnt their bungalows and government buildings.</p> <p>ii. The sepoys reached Delhi from Meerut the next morning (11th May) and approached the Mughal emperor to give them an audience and the revolt his blessings.</p>	<p>Ch. 10,</p> <p>Pg. 258, 259, 275, 276</p>	3

	<p>iii. The ordinary people of the city also joined the rebels.</p> <p>iv. The news spread that Delhi had fallen to the rebels and Bahadur Shah had blessed the rebellion.</p> <p>v. Cantonments in the Gangetic valley rose in the mutiny one after another.</p> <p>vi. Even though the Mughal emperor wielded no power, in popular imagination he was synonymous with the once great Mughal Empire</p> <p>vii. During the suppression of the Revolt, the British too realised the symbolic value of Delhi.</p> <p>viii. British mounted two pronged attack from Calcutta and Punjab to reconquer Delhi from June 1857 to September 1858 .</p> <p>ix. Rebels from all over North India had come to defend Delhi.</p> <p>X. Any other relevant Point.</p> <p>(Any three points to be assessed)</p>		
	<p style="text-align: center;">SECTION C</p> <p style="text-align: center;">(Long-Answer Type Questions)</p>		
28.	<p>(a) Explain the teachings and philosophy of Jainism.</p> <p>Ans:</p> <p>i. The most important idea in Jainism is that the entire world is animated:</p> <p>ii. Even stones, rocks and water have life.</p> <p>iii. Non-injury to living beings, especially to humans, animals, plants and insects, is central to Jaina philosophy.</p> <p>iv. The principle of ahimsa</p> <p>v. According to Jaina teachings, the cycle of birth and rebirth is shaped through karma.</p> <p>vi. Asceticism and penance are required to free oneself from the cycle of karma.</p> <p>vii. This can be achieved by renouncing the world.</p> <p>viii. Monastic existence is a necessary condition of salvation.</p>	<p>Ch. 4</p> <p>Pg. 88</p>	8

	<p>ix. Jaina monks and nuns took five vows: to abstain from killing, stealing and lying; to observe celibacy; and to abstain from possessing property.</p> <p>x. Any other relevant point</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Explain the sculptural features of Sanchi Stupa.</p> <p>Ans:</p> <ol style="list-style-type: none"> i. The sculpture at Sanchi can be understood by the knowledge about Buddhist texts such as the Jatakas eg Vessantara Jataka on the Torana. ii. Familiarity with the hagiographies of Buddha helps understand depiction of Buddha not in human form but as symbols, which depict an event in his life. iii. Empty seat – Meditation iv. Stupa – Mahaparinibbana v. Wheel – First Sermon vi. Bodhi tree – Enlightenment vii. There is also the presence of Non-Buddhist, popular elements that enrich the scene. viii. Shalabhanjika – auspicious motif of a woman whose touch caused trees to flower ix. Animals including elephants, horses, monkeys and cattle, that were carved to create lively scenes and draw visitors x. Animal like elephants were used to symbolise strength and wisdom. xi. Image identified as Maya – Buddha’s mother / Gajalakshmi – goddess of good fortune associated with elephants. xii. The serpent too has been found on several pillars and was perhaps derived from popular traditions. xiii. The stupa itself was a semi-circular mound of earth (Anda) but gradually became more complex. 	<p>Ch.4 Pg. 99 - 103</p>	<p>8</p>
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	<p>xiv. Above the Anda was the Harmika – the balcony like structure that represented the abode of the Gods.</p> <p>xv. From it arose the mast – Yasti that was surmounted by a Chattri or Umbrella.</p> <p>xvi. The railing around the mound separate the sacred and the secular sections. Stone railing resembling bamboo and wooden fences can be seen at Sanchi and Berhut stupas</p> <p>xvii. The gateways were installed at four cardinal points</p> <p>xviii. Any other relevant point</p> <p>(Any eight points to be assessed)</p>		
29.	<p>(a) “The Non-Cooperation Movement was significant in Gandhian nationalism.” Justify the statement.</p> <p>i. Rise of Gandhiji as a mass leader.</p> <p>ii. The Non Cooperation Movement transformed Indian National Movement from an elite phenomenon to a popular mass movement.</p> <p>iii. Nationwide popularity of Concepts of satyagraha and ahimsa.</p> <p>iv. Non Cooperation as a protest against the Rowlatt Act and the Jallianwala Bagh Massacre.</p> <p>v. Demand for Swaraj.</p> <p>vi. Gandhiji by bringing together the Non-Cooperation and Khilafat Movements, united the two communities.</p> <p>vii. United, the two major religious communities i.e. Hindus and Muslims could collectively bring an end to colonial rule.</p> <p>viii. Use of Swadeshi and Boycott as a tools.</p> <p>ix. Students refused to go to schools, colleges,</p> <p>x. Lawyers stopped going to courts,</p> <p>xi. Working class went on strike.</p> <p>xii. Tribes in Andhra Pradesh violated forest laws and</p> <p>xiii. Farmers in Awadh stopped paying taxes.</p> <p>xiv. Non-cooperation, became the name of an epoch in the life of India and of Gandhiji.</p> <p>xv. It entailed denial, renunciation, and self-discipline.</p>	Ch- 11, P.290, 291	8

	<p>xvi. It was training for self-rule.</p> <p>xvii. As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations.</p> <p>xviii. In February 1922, Gandhiji called off Non-Cooperation Movement due to untowards incident of burning of police stations in Chauri Chaura in which several constables were burnt to death.</p> <p>xix. During the Non-Cooperation Movement, thousands of Indians were put in jail and Gandhiji was arrested in March in 1922, charged with sedition and awarded him six years of imprisonment.</p> <p>xx. Any other relevant points.</p> <p>(Any 8 points to be assessed).</p> <p style="text-align: center;">OR</p> <p>(b) “Gandhiji came to be viewed as a ‘people’s leader’ with deep sympathy for the poor.” Examine the statement.</p> <p>i. In the opening of the BHU in February 1916, Gandhiji told the privileged invitees that “there is no salvation for India unless you strip yourself of this jewellery and hold it in trust for your countrymen in India”.</p> <p>ii. He believed the salvation can only come through the farmer. Neither the lawyers, nor the doctors, nor the rich landlords are going to secure it.</p> <p>iii. Champaran Satyagraha.</p> <p>iv. Ahmedabad Mill Strike.</p> <p>v. Kheda Satyagraha.</p> <p>vi. Gandhiji appeared to the Indian peasant as a saviour, who would rescue them from high taxes and oppressive officials and restore dignity and autonomy to their lives</p> <p>vii. In 1921, during a tour of South India, Gandhiji shaved his head and began wearing a loincloth in order to identify with the poor.</p> <p>viii. His new appearance also came to symbolize asceticism and abstinence.</p> <p>ix. The spinning wheel provided the poor with supplementary income and make them self-reliant.</p>	<p>Ch- 11,</p> <p>P.292,</p> <p>293</p>	<p>8</p>
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	<p>x. Gandhiji's appeal among the poor, and peasants in particular, was enhanced by his ascetic lifestyle, and by his shrewd use of symbols such as the dhoti and the charkha.</p> <p>xi. Mahatma Gandhi was by caste a merchant, and by profession a lawyer; but his simple lifestyle and love of working with his hands allowed him to empathise more fully with the labouring poor and for them, in turn, to empathise with him.</p> <p>xii. The constructive programme at the grassroot level promoted social and economic reform that provided the necessary discipline and training in mass movement.</p> <p>xiii. It included promotion of Hindu-Muslim Unity,</p> <p>xiv. Upliftment of Women.</p> <p>xv. Fight against untouchability- Upliftment of Harijans,</p> <p>xvi. Dignity of labour.</p> <p>xvii. Economic self-reliance.</p> <p>viii. Any other relevant points.</p> <p>(Any 8 points to be assessed).</p>		
30.	<p>(a) Describe the significance of the Vijayanagara Empire in Indian history.</p> <p>Ans:</p> <p>i. The wide range of structures that have been found at Vijayanagar reflect the vision of the Rayas;</p> <p>ii. The Rayas had control over resources and wealth and could mobilise labour and skilled craftsmen to undertake the construction of such spectacular buildings.</p> <p>iii. The Capital-Vijayanagar reflects the organisation of space in a planned manner and also sheds light on contemporary aesthetics and assimilation of architectural ideas.</p> <p>iv. The seven lines of fortifications which included agricultural tracts indicates a concern for the security and defence.</p>	Ch. 7, Pg. 177- 188	8

	<p>v. Water reservoirs and channels – Kamlapuram Tank and the Hiriya canal built by state initiative show a concern for water conservation in an arid terrain.</p> <p>vi. The structures in the urban core including roads, mosques, temples, wells and tanks and references in literature about the houses of common people reflect their patronage to trade.</p> <p>vii. The Royal centre has many buildings which are connected with the life of the Rayas – palaces for their residence,</p> <p>viii. the Lotus Mahal for administrative council meetings,</p> <p>ix. Elephant stables,</p> <p>x. The Mahanavmi Dibba which had ritual significance during the festivities and were used by the Rayas to assert their control over the Nayaks amidst the cultural display.</p> <p>xi. Audience hall</p> <p>xii. The Hazararama temple alongwith nearly 60 other temples were perhaps indicative of their beliefs and worship of the chosen deity.</p> <p>xiii. The Rayas of Vijayanagar associated with temples to establish their own divine status and associate with the subjects.</p> <p>xiv. They made grants to temples and led prayers and festivities</p> <p>xv. They built upon and enhanced the temple architecture by building Gopurams and Mandaps to temple complexes.</p> <p>xvi. Virupaksha temple was enlarged under the Rayas and Krishnadeva Raya had the eastern Gopuram built.</p> <p>xvii. Vitthala temple: indicated the ways in which the rulers of Vijayanagara drew on different traditions to create an imperial culture.</p> <p>xviii. Chariot streets extended from the temple Gopurams in a straight line, where merchants set up shops.</p> <p>xix. Any other relevant point.</p> <p>(Any 8 relevant points)</p> <p style="text-align: center;">OR</p>		
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	<p>(b) Describe the religious architectural traditions of the Vijayanagara Empire.</p> <p>Ans:</p> <ol style="list-style-type: none"> i. Local religious traditions may have prompted the selection of the site of the capital of Vijayanagara. ii. Hills sheltered the kingdom of Vali and Sugriva iii. Shrine of Pampadevi whose marriage with the guardian deity continued to be celebrated . iv. Presence of pre-Vijayanagara Jain temples. v. Rulers (Pallavas, Chalukyas, Hoysalas, Cholas) encouraged temple building as a means of identifying with the divine and promoting them as centres of learning. vi. Grants for building, repair and maintenance of temples were a source of popular support. vii. Vijayanagar Rayas ruled on behalf of the God Virupaksha in whose name all royal orders were signed and used the five ‘Hindu’ Suratrana. (Sutra) viii. Rulers elaborated these traditions by including their portraits in temples and visits to temples as state occasions. ix. The Raya Gopurams or royal gateways dwarfed the towers of the central shrine and signalled the presence of a temple from a distance. x. There were Mandapas or pavilions and long pillared corridors within the temple complex. xi. The Virupaksha temple was enlarged during the reign of Krishnadeva Raya with the hall in front of the main shrine and the eastern Gopuram. xii. Religious festivities and cultural programmes of dance, music and drama were organised in the halls of the temples. xiii. The Vitthala temple, designed as a chariot, dedicated to a form of Vishnu worshipped in Maharashtra indicates the creation of an imperial culture by the rulers of Vijayanagara. 	<p>Ch. 7,</p> <p>Pg. 184-188</p>	<p>8</p>
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	<p>xiv. Paved streets extended from the temple Gopurams in a straight line, lined with pillared pavilions in which merchants setup shops.</p> <p>xv. Any other relevant point.</p> <p>(Any 8 relevant points to be assessed)</p>		
	<p style="text-align: center;">SECTION D</p> <p style="text-align: center;">(Source-Based Questions)</p>		
31.	<p style="text-align: center;">There cannot be any divided loyalty</p> <p>(31.1) Why did G.B. Pant emphasize the importance of self-discipline in democracies ?</p> <p>Ans: i. For the success of democracy one must train himself in the art of self-discipline.</p> <p>ii. In democracies one should care less for himself and more for others.</p> <p>iii. Any other relevant point</p> <p>(Any one point to be assessed)</p> <p>(31.2) What does loyalty mean ?</p> <p>i. All loyalties must exclusively be centred round the State.</p> <p>ii. People should stop focusing only on the community and the self.</p> <p>iii. There cannot be any divided loyalty.</p> <p>iv. Any other relevant point</p> <p>(Any one point to be assessed)</p> <p>(31.3) What according to him is the key to the success of democracy ?</p> <p>i. Govind Ballabh Pant argued that in order to become successful one must train himself in the art of self-discipline.</p> <p>ii. One should care less for himself and more for others.</p> <p>iii. There cannot be any divided loyalty .</p> <p>iv. Loyalty should exclusively be centred round the State.</p>	Ch. 12, P. 330	<p>1</p> <p>1</p> <p>2</p>

	<p>vii. (it is donated) together with (the right to) hidden treasures and deposits (and)</p> <p>viii. together with major and minor taxes ...”</p> <p>ix. Any other relevant point.</p> <p>(Any 2 points to be assessed.)</p>		
33.	<p style="text-align: center;">A warning for Europe</p> <p>(33.1) What was Bernier’s warning to the European kings ?</p> <p>Ans:</p> <p>i. Bernier warned that if European kings followed the Mughal model : Their kingdoms would be very far from being well-cultivated and peopled,</p> <p>ii. It would also not be so well built, so rich, so polite and flourishing as we see them.</p> <p>iii. They would become kings of deserts and solitudes,</p> <p>iv. They would become kings of beggars and barbarians</p> <p>v. We should find the great Cities and the great Burroughs (boroughs) rendered uninhabitable because of ill air, and</p> <p>vi. The cities would fall to ruine (ruin) without any bodies (anybody) taking care of repairing them;</p> <p>vii. the hillocks would be abandon’d, and</p> <p>viii. the fields overspread with bushes, or fill’d with pestilential marishes (marshes).</p> <p>ix. Bernier warned the European kings that they should not in any manner adopt the Mughal Model of Crown ownership which was the cause of the ruin of the Mughal countryside and the peasantry.</p> <p>x. Any other relevant point.</p> <p>(Any one point to be assessed)</p> <p>(33.2). How did he compare European kings and the Mughal emperors?</p> <p>i. The prosperity of the European model is emphasized while the Mughal Emperors are referred to as kings of barbarians and beggars.</p>	Ch.5, P. 132	1

	<p>ii. The superiority of the European model is emphasized while the Mughal Emperors are referred to as inferior.</p> <p>iii. The Europeans kings are otherwise rich and powerful and they are much better and more royally served.</p> <p>iv. Any other relevant point.</p> <p>(Any one point to be assessed)</p> <p>(33.3). How did Bernier describe the Mughal countryside ?</p> <p>i. Bernier paints a dismal condition of the Mughal countryside</p> <p>ii. According to him it was in a pitiable and ruined state;</p> <p>iii. Its fields were “overspread with bushes” and</p> <p>iv. It was full of “pestilential marishes (marshes).</p> <p>v. Bernier saw the Mughal state as an exploitative one, wherein a minority elite oppressed and dominated over a vast mass of subject population,</p> <p>vi. According to him there was no middle class in the Mughal Empire</p> <p>vii. Any other relevant point.</p> <p>(Any 2 points to be accessed.)</p>		2
34.	<p>(34.1) On the given political outline map of India, locate and label the following with appropriate symbols :</p> <p>(i) Kalibangan – Harappan site</p> <p>(ii)(a)Vijayanagara- Capital of Vijayanagara Empire- Hampi/Vijayanagara</p> <p style="text-align: center;">OR</p> <p>(ii) (b) Delhi – Territory under the Mughals</p> <p>(iii) Amaravati – Buddhist site</p>	<p>Ch 1 p.2</p> <p>Ch 7 P.17</p> <p>Ch. 8 P 214</p> <p>Ch. 4 P.95</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>

Any other relevant point

(Any two to be assessed)

