

Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/1/1)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
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9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
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MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/1/1

Q.NO	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION-A		
1.	D- Archaeo- Botanists	Pg-2	1
2.	D- Its writing remains undeciphered to date.	Pg-15	1
3.	C- Brahmi and kharosthi	Pg-28	1
4.	Bhikkhuni	Pg-92	1
	OR		
	Buddha's last message to his followers was "Be lamps unto yourself as all of you must work out your own liberation."	Pg-92	1
5.	B- Uttaradhyayana Sutta	Pg-88	1
6.	Image of Tirthankara from Mathura(Lord Mahavira)	Pg-88	1
	<u>For visually impaired : Sutta Pitaka</u>	Pg-91	1
7.	C- I and III	Pg-94	1
8.	(A)- Both (A) and (R) are true and (R) is the correct explanation of (A).	Pg-130	1
9.	(A) This book is written in Persian.	Pg-118	1
10.	Mirabai	Pg-164	1
11.	Guru Gobind Singh	Pg-164	1
12.	Guru Ramananda	Pg-162	1
	OR		

	Basavanna	Pg-147	1
13.	(A) I, III and IV	Pg-233	1
14.	(D) Aurangzeb	Pg-234	1
15.	Tamil Veda	Pg-144	1
16.	(B) Cripps Mission	Pg-363	1
17.	(C) I, III and IV	Pg-425	1
18.	(C) Govind Ballabh Pant	Pg-418	1
19.	(C) To suggest a suitable political framework for free India.	Pg-389	1
20.	The reason for announcing 'Direct Action Day' by the Muslim league in August 1946, was to win its Pakistan Demand after it had withdrawn its support from the cabinet mission.	Pg-391	1
	SECTION-B		
21.	<u>Lay out design of the Great Bath:</u> <ol style="list-style-type: none"> The Great Bath was a large rectangular tank in the courtyard surrounded by corridor on all four sides. There were two flights of steps on the north and south leading into the tank. The tank and steps were made water tight by bricks and mortar. There were rooms on three sides in one of which was a large well. Water from the tank flowed into a huge drain. There were eight other bathrooms four on either side of the corridor. Any other relevant point. Any three points to be explained.	Pg-8	3

22.	<p><u>Barriers faced by Al- Biruni:</u></p> <ul style="list-style-type: none"> i. The first barrier was language. ii. The second was difference in religious beliefs and practices. iii. The third was self absorption and consequent insularity of the local population. iv. Any other relevant point. <p>Any three points to be explained</p>	Pg-124	3
23.	<p><u>Colonial cities after 1857-</u></p> <ul style="list-style-type: none"> i. After 1857 the British attitude in India was shaped by a constant fear of rebellion. ii. They felt that towns needed to be better defended. iii. White people needed to live in more secure and segregated areas. iv. Thus civil lines for white people developed. v. Cantonments were built for stationing troops. vi. Separate black area for Indians came up. vii. Any other relevant point. <p>Any three points to be examined</p> <p style="text-align: center;">OR</p> <p><u>Towns of South India- Main features-</u></p> <ul style="list-style-type: none"> i. In the towns of South India like Madurai and Kanchipuram, the principal focus was the temple. ii. These towns were also important commercial centres. iii. Here religious festivals often coincided with fairs linking pilgrimage with trade. iv. Medieval towns were the places where everybody was expected to know their position in the social order dominated by the ruling elite. v. Any other relevant point. <p>Any three points to be examined</p>	Pg-326-327	3
		Pg-318-319	3

24.	<p><u>Rowlatt Act:</u></p> <ul style="list-style-type: none"> i. Censorship on the press. ii. Detention without trial. iii. Any other relevant point. <p>Any one to be mentioned</p> <p><u>Impact :</u></p> <ul style="list-style-type: none"> i. Shops shut down, schools closed in response of the act on people of Punjab to a bandh call. ii. Prominent local Congress men arrested and Punjab suffered much. iii. Jallianwala Bagh massacre in Amritsar. iv. Any other relevant point. <p>Any two impacts to be mentioned</p>	Pg-349	1+2=3
	SECTION-C		
25.	<p><u>Familial ties during 600BCE-600CE:</u></p> <ul style="list-style-type: none"> i. Every family varied in terms of number of members. ii. They had definite relationship with one another, common activities and shared food and resources. iii. They performed rituals together. iv. They had larger network of people called Kinfolk. v. The family ties were natural based on blood. vi. Any other relevant point. <p>Description of any four points to be done.</p> <p><u>Rules of marriage:</u></p> <ul style="list-style-type: none"> i. Sons were considered important to continue lineage and daughters were married outside and had no claim on resources of the household. ii. Endogamy and exogamy were prevalent. iii. Polygyny was also there. iv. Polyandry- like in Pandavas were in practice. 		

	<p>v. Dharmasutras and dharmashastras recognized eight forms of marriages out of which only four were considered good.</p> <p>vi. The girls were married to the right person at a right time and kanyadana was considered a religious duty of the father.</p> <p>vii. Women were expected to give up their father's gotra and adopt that of their husband on marriage.</p> <p>viii. Members of the same gotra could not marry.</p> <p>ix. Any other relevant point.</p> <p>Description of any four points to be done</p> <p style="text-align: center;">OR</p> <p><u>Kinship:</u></p> <p>i. Families were usually a part of kinship.</p> <p>ii. This was regarded natural, based on blood.</p> <p>iii. Kinfolk had relations with one another but sometimes they quarreled.</p> <p>iv. The feud of Kauravas and Pandavas reinforced the idea of patrinity.</p> <p>v. Sons could claim the resources and the throne.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Varna order:</u></p> <p>i. Dharmasutras and Dharmashastras contained rules about ideal occupations.</p> <p>ii. Brahmins were supposed to study and teach Vedas, perform sacrifices and rituals, give and receive gifts.</p> <p>iii. Kshatriyas were to engage in warfare, protect people and administer justice, study Vedas, get sacrifices performed and make gifts.</p> <p>iv. Vaishyas were to carry on trade, agriculture and pastoralism in addition to study of Vedas, get sacrifices performed and make gifts.</p>	<p>Pg- 55, 57-58</p>	<p>4+4=8</p>
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	<p>v. Shudras were to do menial jobs and to serve the three higher varnas.</p> <p>vi. Any other relevant point.</p> <p style="text-align: right;">(2)</p> <p><u>Instances to prove that this theory was not universally followed:</u></p> <p>i. Non kshatriya kings- Contrary to the ideal occupations of the Varna order. The Shungas and Kanvas were Brahmins.</p> <p>ii. Some Satavahana queens retained their father's gotras even after marriage.</p> <p>iii. Examples of endogamy were found in the Satavahana rulers.</p> <p>iv. Bhim's marriage with Hidimba was deviation from the Dharmasutras.</p> <p>v. The rule of gendered access to property defied in the case of Vakataka queen Prabhavati Gupta.</p> <p>vi. Eklavya acquiring archery skills and the Mandasor inscription of guild of silk weavers from Lata Gujarat is an example of deviation from rules of ideal occupation.</p> <p>vii. Any other relevant point.</p> <p style="text-align: right;">(4)</p> <p>Description of any four points to be done.</p>	<p>Pg- 55,56, 60-65, 68</p>	<p>2+2+4=8</p>
26.	<p><u>Significance of Fortification of Vijayanagara:</u></p> <p>i. Abdur Razzaq, an ambassador of ruler of Persia has mentioned seven lines of forts and fortifications.</p> <p>ii. The massive masonry construction was slightly tapered.</p> <p>iii. No mortar was used as the stone blocks were wedge shaped.</p> <p>iv. This not only encircled the city but also agricultural hinterland and forests.</p> <p>v. The outer most wall linked the hills surrounding the city.</p> <p>vi. The significance about fortification was it enclosed agricultural tracts.</p> <p>vii. Often the purpose of medieval siege was to starve the people into submission.</p> <p>viii. Fields inside the fortification were, thus the source of providing</p>		

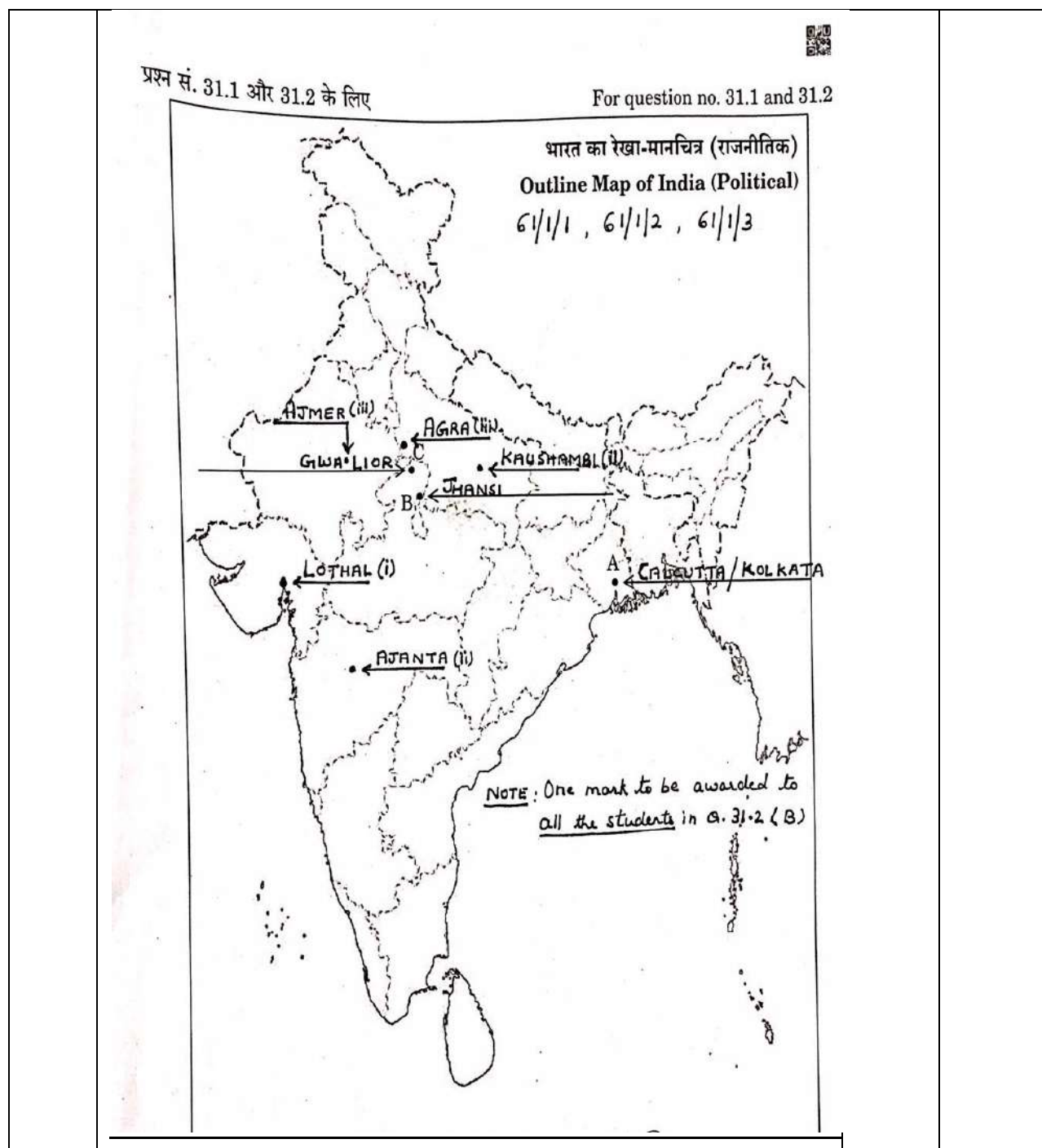
	<p>food to the people and the troops.</p> <p>ix. The fort gates were well guarded so that enemy could not have easy access.</p> <p>x. The roads inside the fortification were meant to serve the troops.</p> <p>xi. The line of fortification was thus to provide safety to the king and the subjects.</p> <p>xii. Any other relevant point.</p> <p>Any eight points to be explained</p> <p style="text-align: center;">OR</p> <p><u>Sources of water for the city of Vijayanagara:</u></p> <p>i. River Tungabhadra was the main source of water to the city.</p> <p>ii. Number of tributaries of Tungabhadra also supplied water for people and for agriculture.</p> <p>iii. A number of streams flew down from rocky outcrops.</p> <p>iv. Embankments were built along these streams to create reservoirs of varying sizes.</p> <p>v. A huge reservoir was also constructed to store and supply water. Now it is called Kamalapuram tank.</p> <p>vi. Hiriya canal was another source of water for the people of city.</p> <p>vii. Any other relevant point.</p> <p>Description of any four points to be done.</p> <p><u>Development of Trade of Vijayanagar empire :</u></p> <p>i. Trade was carried out by the kings and traders.</p> <p>ii. Horses for military were imported from Arabia and Central Asia.</p> <p>iii. The trade was initially controlled by the Arab traders. Local communities of merchants kudirai chettis or horse merchants participated in these exchanges.</p> <p>iv. Portuguese also brought superior technology for military.</p> <p>v. Vijayanagara was also known for trading with spices, textiles and precious stones.</p> <p>vi. High value exotic goods were also traded.</p>	<p>Pg- 177- 178</p>	<p>8</p>
		<p>Pg-</p>	<p>4+4</p>

	<p>vii. The state also earned revenue from it.</p> <p>viii. Any other relevant points</p> <p>Description of any four points to be done</p>	172, 177	
27.	<p><u>Why the Zamindars failed to pay the revenue:</u></p> <p>i. The company felt that after fixing the revenue demand, the zamindars would pay regularly along with unpaid balance.</p> <p>ii. The zamindars failed due to very high initial demands.</p> <p>iii. The high demand was imposed in 1790's that was the time when agricultural produce was depressed.</p> <p>iv. The zamindars could not collect rent, so how could they pay to the company.</p> <p>v. The revenue was invariable, regardless of the harvest and had to be paid punctually.</p> <p>vi. According to the sunset law, if payment did not come in by sunset of the specified date, the zamindari was liable to be auctioned.</p> <p>vii. The permanent settlement limited the power of zamindars to collect rent from the ryots.</p> <p>viii. Zamindars lost their power to organize local justice and the local police.</p> <p>ix. Sometimes due to bad weather or bad harvest the rent was difficult to be collected.</p> <p>x. Sometimes the ryots deliberately delayed the payments.</p> <p>xi. Any other relevant point.</p> <p>To be assessed as a whole</p> <p style="text-align: center;">OR</p> <p><u>The Jotedars in the early 19th century in rural Bengal :</u></p> <p>i. While zamindars were facing problems, some rich peasants called Jotedars were consolidating their power in villages.</p> <p>ii. By early 19th century Jotedars had acquired vast areas of land.</p> <p>iii. They controlled local trade as well as money lending.</p> <p>iv. They started exercising immense power over the village peasants.</p>	Pg- 259- 260	8

	<p>v. Most of the zamindars often lived in urban areas and became dependent on Jotedars.</p> <p>vi. Within villages the power of Jotedars was more than the zamindars.</p> <p>vii. Since Jotedars were located in villages thus their control was over a considerable section of poor villagers.</p> <p>viii. They fiercely resisted zamindars to increase the jama of villages.</p> <p>ix. They prevented zamindar's officials and mobilized peasants against them.</p> <p>x. That was why when zamindar's estates were auctioned the Jotedars were among the purchasers.</p> <p>xi. Their rise inevitably weakened zamindari authority.</p> <p>xii. Any other relevant point. To be assessed as a whole</p>	Pg-261	8
	SECTION-D		
28.	<p><u>What the king's officials did</u></p> <p>28.1 For what purpose were the king's officials appointed? Ans: The king's officials were appointed</p> <p>i. To superintend or look after variety of jobs to serve the people.</p> <p>ii. For administrative control on the people. (2)</p> <p>28.2 Explain the types of jobs they carried out. Ans:</p> <p>i. Some officers superintended rivers.</p> <p>ii. Some measured the land.</p> <p>iii. Some inspected the sluices by which water is let out from the canals.</p> <p>iv. Some were incharges of huntsmen.</p> <p>v. Others collected taxes.</p> <p>vi. Some superintended occupations connected with land. (Any two points to be explained) (2)</p> <p>28.3 What was the need to superintend the work of the workmen? Ans:</p> <p>i. It was necessary to superintend the work of workmen to keep</p>		

	<p>control over them.</p> <p>ii. To regulate their work. (2)</p>	Pg-34	2+2+2=6
29.	<p><u>Classification of lands under Akbar.</u></p> <p>29.1 Why was Chachar land left uncultivated for some three to four years?</p> <p>Ans: Chachar land was left uncultivated for three to four years so that</p> <p>i. It may regain its fertility within this period.</p> <p>ii. It may recover its strength. (2)</p> <p>29.2 Explain the basis of this classification.</p> <p>Ans: The classification was based on</p> <p>i. The fertility of the land.</p> <p>ii. Capacity of soil to be cultivated annually or not. (2)</p> <p>29.3 Do you think it was a sound basis to assess the revenue? Explain.</p> <p>Ans:</p> <p>i. This classification seems to be sound basis to assess the revenue as it was fixed according to the type and productivity of land.</p> <p>ii. It made payment of revenue easier for the cultivators. (2)</p>	Pg-214	2+2+2=6
30.	<p><u>Villagers as rebels</u></p> <p>30.1 Examine the problem faced by the British in dealing with these villagers.</p> <p>Ans:</p> <p>i. The British faced much problem in dealing with the villagers of Oude. They used to move away at the sight of the British officials.</p> <p>ii. They collected again in large numbers with guns. (2)</p> <p>30.2 Why were people of oude (Awadh) hostile against the British? Examine the reason.</p> <p>Ans:</p> <p>i. The people of Oude were hostile as Oude was annexed by the</p>		

	<p>British and the popular king Wajid Ali Shah was dethroned and exiled to Calcutta.</p> <p>ii. With the dissolution of the court many people lost their livelihood. (2)</p> <p>30.3 How did the British suppress the rebels?</p> <p>Ans:</p> <p>i. The British unleashed repressive measures with full force to subdue the rebels. Martial law was imposed in north India.</p> <p>ii. Ordinary processes of law and order was suspended and punishment for rebellion was death.</p> <p>iii. Rebel landlords were dispossessed and loyal rewarded. Mention any two. (2)</p>	<p>Pg- 296, 297, 305, 306</p>	<p>2+2+2= 6</p>
	SECTION-E		
31	<p><u>Map based work</u></p> <p>31.1 Filled up map attached</p> <p>31.2 Filled up map attached</p> <p><u>For visually impaired:</u></p> <p>31.1 Bardoli, Chauri-Chaura, Champaran, Dandi, Amritsar, Bombay, Calcutta, kheda, Ahmedabad, Benaras, Lahore, Karachi.</p> <p>Any three centres from given list.</p> <p style="text-align: center;">OR</p> <p>Magadha, Vajji, Koshala, Panchala, Kuru, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi(Kashi).</p> <p>Any three centres from the list.</p> <p>31.2 Sanchi, Ajanta, Lumbini, Bodh Gaya, Sarnath, Bharhut, NagarjunaKonda, Amravati, Nasik.</p> <p>Any three from the given list.</p>		<p>1x6=6</p> <p>1x3</p> <p>1x3</p> <p>1x3</p> <p>1x3</p> <p>1x3</p>



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4.	D- Archaeo- Botanists	Pg-2	1
5.	C- Meditation of Buddha.	Pg-100	1
6.	C- I and III	Pg-94	1
7.	Image of Tirthankara from Mathura(Lord Mahavira) <u>For visually impaired : Sutta Pitaka</u>	Pg-88 Pg-91	1 1
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	<p><u>Towns of South India- Main features-</u></p> <ol style="list-style-type: none"> In the towns of South India like Madurai and Kanchipuram, the principal focus was the temple. These towns were also important commercial centres. Here religious festivals often coincided with fairs linking pilgrimage with trade. Medieval towns were the places where everybody was expected to know their position in the social order dominated by the ruling elite. Any other relevant point. <p>Any three points to be examined</p>	Pg-318-319	3
22.	<p><u>Al-Biruni's views on caste system:</u></p> <ol style="list-style-type: none"> He disapproved the notion of social pollution. He remarked that everything which falls into a state of impurity strives and succeeds in regaining its original condition of purity. The sun cleanses the air, salt in the sea prevents the water from becoming polluted. According to the information from Sanskrit text castes like Brahmins created from head, Kshatriyas from shoulders, Vaishyas from thighs and Shudras from feet of Brahma. His views were influenced by the study of normative Sanskrit texts. Any other relevant point. <p>Any three points to be explained.</p>	Pg-124-125	3
23.	<p><u>Lay out design of the Great Bath</u></p> <ol style="list-style-type: none"> The Great Bath was a large rectangular tank in the courtyard surrounded by corridor on all four sides. 		

	<ul style="list-style-type: none"> ii. There were two flights of steps on the north and south leading into the tank. iii. The tanks and steps were made water tight by bricks and mortar. iv. There were rooms on three sides in one of which was a large well. v. Water from the tank flowed into a huge drain. vi. There were eight other bathrooms, four on either side of the corridor. vii. Any other relevant point. <p>Any three to be explained</p>	Pg-8	3
24.	<p><u>Transformation of Indian Nationalism by Gandhiji:</u></p> <ul style="list-style-type: none"> i. By 1922, Gandhiji had transferred Indian Nationalism, it was no longer a movement of professionals and intellectuals only. ii. Now hundreds and thousands of peasants, workers and artisans participated in it. iii. Non Co-operation movement spread and became a mass movement. iv. Students stopped attending government run schools and colleges. v. Lawyers stopped attending courts. vi. Working class went on strike in many towns and cities. vii. Farmers refused to pay taxes. viii. Peasants in kumaun refused to carry loads for colonial officials. ix. Gandhiji coupled Non- Co-operation with Khilafat movement thus broadened the base of the struggle with Hindu-Muslims joining hands. x. Any other relevant point. <p>Any three points to be explained.</p>	Pg-350-351	3

	SECTION-C		
25.	<p><u>Familial ties during 600 BCE-600CE:</u></p> <ol style="list-style-type: none"> Every family varied in terms of number of members. They had definite relationship with one another, performed common activities and shared food and resources. They performed rituals together. They had larger network of people called Kinfolk. The family ties were natural based on blood. Any other relevant point. <p>Description of any four points to be done</p> <p><u>Rules of marriage:</u></p> <ol style="list-style-type: none"> Sons were considered important to continue lineage and daughters were married outside and had no claim on resources of the household. Endogamy and exogamy were prevalent. Polygyny was also there. Polyandry- like in Pandavas were in practice. Dharmasutras and dharmashastras recognized eight forms of marriages out of which only four were considered good. The girls were married to the right person at a right time and kanyadana was considered a religious duty of the father. Women were expected to give up their father's gotra and adopt that of their husband on marriage. Members of the same gotra could not marry. Any other relevant point. <p>Description of any four points to be done.</p> <p style="text-align: center;">OR</p> <p><u>Kinship:</u></p> <ol style="list-style-type: none"> Families were usually a part of kinship. This was regarded natural, based on blood. 	<p>Pg- 55,57,58</p>	<p>4+4=8</p>

	<p>iii. Kinfolk had relations with one another but sometimes they quarreled.</p> <p>iv. The feud of Kauravas and Pandavas reinforced the idea of patrinity.</p> <p>v. Sons could claim the resources and the throne.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Varna order:</u></p> <p>i. Dharmasutras and Dharmashastras contained rules about ideal occupations.</p> <p>ii. Brahmins were supposed to study and teach Vedas, perform sacrifices and rituals, give and receive gifts.</p> <p>iii. Kshatriyas were to engage in warfare, protect people and administer justice, study Vedas, get sacrifices performed and make gifts.</p> <p>iv. Vaishyas were to carry on trade, agriculture and pastoralism in addition to study of Vedas, get sacrifices performed and make gifts.</p> <p>v. Shudras were to do menial jobs and to serve the three higher varnas.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Instances to prove that this theory was not universally followed:</u></p> <p>i. Non kshatriya kings- Contrary to the ideal occupations of the Varna order. The Shungas and Kanvas were Brahmins.</p> <p>ii. Some Satavahana queens retained their father's gotras even after marriage.</p> <p>iii. Example of endogamy were found in the Satavahana rulers.</p> <p>iv. Bhim's marriage with Hidimba was deviation from the Dharmasutras.</p> <p>v. The rule of gendered access to property was defied in the case</p>		
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	<p>of Vakataka queen Prabhavati Gupta.</p> <p>vi. Eklavya acquiring archery skills and the Mandasor inscription of guild of silk weavers from Lata Gujarat are examples of deviation from rules of ideal occupation.</p> <p>vii. Any other relevant point.</p> <p>Description of any four points to be done. (4)</p>	Pg-55,56, 60-65, 68	2+2+4=8
26.	<p><u>Rituals associated with Mahanavami Dibba:</u></p> <p>i. Mahanavami Dibba was a massive platform with base covered with relief carvings.</p> <p>ii. The major rituals was the celebration of Mahanavami known variously as Dusehra, Durgapuja and Navaratri.</p> <p>iii. The king displayed their power and prestige there.</p> <p>iv. Ceremonies performed included worship of the image.</p> <p>v. Worship of horses was done.</p> <p>vi. Sacrifice of buffaloes and other animals was done.</p> <p>vii. Dances, wrestling matches took place.</p> <p>viii. Procession of caparisoned horses, elephant, chariots and soldiers.</p> <p>ix. Inspection of army by king.</p> <p>x. Tribute to king by the Nayakas.</p> <p>xi. Any other relevant point.</p> <p>Any six points to be explained.</p> <p><u>Significance of Hazara Ram Temple:</u></p> <p>i. This temple was probably meant for the king and his family.</p> <p>ii. Sculpted panels on the walls described scenes of the Ramayana.</p> <p>iii. The temple was located in the sacred centre.</p> <p>iv. Any other relevant point.</p> <p>Any two points to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Architectural features of Vitthla Temple:</u></p> <p>i. The principal deity in temple is Vitthala.</p> <p>ii. Vitthala is a form of Vishnu which is generally worshipped in</p>	Pg-180- 183	6+2=8

	<p>Maharashtra.</p> <p>iii. The temple had huge gopurams (royal gateways).</p> <p>iv. This temple had several halls.</p> <p>v. There was a unique shrine designed as chariot.</p> <p>vi. Another characteristic feature was the presence of chariot streets that extended from the temple to the gopuram in a straight line.</p> <p>vii. The streets were paved with stone slabs and lined with pillared pavillions in which merchants set up their shops.</p> <p>viii. Any other relevant point.</p> <p>Any two points to be explained.</p> <p><u>Architectural features of Virupaksha temple:</u></p> <p>i. This is one of the earliest shrines.</p> <p>ii. Guardian deity of the temple were Virupaksha and Pampadevi.</p> <p>iii. The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession.</p> <p>iv. This was paved with delicately carved pillars.</p> <p>v. Gopurams or royal gateways signalled the presence of the temple from a great distance.</p> <p>vi. Mandapas or pavillions were other distinctive features.</p> <p>vii. Large pillared corridors were around the shrine.</p> <p>viii. Images of Gods were placed to witness special programme of music, dance, drama etc.</p> <p>ix. Special distinct images were kept to be used to celebrate the marriages of deities.</p> <p>x. Any other relevant point.</p> <p>Any six points to be explained.</p>		
27.	<p><u>Way of life of the Paharias:</u></p> <p>i. The hill folk who lived around Rajmahal hills were known as Paharias.</p> <p>ii. They lived on forest produce and practiced shifting cultivation.</p> <p>iii. They grew variety of pulses and millets.</p>	Pg-186-188	2+6=8

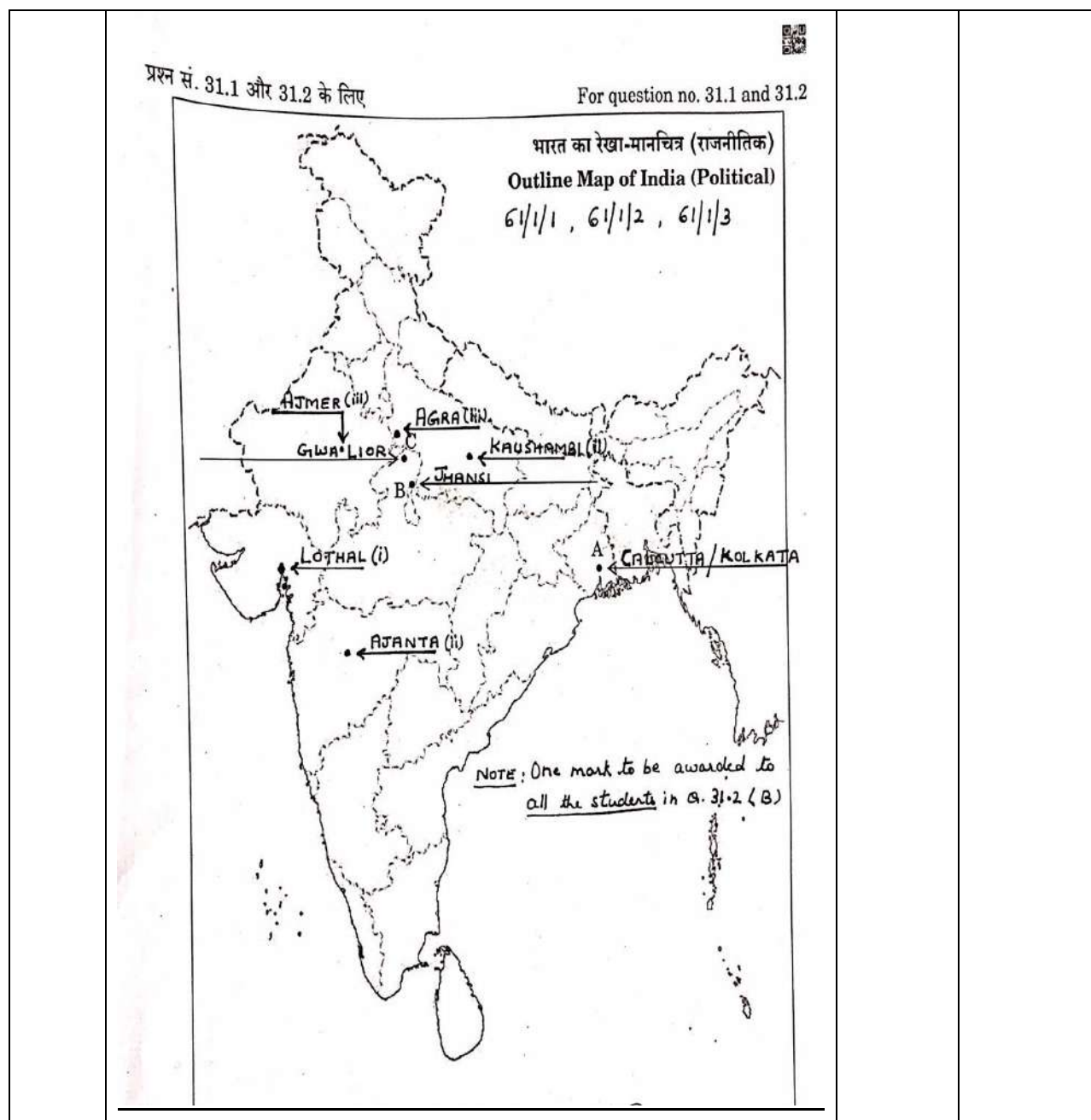
	<p>iv. They also collected mahua for food, silk cocoons and resin for sale.</p> <p>v. They lived the life of hunters and food gatherers</p> <p>vi. They were shifting cultivators, charcoal producers, silk worm rearers.</p> <p>vii. They lived in hutments within tamarind groves.</p> <p>viii. They considered the whole region the basis of their identity and survival.</p> <p>ix. They resisted the entry of outsiders.</p> <p>x. Paharia chiefs maintained unity of the group, settled disputes and led their tribes in battles.</p> <p>xi. They raided plains of settled agriculturists for their survival in the years of scarcity and sometimes negotiated peace with them for their benefit.</p> <p>xii. Any other relevant point. Any five points to be explained.</p> <p><u>Response of the Paharias to the coming of Santhals:</u></p> <p>i. When Santhals started pouring into the area clearing forests, ploughing land, the Paharias receded deeper into the Rajmahal hills.</p> <p>ii. The Britishers encouraged Santhals to settle in the foothills of Rajmahal and declared Damin-i-Koh as their land.</p> <p>iii. When Santhal settled in the lower Rajmahal hills paharias resisted initially but were forced to withdraw deeper.</p> <p>iv. They were confined to the dry interior and more barren and rocky upper hills which severely affected their lives and impoverished them.</p> <p>v. Any other relevant point. Any three points to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Circumstances under which the Santhals settled in the periphery of Rajmahal hills:</u></p> <p>i. The santhals had begun to come into Bengal by 1780s.</p>	<p>Pg-266-271</p>	<p>5+3</p>
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	<p>ii. They cleared forests, cut down timber, ploughed land and grew rice and cotton.</p> <p>iii. The santhals came to represent the power of the plough.</p> <p>iv. Zamindars hired them to reclaim the land and expand cultivation.</p> <p>v. British officials invited them to settle in jungle mahals.</p> <p>vi. Having failed to subdue Paharias, British turned towards santhals.</p> <p>vii. Santhals were given land and persuaded to settle in the foothills of Rajmahal.</p> <p>viii. By 1832 a large area of land was demarcated for them known as Damin-i-Koh.</p> <p>ix. Their settlements expanded rapidly.</p> <p>x. Any other relevant point.</p> <p>Any five points to be explained.</p> <p><u>Santhal revolt against the British:</u></p> <p>i. The santhals found the land was slipping from their hands.</p> <p>ii. The state was levying heavy taxes on the land they cleared.</p> <p>iii. Money lenders were charging a high rate of interest.</p> <p>iv. Money lenders were taking over their lands when debts remained unpaid.</p> <p>v. Zamindars were asserting control over Damin area.</p> <p>vi. So the santhals rebelled against the British, zamindars and money lenders to create an ideal world for themselves.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be explained.</p>		
	SECTION-D		
28.	<p><u>Classification of lands under Akbar.</u></p> <p>28.1 Why was Chachar land left uncultivated for some three to four years?</p> <p>Ans: Chachar land was left uncultivated for three to four years so that</p>	Pg- 270,271, 272	5+3

	<p>i. It may regain its fertility within this period.</p> <p>ii. It may recover its strength. (2)</p> <p>28.2 Explain the basis of this classification.</p> <p>Ans: The classification was based on</p> <p>i. The fertility of the land.</p> <p>ii. Capacity of soil to be cultivated annually or not. (2)</p> <p>28.3 Do you think it was a sound basis to assess the revenue?</p> <p>Explain.</p> <p>Ans:</p> <p>i. This classification seems to be sound basis to assess the revenue as it was fixed according to the type and productivity of land.</p> <p>ii. It made payment of revenue easier for the cultivators. (2)</p>	Pg-8	2+2+2=6
29.	<p style="text-align: center;"><u>Villagers as rebels</u></p> <p>29.1 Examine the problem faced by the British in dealing with these villagers.</p> <p>Ans:</p> <p>1. The British faced much problem in dealing with the villagers of Oude. They used to move away at the sight of the British officials.</p> <p>2. They collected again in large numbers with guns. (2)</p> <p>29.2 Why were people of oude (Awadh) hostile against the British? Examine the reason.</p> <p>Ans:</p> <p>i. The people of Oude were hostile as Oude was annexed by the British and the popular king Wajid Ali Shah was dethroned and exiled to Calcutta.</p> <p>ii. With the dissolution of the court many people lost their livelihood. (2)</p> <p>29.3 How did the British suppress the rebels?</p> <p>Ans:</p>		

	<p>i. The British unleashed repressive measures with full force to subdue the rebels. Martial law was imposed in north India.</p> <p>ii. Ordinary processes of law and order was suspended and punishment for rebellion was death.</p> <p>iii. Rebel landlords were dispossessed and loyal rewarded. Mention any two. (2)</p>	Pg-296, 297, 305, 306	2+2+2=6
30.	<p style="text-align: center;"><u>What the king's officials did</u></p> <p>30.1 For what purpose were the king's officials appointed? Ans: The king's officials were appointed</p> <p>i. To superintend or look after variety of jobs to serve the people.</p> <p>ii. For administrative control on the people. (2)</p> <p>30.2 Explain the types of jobs they carried out. Ans:</p> <p>i. Some officers superintended rivers.</p> <p>ii. Some measured the land.</p> <p>iii. Some inspected the sluices by which water is let out from the canals.</p> <p>iv. Some were incharges of huntsmen.</p> <p>v. Others collected taxes.</p> <p>vi. Some superintended occupations connected with land. (Any two points to be explained) (2)</p> <p>30.3 What was the need to superintend the work of the workmen? Ans:</p> <p>1. It was necessary to superintend the work of workmen to keep control over them.</p> <p>2. To regulate their work. (2)</p>	Pg-34	2+2+2=6
	SECTION-E		
31.	<p><u>Map based work</u></p> <p>31.1 Filled up map attached</p> <p>31.2 Filled up map attached</p>		<p>1x6=6</p> <p>1x3=3</p>

	<p><u>For visually impaired:</u></p> <p>31.1 Bardoli, Chauri-Chaura, Champaran, Dandi, Amritsar, Bombay, Calcutta, kheda, Ahmedabad, Benaras, Lahore, Karachi.</p> <p>Any three centres from given list.</p> <p style="text-align: center;">OR</p> <p>Magadha, Vajji, Koshala, Panchala, Kuru, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi(Kashi).</p> <p>Any three centres from the list.</p> <p>31.2 Sanchi, Ajanta, Lumbini, Bodh Gaya, Sarnath, Bharhut, Nagarjuna Konda, Amravati, Nasik.</p> <p>Any three from the given list.</p>		<p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p>
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Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/1/3)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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 marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/1/3

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION-A		
1.	C- Brahmi and kharosthi	Pg-28	1
2.	Bhikkhuni OR Buddha's last message to his followers was "Be lamps unto yourself as all of you must work out your own liberation."	Pg-92 Pg-92	1 1
3.	C- I and III	Pg-94	1
4.	Image of Tirthankara from Mathura(Lord Mahavira) <u>For visually impaired : Sutta Pitaka</u>	Pg-88 Pg-91	1 1
5.	C- Auspicious symbol	Pg-101	1
6.	D- Its writing remains undeciphered to date.	Pg-15	1
7.	D- Archaeo- Botanists	Pg-2	1
8.	Guru Ramananda OR Basavanna	Pg-162 Pg-147	1 1
9.	(A)I, III and IV	Pg-233	1
10.	(D) Aurangzeb	Pg-234	1
11.	Guru Gobind Singh	Pg-164	1

12.	(A)-Both (A) and (R) are true and (R) is the correct explanation of (A).	Pg-130	1
13.	(A) This book is written in Persian.	Pg-118	1
14.	Mirabai	Pg-164	1
15.	Shiva	Pg-144	1
16.	(C) To suggest a suitable political framework for free India.	Pg-389	1
17.	The reason for announcing 'Direct Action Day' by the Muslim league in August 1946, was to win its Pakistan Demand after it had withdrawn its support from the cabinet mission.	Pg-391	1
18.	(B) Cripps Mission	Pg-363	1
19.	(C) I, III and IV	Pg-425	1
20.	(C) Govind Ballabh Pant	Pg-418	1
SECTION-B			
21.	<p><u>Lay out design of the Great Bath</u></p> <ul style="list-style-type: none"> i. The Great Bath was a large rectangular tank in the courtyard surrounded by corridor on all four sides. ii. There were two flights of steps on the north and south leading into the tank. iii. The tank and steps were made water tight by bricks and mortar. iv. There were rooms on three sides, in one of which was a large well. v. Water from the tank flowed into a huge drain. vi. There were eight other bathrooms four on either side of the corridor. vii. Any other relevant point. 		

	Any three points to be explained	Pg-8	3
22.	<p><u>Ibn Battuta's views on Indian system of communication:</u></p> <ul style="list-style-type: none"> i. The system of communication was unique. ii. The postal system was of two kinds- the horse post called ulug and the foot post called dawa. The foot post was quicker than horse post. iii. Special measures were taken to encourage merchants. iv. The routes were supplied with inns and guest houses. v. Postal system was also very efficient and fast. vi. The news reports of spies would reach the Sultan through the postal system in just five days from Sind to Delhi. vii. The postal system which allowed merchants to not only send information and remit credit across long distances. viii. Any other relevant point. <p>Any three points to be explained.</p>	Pg-129	3
23.	<p><u>Colonial cities after 1857-</u></p> <ul style="list-style-type: none"> i. After 1857 the British attitude in India was shaped by a constant fear of rebellion. ii. They felt towns needed to be better defended. iii. White people needed to live in more secure and segregated areas. iv. Thus civil lines for white people developed. v. Cantonments were built for stationing troops. vi. Separate black area for Indians came up. vii. Any other relevant point. <p>Any three points to be examined</p>	Pg-326-327	3

	<p style="text-align: center;">OR</p> <p><u>Towns of South India- Main features-</u></p> <ol style="list-style-type: none"> In the towns of South India like Madurai and Kanchipuram, the principal focus was the temple. These towns were also important commercial centres. Here religious festivals often coincided with fairs linking pilgrimage with trade. Medieval towns were the places where everybody was expected to know their position in the social order dominated by the ruling elite. Any other relevant point. <p>Any three points to be examined</p>	Pg-318-319	3
24.	<p><u>Gandhiji as a social reformer:</u></p> <ol style="list-style-type: none"> Gandhiji worked for the abolition of untouchability. He advocated against the child marriage. He preached for hindu- muslim unity. He wanted Indians to become self-reliant. He promoted khadi. Any other relevant point. <p>Any three points to be described.</p>	Pg-365	3
	SECTION-C		
25.	<p><u>Familial ties during 600BCE-600CE:</u></p> <ol style="list-style-type: none"> Every family varied in terms of number of members. They had definite relationship with one another, common activities and shared food and resources. They performed rituals together. They had larger network of people called Kinfolk. The family ties were natural based on blood. Any other relevant point. <p>Description of any four points to be done.</p>		

	<p><u>Rules of marriage:</u></p> <ol style="list-style-type: none"> Sons were considered important to continue lineage and daughters were married outside and had no claim on resources of the household. Endogamy and exogamy were prevalent. Polygyny was also there. Polyandry- like in Pandavas were in practice. Dharmasutras and dharmashastras recognized eight forms of marriages out of which only four were considered good. The girls were married to the right person at a right time and kanyadana was considered a religious duty of the father. Women were expected to give up their father's gotra and adopt that of their husband on marriage. Members of the same gotra could not marry. Any other relevant point. <p>Description of any four points to be done</p> <p style="text-align: center;">OR</p> <p><u>Kinship:</u></p> <ol style="list-style-type: none"> Families were usually a part of kinship. This was regarded natural, based on blood. Kinfolk had relations with one another but sometimes they quarreled. The feud of Kauravas and Pandavas reinforced the idea of patrinity. Sons could claim the resources and the throne. Any other relevant point. <p>Description of any two points to be done. (2)</p> <p><u>Varna order:</u></p> <ol style="list-style-type: none"> Dharmasutras and Dharmashastras contained rules about 	<p>Pg-55, 57-58</p>	<p>4+4=8</p>
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	<p>ideal occupations.</p> <p>ii. Brahmins were supposed to study and teach Vedas, perform sacrifices and rituals, give and receive gifts.</p> <p>iii. Kshatriyas were to engage in warfare, protect people and administer justice, study Vedas, get sacrifices performed and make gifts.</p> <p>iv. Vaishyas to carry on trade, agriculture and pastoralism in addition to study of Vedas, get sacrifices performed and make gifts.</p> <p>v. Shudras were to do menial jobs and to serve the three higher varnas.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Instances to prove that this theory was not universally followed:</u></p> <p>i. Non kshatriya kings- Contrary to the ideal occupations of the Varna order. The Shungas and Kanvas were Brahmins.</p> <p>ii. Some Satavahana queens retained their father's gotras even after marriage.</p> <p>iii. Examples of endogamy were found in the Satavahana rulers.</p> <p>iv. Bhim's marriage with Hidimba was deviation from the Dharmasutras.</p> <p>v. The rule of gendered access to property defied in the case of Vakataka queen Prabhavati Gupta.</p> <p>vi. Eklavya acquiring archery skills and the Mandasor inscription of guild of silk weavers from Lata Gujarat is an example of deviation from rules of ideal occupation.</p> <p>vii. Any other relevant point.</p> <p>Description of any four points to be done. (4)</p>	Pg-55, 56, 60-65,68	2+2+4=8
26.	<p><u>Glory of Vijayanagara-</u></p> <p>i. The ruler Krishnadeva Raya was an able ruler.</p> <p>ii. He expanded and consolidated his empire.</p>		

	<p>iii. He subdued the rulers of Orissa.</p> <p>iv. He also inflicted defeat on the sultans of Bijapur.</p> <p>v. His kingdom remained in constant preparedness of war, but peace prevailed.</p> <p>vi. The king also built temples.</p> <p>vii. He founded a suburban township near Vijayanagara called Nagalapuram.</p> <p>viii. The trade also flourished.</p> <p>ix. Any other relevant point.</p> <p>Any four points to be examined.</p> <p><u>Decline:</u></p> <p>i. After the death of Krishnadeva Raya, crack appeared.</p> <p>ii. His successors were troubled by rebellious nayakas or military chiefs.</p> <p>iii. The military commanders became ambitious.</p> <p>iv. In 1565 Rama raya, the chief minister of Vijayanagara led the army into battle at Talikota and Golconda.</p> <p>v. The combined forces of sultans routed the army of Vijayanagara.</p> <p>vi. The city of Vijayanagara was sacked and totally abandoned.</p> <p>vii. The armies of the Sultans were responsible for the destruction of the city of Vijayanagara.</p> <p>viii. Any other relevant point.</p> <p>Any four points to be examined.</p> <p style="text-align: center;">OR</p> <p><u>Amara-nayaka system:</u></p> <p>i. Amara-nayaka system was an innovation of Vijayanagara empire.</p> <p>ii. Amara-nayakas were military commanders and collected taxes.</p> <p>iii. They were given territory to govern and collect taxes.</p> <p>iv. They retained part of revenue for personal use and for</p>	Pg-173	4+4=8
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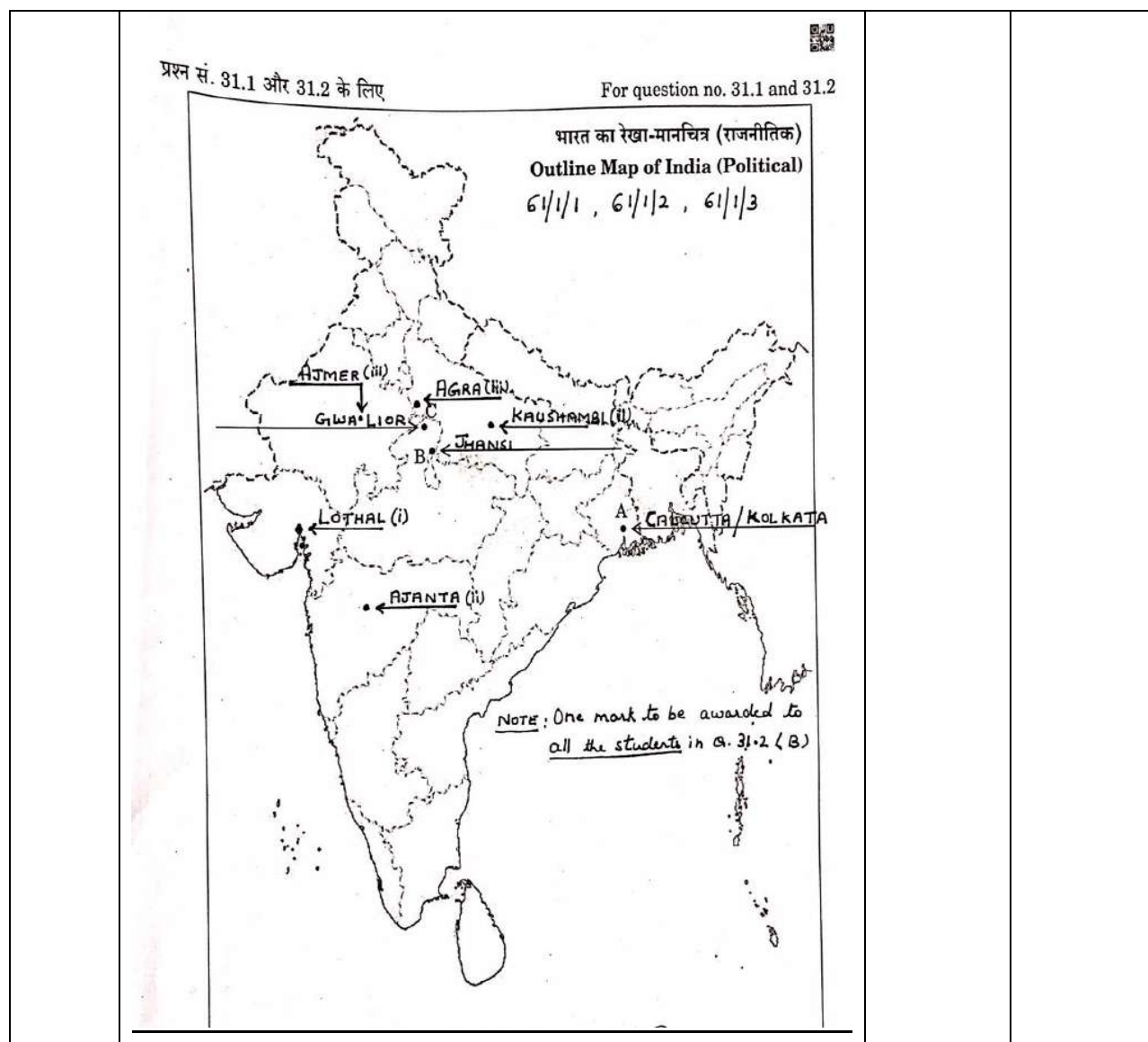
	<p>maintaining contingent.</p> <p>v. These contingents provided the king of Vijayanagara with effective fighting force.</p> <p>vi. Amara-nayakas sent tributes to the king annually and personally appeared in court.</p> <p>vii. Any other relevant point.</p> <p>Any five points to be examined.</p> <p><u>Role of Amara-nayaka system after Krishnadeva Raya's death:</u></p> <p>i. After the death of Krishnadeva, Raya the nayakas rebelled against his successors.</p> <p>ii. Many Amara-nayakas established independent kingdoms.</p> <p>iii. This hastened the collapse of the kingdom of Vijayanagara.</p> <p>iv. Any other relevant point.</p> <p>Any three points to be examined.</p>	Pg- 173,175	5+3=8
27.	<p><u>Impact of American civil war on the lives of Deccan ryots:</u></p> <p>i. American civil war broke out in 1861 and a wave of panic spread in the cotton circles.</p> <p>ii. Raw cotton imports fell from America.</p> <p>iii. The cotton prices soared and export merchants in Bombay tried to secure as much cotton as possible to meet the British demand.</p> <p>iv. The British then moved towards Deccan-Bombay.</p> <p>v. The ryots in Deccan suddenly found access to limitless credit.</p> <p>vi. They were given Rs. 100 as advance for every acre they planted with cotton.</p> <p>vii. Sahukars were willing to extend long term loans to the ryots.</p> <p>viii. Cotton production in Bombay-Deccan expanded.</p> <p>ix. These years did not bring prosperity to the ryots.</p> <p>x. Rich peasants did gain but majority of marginal ryots came under heavy debt.</p>		

Courtesy : CBSE

	<p>ii. They collected again in large numbers with guns. (2)</p> <p>28.2 Why were people of Oude (Awadh) hostile against the British? Examine the reason.</p> <p>Ans:</p> <p>i. The people of Oude were hostile as Oude was annexed by the British and the popular king Wajid Ali Shah was dethroned and exiled to Calcutta.</p> <p>ii. With the dissolution of the court many people lost their livelihood. (2)</p> <p>28.3 How did the British suppress the rebels?</p> <p>Ans:</p> <p>i. The British unleashed repressive measures with full force to subdue the rebels. Martial law was imposed in north India.</p> <p>ii. Ordinary processes of law and order was suspended and punishment for rebellion was death.</p> <p>iii. Rebel landlords were dispossessed and loyal rewarded. Mention any two. (2)</p>	Pg- 296, 297, 305, 306	2+2+2=6
29.	<p><u>What the king's officials did</u></p> <p>29.1 For what purpose were the king's officials appointed?</p> <p>Ans: The king's officials were appointed</p> <p>i. To superintend or look after variety of jobs to serve the people.</p> <p>ii. For administrative control on the people. (2)</p> <p>29.2 Explain the types of jobs they carried out.</p> <p>Ans:</p> <p>i. Some officers superintended rivers.</p> <p>ii. Some measured the land.</p> <p>iii. Some inspected the sluices by which water is let out from the canals.</p> <p>iv. Some were incharges of huntsmen.</p>		

	<p>v. Others collected taxes.</p> <p>vi. Some superintended occupations connected with land. (Any two points to be explained) (2)</p> <p>29.3 What was the need to superintend the work of the workmen?</p> <p>Ans:</p> <ol style="list-style-type: none"> 1. It was necessary to superintend the work of workmen to keep control over them. 2. To regulate their work. (2) 	Pg-34	2+2+2=6
30.	<p><u>Classification of lands under Akbar.</u></p> <p>30.1 Why was Chachar land left uncultivated for some three to four years?</p> <p>Ans: Chachar land was left uncultivated for three to four years so that</p> <ol style="list-style-type: none"> i. It may regain its fertility within this period. ii. It may recover its strength. (2) <p>30.2 Explain the basis of this classification.</p> <p>Ans: The classification was based on</p> <ol style="list-style-type: none"> i. The fertility of the land. ii. Capacity of soil to be cultivated annually or not. (2) <p>30.3 Do you think it was a sound basis to assess the revenue? Explain.</p> <p>Ans:</p> <ol style="list-style-type: none"> i. This classification seems to be sound basis to assess the revenue as it was fixed according to the type and productivity of land. ii. It made payment of revenue easier for the cultivators. (2) 	Pg-214	2+2+2=6
	SECTION-E		
31.	<p><u>Map based work</u></p> <p>30.1 Filled up map attached</p> <p>30.2 Filled up map attached</p> <p><u>For visually impaired:</u></p>		<p>1x6=6</p> <p>1x3</p> <p>1x3</p>

Courtesy : CBSE



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Senior School Certificate Examination-2020

Marking Scheme – 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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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 marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/2/1

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
1.	To display in a museum in France. OR The Stupas contained the relics of the Buddha regarded as sacred.	Pg-83 Pg-96	1
2.	Bodhisatta is perceived as deeply compassionate being, who accumulated merit through his efforts but used this not to attain nibbana and thereby abandon the world.	Pg-103	1
3.	Vaishnavism is a form of Hinduism within which Vishnu is worshipped as the principal deity whereas Shaivism is a tradition within which Shiva is regarded as chief God.	Pg-104	1
4.	Urban centres/ Any urban feature	Pg-5	1
5.	C (Nishadas)	Pg-61	1
6.	C (I and III)	Pg-11	1
7.	The image of Buddha from Mathura For visually impaired: Shalabhanjika	Pg-103 Pg-101	1
8.	Kitab-ul-Hind	Pg-117	1
9.	Ibn-Battuta	Pg-118	1
10.	He was a physician to prince Dara Shukoh, the eldest son of Shah Jahan	Pg-122	1
11.	C (Haridvara and Bukka)	Pg-171	1
12.	B(I,II and III)	Pg-173	1
13.	D (He had cordial relations with Safavids over Qandahar)	Pg-230	1
14.	Delhi	Pg-221	1
15.	Gulbadan Begum OR	Pg-243	1

	Abdul Hamid Lahori	Pg-231	
16.	D (The ally was free to enter into agreements with other rulers without the permission of the British)	Pg-296	1
17.	C [Both (A) and (R) are true and (R) is the correct explanation of (A)]	Pg-365	1
18.	There was a rumour that the British had hatched a conspiracy to destroy the religion of Hindus and Muslims by mixing bone dust of cows and pigs into the flour that was sold in the market.	Pg-294	1
19.	B(III,I,IV,II)	Pg-361,364,391,411	1
20.	i. Civil disobedience would be called off ii. All prisoners would be released iii. Salt manufacture allowed along the coast iv. Any other relevant point Any one point	Pg-360	1
	<u>SECTION-B</u>		
21.	<u>Methods of irrigation used by Harappans for agriculture:</u> i. Most Harappan sites were located in semi-arid lands, thus required irrigation for agriculture. ii. Traces of canals have been found at the states of Shortughai in Afganistan. iii. It is likely that water drawn from well was used for irrigation. iv. Water reservoirs were found at Dholavira may have been used to store water for agriculture.	Pg-3-4	3
22.	<u>Mahanavmi Dibba was a distinctive structure of the Vijayanagara Empire:</u> i. Mahanavmi Dibba is a massive platform rising from a base of about 11,000 sq.ft. to a height of 40 ft. ii. There is evidence that it supported a wooden structure. ii. The base of the platform is covered with relief carvings. v. Rituals associated with the structure probably coincided with Mahanavmi of the ten-days Hindu festival during the autumn months of September and October .(Dussehra, Durga Puja, Navaratri, Mahanavmi) v. Like some of the other structures in the royal centre,it remains an enigma. vi. Any other relevant point.	Pg-180-181	3

	Any three points to be explained		
23.	<p>The circumstances under which the British officials invited Santhals to settle in the peripheries of Rajmahal hills during the nineteenth century:</p> <ol style="list-style-type: none"> Having failed to subdue Paharias the British turned towards Santhals. The Santhals appeared to be ideal settlers clearing forests and ploughing land. Santhals were given land and persuaded to settle in foothills of Rajmahal. Santhals practiced plough agriculture and became settled peasants. Any other relevant point. <p>Any three points to be explained OR</p> <p>Economic and social conditions of the Paharias (hill folk) of Rajmahal hills during the late eighteenth century)</p> <ol style="list-style-type: none"> The Paharias were hunters, food gatherers and shifting cultivators, charcoal producers and silk worm rearers. They lived in huntments within tamarind groves and rested under shades of mango trees. Their chiefs maintained the unity of their groups and settled disputes. These hill folk regularly raided the plains where settled agriculturists lived. Paharias grew a variety of pulses and millets for consumption. From the forests they collected Mahua (a flower) for food, silk cocoons and resin for sale and wood for charcoal production. They considered the entire region as their land. They resisted the intrusion of outsiders. Traders gave a small amount to the hill folk for permission to use the passes controlled by them. Any other relevant point <p>Any three points to be explained</p>	<p>Pg-270-271</p> <p>Pg-267-269</p>	<p>3</p> <p>3</p>
24.	<p><u>“For Swaraj, Hindu, Muslim, Parsis and Sikhs will have to unite”:</u></p> <p><u>Non- cooperation movement:</u></p> <ol style="list-style-type: none"> Gandhiji joined hands with the Khilafat Movement. Hindus and Muslims could collectively bring an end to colonial rule. 	Pg-350	3

	<ul style="list-style-type: none"> iii. Common people participated in the movement irrespective of being Hindu, Muslim, Parsi or Sikh. iv. Peasants, workers and others acted upon the call to non-cooperate with colonial rule. v. Any other relevant point. <p>Any three points to be explained</p>		
	SECTION-C		
25.	<p><u>Characteristics of Mahajanpadas</u></p> <ul style="list-style-type: none"> i. Most Mahajanpadas were ruled by kings. ii. Some known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas. iii. Both Mahavira and Buddha belonged to such ganas. iv. Each Mahajanpada had a capital city which was often fortified. v. Brahmins laid down the norms for the rulers in texts known as Dharmasutras. vi. Rulers were advised to collect taxes and tribute from cultivators, traders and artisans. vii. Gradually, some states acquired standing armies and maintained regular bureaucracies. viii. Some others continued to depend on militia, recruited more often than not, from the peasantry. ix. Any other relevant point <p>Any four points to be explained</p> <p><u>Magadha as the most powerful Mahajanpada</u></p> <ul style="list-style-type: none"> i. Magadha was a region where agriculture was especially productive. ii. Iron-mines were accessible which provided resources for making tools and weapons. iii. Elephants, an important component of army was available in the forests of this region. iv. Ganga and its tributaries provided water for cheap and convenient communication. v. Ambitious and powerful rulers like Bimbisara, Ajatasattu and Mahapadma Nanda and their policies. vi. Capitals of Magadha was Rajagaha (house of the king) which was a fortified settlement located amongst hills. Later capital was shifted to Pataliputra, on commanding routes of communication along the Ganga. <p>Any four points to be explained</p>	Pg-29-31	4+4=8

	<p style="text-align: center;">OR</p> <p><u>Main features of Maurayas Administration</u></p> <ol style="list-style-type: none"> There were five major political centres in the empire. They were Pataliputra, Taxila, Ujjayni, Tosali and Suvarngiri. Administrative control was strongest in areas around the capital and the provincial centres. Communication along both river and land routes were vital. Army was an important means for ensuring protection for those who were on the move. Megasthenes mentions a committee with six subcommittees for coordinating military activity. Ashoka try to hold his empire through propogating Dhamma. Any five points to be explained <p><u>Principles of Ashoka's Dhamma</u></p> <ol style="list-style-type: none"> The principles of Ashoka's Dhamma were simple and virtually universally applicable. According to Ashoka, this would ensure the well-being of people in the world and the next. Ashoka inscribed his messages to the subjects on stones or rocks. This included respect for elders and generosity towards Brahmins and those who renounced worldly life. Treating slaves and servants kindly. Respect for religion and tradition other than one's own. Special officers, Known as the dhamma mahamatta, were appointed to spread the message of Dhamma. Any three points to be explained 	Pg-32-34	5+3=8
26.	<p><u>Lives of forest- dwellers during the Mughal period in India:</u></p> <ol style="list-style-type: none"> The livelihood of forest dwellers came from the gathering of forest produce, hunting and shifting agriculture. Their activities were largely season specific for example activities of Bhils. Perpetual mobility was a distinctive feature of tribes inhabiting the forests. Elephants were supplied by forest people to the Mughals as Peshkash. The hunt symbolized the concern of the state to ensure justice. The emperor personally attended the grievances of the forest 	Pg-208-211	8

	<p> dwellers. vii. The spread of commercial agriculture was an external factor. viii. The supply of forest products like gum, honey etc became major items of overseas export. ix. Some tribes got engaged in overland trade like the Lohanis. x. Elephants were captured and sold by tribals. xi. Many tribal chiefs became zamindars and some even kings like Ahoms. xii. These kings recruited people from their lineage in their army. xiii. New cultural influences also began to penetrate into forest zones. xiv. Some sufi saints had a role to play in the slow acceptance of Islam among the forest dwellers xv. Any other relevant point. To be assessed as a whole <p style="text-align: center;">OR</p> <p><u>Role of Peasants and Landed Elities in Agricultural Production during the Mughal period:</u></p> i. There were two kind of peasants Khud-Kashta and Pahi-Kashta. ii. People became Pahi-Kashta either out of choice or either out of compulsion. iii. The peasants performed manifold seasonal tasks, like tilling the soil, sowing seeds, harvesting the crops. iv. The abundance of land, available labour and the mobility of peasants were the factors for constant expansion of agriculture. v. The primary purpose of agriculture was to feed people. vi. Frequently cultivated crops were rice, wheat, maize and millets vii. Agriculture was labour intensive. viii. Peasants used technologies that often harnessed cattle energy. ix. There were two major seasonal cycles of agriculture- Kharif and Rabi. x. Agriculture was not only for subsistence but cultivation of cash-crops or Jins-i-Kamil too like cotton, oil seeds, sugarcane. xi. Subsistence and commercial production were closely intervined in an average peasant's holding. xii. Several new crops like maize, tomatoes, potatoes, chillies, pineapple and papaya were introduced for cultivation from different parts of the world. xiii. Peasants contributed in the production of agro-based goods. xiv. Most of the landed elites (zamindars) held extensive personal lands termed milkiyat. xv. Milkiyat lands were cultivated with the help of hired labour. xvi. Any other relevant point. </p>	Pg-196-201,211	8
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	To be assessed as a whole		
27.	<p><u>The task of town planning by the British from the early years of their rule in Bengal:</u></p> <ol style="list-style-type: none"> Town planning required lay out of the entire urban space and regulation of urban land use. The main reason for this was defence of their territory. British traders had built their depots for good and that needed protection. After the Battle of Plassey, Britishers wanted to built a new fort which could not be attacked easily. Calcutta had grown from their villages called Sutanati, Kolkatta and Govindapur. Britishers started building their residences out of the Fort William. The English settlement in Calcutta gradually started taking place. Lord Wallesly built massive palace, government house to convey the authority of the British. He became concerned about the Indian part of the city also. The tropical climate was seen as unhealthy. Public health was the idea that became important in all town planning. The town planning was carried on by the Lottery committee. The lottery committee commissioned a new map of the city, built roads, cleared encroachments around the river banks and removed many huts. Stricter building regulations were made eg.thatched roofs were banned in 1836 By the late 19th century racial divide of the white town and black town was reinforced by the new divide of healthy and unhealthy. Any other relevant point <p>To be assessed as a whole</p>	Pg-334-337	8

	<p style="text-align: center;">OR</p> <p><u>The British commissioned hill stations in India:</u></p> <ol style="list-style-type: none"> i. Hills stations were a distinctive feature of colonial urban development. ii. The founding of hill stations were initially the need of British army like Shimla, Mount Abu and Darjeeling. iii. Hill stations became strategic places for billeting troupes, guarding frontiers and launching campaigns against enemy rulers. iv. The cool climate of hill stations were seen as an advantage to the Britishers. v. Presence of army made hill stations a kind of cantonment. vi. Hill stations were also developed as Sanitoriums. vii. It became the summer resort for the Viceroy. viii. Shimla became the official residence of the commander-in-chief of the army. ix. The churches and schools were developed there. x. They were important for colonial economy. xi. Any other relevant point. <p>To be assessed as a whole</p>	Pg-327-328	8
	<u>SECTION-D</u>		
28.	<p><u>Proper social roles</u></p> <p>28.1 Why did Drona refuse to accept Ekalavya as his pupil?</p> <ol style="list-style-type: none"> i. Drona knew the dharma and taught only to the Kuru princess. ii. Ekalavya was a forest dwelling Nishada. iii. Drona was a Brahman and he taught archery to the Kuru princes only. <p>Any two points</p>	Pg-62	2

	<p>28.2 How did Ekalavya acquire the supreme skill of archery?</p> <p>i. Ekalavya, on refusal, returned to the forest.</p> <p>ii. He prepared an image of Drona out of clay and practiced intensively in front of it.</p> <p>iii. He acquired great skill in archery.</p> <p>Any two points</p> <p>28.3 Why did Ekalavya introduce himself to the Pandavas as a pupil of Drona?</p> <p>i. When the Kuru Princes dog began to bark at him ,he got annoyed.</p> <p>ii. He shot seven arrows into his mouth.</p> <p>iii. The Pandavas amazed at this superb display of archery, tracked him down.</p> <p>iv. He introduced himself to the Pandavas as pupil of Drona.</p> <p>Any two points</p>	<p>Pg-62</p> <p>Pg-62</p>	<p>2</p> <p>2</p>
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29.	<p><u>The Pilgrimage Of The Mughal Princess Jahanara-1643</u></p> <p>29.1 How did Jahanara exhibit her faith and devotion to the Shaikh?</p> <p>i. She performed two cycles of optional prayers.</p> <p>ii. She did not sleep on a leopard skin at night for several days</p> <p>iii. She did not extend her feet in the direction of the blessed sanctuary.</p> <p>iii. She did not turn her back towards him.</p> <p>iv. She passed the days beneath the trees.</p> <p>Any two points</p> <p>29.2 Why did she consider Dargah as a special place for pilgrimage and reverence?</p> <p>i. Due to her faith and devotion towards Lord.</p> <p>ii. She was the murid of her Murshid(Guru).</p> <p>iii. This was the family ritual and tradition.</p> <p>iv. For seeking blessings</p> <p>v. Any other relevant point.</p> <p>Any two points</p> <p>29.3 How did she pay her obeisance at the Dargah?</p> <p>i. She rubbed her face with the dust of the threshold.</p> <p>ii. She went bare-footed kissing the ground.</p> <p>iii. She went round the tomb several times.</p> <p>iv. She sprayed the finest quality of itar on the perfumed tomb.</p> <p>v. She had also takes off the rose scarf that she had on her head and placed it on the top of the blessed tomb.</p> <p>Any two points</p>	Pg-157	2
30.	<p>“Without a shot being fired”</p> <p>30.1 Examine the causes for the collapse of the administrative</p>		

	<p>system?</p> <ul style="list-style-type: none"> i. Partition was in process. ii. Issue of political governance was in conflict. iii. Breakdown of authority. <p>Any two points</p> <p>30.2 Why could the British officials not take any action to control the situation?</p> <ul style="list-style-type: none"> i. The British did not know how to handle the situation. ii. Big dilemma over authority and power. iii. Britishers were preparing to quit India. <p>Any two points</p> <p>30.3 Do you think the role of District Magistrate was justified?</p> <p>Answer could be justified or unjustified.</p> <p>(views of the student should be taken into consideration)</p>	<p>Pg-392</p> <p>Pg-392</p> <p>Pg-392</p>	<p>2</p> <p>2</p> <p>2</p>
31.	<p><u>See attached filled map</u></p> <p><u>For Visually Impaired Candidates</u></p> <p>31.1 Mature Harappan sites (Any Three):</p> <p>Harappa, Mohenjodaro, Lothal, Nageshwar, Kalibangan, Rakhigarhi, Banawali, Dholavira, Chanhudaro, Nageshwar, Balakot</p> <p style="text-align: center;">OR</p> <p>Centres of Revolt of 1857(Any Three):</p> <p>Kanpur, Jhansi, Meerut, Delhi, Azamgarh, Lucknow, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh</p>		<p>3+3=6</p> <p>1x3=3</p> <p>1x3=3</p>

	31.2 Centres of National Movement(Any Three): Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi		1x3=3
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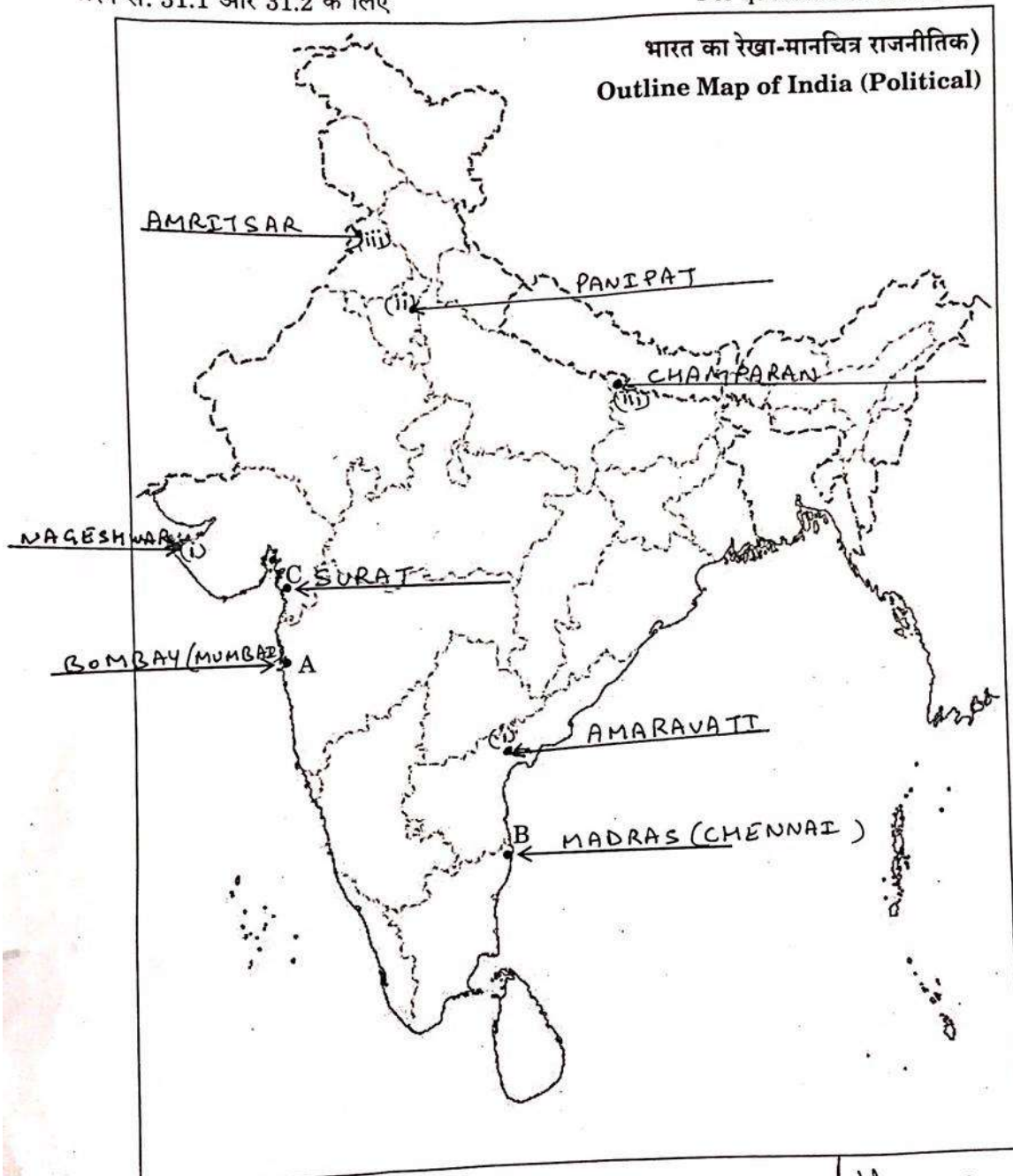
61/2/1, 61/2/2, 61/2/3



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

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



Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/2/2)

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MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/2/2

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	Section - A		
1.	Bodhisatta is perceived as deeply compassionate being, who accumulated merit through his efforts but used this not to attain nibbana and thereby abandon the world.	Pg-103	1
2.	C (I and III)	Pg-11	1
3.	C (Nishadas)	Pg-61	1
4.	Vaishnavism is a form of Hinduism within which Vishnu is worshipped as the principal deity where as Shaivism is a tradition within which Shiva is regarded as chief God	Pg-104	1
5.	Urban centres/ Any urban feature	Pg-5	1
6.	The image of Buddha from Mathura For visually impaired: Shalabhanjika	Pg-103 Pg-101	1
7.	To display in a museum in France. OR The Stupas contained the relics of the Buddha regarded as sacred	Pg-83 Pg-96	1
8.	Gulbadan Begum OR Abdul Hamid Lahori	Pg-243 Pg-231	1
9.	Delhi	Pg-221	1
10.	D (He had cordial relations with Safavids over Qandahar)	Pg-230	1
11.	B(I,II and III)	Pg-173	1
12.	C (Harihara and Bukka)	Pg-171	1
13.	He was a physician to prince Dara Shukoh, the eldest son of Shah Jahan	Pg-122	1

14.	Ibn-Battuta	Pg-118	1
15.	Kitab-ul-Hind	Pg-117	1
16.	In British India, salt law gave the state a monopoly in the manufacture and sale of salt.	Pg-356	1
17.	D (The ally was free to enter into agreements with other rulers without the permission of the British)	Pg-296	1
18.	They mobilized the villagers by appealing to all irrespective of caste or creed to remain united.	Pg-301	1
19.	B(III,I,IV,II)	Pg-361,364,391,411	1
20.	C [Both (A) and (R) are true and (R) is the correct explanation of (A)]	Pg-365	1
<u>SECTION-B</u>			
21.	<u>Harappan Script</u> <ol style="list-style-type: none"> The script remained undeciphered till date. It has signs somewhere between 375 and 400. The script was written from right to left. Most inscriptions are short,the longest containing about 26 signs. The script was evidently not alphabetical. Any other relevant point. Any three points to be explained	Pg-15	3
22.	<u>Amara-nayaka system was a political innovation of vijayanagara empire:</u> <ol style="list-style-type: none"> Amara-Nayakas were the military commanders. They were given the territory to govern. They collected taxes and other dues from peasants, craftspersons and traders in the area. They maintained a contingent of horses and elephants to help the kings at the time of war. They maintained temples and irrigation works. They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty. 	Pg-175	3

[illegible]

	<p>agriculturists lived.</p> <p>v. Paharias grew a variety of pulses and millets for consumption.</p> <p>vi. From the forests they collected Mahua (a flower) for food , silk cocoons and resin for sale and wood for charcoal production.</p> <p>vii. They considered the entire region as their land.</p> <p>viii. They resists the intrusion of outsiders.</p> <p>ix. Traders gave a small amount to the hill folk for permission to use the passes controlled by them.</p> <p>x. Any other relevant point</p> <p>Any three to be explained</p>		
	SECTION-C		
25.	<p><u>Characteristics of Mahajanpadas</u></p> <p>i. Most Mahajanpadas were ruled by kings.</p> <p>ii. Some known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas.</p> <p>iii. Both Mahavira and Buddha belonged to such ganas.</p> <p>iv. Each Mahajanpada had a capital city which was often fortified.</p> <p>v. Brahmins laid down the norms for the rulers in texts known as Dharmasutras.</p> <p>vi. Rulers were advised to collect taxes and tribute from cultivators, traders and artisans.</p> <p>vii. Gradually, some states acquired standing armies and maintained regular bureaucracies.</p> <p>viii. Some others continued to depend on militia, recruited more often than not, from the peasantry.</p> <p>ix. Any other relevant point</p> <p>Any four points to be explained</p> <p><u>Magadha as the most powerful Mahajanpada</u></p> <p>i. Magadha was a region where agriculture was especially productive.</p> <p>ii. Iron-mines were accessible which provided resources for making tools and weapons.</p> <p>iii. Elephants, an important component of army was available in the forests of this region.</p> <p>iv. Ganga and its tributaries provided water for cheap and convenient communication.</p> <p>v. Ambitious and powerful rulers like Bimbisara, Ajatasattu and Mahapadma Nanda and their policies.</p>	Pg-29-31	4+4=8

	<p>vi. Capitals of Magadha was Rajagaha (house of the king) which was a fortified settlement located amongst hills. Later capital was shifted to Pataliputra, on commanding routes of communication along the Ganga.</p> <p>Any four points to be explained</p> <p style="text-align: center;">OR</p> <p><u>Main features of Maurayas Administration</u></p> <ol style="list-style-type: none"> There were five major political centres in the empire. They were Pataliputra, Taxila, Ujjayni, Tosali and Suvarngiri. Administrative control was strongest in areas around the capital and the provincial centres. Communication along both river and land routes were vital. Army was an important means for ensuring protection for those who were on the move. Megasthenes mentions a comitte with six subcomittes for coordinating military activity. Ashoka try to hold his empire through propogating Dhamma. <p>Any five points to be explained</p> <p><u>Principles of Ashoka's Dhamma</u></p> <ol style="list-style-type: none"> The principles of Ashoka's Dhamma were simple and virtually universally applicable. According to Ashoka, this would ensure the well-being of people in the world and the next. Ashoka inscribed his messages to the subjects on stones or rocks. This included respect for elders and generosity towards Brahmins and those who renounced worldly life. Treating slaves and servants kindly. Respect for religion and tradition other than one's own. Special officers, Known as the dhamma mahamatta, were appointed to spread the message of Dhamma. <p>Any three points to be explained</p>	Pg-32-34	5+3=8
26.	<p><u>Role of Village Panchayats And Headmen During The Mughal Period:</u></p> <ol style="list-style-type: none"> Village Panchayat was an assembly of elders. In mixed castes the Panchayat was normally a heterogeneous 	Pg-202-204	8

	<p>body.</p> <p>iii. The decisions made by Panchayats were binding on the people.</p> <p>iv. The Panchayat was headed by a headman known as Muqaddam or Mandal.</p> <p>v. The chief function of the headman was to supervise the preparation of village accounts.</p> <p>vi. The Panchayat derived its funds from contributions made by individuals to a common financial pool.</p> <p>vii. Community welfare activities were undertaken.</p> <p>viii. The Panchayat ensured that caste boundaries among the various communities inhabiting the village were upheld.</p> <p>ix. In Eastern India all marriages were held in the presence of the Mandal.</p> <p>x. Panchayats levied fines and inflicted more serious forms of punishment as a deterrent to violation of caste norms.</p> <p>xi. Each caste in the village had its own jati panchayat.</p> <p>xii. In Rajasthan jati panchayats arbitrated civil disputes between members of different castes.</p> <p>xiii. Any other relevant point.</p> <p>To be assessed as a whole.</p> <p style="text-align: center;">OR</p> <p><u>Village Artisans:</u></p> <p>i. Nearly 25% of the village households were of artisans.</p> <p>ii. Distinction between artisans and peasants in village society was a fluid one.</p> <p>iii. Dyeing, Textile printing, baking and firing of pottery, making and repairing agricultural implements.</p> <p>iv. Potters, Blacksmiths, Carpenters, Barbers, Goldsmiths were the craftsmen.</p> <p>v. For sale of craft production with the cultivating class was the</p>		
		Pg-204-205	4+4

	<p>barter system.</p> <p>vi. Any other relevant point.</p> <p>Any four points to be explained</p> <p><u>Village As A Little Republic:</u></p> <p>i. The village communities were significant.</p> <p>ii. They shared resources and labour in collective.</p> <p>iii. There was individual ownership of assets and deep inequities based on caste and gender distinctions.</p> <p>iv. A group of powerful individuals decided the affairs of the village.</p> <p>v. Any other relevant point.</p> <p>Any four points to be explained</p>		
27.	<p><u>Colonial Architectural Styles Of Bombay:</u></p> <p>i. The architectural style of Bombay was to reflect imperial vision.</p> <p>ii. Buildings included forts, government offices, educational institutions, religious structures, commemorative towers, commercial depots, docks and bridges.</p> <p>iii. They represent imperial power, nationalism and religious glory.</p> <p>iv. The architectural style was usually European.</p> <p>v. It expressed the British desire to create a familiar landscape in an alien country.</p> <p>vi. European styles symbolized their superiority, authority and power.</p> <p>vii. European style buildings would mark out the difference and distance between the colonial masters and their Indian subjects.</p> <p>viii. The colonial bungalows were set up.</p> <p>ix. For public buildings, three different architectural styles were</p>	Pg-338-343	8

	<p>used.</p> <p>x. Neo-classical style which included geometrical structures fronted with lofty pillars eg. Town hall in Bombay, Elphinstone circle or Horniman circle.</p> <p>xi. Neo-Gothic style characterized by high pitched roofs, pointed arches and detailed decoration eg. Victoria terminus, the station and headquarters of the Great Indian Peninsular Railway Company.</p> <p>xii. New hybrid style called Indo-Saracenic eg-the Gateway of India, Taj Mahal Hotel.</p> <p>xiii. Any other relevant point.</p> <p>To be assessed as a whole</p> <p style="text-align: center;">OR</p> <p><u>Changes in Urbanisation in India after 1800:</u></p> <p>i. After 1800 Urbanisation in India was sluggish.</p> <p>ii. Even in 19th century and 20th century early decades urbanization was slow.</p> <p>iii. Between 1900 and 1940 urban population increased from about 10% to 13%.</p> <p>iv. The smaller towns had little opportunity to grow economically.</p> <p>v. Calcutta, Bombay and Madras grew as new commercial and administrative centres and important ports.</p> <p>vi. The introduction of railways in 1853 meant a change in the fortunes of towns.</p> <p>vii. Economic activity gradually shifted away from traditional towns.</p> <p>viii. Railway network, railway workshops and railway colonies were established for example Jamalpur, Waltair and Bareilly.</p> <p>ix. The majority of working population was shifted towards towns.</p> <p>x. The development of mills in the cities gave impetus to Urbanisation.</p>		
		Pg-322-327	8

	<p>xi. Industrial cities like Kanpur, Jamshedpur developed.</p> <p>xii. Majority of working population shifted towards towns.</p> <p>xiii. Godowns, Merchantile offices, insurance agencies for shipping, transport depots, banking establishments along the sea coast developed.</p> <p>xiv. The majority of working population shifted towards towns.</p> <p>xv. New urban spaces called 'Civil Lines' were set up mainly for the British people.</p> <p>xvi. White Town and Black Town based on racial distinctions became sharper.</p> <p>xvii. Any other relevant point .</p> <p>To be assessed as a whole</p>		
	SECTION-D		
28.	<p><u>The Pilgrimage Of The Mughal Princess Jahanara-1643</u></p> <p>28.1 How did Jahanara exhibit her faith and devotion to the Shaikh?</p> <p>i. She performed two cycles of optional prayers.</p> <p>ii. She did not sleep on a leopard skin at night for several days</p> <p>iii. She did not extend her feet in the direction of the blessed sanctuary.</p> <p>iii. She did not turn her back towards him.</p> <p>iv. She passed the days beneath the trees.</p> <p>Any two points</p> <p>28.2 Why did she consider Dargah as a special place for pilgrimage and reverence?</p> <p>i. Due to her faith and devotion towards Lord.</p> <p>ii. She was the murid of her Murshid(Guru).</p>	<p>Pg-157</p> <p>Pg-157</p>	<p>2</p> <p>2</p>

	<p>iii. This was the family ritual and tradition.</p> <p>iv. For seeking blessings</p> <p>v. Any other relevant point.</p> <p>Any two points</p> <p>28.3 How did she pay her obeisance at the Dargah?</p> <p>i. She rubbed her face with the dust of the threshold.</p> <p>ii. She went bare-footed kissing the ground.</p> <p>iii. She went round the tomb several times.</p> <p>iv. She sprayed the finest quality of itar on the perfumed tomb.</p> <p>v. She had also takes off the rose scarf that she had on her head and placed it on the top of the blessed tomb.</p> <p>Any two points</p>	Pg-157	2
29.	<p>“Without a shot being fired”</p> <p>29.1 Examine the causes for the collapse of the administrative system?</p> <p>i. Partition was in process.</p> <p>ii. Issue of political governance was in conflict.</p> <p>iii. Breakdown of authority.</p> <p>Any two points</p> <p>29.2 Why could the British officials not take any action to control the situation?</p> <p>i. The British did not know how to handle the situation.</p> <p>ii. Big dilemma over authority and power.</p> <p>iii. Britishers were preparing to quit India.</p> <p>Any two points</p>	<p>Pg-392</p> <p>Pg-392</p>	<p>2</p> <p>2</p>

	<p>29.3 Do you think the role of District Magistrate was justified?</p> <p>Answer could be justified or unjustified.</p> <p>(views of the student should be taken into consideration)</p>	Pg-392	2
30.	<p><u>Proper social roles</u></p> <p>30.1 Why did Drona refuse to accept Ekalavya as his pupil?</p> <p>i. Drona knew the dharma and taught only to the Kuru princess.</p> <p>ii. Ekalavya was a forest dwelling Nishada.</p> <p>iii. Drona was a Brahman and he taught archery to the Kuru princes only.</p> <p>Any two points</p> <p>30.2 How did Ekalavya acquire the supreme skill of archery?</p> <p>i. Ekalavya, on refusal, returned to the forest.</p> <p>ii. He prepared an image of Drona out of clay and practiced intensively in front of it.</p> <p>iii. He acquired great skill in archery.</p> <p>Any two points</p> <p>30.3 Why did Ekalavya introduce himself to the Pandavas as a pupil of Drona?</p> <p>i. When the Kuru Princes dog began to bark at him ,he got annoyed.</p> <p>ii. He shot seven arrows into his mouth.</p> <p>iii. The Pandavas amazed at this superb display of archery, tracked him down.</p> <p>iv. He introduced himself to the Pandavas as pupil of Drona.</p> <p>Any two points</p>	<p>Pg-62</p> <p>Pg-62</p> <p>Pg-62</p>	<p>2</p> <p>2</p> <p>2</p>

31.	<p><u>See attached filled map</u></p> <p><u>For Visually Impaired Candidates</u></p> <p>31.1 Mature Harappan sites (Any Three):</p> <p>Harappa, Mohenjodaro, Lothal, Nageshwar, Kalibangan, Rakhigarhi, Banawali, Dholavira, Chanhudaro, Nageshwar, Balakot</p> <p style="text-align: center;">OR</p> <p>Centres of Revolt of 1857(Any Three):</p> <p>Kanpur, Jhansi, Meerut, Delhi, Azamgarh, Lucknow, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh</p> <p>31.2 Centres of National Movement(Any Three): Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi</p> <p>Any three</p>		<p>3+3=6</p> <p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p>
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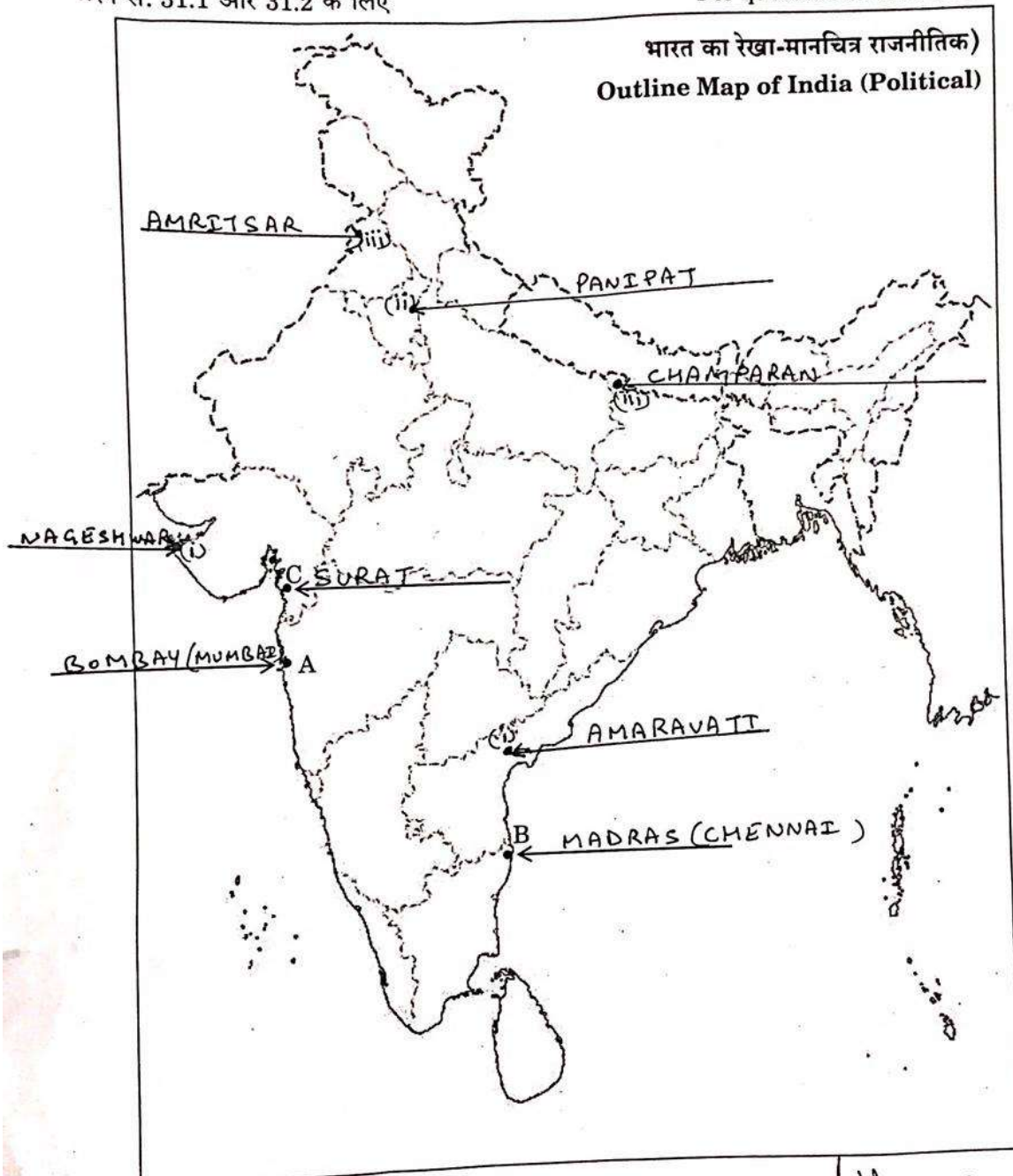
61/2/1, 61/2/2, 61/2/3



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

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Outline Map of India (Political)



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MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/2/3

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2.	The image of Buddha from Mathura For visually impaired: Shalabhanjika	Pg-103 Pg-101	1
3.	C (I and III)	Pg-11	1
4.	To display in a museum in France. OR The stupas contained the relics of the Buddha regarded as sacred.	Pg-83 Pg-96	1
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7.	Urban centres /Any urban feature	Pg-5	1
8.	He was a physician to prince Dara Shukoh, the eldest son of Shah Jahan	Pg-122	1
9.	C (Harihara and Bukka)	Pg-171	1
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12.	Delhi	Pg-221	1
13.	Gulbadan Begum OR Abdul Hamid Lahori	Pg-243 Pg-231	1
14.	Kitab-ul-Hind	Pg-117	1

15.	Ibn-Battuta	Pg-118	1
16.	C [Both (A) and (R) are true and (R) is the correct explanation of (A)]	Pg-365	1
17.	On the recommendation of a committee chaired by Sir Sidney Rowlett the British instituted censorship of the press and permitted detention without trial.	Pg-349	1
18.	In Awadh Nawab Wajid Ali Shah ,a popular ruler was dethroned so people of Awadh hailed Birjis Qadr, the son of Nawab Wajid Ali Shah as their leader, to raise the standard of revolt against the British.	Pg-292	1
19.	B(III,I,IV,II)	Pg-361,364,391,411	1
20.	D (The ally was free to enter into agreements with other rulers without the permission of the British)	Pg-296	1
	<u>SECTION-B</u>		
21.	<u>The Domestic Architecture of Harappan Cities:</u> <ol style="list-style-type: none"> The lower town provides examples of residential buildings. Many houses were centred on a courtyard, with rooms on all sides. The courtyard was probably the centre of activities such as cooking, weaving etc. There are no windows on the walls along the ground level. The main entrance does not give a direct view of the interior of the courtyard. Every house had bathroom. Every house was connected to the street drains. Some houses have remain of staircases to reach a second storey of the roof. Many houses had wells. Any other relevant point. Any three points to be explained	Pg-7	3

22.	<p><u>Sources of Water For The City Of Vijayanagara</u></p> <ol style="list-style-type: none"> River Tungbhadra was flowing through this region was the main source of water. The surrounding landscape is characterized by stunning granite hills that seem to form a girdle around the city. A number of small streams were also flowing through this region. Embankments were built along these streams to create reservoirs of varying sizes. Some water reservoirs were also constructed to store water. Water from Kamalapuram tank, not only irrigated fields nearly but was also conducted through a channel to the “royal centre”. One of the most prominent water works is Hiriya canal which was supplying water for agriculture as well as for drinking purpose. <p>Any three points to be explained</p>	Pg-177	3
23.	<p><u>“For Swaraj, Hindu, Muslim, Parsis and Sikhs will have to unite”:</u></p> <p><u>Non- cooperation movement:</u></p> <ol style="list-style-type: none"> Gandhiji joined hands with the Khilafat Movement. Hindus and Muslims, could collectively bring an end to colonial rule. Common people participated in the movement irrespective of being Hindu, Muslim, Parsi or Sikh. Peasants, workers and others acted upon the call to non-cooperate with colonial rule. Any other relevant point. <p>Any three points to be explained</p>	Pg-350	3
24.	<p><u>The circumstances under which the British officials invited Santhals to settle in the peripheries of Rajmahal hills during the nineteenth century:</u></p> <ol style="list-style-type: none"> Having failed to subdue Paharias the British turned towards Santhals. The Santhals appeared to be ideal settlers clearing forests and ploughing land. 	Pg-270-271	3

	<p>iii. Santhals were given land and persuaded to settle in foothills of Rajmahal.</p> <p>iv. Santhals practiced plough agriculture and became settled peasants.</p> <p>v. Any other relevant point.</p> <p>Any three points to be explained</p> <p style="text-align: center;">OR</p> <p>Economic and social conditions of the Paharias (hill folk) of Rajmahal hills during the late eighteenth century)</p> <p>i. The Paharias were hunters , food gatherers and shifting cultivators, charcoal producers and silk worm rearers.</p> <p>ii. They lived in huntments within tamrind groves and rested under shades of mango trees.</p> <p>iii. Their chiefs maintained the unity of their groups and settled disputes.</p> <p>iv. These hill folk regularly raided the plains where settled agriculturists lived.</p> <p>v. Paharias grew a variety of pulses and millets for consumption.</p> <p>vi. From the forests they collected Mahua (a flower) for food , silk cocoons and resin for sale and wood for charcoal production.</p> <p>vii. They considered the entire region as their land.</p> <p>viii. They resists the intrusion of outsiders.</p> <p>ix. Traders gave a small amount to the hill folk for permission to use the passes controlled by them.</p> <p>x. Any other relevant point</p> <p>Any three points to be explained</p>	Pg-267-269	3
	SECTION-C		
25.	<p><u>Characteristics of Mahajanpadas</u></p> <p>i. Most Mahajanpadas were ruled by kings.</p> <p>ii. Some known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas.</p> <p>iii. Both Mahavira and Buddha belonged to such ganas.</p> <p>iv. Each Mahajanpada had a capital city which was often fortified.</p> <p>v. Brahmins laid down the norms for the rulers in texts known as Dharmasutras.</p> <p>vi. Rulers were advised to collect taxes and tribute from cultivators, traders and artisans.</p> <p>vii. Gradually, some states acquired standing armies and maintained regular bureaucracies.</p> <p>viii. Some others continued to depend on militia, recruited more</p>	Pg-29-31	4+4=8

	<p>often than not, from the peasantry.</p> <p>ix. Any other relevant point Any four points to be explained</p> <p><u>Magadha as the most powerful Mahajanpada</u></p> <p>i. Magadha was a region where agriculture was especially productive.</p> <p>ii. Iron-mines were accessible which provided resources for making tools and weapons.</p> <p>iii. Elephants, an important component of army was available in the forests of this region.</p> <p>iv. Ganga and its tributaries provided water for cheap and convenient communication.</p> <p>v. Ambitious and powerful rulers like Bimbisara, Ajatasattu and Mahapadma Nanda and their policies.</p> <p>vi. Capitals of Magadha was Rajagaha (house of the king) which was a fortified settlement located amongst hills. Later capital was shifted to Pataliputra, on commanding routes of communication along the Ganga.</p> <p>Any four points to be explained</p> <p style="text-align: center;">OR</p> <p><u>Main features of Maurayas Administration</u></p> <p>i. There were five major political centres in the empire. They were Pataliputra, Taxila, Ujjayni, Tosali and Suvarngiri.</p> <p>ii. Administrative control was strongest in areas around the capital and the provincial centres.</p> <p>iii. Communication along both river and land routes were vital.</p> <p>iv. Army was an important means for ensuring protection for those who were on the move.</p> <p>v. Megasthenes mentions a comitte with six subcommittees for coordinating military activity.</p> <p>vi. Ashoka try to hold his empire through propogating Dhamma. Any five points to be explained</p> <p><u>Principles of Ashoka's Dhamma</u></p> <p>i. The principles of Ashoka's Dhamma were simple and virtually universally applicable.</p>	Pg-32-34	5+3=8
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	<ul style="list-style-type: none"> ii. According to Ashoka, this would ensure the well-being of people in the world and the next. iii. Ashoka inscribed his messages to the subjects on stones or rocks. iv. This included respect for elders and generosity towards Brahmins and those who renounced worldly life. v. Treating slaves and servants kindly. vi. Respect for religion and tradition other than one's own. vii. Special officers, Known as the dhamma mahamatta, were appointed to spread the message of Dhamma. Any three points to be explained 		
26	<p><u>The role of women in Agrarian Society during the Mughal India:</u></p> <ul style="list-style-type: none"> i. Women and men had to work shoulder to shoulder in the fields. ii. Men tilled and ploughed, while women sowed and weeded, threshed and winnowed the harvest. iii. Many aspects of production depended on female labour. iv. A gendered segregation between the home (for women) and the world(for men) was not possible in this context. v. Menstruating women, for instance, were not allowed to touch the plough or the potter's wheel in Western India or enter the groves where betel leaves (paan) were grown in Bengal. vi. Peasant and artisan women worked not only in the fields but went to the employers houses or to the markets. vii. Women were the child bearing force. viii. These children grew up to provide labour. ix. There was shortage of wives due to high mortality rates among women, so women were important. x. The household chores were also looked after by women. xi. Male headed the house , females acted as mothers, wives and sisters. xii. Women had the right to inherit property also. To be assessed as a whole. <p style="text-align: center;">OR</p> <p><u>The Land Revenue System of the Mughal Empire:</u></p> <ul style="list-style-type: none"> i. Land revenue was the economic mainstay of the Mughal Empire. ii. Revenue was vital to create an administrative apparatus. iii. Diwan was responsible for supervising the fiscal system. iv. Mughal state, first tried to acquire information about agriculture, than imposed tax. v. Land revenue consisted at two stages-the first assessment and than actual collection. 	Pg-206-207	8
		Pg-213	8

	<ul style="list-style-type: none"> vi. The Jama was the amount assessed as opposed to hasil, the amount collected. vii. Amil-guzar was the revenue collector. viii. Akbar decreed that cultivators could pay either in cash or in kind. ix. Land was actually measured to assess the revenue. x. Lands were classified as Polaj, Parauti, Chachar and Banjar. xi. The land revenue collections were in the form of Kankut, Batai or Bhaoli, Khet-batai and Lang batai. xii. Annual records of the revenue was kept. xiii. Both cultivated and cultivable lands were measured in each province. xiv. Forests covered huge areas of the subcontinent and thus remained unmeasured. xv. Any other relevant point. To be assessed as a whole. 		
27.	<p><u>Changes in the Social Life of the People in Colonial Cities during 18th and 19th Centuries:</u></p> <ul style="list-style-type: none"> i. For Indians, new cities were bewildering places where life seemed always a flux. ii. There was dramatic contrast in wealth and poverty. iii. New transports like buses, trams were available. iv. Travelling from home to office or factory was a new kind of experience. v. The creation of public places, like public parks, theatres provided exciting new forms of entertainment and interaction. vi. Within new cities, new social groups were formed. vii. Old identities of people were no longer important. viii. All classes of people were migrating to the big cities. ix. Middle class increased in cities because of the jobs of clerks, teachers, lawyers etc. x. New public sphere of debate and discussion emerged. xi. Social customs, norms and practices came to be questioned. xii. Cities offered new opportunities for women. xiii. Middle class women sought to express themselves through journals and books etc. xiv. Overtime women became more visible in public. xv. Labouring poor and working class also developed in cities. xvi. To minimize costs of living in the city, most male migrants left their families behind in their village homes. xvii. Life in the new cities was a struggle for jobs, foods, places to 	Pg-329-330	8

	<p>stay etc.</p> <p>xviii. The poor in cities created lively urban culture of their own.</p> <p>xix. These poor were participants in religious festivals, tamashas and swangs, which often mocked the pretensions of their masters, Indian and European.</p> <p>xvi. Any other relevant point.</p> <p>To be assessed as a whole</p> <p style="text-align: center;">OR</p> <p><u>The Process of Census Operation:</u></p> <ol style="list-style-type: none"> From 1881, decennial censuses became a regular feature. This collection of data is an invaluable source for studying urbanization in India. The census operation, was a means by which social data were converted into convenient statistics about the population. The census commissioners devised categories for classifying different sections of the population. The census process was riddled with ambiguity. Any other relevant point. <p>Any four points to be explained</p> <p><u>The suspicions about Census during Colonial Rule :</u></p> <ol style="list-style-type: none"> The categories devised by census commissioners often arbitrary and failed to capture the fluid and overlapping identities of people. People often refused to cooperate or gave evasive answers to the census officials. People were suspicious, that these enquires were being conducted to impose new taxes on them. Upper caste people were also unwilling to give any information regarding the women of their household. People were claiming identities that they associated with higher status. The figures of mortality and disease were difficult to collect. Any other relevant point. <p>Any four points to be explained</p>	Pg-321-322	4+4
28.	<p>“Without a shot being fired”</p> <p>28.1 Examine the causes for the collapse of the administrative system?</p> <ol style="list-style-type: none"> Partition was in process. Issue of political governance was in conflict. 	Pg-392	2

	<p>iii. Breakdown of authority.</p> <p>Any two points</p> <p>28.2 Why could the British officials not take any action to control the situation?</p> <p>i. The British did not know how to handle the situation.</p> <p>ii. Big dilemma over authority and power.</p> <p>iii. Britishers were preparing to quit India.</p> <p>Any two points</p> <p>28.3 Do you think the role of District Magistrate was justified?</p> <p>Answer could be justified or unjustified.</p> <p>(views of the student should be taken into consideration)</p>	Pg-392	2
29.	<p><u>Proper social roles</u></p> <p>29.1 Why did Drona refuse to accept Ekalavya as his pupil?</p> <p>i. Drona knew the dharma and taught only to the Kuru princess.</p> <p>ii. Ekalavya was a forest dwelling Nishada.</p> <p>iii. Drona was a Brahman and he taught archery to the Kuru princes only.</p> <p>Any two points</p> <p>29.2 How did Ekalavya acquire the supreme skill of archery?</p> <p>i. Ekalavya, on refusal, returned to the forest.</p> <p>ii. He prepared an image of Drona out of clay and practiced intensively in front of it.</p> <p>iii. He acquired great skill in archery.</p> <p>Any two points</p> <p>29.3 Why did Ekalavya introduce himself to the Pandavas as a pupil</p>	<p>Pg-62</p> <p>Pg-62</p> <p>Pg-62</p>	<p>2</p> <p>2</p> <p>2</p>

	<p>of Drona?</p> <ul style="list-style-type: none"> i. When the Kuru Princes dog began to bark at him ,he got annoyed. ii. He shot seven arrows into his mouth. iii. The Pandavas amazed at this superb display of archery, tracked him down. iv. He introduced himself to the Pandavas as pupil of Drona. <p>Any two points</p>		
30.	<p><u>The Pilgrimage Of The Mughal Princess Jahanara-1643</u></p> <p>30.1 How did Jahanara exhibit her faith and devotion to the Shaikh?</p> <ul style="list-style-type: none"> i. She performed two cycles of optional prayers. ii. She did not sleep on a leopard skin at night for several days iii. She did not extend her feet in the direction of the blessed sanctuary. iii. She did not turn her back towards him. iv. She passed the days beneath the trees. <p>Any two points</p> <p>30.2 Why did she consider Dargah as a special place for pilgrimage and reverence?</p> <ul style="list-style-type: none"> i. Due to her faith and devotion towards Lord. ii. She was the murid of her Murshid(Guru). iii. This was the family ritual and tradition. iv. For seeking blessings v. Any other relevant point. <p>Any two points</p> <p>30.3 How did she pay her obeisance at the Dargah?</p>	<p>Pg-157</p> <p>Pg-157</p>	<p>2</p> <p>2</p>

	<p>i. She rubbed her face with the dust of the threshold.</p> <p>ii. She went bare-footed kissing the ground.</p> <p>iii. She went round the tomb several times.</p> <p>iv. She sprayed the finest quality of itar on the perfumed tomb.</p> <p>v. She had also takes off the rose scarf that she had on her head and placed it on the top of the blessed tomb.</p> <p>Any two points</p>	Pg-157	2
31	<p><u>See attached filled map</u></p> <p><u>For Visually Impaired Candidates</u></p> <p>31.1 Mature Harappan sites (Any Three):</p> <p>Harappa, Mohenjodaro, Lothal, Nageshwar, Kalibangan, Rakhigarhi, Banawali, Dholavira, Chanhudaro, Nageshwar, Balakot</p> <p style="text-align: center;">OR</p> <p>Centres of Revolt of 1857(Any Three):</p> <p>Kanpur, Jhansi, Meerut, Delhi, Azamgarh, Lucknow, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh</p> <p>31.2 Centres of National Movement(Any Three):</p> <p>Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi</p>		<p>3+3=6</p> <p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p>

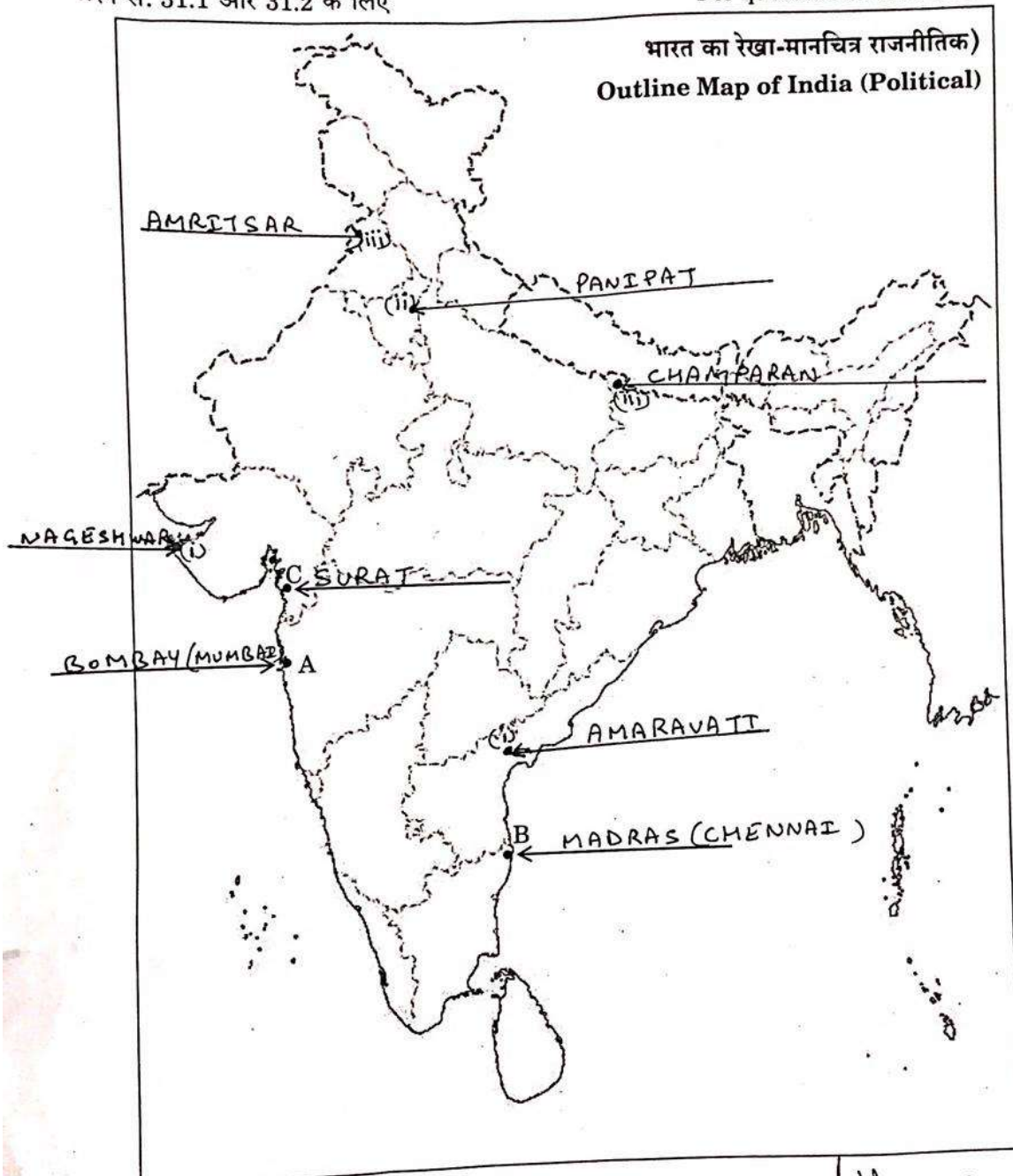
61/2/1, 61/2/2, 61/2/3



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

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



Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/3/1)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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 marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/3/1

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION - A		
1.	Gujarat	Pg – 2	1
2.	Archaeological Survey of India Or S. N. Roy	Pg – 20 Pg-20	1
3.	Kailashnatha Temple (Maharashtra) For visually impaired Krishna	Pg – 107 Pg – 104	1
4.	Bodhisattas were perceived as deeply compassionate human beings who accumulated merit through their efforts. OR Walter Elliot was the Commissioner of Guntur (Andhra Pradesh) who visited Amaravati and carried away several sculpture panels to Madras that came to be called Elliot Marbles.	Pg – 103 Pg - 98	1
5.	C - I, II and III	Pg – 108	1
6.	D – Scholars understood the value of preservation at site after the fall of Amaravati.	Pg – 98	1
7.	D – Emergence of Mahajanapadas and use of iron.	Pg – 84	1
8.	C – IV, I, III, II	Pg – 137	1
9.	Delhi and Daulatabad	Pg – 127	1
10.	Travels in the Mughal Empire	Pg – 130	1
11.	The Hazara Rama Temple	Pg – 183	1
12.	Harihara and Bukka	Pg – 171	1
13.	Battle of Talikota/ Battle of Rakshasi – Tangadi	Pg – 173	1

14.	Lotus Mahal	Pg – 181	1
15.	Giovanni Careri	Pg – 216	1
16.	A – Both A and R are correct and R is the correct explanation of A.	Pg – 296	1
17.	Neo Gothic	Pg – 341	1
18.	D, II-IV-I-III	Pg – 314	1
19.	Mount Abu and Darjeeling	Pg – 327	1
20.	D – Dutch in Bombay	Pg – 319	1
SECTION - B			
21.	<p>Many reconstructions of Harappan religion are made on assumptions which provide parallels with earlier ones.</p> <ul style="list-style-type: none"> i. Mother Goddess – Terracotta figurine of women heavily jewelled with elaborate head-dresses. ii. Priest King – Seated with one hand on knee iii. Proto-Shiva – Yogic posture surrounded with animals. iv. Lingas – Conical shaped stone objects. v. Fire Altars. vi. Great Bath. vii. Plant Motifs. viii. Unicorn ix. Any other relevant point. <p>Any three examples to be examined</p> <p style="text-align: center;">OR</p> <p>Transformation of Harappan successor Cultures to rural way of life.</p> <ul style="list-style-type: none"> i. Disappearance of artefacts – Weights, seals, beads and pottery. 	Pg – 23	3

	<ul style="list-style-type: none"> ii. Writing, long distance trade, crafts specialization disappeared. iii. House construction techniques deteriorated. iv. Large public structures were no longer constructed. v. Decline and abandonment of cities. vi. The shift from a standardized weighing system to the use of local weights. vii. Any other relevant point. <p>Any three examples to be assessed.</p>	Pg - 17	3
22.	<p>Distinction between Wives in Mughal Household:</p> <ul style="list-style-type: none"> i. Begams –Wives who came from Royal and Aristocratic families, received huge amount of cash and Mahr. Higher status and attention was given to them. ii. Aghas –Those who were not of noble birth. iii. Aghacha or Concubines – Occupied lowest position, received monthly allowance. Could rise to the position of Begams depending on Ruler’s will, provided he already did not have four wives. iv. Love and motherhood played an important role in elevating aghas and aghachas to the status of legally wedded wives. v. Any other relevant point to be explained. <p>Examine any three features.</p>	Pg – 242	3
23.	<ul style="list-style-type: none"> i. Permanent settlement was made with the Rajas and Taluqdars of Bengal. They were classified as Zamindars. ii. Zamindar was not a land owner in the village but a Revenue Collector of the state. 		

	<ul style="list-style-type: none"> iii. The Permanent Settlement secured the Rights of Property and permanently fixed the rates of Revenue demand. Company fixed the revenue with the Zamindars. iv. The company was assured of a regular flow of revenue irrespective of crop failure. v. The estates of those who failed to pay were to be auctioned to recover the revenue. vi. British got a Yeomen class to improve agriculture. vii. The Zamindars collected rent, paid to company and retained the difference as their income. viii. Any other relevant point. <p>Any three to be examined.</p>	Pg – 259	3
24.	<p>Quit India Movement was undoubtedly a mass movement.</p> <p>The movement was launched by Mahatma Gandhi</p> <ul style="list-style-type: none"> i. Hundreds of thousands of ordinary Indians joined together. ii. Strikes were organized. iii. Students left college to go to jail. iv. Women actively participated in the movement. v. Lawyers left courts. vi. Independent governments were proclaimed. vii. People followed the slogan of Mahatma Gandhi “Do or Die” and were willing to lay down their lives for the nation. viii. Any other relevant point. <p>Any three points to be explained.</p>		3
	SECTION - C		
25.	<p>Historians considered several elements when they analyze the Mahabharata.</p> <ul style="list-style-type: none"> i. Language – Historians examined texts in different 		

	<p>languages such as Sanskrit, Prakrit, Pali or Tamil.</p> <p>ii. Content – Historians classify the content of the present text under two broad heads –</p> <p>a. Sections that contain stories designated as the Narrative.</p> <p>b. Sections that contain prescriptions about social norms designated as the Didactic.</p> <p>This division is by no means water tight. The didactic section includes stories and narrative often contains a social message.</p> <p>iii. Authors –</p> <p>a. Original story was composed by Charioteer Bards known as Sutas who generally accompanied Kshatriya warriors to the battlefield. Their compositions were transmitted orally.</p> <p>b. Brahmins took over the story and committed it to writing. New kings wanted their history/ itihasa to be recorded.</p> <p>c. Later Mahabharata composed by Sage Vyasa.</p> <p>iv. Dates –</p> <p>a. Historians also try and ascertain the possible dates of the composition or compilation of the texts as well as the place where they may have been composed.</p> <p>b. Early to fifth century BCE, the Mahabharata was orally transmitted.</p> <p>c. From fifth century BCE, it was written down by the Brahmanas.</p>		
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	<p>d. Between C200 and 200 CE – compositions were made when Krishna grew in importance.</p> <p>e. Between C200 to 400 CE large didactic sections like Manusmriti were added.</p> <p>Any four points to be explained.</p> <p style="text-align: center;">OR</p> <p>“Mahabharata is a story based on kinship and social relations.” Support the statement with examples.</p> <p>Mahabharata is a story based on kinship and social relations.</p> <ol style="list-style-type: none"> i. Kinfolk – Familial ties based on natural and blood relations. Historians investigated and analyzed attitude towards family and kinship. ii. The idea of Patriliney – Mahabharata reinforced this idea, feud over land and power was between Kauravas and Pandavas who belonged to a single ruling family that of the Kurus. iii. Types of marriage – Endogamy, Exogamy, Polygyny and Polyandry system were followed. iv. Kanyadana or gift of a daughter in marriage was considered an important religious duty of a father. v. Gotras of Women – Women were expected to give up their father’s gotra and adopt that of their husband’s on marriage. vi. Members of the same gotra could not marry. vii. Each gotra was named after a Vedic seer. viii. Matriarchal society – Satvahanas had names derived from Gotra of mothers. ix. Guru Shishya Parampara – The story of Ekalavya 	Pg-72-76	4x2=8
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	<p>and Dronacharya .</p> <p>x. Importance of Mother's advice – Pandavas marrying Draupadi after mother's advice. However, the advice given by Gandhari to her son Duryodhana was not followed.</p> <p>xi. Succession of women – Although ordinary women had no access to land, Queen Prabhavati Gupta had rights over land which she donated.</p> <p>xii. Rules of Dharmasutras and Dharmashastras were not always followed. For example, Non-Kshatriyas even Brahmanas became rulers. Like wise eight forms of marriage were recognized but only four were considered as good while the remaining were condemned.</p> <p>xiii. It is possible that these were followed by those who did not accept Brahmanical norms.</p> <p>xiv. Any other relevant point.</p> <p>Any eight examples to be assessed.</p>	Pg-55-60	8
26.	<p>Sufism</p> <p>i. Group of people who turned into asceticism and mysticism.</p> <p>ii. Emphasized on seeking salvation through intense devotion and love for God.</p> <p>iii. Organized communities around Khanqah under a master known as Shaikh, Pir or Murshid.</p> <p>iv. The master enrolled disciples (murids) and appointed a successor (khalifa).</p> <p>v. Established rules for spiritual conduct between inmates as well as between laypersons and the master.</p>		

	<p>vi. Sufi silsilas (chain) between master and disciple stretching to Prophet Mohammad.</p> <p>vii. Tomb-Shrine (Dargah) became centre of devotion.</p> <p>viii. Ziyarat pilgrimage to his grave.</p> <p>ix. Sufis remember God either by reciting the zikr (Divine Names).</p> <p>x. The cult of the Shaikh revered as Wali evolved.</p> <p>xi. Open kitchen (langar) run on futuh (charity).</p> <p>xii. Use of music and dance by reciting divine name, Sama and Qawwali.</p> <p>xiii. Day to day practices represented attempts to assimilate local traditions.</p> <p>xiv. Some Sufis scorned the khanqah, took to mendicancy and observed celibacy. Known by different names like- Qalandars, Madaris, Malangs, Haidaris. They were called be-shari'a in contrast to the ba-shari'a who complied with the Sharia.</p> <p>xv. Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>Sikhism</p> <p>i. Guru Nanak Dev Ji was the first guru of Sikhism.</p> <p>ii. Advocated Nirguna Bhakti.</p> <p>iii. Rejected sacrifices, ritual baths, image worship and scriptures of both Hindus and Muslims.</p> <p>iv. According to him, Absolute God or Rab has no gender.</p>	Pg-153-159	8
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	<ul style="list-style-type: none"> v. Importance to Shabad or Divine name. vi. Organized followers into community. vii. Rules for worship were laid down. viii. Collective recitation/ naam Simran. ix. Hymns in the Adi Granth Sahib – The Holy Book of the Sikhs are called “Gurbani”. x. Compositions of Gurus, Sufi poets like Baba Farid, Ravidas and Kabir compiled in the Adi Granth Sahib. xi. Guru Gobind Singh, the last guru laid the foundation of Khalsa Panth (army of the pure). xii. Five symbols – Uncut hair, a dagger, pair of shorts, a comb and a steel bangle. xiii. Any other relevant point. <p>Explain any eight points to be assessed.</p>	Pg- 163,164	8
27.	<p>Oral Testimonies as a source.</p> <ul style="list-style-type: none"> i. Oral narratives, memories, diaries, family history. ii. Cases of suffering and challenges of the times. iii. Experiences and memories of sufferers. iv. Richly textured, vivid accounts of people during partition. v. Personal writings of government functionaries throw light on negotiations between British and Political parties . vi. But they tell us little about the day today experiences of refugees and others. vii. It broadens the boundaries as lived experience of the poor and powerless were shown. Eg. Abdul Latif’s father or Women of Thoa Khalsa. viii. Explored the experiences of men and women whose 		

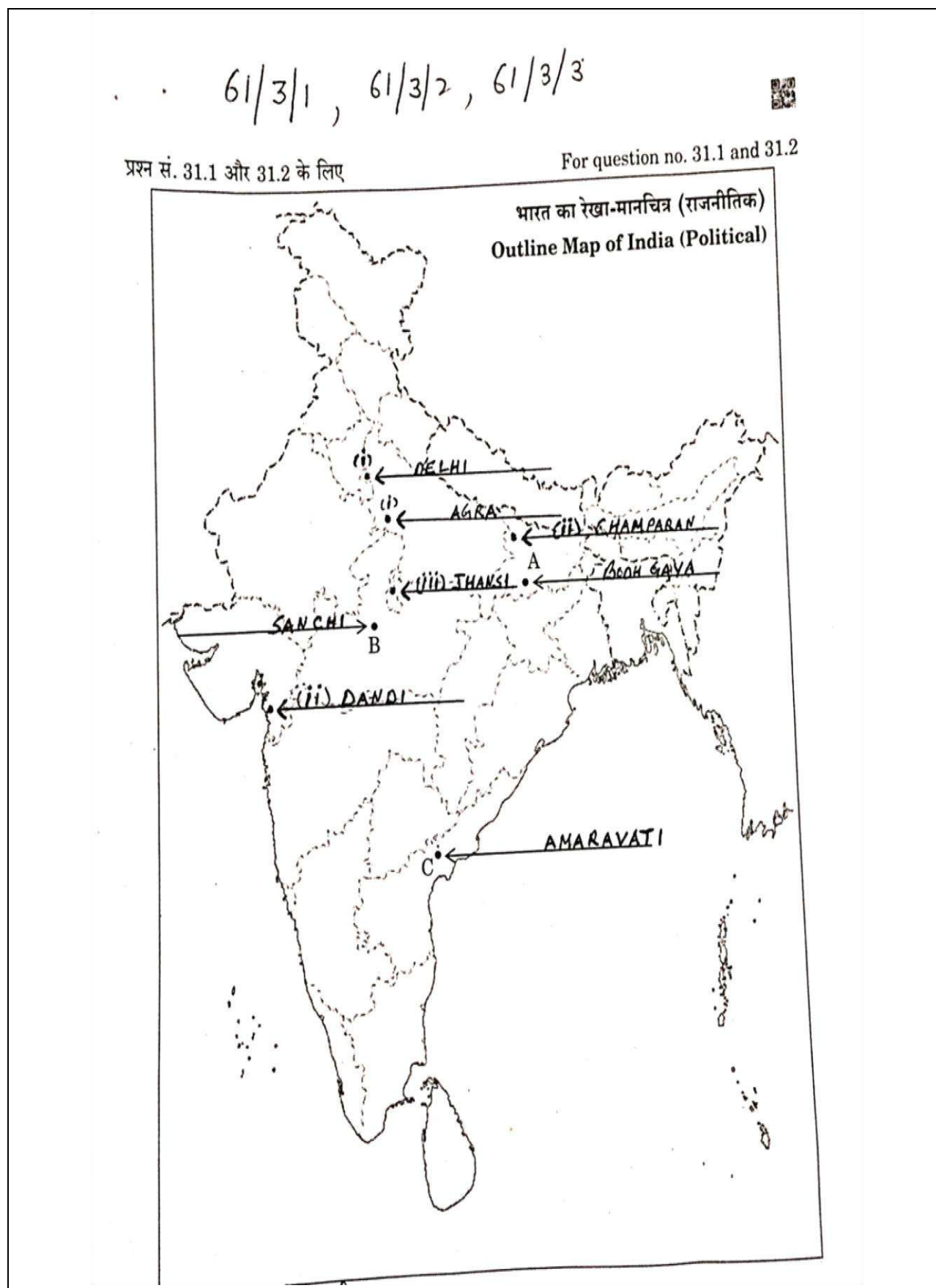
	<p>existence were ignored.</p> <p>ix. Certain limitations are also there like it lacks correctness and chronology.</p> <p>x. Uniqueness of personal experiences makes generalization also difficult.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>Harrowing experiences of people during partition.</p> <p>i. Communal violence.</p> <p>ii. Killing of several thousand people.</p> <p>iii. Millions were uprooted and transformed to refugees.</p> <p>iv. Heavy casualties.</p> <p>v. Many were rendered homeless.</p> <p>vi. Lost property and assets.</p> <p>vii. Separation from relatives and friends.</p> <p>viii. Stripped of their local culture.</p> <p>ix. Women were abducted and dishonoured.</p> <p>x. Many women jumped into the well rather than fall into enemy hands.</p> <p>xi. The people did not know which side of the border they were in as they stumbled across hastily constructed frontiers.</p> <p>xii. The British were mere spectators.</p> <p>xiii. Indian soldiers and policemen acted as Hindus, Muslims or Sikhs.</p> <p>xiv. Partition generated rumors and hatred that continue</p>	Pg – 400	8
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	<p>to shape the history of the people on both sides of the border.</p> <p>xv. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	<p>Pg – 380- 381, 394- 398</p>	8
	SECTION - D		
28.	<p>Source based question.</p> <p>Prabhavati Gupta and the village of Danguna</p> <p>(28.1) How did queen Prabhavati Gupta try to earn religious merit?</p> <p>Prabhavati tried to earn religious merit by</p> <ol style="list-style-type: none"> She donated lands. She paid respect and homage to the Acharya. <p>Any other relevant point. (2)</p> <p>(28.2) Explain the unusual aspect of the Land Grant.</p> <ol style="list-style-type: none"> Land exempted from soldiers and policemen. Exempt from the obligation to provide animals and charcoal. Exempt from purchasing fermenting liquors and digging salt. Exempt from mines and khadira trees. Exempt from the obligation to supply flowers and milk. Right to hidden treasures and deposits. Exempt from major and minor taxes. <p>Any other relevant point. (2)</p> <p>Any two.</p>		

	<p>(28.3) What does the inscription tell us about the relationship between state and ordinary people? Explain.</p> <ul style="list-style-type: none"> a. Ordinary people were expected to provide a range of produce to the king. b. They would have to obey the state orders. c. State donated small plots to vast stretches of land possibly for expanding agricultural land. d. People did not keep records of transactions. e. Land grants were also indicative of weakening political power and rulers wished to win allies to present a facade of power. f. Any other relevant point. (2) <p>Any two</p>	Pg – 41	2+2+2=6
29.	<p>Irrigating trees and fields.</p> <p>(29.1) Explain with examples, the sources of irrigation in Lahore during Mughal period.</p> <ul style="list-style-type: none"> a. Wheel irrigation. b. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them and on these fasten pitchers. c. At one end of the wheel-axle a second wheel is fixed and closes to it another on an upright axle. <p>Any two (2)</p> <p>(29.2) Which system was used in Agra for irrigating lands? Explain with examples.</p> <ul style="list-style-type: none"> a. People water with buckets. 		

	<p>b. At the well-edge, they set up a fork of wood having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller and tie its other end to the bullock.</p> <p>Any other relevant point. (2)</p> <p>(29.3) How did the irrigation projects receive the support of the Mughal state?</p> <p>a. State undertook digging of new canals. (Nahar, Nala)</p> <p>b. Repaired old ones like Shahnahar</p> <p>c. Any other relevant point. (2)</p>	Pg – 199	2+2+2=6
30.	<p>I believe separate electorates will be suicidal to the minorities.</p> <p>(30.1) “Some leaders in the Constituent Assembly argued for the continuation of separate electorates”. Examine the statement.</p> <p>a. Members argued for separate electorate system in the Assembly.</p> <p>b. Leaders like B. Pocker Bahadur pleaded for the continuation of separate electorates.</p> <p>c. For harmony and fair representation of minorities in the political system.</p> <p>d. He argued that differences between communities could be minimized.</p> <p>e. Any other relevant point. (2)</p> <p>Any two points.</p> <p>(30.2) Analyze the perspective of Gobind Ballabh Pant in opposing the proposal.</p>		

	<p>a. He opposed the idea of separate electorate and considered it as suicidal.</p> <p>b. He argued that minorities would be permanently isolated and it would make them vulnerable.</p> <p>c. Any other relevant point. (2)</p> <p>Any two.</p> <p>(30.3) Analyse the arguments made on making India a strong unified nation state.</p> <p>a. In order to build political unity and forge a nation a strong center was given importance.</p> <p>b. Assembly members laid emphasis on assimilation. Communities could be recognized as cultural entities and assured cultural rights.</p> <p>c. In order to become loyal citizens people had to stop focusing only on community and the self.</p> <p>d. Any other relative point. (2)</p> <p>Any two.</p>	Pg-418	2+2+2=6
	SECTION - E		
31.	<p>Map Based Question</p> <p>(31.1) See attached filled map.</p> <p>(31.2) See attached filled map.</p> <p>For Visually Impaired Candidates in lieu of Q.No. 31:</p> <p>(31.1) Magadha, Panchala, Taxila, Gandhara, Kuru, Ujjayini, Vanga, Anga, Vajji, Vatsa, Malla, Kaushambhi, Kosala, Kasi, Matsya, Surasena, Assaka, Avanti, Kamboja</p> <p>Any three</p> <p>(31.2) Agra, Lahore, Fatehpursikri, Shajahanabad (Delhi)</p> <p>Any three</p>	Pg- 30	<p>1x6=6</p> <p>1x3</p> <p>1x3</p>



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Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/3/2)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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 marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/3/2

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION - A		
1.	Gujarat	Pg - 2	1
2.	D – Dutch in Bombay	Pg – 319	1
3.	Mount Abu and Darjeeling	Pg – 327	1
4.	D, II-IV-I-III	Pg – 314	1
5.	Neo Gothic	Pg – 341	1
6.	A – Both A and R are correct and R is the correct explanation of A.	Pg – 296	1
7.	Giovanni Careri	Pg – 216	1
8.	Lotus Mahal	Pg – 181	1
9.	Battle of Talikota/ Battle of Rakshasi – Tangadi	Pg – 173	1
10.	Kitab-ul-Hind		1
11.	Harihara and Bukka	Pg – 171	1
12.	The Hazara Rama Temple	Pg – 183	1
13.	Delhi and Daulatabad	Pg – 127	1
14.	Archaeological Survey of India Or S. N. Roy	Pg – 20 Pg-20	1
15.	Kailashnatha Temple (Maharashtra) For visually impaired Krishna	Pg – 107 Pg – 104	1
16.	Bodhisattas were perceived as deeply compassionate human beings who accumulated merit through their efforts. OR Walter Elliot was the Commissioner of Guntur (Andhra	Pg – 103	1

	Pradesh) who visited Amaravati and carried away several sculpture panels to Madras that came to be called Elliot Marbles.	Pg - 98	
17.	C - I, II and III	Pg – 108	1
18.	D – Scholars understood the value of preservation at site after the fall of Amaravati.	Pg – 98	1
19.	D – Emergence of Mahajanapadas and use of iron.	Pg – 84	1
20.	C – IV, I, III, II	Pg – 137	1
	SECTION - B		
21.	<p>Quit India Movement was undoubtedly a mass movement.</p> <p>The movement was launched by Mahatma Gandhi</p> <ol style="list-style-type: none"> Hundreds of thousands of ordinary Indians joined together. Strikes were organized. Students left college to go to jail. Women actively participated in the movement. Lawyers left courts. Independent governments were proclaimed. People followed the slogan of Mahatma Gandhi “Do or Die” and were willing to lay down their lives for the nation. Any other relevant point. <p>Any three points to be explained.</p>	Pg – 363	3
22.	<p>Many reconstructions of Harappan religion are made on assumptions which provide parallels with earlier ones.</p> <ol style="list-style-type: none"> Mother Goddess – Terracotta figurine of women heavily jewelled with elaborate head-dresses. Priest King – Seated with one hand on knee 		

	<ul style="list-style-type: none"> iii. Proto-Shiva – Yogic posture surrounded with animals. iv. Lingas – Conical shaped stone objects. v. Fire Altars. vi. Great Bath. vii. Plant Motifs. viii. Unicorn ix. Any other relevant point. <p>Any three examples to be examined</p> <p style="text-align: center;">OR</p> <p>Transformation of Harappan successor Cultures to rural way of life.</p> <ul style="list-style-type: none"> i. Disappearance of artefacts – Weights, seals, beads and pottery. ii. Writing, long distance trade, crafts specialization disappeared. iii. House construction techniques deteriorated. iv. Large public structures were no longer constructed. v. Decline and abandonment of cities. vi. The shift from a standardized weighing system to the use of local weights. vii. Any other relevant point. <p>Any three examples to be assessed.</p>	Pg – 23	3
23.	<p>Features of Ryotwari System.</p> <ul style="list-style-type: none"> i. The revenue was directly settled with the ryots of Bombay-Deccan. ii. The average income from soil was estimated. 		

	<ul style="list-style-type: none"> iii. The revenue paying capacity was assessed and part of it fixed as the share of the state. iv. The revenue demand was to increase after every 30 years when lands were resurveyed. v. Revenue demands were high. vi. Ryots were indebted under moneylenders. vii. Moneylenders manipulated laws and forged accounts. viii. Ryots faced injustice and Deccan Riots occurred due to it. ix. Any other relevant point. <p>Any three points to be assessed.</p>	Pg 282	3
24.	<p>Distinction between Wives in Mughal Household:</p> <ul style="list-style-type: none"> i. Begams –Wives who came from Royal and Aristocratic families, received huge amount of cash and Mahr. Higher status and attention was given to them. ii. Aghas –Those who were not of noble birth. iii. Aghacha or Concubines – Occupied lowest position, received monthly allowance. Could rise to the position of Begams depending on Ruler’s will, provided he already did not have four wives. iv. Love and motherhood played an important role in elevating aghas and aghachas to the status of legally wedded wives. v. Any other relevant point to be explained. <p>Examine any three features.</p>	Pg – 242	3

	SECTION - C		
25.	<p>Historians considered several elements when they analyze the Mahabharata.</p> <ul style="list-style-type: none"> i. Language – Historians examined texts in different languages such as Sanskrit, Prakrit, Pali or Tamil. ii. Content – Historians classify the content of the present text under two broad heads – <ul style="list-style-type: none"> a. Sections that contain stories designated as the Narrative. b. Sections that contain prescriptions about social norms designated as the Didactic. This division is by no means water tight. The didactic section includes stories and narrative often contains a social message. iii. Authors – <ul style="list-style-type: none"> a. Original story was composed by Charioteer Bards known as Sutas who generally accompanied Kshatriya warriors to the battlefield. Their compositions were transmitted orally. b. Brahmins took over the story and committed it to writing. New kings wanted their history/ itihasa to be recorded. c. Later Mahabharata composed by Sage Vyasa. iv. Dates – <ul style="list-style-type: none"> a. Historians also try and ascertain the possible dates of the composition or 		

	<p>compilation of the texts as well as the place where they may have been composed.</p> <ul style="list-style-type: none"> b. Early to fifth century BCE, the Mahabharata was orally transmitted. c. From fifth century BCE, it was written down by the Brahmanas. d. Between C200 and 200 CE – compositions were made when Krishna grew in importance. e. Between C200 to 400 CE large didactic sections like Manusmriti were added. <p>Any four points to be explained.</p> <p style="text-align: center;">OR</p> <p>“Mahabharata is a story based on kinship and social relations.” Support the statement with examples.</p> <p>Mahabharata is a story based on kinship and social relations.</p> <ul style="list-style-type: none"> i. Kinfolk – Familial ties based on natural and blood relations. Historians investigated and analyzed attitude towards family and kinship. ii. The idea of Patriliney – Mahabharata reinforced this idea, feud over land and power was between Kauravas and Pandavas who belonged to a single ruling family that of the Kurus. iii. Types of marriage – Endogamy, Exogamy, Polygyny and Polyandry system were followed. iv. Kanyadana or gift of a daughter in marriage 	Pg-72-76	4x2=8
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	<p>was considered an important religious duty of a father.</p> <p>v. Gotras of Women – Women were expected to give up their father’s gotra and adopt that of their husband’s on marriage.</p> <p>vi. Members of the same gotra could not marry.</p> <p>vii. Each gotra was named after a Vedic seer.</p> <p>viii. Matriarchal society – Satvahanas had names derived from Gotra of mothers.</p> <p>ix. Guru Shishya Parampara – The story of Ekalavya and Dronacharaya .</p> <p>x. Importance of Mother’s advice – Pandavas marrying Draupadi after mother’s advice. However, the advice given by Gandhari to her son Duryodhana was not followed.</p> <p>xi. Succession of women – Although ordinary women had no access to land, Queen Prabhavati Gupta had rights over land which she donated.</p> <p>xii. Rules of Dharmasutras and Dharmashastras were not always followed. For example, Non-Kshatriyas even Brahmanas became rulers. Like wise eight forms of marriage were recognized but only four were considered as good while the remaining were condemned.</p> <p>xiii. It is possible that these were followed by those who did not accept Brahmanical norms.</p> <p>xiv. Any other relevant point.</p> <p>Any eight examples to be assessed.</p>		
		Pg–55-60	8

26.	<p>Philosophy of Kabir.</p> <p>Verses of Kabir are preserved in Kabir Bijak and Kabir Grantha Vali.</p> <ol style="list-style-type: none"> He was a poet saint engaged in explicit and implicit dialogues on social situations. Kabir drew upon a range of traditions to describe the Ultimate Reality as Allah, Khwaja, Khuda, Hazrat and Pir. He also used terms drawn from Vedantic traditions. Used terms like alakh, nirakar, atman Other terms with mystical connotations such as Shabda or Shunya drawn from Yogic traditions. He condemned Hindu Polytheism and Idol worship. Used Sufi concept of Zikr and Ishq. Gave emphasis on the Hindu practice of nam-simaran. Kabir's work is a source of inspiration for those who questioned entrenched religious and social institutions, ideas and practices in their search for the Divine. Gave emphasis on communal harmony. Any other relevant point. <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>Philosophy of Alvars and Nayanars.</p> <ol style="list-style-type: none"> They were the Tamil devotees of Vishnu (Alvar) and Shiva (Nayanars) They travelled from place to place singing hymns in Tamil in praise of their Gods. They identified certain shrines as abodes of their chosen deity, large temples were later built which developed as centres of pilgrimage. They protested against caste system and dominance of Brahmanas. 	Pg – 161	8
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	<p>v. Major anthologies of the Alvars: Nalayira Divyaprabandham, known as Tamil Veda.</p> <p>vi. Their women devotees are Karaikkal Ammaiyar, a devotee of Shiva and Andal a devotee of Vishnu.</p> <p>vii. They followed the path of asceticism.</p> <p>viii. They challenged patriarchal norms.</p> <p>ix. They opposed Buddhism and Jainism.</p> <p>x. They got the support of Chola Rulers and built temples like Gangaikondacholapuram, Chidambaram and Thanjavur.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	Pg -145	8
27.	<p>Causes of the Partition of India.</p> <p>i. Divide and Rule policy of British.</p> <p>ii. Partition of Bengal on Communal Zones.</p> <p>iii. Separate electorate for Muslims in the Government of India Act 1909 and 1919.</p> <p>iv. Shuddhi, Tabligh Movement, Tanzim, Cow Protection Movement and Music before Mosque widened the rift between Muslim League and Hindu Mahasabha.</p> <p>v. Government of India Act 1935.</p> <p>vi. 1937 Elections and Muslim League's failure to form a Joint Government with the Indian National Congress in the United Provinces, alienated them.</p> <p>vii. Pakistan Resolution.</p> <p>viii. Jinnah's Two Nation theory.</p> <p>ix. Cripps Mission failure.</p> <p>x. Failure of the Cabinet Mission.</p> <p>xi. Direct Action Day.</p> <p>xii. Communal Violence.</p> <p>xiii. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	Pg – 384-392	8

	<p style="text-align: center;">OR</p> <p>Harrowing experiences of Women</p> <ol style="list-style-type: none"> i. Women were raped, abducted and sold. ii. Forced to settle to new life with strangers. iii. They were deeply traumatized. iv. They were torn away from their relatives. v. Undermining of rights. vi. Extreme physical and psychological dangers were faced by women. vii. Many men killed their women to save their honour. viii. Many voluntarily jumped into wells to escape from the enemy, while some may have been forced to do so. ix. Attackers treated women's bodies as territory to be conquered. x. People developed revengeful attitude because dishonouring women was seen as dishonouring the community itself. xi. Any other relevant point. <p>Any eight points to be assessed.</p>	Pg -395-400	8
	SECTION - D		
28.	<p>Irrigating trees and fields.</p> <p>(28.1) Explain with examples, the sources of irrigation in Lahore during Mughal period.</p> <ol style="list-style-type: none"> a. Wheel irrigation. b. They make two circles of rope long enough to suit the depths of the well, fix strips of wood 		

	<p>between them and on these fasten pitchers.</p> <p>c. At one end of the wheel-axle a second wheel is fixed and closes to it another on an upright axle.</p> <p>d. Any other relevant point.</p> <p>Any two (2)</p> <p>(28.2) Which system was used in Agra for irrigating lands? Explain with examples.</p> <p>a. People water with buckets.</p> <p>b. At the well-edge, they set up a fork of wood having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller and tie its other end to the bullock.</p> <p>Any other relevant point. (2)</p> <p>(28.3) How did the irrigation projects receive the support of the Mughal state?</p> <p>a. State undertook digging of new canals. (Nahar, Nala)</p> <p>b. Repaired old ones like Shahnahar</p> <p>c. Any other relevant point. (2)</p>		
29.	<p>I believe separate electorates will be suicidal to the minorities.</p> <p>(29.1) “Some leaders in the Constituent Assembly argued for the continuation of separate electorates”. Examine the statement.</p>		

	<p>a. Members argued for separate electorate system in the Assembly.</p> <p>b. Leaders like B. Pocker Bahadur pleaded for the continuation of separate electorates.</p> <p>c. For harmony and fair representation of minorities in the political system.</p> <p>d. He argued that differences between communities could be minimized.</p> <p>e. Any other relevant point.</p> <p>Any two points. (2)</p> <p>(29.2) Analyze the perspective of Gobind Ballabh Pant in opposing the proposal.</p> <p>a. He opposed the idea of separate electorate and considered it as suicidal.</p> <p>b. He argued that minorities would be permanently isolated and it would make them vulnerable.</p> <p>c. Any other relevant point.</p> <p>Any two. (2)</p> <p>(29.3) Analyse the arguments made on making India a strong unified nation state.</p> <p>a. In order to build political unity and forge a nation a strong center was given importance.</p> <p>b. Assembly members laid emphasis on assimilation. Communities could be recognized as cultural entities and assured cultural rights.</p>		
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	<p>c. In order to become loyal citizens people had to stop focusing only on community and the self.</p> <p>d. Any other relative point.</p>		
	Any two. (2)	Pg-418	2+2+2=6
30.	<p>Source based question.</p> <p>Prabhavati Gupta and the village of Danguna</p> <p>(30.1) How did queen Prabhavati Gupta try to earn religious merit?</p> <p>Prabhavati tried to earn religious merit by</p> <p>a. She donated lands.</p> <p>b. She paid respect and homage to the Acharya.</p> <p>Any other relevant point. (2)</p> <p>(30.2) Explain the unusual aspect of the Land Grant.</p> <p>a. Land exempted from soldiers and policemen.</p> <p>b. Exempt from the obligation to provide animals and charcoal.</p> <p>c. Exempt from purchasing fermenting liquors and digging salt.</p> <p>d. Exempt from mines and khadira trees.</p> <p>e. Exempt from the obligation to supply flowers and milk.</p> <p>f. Right to hidden treasures and deposits.</p> <p>g. Exempt from major and minor taxes.</p> <p>Any other relevant point.</p>		

	<p>Any two. (2)</p> <p>(30.3) What does the inscription tell us about the relationship between state and ordinary people? Explain.</p> <ol style="list-style-type: none"> Ordinary people were expected to provide a range of produce to the king. They would have to obey the state orders. State donated small plots to vast stretches of land possibly for expanding agricultural land. People did not keep records of transactions. Land grants were also indicative of weakening political power and rulers wished to win allies to present a facade of power. Any other relevant point. <p>Any two (2)</p>	Pg – 41	2+2+2=6
	SECTION - E		
31.	<p>Map Based Question</p> <p>(31.1) See attached filled map.</p> <p>(31.2) See attached filled map.</p> <p>For Visually Impaired Candidates in lieu of Q.No. 31:</p> <p>(31.1) Magadha, Panchala, Taxila, Gandhara, Kuru, Ujjayini, Vanga, Anga, Vajji, Vatsa, Malla, Kaushambhi, Kosala, Kasi, Matsya, Surasena, Assaka, Avanti, Kamboja</p> <p>Any three</p> <p>(31.2) Agra, Lahore , Fatehpursikri, Shajahanabad (Delhi)</p> <p>Any three</p>	Pg- 30	<p>1x6=6</p> <p>1x3</p> <p>1x3</p>

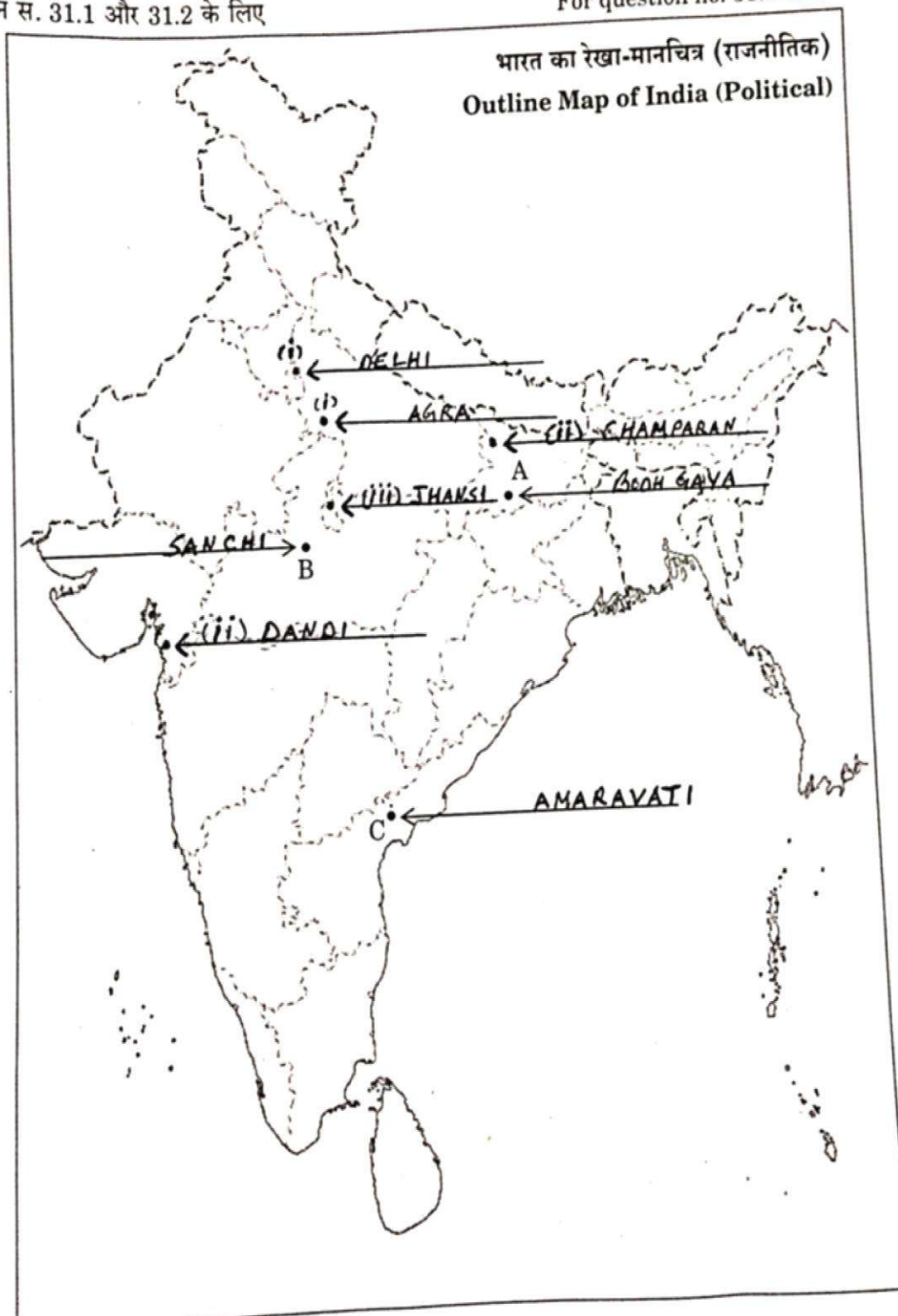
61/3/1, 61/3/2, 61/3/3



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

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



Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/3/3)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
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4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
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7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027
CLASS XII A I S S C E-March 2020
CODE NO. 61/3/3

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION - A		
1.	Rajasthan	Pg - 2	1
2.	Delhi and Daulatabad	Pg – 127	1
3.	C – IV, I, III, II	Pg – 137	1
4.	D – Emergence of Mahajanapadas and use of iron.	Pg – 84	1
5.	D – Scholars understood the value of preservation at site after the fall of Amaravati.	Pg – 98	1
6.	C - I, II and III	Pg – 108	1
7.	Bodhisattas were perceived as deeply compassionate human beings who accumulated merit through their efforts. OR Walter Elliot was the Commissioner of Guntur (Andhra Pradesh) who visited Amaravati and carried away several sculpture panels to Madras that came to be called Elliot Marbles.	Pg – 103 Pg - 98	1
8.	Kailashnatha Temple (Maharashtra) For visually impaired Krishna	Pg – 107 Pg – 104	1
9.	Archaeological Survey of India Or S. N. Roy	Pg – 20 Pg-20	1
10.	Rihla		1
11.	D – Dutch in Bombay	Pg – 319	1
12.	Mount Abu and Darjeeling	Pg – 327	1
13.	D, II-IV-I-III	Pg – 314	1
14.	Neo Gothic	Pg – 341	1

15.	A – Both A and R are correct and R is the correct explanation of A.	Pg – 296	1
16.	Giovanni Careri	Pg – 216	1
17.	Lotus Mahal	Pg – 181	1
18.	Battle of Talikota/ Battle of Rakshasi – Tangadi	Pg – 173	1
19.	Harihara and Bukka	Pg – 171	1
20.	The Hazara Rama Temple	Pg – 183	1
SECTION - B			
21.	<p>Distinction between Wives in Mughal Household:</p> <ul style="list-style-type: none"> i. Begams –Wives who came from Royal and Aristocratic families, received huge amount of cash and Mahr. Higher status and attention was given to them. ii. Aghas –Those who were not of noble birth. iii. Aghacha or Concubines – Occupied lowest position, received monthly allowance. Could rise to the position of Begams depending on Ruler's will, provided he already did not have four wives. iv. Love and motherhood played an important role in elevating aghas and aghachas to the status of legally wedded wives. v. Any other relevant point to be explained. <p>Examine any three features.</p>	Pg – 242	3
22.	<p>Quit India Movement was undoubtedly a mass movement.</p> <p>The movement was launched by Mahatma Gandhi</p> <ul style="list-style-type: none"> i. Hundreds of thousands of ordinary Indians joined together. ii. Strikes were organized. 		

	<ul style="list-style-type: none"> iii. Students left college to go to jail. iv. Women actively participated in the movement. v. Lawyers left courts. vi. Independent governments were proclaimed. vii. People followed the slogan of Mahatma Gandhi “Do or Die” and were willing to lay down their lives for the nation. viii. Any other relevant point. <p>Any three points to be explained.</p>	Pg – 363	3
23.	<p>Life of PAHARIAS.</p> <ul style="list-style-type: none"> i. They lived around the Rajmahal hills. ii. Did subsistence cultivation. iii. Practiced shifting cultivation. iv. They cleared patches of forest for crop cultivation. v. They sold forest produce. vi. They were hunters, food gatherers and silk worm rearers. vii. They lived in tamarind groves. viii. They resisted the interference of outsiders to preserve their identity and survival.. ix. They regularly raided the plains. x. Traders gave them small amount to use the passes in the hills. xi. They considered the entire region as their land. xii. Any other relevant point. <p>Any three points to be assessed.</p>	Pg – 268	3
24.	<p>Many reconstructions of Harappan religion are made on assumptions which provide parallels with earlier ones.</p> <ul style="list-style-type: none"> i. Mother Goddess – Terracotta figurine of women heavily jewelled with elaborate head-dresses. ii. Priest King – Seated with one hand on knee 		

	<ul style="list-style-type: none"> iii. Proto-Shiva – Yogic posture surrounded with animals. iv. Lingas – Conical shaped stone objects. v. Fire Altars. vi. Great Bath. vii. Plant Motifs. viii. Unicorn ix. Any other relevant point. <p>Any three examples to be examined</p> <p style="text-align: center;">OR</p> <p>Transformation of Harappan successor Cultures to rural way of life.</p> <ul style="list-style-type: none"> i. Disappearance of artefacts – Weights, seals, beads and pottery. ii. Writing, long distance trade, crafts specialization disappeared. iii. House construction techniques deteriorated. iv. Large public structures were no longer constructed. v. Decline and abandonment of cities. vi. The shift from a standardized weighing system to the use of local weights. vii. Any other relevant point. <p>Any three examples to be assessed.</p>	Pg – 23	3
	SECTION - C		
25.	<p>Historians considered several elements when they analyze the Mahabharata.</p> <ul style="list-style-type: none"> i. Language – Historians examined texts in 		

	<p>different languages such as Sanskrit, Prakrit, Pali or Tamil.</p> <p>ii. Content – Historians classify the content of the present text under two broad heads –</p> <p>a. Sections that contain stories designated as the Narrative.</p> <p>b. Sections that contain prescriptions about social norms designated as the Didactic. This division is by no means water tight. The didactic section includes stories and narrative often contains a social message.</p> <p>iii. Authors –</p> <p>a. Original story was composed by Charioteer Bards known as Sutas who generally accompanied Kshatriya warriors to the battlefield. Their compositions were transmitted orally.</p> <p>b. Brahmins took over the story and committed it to writing. New kings wanted their history/ itihasa to be recorded.</p> <p>c. Later Mahabharata composed by Sage Vyasa.</p> <p>iv. Dates –</p> <p>a. Historians also try and ascertain the possible dates of the composition or compilation of the texts as well as the place where they may have been composed.</p> <p>b. Early to fifth century BCE, the Mahabharata was orally transmitted.</p>		
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	<p>c. From fifth century BCE, it was written down by the Brahmanas.</p> <p>d. Between C200 and 200 CE – compositions were made when Krishna grew in importance.</p> <p>e. Between C200 to 400 CE large didactic sections like Manusmriti were added.</p> <p>Any four points to be explained.</p> <p style="text-align: center;">OR</p> <p>“Mahabharata is a story based on kinship and social relations.” Support the statement with examples.</p> <p>Mahabharata is a story based on kinship and social relations.</p> <ol style="list-style-type: none"> Kinfolk – Familial ties based on natural and blood relations. Historians investigated and analyzed attitude towards family and kinship. The idea of Patriliney – Mahabharata reinforced this idea, feud over land and power was between Kauravas and Pandavas who belonged to a single ruling family that of the Kurus. Types of marriage – Endogamy, Exogamy, Polygyny and Polyandry system were followed. Kanyadana or gift of a daughter in marriage was considered an important religious duty of a father. Gotras of Women – Women were expected to give up their father’s gotra and adopt that of their husband’s on marriage. Members of the same gotra could not marry. Each gotra was named after a Vedic seer. 	Pg-72-76	4x2=8
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	<p>viii. Matriarchal society – Satvahanas had names derived from Gotra of mothers.</p> <p>ix. Guru Shishya Parampara – The story of Ekalavya and Dronacharaya .</p> <p>x. Importance of Mother’s advice – Pandavas marrying Draupadi after mother’s advice. However, the advice given by Gandhari to her son Duryodhana was not followed.</p> <p>xi. Succession of women – Although ordinary women had no access to land, Queen Prabhavati Gupta had rights over land which she donated.</p> <p>xii. Rules of Dharmasutras and Dharmashastras were not always followed. For example, Non-Kshatriyas even Brahmanas became rulers. Like wise eight forms of marriage were recognized but only four were considered as good while the remaining were condemned.</p> <p>xiii. It is possible that these were followed by those who did not accept Brahmanical norms.</p> <p>xiv. Any other relevant point.</p> <p>Any eight examples to be assessed.</p>	Pg–55-60	8
26.	<p>Philosophy of Islam.</p> <p>i. Five principles – called as five pillars of faith.</p> <p>ii. Belief in one God (Allah) and Prophet Mohammad as his messenger.</p> <p>iii. Praying five times a day (Namaz).</p> <p>iv. Giving Alms/ (Zakat)</p> <p>v. Fasting during the month of Ramzan.</p> <p>vi. Performing the pilgrimage to Mecca (Hajj).</p> <p>vii. Sectarian affiliations as Shias and Sunnis.</p> <p>viii. Khojahs a branch of Ismailis developed new modes of</p>		

	<p>communication.</p> <p>ix. Disseminating ideas derived from the Quran.</p> <p>x. Gnan or Jnana or knowledge.</p> <p>xi. Devotional poems in Punjabi, Multani, Sindhi.</p> <p>xii. Adopted local customs as matriliney and Arab traders adopted Malayalam.</p> <p>xiii. Faith exemplified in Mosques.</p> <p>xiv. Any other relevant point.</p> <p>Any eight beliefs to be assessed.</p> <p style="text-align: center;">OR</p> <p>Describe the life and beliefs of Mirabai.</p> <p>Life and Beliefs of Mirabai.</p> <p>i. Best known women poet within Bhakti tradition.</p> <p>ii. Known for her devotional bhajans in praise of Lord Krishna, which were transmitted orally for centuries.</p> <p>iii. A Rajput princess who defied traditional role of wife and mother.</p> <p>iv. Embraced Krishna as her Lord.</p> <p>v. Escaped from her palace to live as a wandering Saint.</p> <p>vi. Composed songs characterized by intense emotions which are sung even today.</p> <p>vii. Her Guru was Ravidas, a leather worker.</p> <p>viii. She opposed the norms of caste society.</p> <p>ix. She dressed in the white robes of a widow or the saffron robe of the renouncer.</p> <p>x. Recognized as a source of inspiration for the poor and low caste people.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	<p>Pg-151</p>	<p>8</p>
		<p>Pg- 164, 165</p>	<p>8</p>

27.	<p>Examine the consequences of the partition of India.</p> <p>Consequences of partition of India.</p> <ol style="list-style-type: none"> Administrative division of British India into Pakistan and India. Both governments agreed upon division of territories and assets. Millions were uprooted and transformed into refugees. People lost all their immovable property and movable assets. People were stripped off their local or regional culture. Communal and Stereotype extra territorial loyalties infused. Communal hatred led to extreme communal violence and bloodshed. Main sufferers were the minorities on both sides. Women were abducted and raped. Suddenness of partition, people did not know which side of the border they were in or how their lives would change. Any other relevant point. <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>“Some scholars see partition as a culmination of communal politics.” Examine the statement with suitable points.</p> <p>Partition as a culmination of communal policy.</p> <ol style="list-style-type: none"> British policy of Divide and Rule. Separate electorate for Muslims in Government of India Act 1909 and 1919. 	Pg- 380-381, 395-398	8
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	<ul style="list-style-type: none"> iii. Power of stereotypes. iv. Shuddhi, Tabligh and Tanzim movement. v. Cow protection movement and Music before mosque. vi. Hostile feelings between Muslim league and Hindu Mahasabha. vii. INC in the 1930s allowed members to join Hindu Mahasabha but not the Muslim League. viii. Government of India Act 1935. ix. 1937 elections widened the gulf. Refusal of Congress to form a coalition government with the IML in the United Provinces. . x. Pakistan Resolution 1940. xi. Jinnah's Two Nation theory. xii. Cripps Mission 1942. xiii. Cabinet Mission 1946. xiv. Direct Action Day. xv. Communal Violence. xvi. Any other relevant point. <p>Any eight points to be assessed.</p>	Pg-381, 384-392	8
	SECTION - D		
28.	<p>I believe separate electorates will be suicidal to the minorities.</p> <p>(28.1) "Some leaders in the Constituent Assembly argued for the continuation of separate electorates". Examine the statement.</p> <ul style="list-style-type: none"> a. Members argued for separate electorate system in the Assembly. b. Leaders like B. Pocker Bahadur pleaded for the continuation of separate electorates. c. For harmony and fair representation of 		

	<p>minorities in the political system.</p> <p>d. He argued that differences between communities could be minimized.</p> <p>e. Any other relevant point.</p> <p>Any two points. (2)</p> <p>(28.2) Analyze the perspective of Gobind Ballabh Pant in opposing the proposal.</p> <p>a. He opposed the idea of separate electorate and considered it as suicidal.</p> <p>b. He argued that minorities would be permanently isolated and it would make them vulnerable.</p> <p>c. Any other relevant point.</p> <p>Any two. (2)</p> <p>(28.3) Analyse the arguments made on making India a strong unified nation state.</p> <p>a. In order to build political unity and forge a nation a strong center was given importance.</p> <p>b. Assembly members laid emphasis on assimilation. Communities could be recognized as cultural entities and assured cultural rights.</p> <p>c. In order to become loyal citizens people had to stop focusing only on community and the self.</p> <p>d. Any other relative point.</p> <p>Any two. (2)</p>		
		Pg-418	2+2+2=6

29.	<p>Source based question.</p> <p>Prabhavati Gupta and the village of Danguna</p> <p>(29.1) How did queen Prabhavati Gupta try to earn religious merit?</p> <p>Prabhavati tried to earn religious merit by</p> <ol style="list-style-type: none"> She donated lands. She paid respect and homage to the Acharya. <p>Any other relevant point. (2)</p> <p>(29.2) Explain the unusual aspect of the Land Grant.</p> <ol style="list-style-type: none"> Land exempted from soldiers and policemen. Exempt from the obligation to provide animals and charcoal. Exempt from purchasing fermenting liquors and digging salt. Exempt from mines and khadira trees. Exempt from the obligation to supply flowers and milk. Right to hidden treasures and deposits. Exempt from major and minor taxes. <p>Any other relevant point.</p> <p>Any two. (2)</p> <p>(29.3) What does the inscription tell us about the relationship between state and ordinary people? Explain.</p>		
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	<p>a. Ordinary people were expected to provide a range of produce to the king.</p> <p>b. They would have to obey the state orders.</p> <p>c. State donated small plots to vast stretches of land possibly for expanding agricultural land.</p> <p>d. People did not keep records of transactions.</p> <p>e. Land grants were also indicative of weakening political power and rulers wished to win allies to present a facade of power.</p> <p>f. Any other relevant point.</p> <p>Any two (2)</p>	Pg – 41	2+2+2=6
30.	<p>Irrigating trees and fields.</p> <p>(30.1) Explain with examples, the sources of irrigation in Lahore during Mughal period.</p> <p>a. Wheel irrigation.</p> <p>b. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them and on these fasten pitchers.</p> <p>c. At one end of the wheel-axle a second wheel is fixed and closes to it another on an upright axle.</p> <p>Any two (2)</p> <p>(30.2) Which system was used in Agra for irrigating lands? Explain with examples.</p> <p>a. People water with buckets.</p> <p>b. At the well-edge, they set up a fork of wood having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller and tie its other end to the bullock.</p> <p>(2)</p> <p>Any other relevant point.</p>		

	<p>(30.3) How did the irrigation projects receive the support of the Mughal state?</p> <p>a. State undertook digging of new canals. (Nahar, Nala)</p> <p>b. Repaired old ones like Shahnahar</p> <p>c. Any other relevant point. (2)</p>	Pg – 199	2+2+2=6
	SECTION - E		
31.	<p>Map Based Question</p> <p>(31.1) See attached filled map.</p> <p>(31.2) See attached filled map.</p> <p>For Visually Impaired Candidates in lieu of Q.No. 31:</p> <p>(31.1) Magadha, Panchala, Taxila, Gandhara, Kuru, Ujjayini, Vanga, Anga, Vajji, Vatsa, Malla, Kaushambhi, Kosala, Kasi, Matsya, Surasena, Assaka, Avanti, Kamboja</p> <p>Any three</p> <p>(31.2) Agra, Lahore , Fatehpursikri, Shajahanabad (Delhi)</p> <p>Any three</p>	Pg- 30	<p>1x6=6</p> <p>1x3</p> <p>1x3</p>

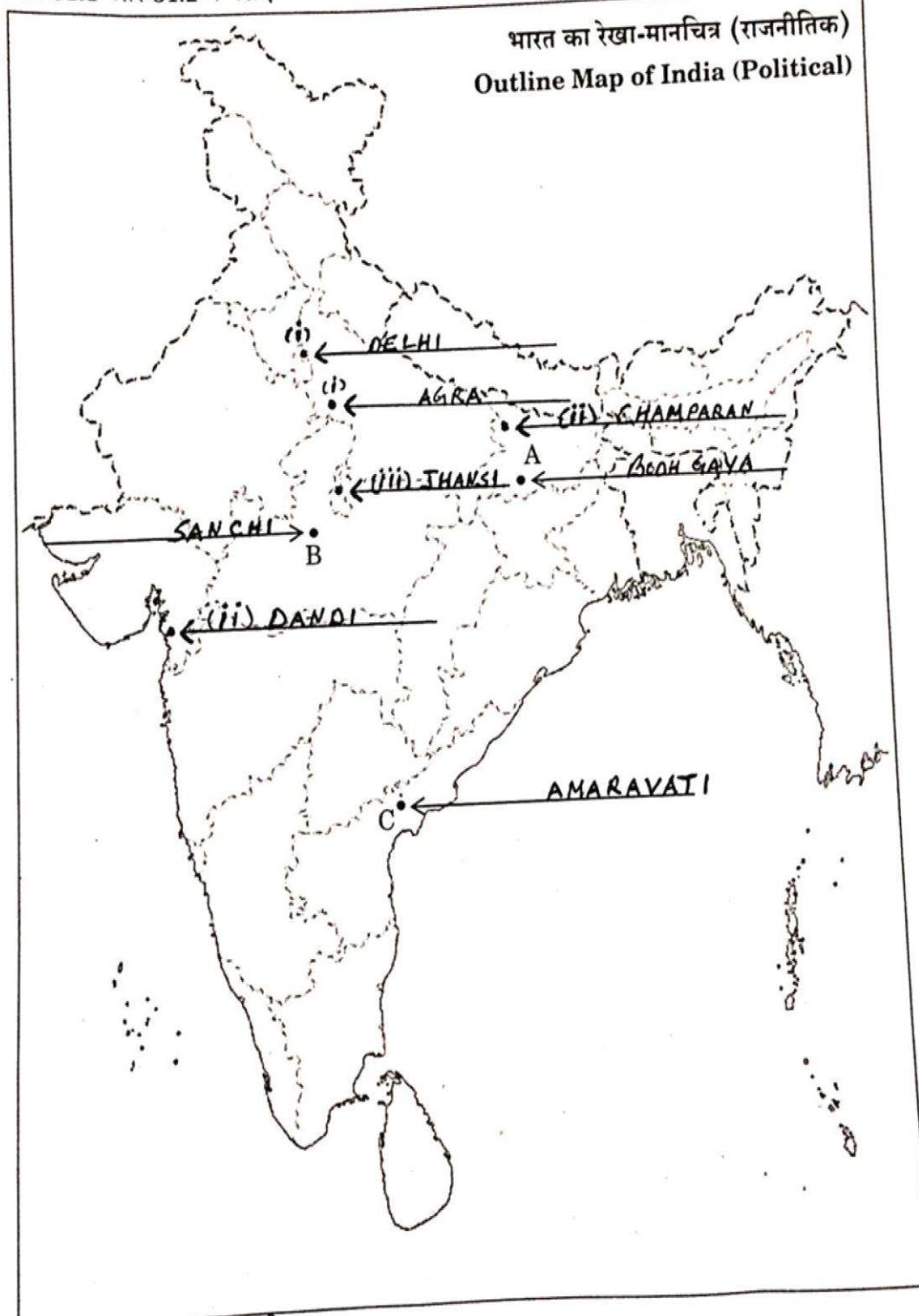
61/3/1, 61/3/2, 61/3/3



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

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



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Senior School Certificate Examination-2020

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7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME HISTORY-027

CLASS XII

AISSCE, MARCH 2020

CODE NO. Set-61/4/1

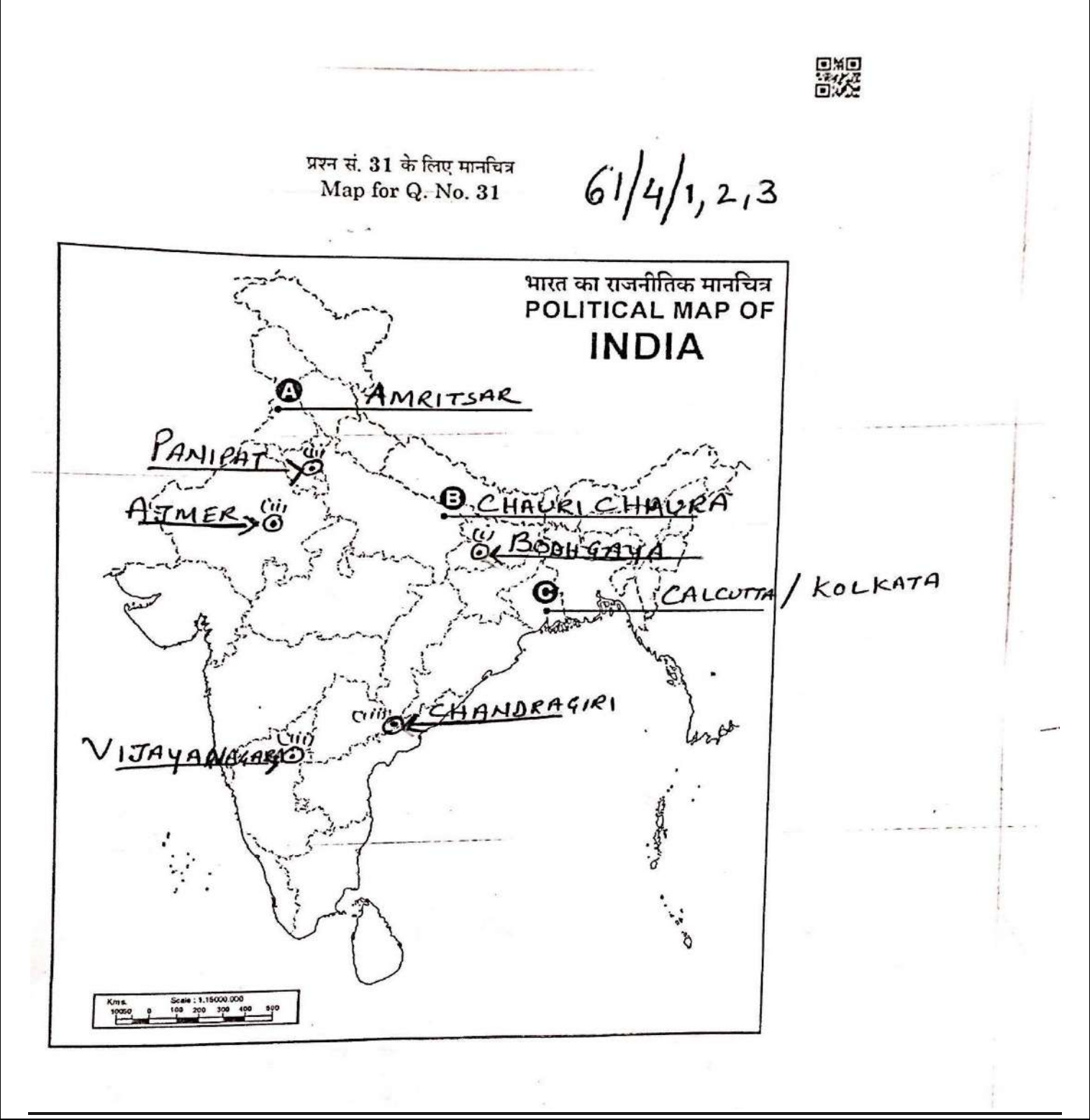
Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARK S
	<u>PART- A</u>		
1.	John Marshall	Pg 20	1
2	c- 1,2 & 3	Pg 16	1
3	Sand stone Sculpture of Kushana King (Kanishka) For Visually impaired ...Coins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
4	d- He did well being of society through Dhamma.	Pg 47	1
5	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
6	a- Rajagraha	Pg 31	1
7	<u>Gold Coins issued by Kushanas</u> – They were the first rulers to issue gold coins. Their gold coins were identical with those issued by Roman and Parthian rulers. <u>Gold Coins issued by Guptas</u> -Were most spectacular and known for their purity and used for long distance transactions.	Pg 45	1
8	a – He was Qazi during Muhammad Bin Tughlaq's empire	Pg 118	1
9	a- Montesquieu	Pg 132	1
10	c – (1),(4),(3) and (2)	Pg 173	1
11	Jajmani System	Pg 205	1
12	d – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	1
13	Mansabdari System	Pg 214	1
14	Duarte Barbosa	Pg 122	1
15	d- Its data was uniformly collected from all provinces.	Pg 220	1
16	a- Thomas Jones Barker	Pg 308	1
17	Fort Williams OR Fort St. George	Pg 324	1
18	a- Both (A) and (R) all correct and (R) is the correct explanation of (A)	Pg 339	1
19	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
20	a- (1) and (2) only	Pg 321	1
	<u>PART B</u>		
21	<u>Principles of classification by archaeologists for piecing together the past</u> i. Classification in terms of <i>materials</i> such as stone, clay, metal, bone, Ivory etc. ii. In terms of <i>functions</i> an artifact is a tool or an ornament. iii. By investigating the <i>context</i> in which it was found. iv. Archeologist researched through indirect <i>evidences</i> like traces of cotton at Harappan site. v. Archeologist have developed <i>frame of reference</i> in context of place in cultural sequence and comparison with finds in Mesopotamia. vi. Any other relevant point Any three points to be justified with examples OR	Pg-22	3

	<p><u>Harappan Script as an Enigmatic script</u></p> <ol style="list-style-type: none"> Script remains undeciphered till date Longest inscription contain about 26 signs. It is not alphabetical It has too many signs between 375-400 Script was written from right to left. Any other relevant point <p>Any three points to be enumerated.</p>	Pg-15	3
22	<p><u>Innovations in the Vijaynagar Temple Architecture</u></p> <ol style="list-style-type: none"> Royal Portrait Sculpture displayed in temples. Immense scale structures that must have been a mark of imperial authority They were exemplified as Raya Gopurams or Royal gateways. Mandapas or Pavilions Long pillared corridors that often ran around the shrines within the temple complex. Carved Pillars. Any other relevant point <p>Any three points to be described.</p>	Pg-184	3
23	<p><u>Reasons for advocacy for strong centre in the Constituent Assembly:</u></p> <ol style="list-style-type: none"> To stop communal frenzy. For well- being of nation. To mobilize the available economic resources. To establish proper administration. To defend the country against foreign aggression. To plan for country's economic development. Any other relevant point <p>Any three points to be explained.</p>	Pg-424	3
24	<p><u>Ryotwari System and Ryots</u></p> <ol style="list-style-type: none"> The revenue was settled with the ryots. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated. Collectors extracted payment from ryots with utmost severity. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village. Ryots borrowed loans from money lenders at high rate of interest. Ryots got into high debts. Limitation law, customary laws were violated. Any other relevant point <p>Any three points to be explained with examples</p>	Pg 278	3
	<u>PART C</u>		
25	<p><u>V.S. Suthankar and reconstruction of Social history</u></p> <ol style="list-style-type: none"> Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata. Collected manuscripts of texts from different parts of the country. Team compared verses from each manuscript Published the common verses in 13,000 pages. 		

26	<p><u>Sulh-i-Kul</u></p> <ol style="list-style-type: none"> Considered as the cornerstone of the Akbar's enlightened rule. All religions and schools of thought had freedom of expression but on condition not to undermine the authority of state. Was implemented through state policies. Composite culture was followed considering Turanis , Afghans , Rajputs etc. Jaziya and Pilgrimage tax was removed on non -Muslims. Sul-i-Kul was followed in administration. Few festivals were celebrated with equal zeal Marital alliances with non-Muslims Nobility was recruited from various castes, cultures and ethnicity <i>Ibadat Khana</i> was constructed by Akbar to learn about the views of different religions Invitation to Jesuit Mission from Europe Donation from construction and maintenance of temples Harmonious relationships with different ethnic communities Members of different communities and ethnic groups were appointed as imperial officials Any other relevant point <p>To be evaluated as a whole.</p> <p>OR</p> <p><u>Life in Harems</u></p> <ol style="list-style-type: none"> Harem was the domestic world of Mughals. Consisted of the emperor's wives concubines and relatives. Polygamy was practiced. Marital alliances turned into political relationships. Wives from aristocratic families were called as Begums. Other Wives were Aghas and the Aghachas. Male and female slaves populated the Mughal household. Slave eunuchs as guards, servants and agents. Jahanara , daughter of Shah Jahan designed Chandani Chowk in Shahajanabad. Conflicts & tensions were common. Imperial women controlled resources and commissioned buildings - e.g. Nurjahan controlled financial resources. Few imperial women became authors of chronicles eg- Gulbadan Begum. Any other relevant point <p>To be evaluated as a whole.</p>	Pg 240-245	8
27	<p><u>Reaction of Indians on Non Cooperation Movement</u></p> <ol style="list-style-type: none"> Background-Against Rowlatt Act, Jallianwala Bagh Massacre and in favour of Khilafat Movement. Gandhiji launched Non- Cooperation Movement. Hindu and Muslims collectively tried to end colonial laws. Students stopped going to schools and colleges run by the government. Lawyers refused to attend law courts. The working class went on strike in many towns and cities The countryside showed discontentment against British. Hill tribes in Andhra violated forest laws. Farmers in Awadh did not pay taxes. Peasants in Kumaun refused to carry loads for colonial officials. Protest against local leadership. 	Pg 242-243	8

29	<u>A Demon</u>		
29.1	Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty. a) She shed off her worldly beauty to attain the absolute devotion to lord Shiva. b) She described herself as protecting eyes, shrunken stomach, jutting teeth and lengthy shins. 2		
29.2	Analyze how this composition of Ammiyar pose a challenge to patriarchal norms. a) She defied patriarchal norms taking fearful image. b) She rejected socially validated beauty. c) She criticized the social order. (Any two points) 2		
29.3	Analyze any two aspects of renunciation of her social obligations. a) Great devotion to lord Shiva and adopted path to extreme asceticism b) The incompatibility between virtues of women’s virtuosity. c) She started wandering in the forests which she regarded as the home of lord Shiva. (Any two points) 2	Pg-145	2+2+2=6
30	<u>What “Recovering” Women Meant</u>		
30.1	Explain any two reasons of massacre happened during partition of India a) Communal frenzy b) Preserving honour c) Administration could not control riots d) Any other relevant point (Any two points) 2		
30.2	Why were the social workers and police tracking down the young couple? a) To recover abducted women so as to rehabilitate them b) Both belonged to different communities Sikh and Muslim. 2		
30.3	Do you think the authorities were right in trying to take back the girl? Explain reasons to support your answer. a) The authorities were not supposed to interfere in the personal life of married couple. b) Because of their unnecessary interference the girl died. 2 (Views of the students should be taken into consideration)	Pg-395	2+2+2=6

31	<p><u>See attached filled map:</u></p> <p><u>For Visually Impaired candidates</u></p> <p>a) <u>Sacred places of Buddhism(any three places)</u> Nagarjunakonda , Sanchi , Amravati , Lumbini, Bharhut, Bodhgaya, Ajanta.</p> <p>OR</p> <p><u>Imperial Mughal cities. (Any three places)</u> Agra, Lahore, Fatehpur Sikri, Shahjahanabad(Delhi).</p> <p>b) <u>Indian National Movement(any three places)</u> Champaran, Kheda, Ahmedabad, Banaras , Amritsar , Chauri Chaura, Lahore, Bardoli , Dandi , Bombay , Karachi</p>		<p>1x6= 6</p> <p>1x3= 3</p> <p>1x3= 3</p>
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Strictly Confidential: (For Internal and Restricted use only)

Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/4/2)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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 marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
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 15. 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.
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MARKING SCHEME HISTORY-027
CLASS XII
AISSCE, MARCH 2020
CODE NO. Set-61/4/2

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	PART - A		
1	<u>Gold Coins issued by Kushanas</u> – They were the first rulers to issue gold coins. Their gold coins were identical with those issued by Roman and Parthian rulers. <u>Gold Coins issued by Guptas</u> -Were most spectacular and known for their purity and used for long distance transactions.	Pg 45	1
2	c – (1),(4),(3) and (2)	Pg 173	1
3	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
4	Jajmani System	Pg 205	1
5	John Marshall	Pg 20	1
6	d - He did well being of society through Dhamma.	Pg 47	1
7	c - 1,2 & 3	Pg 16	1
8	Sand stone Sculpture of Kushana King (Kanishka) For Visually impairedCoins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
9	a - Rajagraha	Pg 31	1
10	a – He was Qazi during Muhammad Bin Tughlaq’s empire	Pg 118	1
11	a - Montesquieu	Pg 132	1
12	Mansabdari System	Pg 214	1
13	d – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	
14	Jean Baptiste Tavernier	Pg- 122	1
15	Fort Williams OR Fort St. George	Pg 324	
16	c -Joseph Noel	Pg-309	1
17	d - Its data was uniformly collected from all provinces.	Pg 220	1
18	a - (1)and(2) only	Pg 321	1
19	a - Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg 339	1

20	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
	<u>PART- B</u>		
21	<u>Ryotwari System and Ryots</u> i. The revenue was settled with the ryots. ii. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated. iii. Collectors extracted payment from ryots with utmost severity. iv. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village. v. Ryots borrowed loans from money lenders at high rate of interest. vi. Ryots got into high debts. vii. Limitation law, customary laws were violated. viii. Any other relevant point Any three points to be explained with examples	Pg 278	3
22	<u>Features of the Virupaksha Temple</u> i. Devoted to god Virupaksha and goddess Pampadevi. ii. The Hall in front of main shrine was built by Krishna Deva Raya to mark his accession. iii. Decorated with carved pillars. iv. Eastern Gopuram was built by Krishnadeva Raya. v. Hall in the temple was used for various purposes. vi. Special images were kept in small central shrine. vii. Any other relevant point Any three to be described.	Pg-186-187	3
23	<u>G.B. Pant on Separate Electorate</u> i. He openly rejected the separate electorate and declared that it was not only harmful for the nation but also for the minorities ii. It was considered as a suicidal demand iii. It would permanently isolate the minorities and make them vulnerable. iv. It would deprive them of any effective say within the government. v. Any other relevant point Any three to be explained.	Pg 418	3

24	<p><u>Principles of classification by archaeologists for piecing together the past</u></p> <ul style="list-style-type: none">i. Classification in terms of <i>materials</i> such as stone, clay, metal, bone, Ivory etc.ii. In terms of <i>functions</i> an artifact is a tool or an ornament.iii. By investigating the <i>context</i> in which it was found.iv. Archeologist researched through indirect <i>evidences</i> like traces of cotton at Harappan site.v. Archeologist have developed <i>frame of reference</i> in context of place in cultural sequence and comparison with finds in Mesopotamia.vi. Any other relevant point <p>Any three points to be justified with examples</p> <p>OR</p> <p><u>Harappan Script as an Enigmatic script</u></p> <ul style="list-style-type: none">i. Script remains undeciphered till dateii. Longestt inscription contain about 26 signs.iii. It is not alphabeticaliv. It has too many signs between 375-400v. Script was written from right to left.vi. Any other relevant point <p>Any three points to be enumerated.</p>	Pg-22	3
	<p><u>PART- C</u></p>		
25	<p><u>V.S. Suthankar and reconstruction of Social history</u></p> <ul style="list-style-type: none">i. Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata.ii. Collected manuscripts of text from different parts of the country.iii. Team compared verses from each manuscriptiv. Published the common verses in 13,000 pages.v. Common elements in the Sanskrit versions of the story found in the sub-continentvi. Found regional variations in regional versionsvii. Variations were documented in footnotes and appendicesviii. Variations shaped early and later social history through local ideas and practices		

	<div>ix. Issues of social history was explored by historians</div> <div>x. Initially, it was believed that everything laid in the text was practiced</div> <div>xi. From the works in Pali, Prakrit and Tamil it was indicated that ideas contained in normative Sanskrit texts were on the whole recognized as authoritative.</div> <div>xii. They were also questioned and rejected</div> <div>xiii. Examples from Mahabharata like: Families based on kinfolk, the ideal of patriliney was important and valuable, rules of marriage like polygamy and polyandry are reflected, Mahabharata reinforced that Varna system was of divine origin</div> <div>xiv. Any other relevant point</div> <div>To be assessed as a whole.</div> <div>OR</div> <div>Life of untouchables</div> <div>i. People outside the system were called as untouchables by the Brahmins.</div> <div>ii. They were considered impure.</div> <div>iii. They used to do polluting activities like handling corpses and dead animals.</div> <div>iv. Were called as Chandalas.</div> <div>v. Were placed at the bottom of hierarchy.</div> <div>vi. Manusmriti laid down the duties of the Chandalas such as: They had to live outside the village.</div> <div>vii. They had to use discarded utensils.</div> <div>viii. Wore clothes of dead and iron ornaments.</div> <div>ix. They could not walk in villages and cities at night.</div> <div>x. They had to sound clapper in the streets.</div> <div>xi. They had to work as executioners and scavengers.</div> <div>xii. They led the life of degradation</div> <div>xiii. Any other relevant point</div> <div>To be assessed as a whole.</div>	Pg 54	8
26	<div>Physical arrangement of Mughal Court</div> <div>i. It focused on the sovereign, mirrored his status as the heart of society.</div> <div>ii. Takht gave physical form of sovereign as axis mundi.</div> <div>iii. The canopy a symbol of kingship in India was believed to</div>		

	<p>separate the radiance of sun from that of the sovereign.</p> <p>iv. Chronicles lay down with great precision the rules defining status amongst the Mughal elites. In court, status was determined by spatial proximity to the king.</p> <p>v. No one was allowed to move without the permission of king.</p> <p>vi. Court courtesies were followed.</p> <p>vii. Deeper prostration represented higher statu . The highest form of submission was sijda or complete prostration. Under Shah Jahan, these rituals were replaced with chahar taslim and zaminbos.</p> <p>viii. Explicit protocols for governing diplomatic envoys.</p> <p>ix. Jharokha Darshan</p> <p>x. <i>Diwan-i-am</i> as public hall.</p> <p>xi. <i>Diwan-i-Khas</i> for confidential discussions.</p> <p>xii. Celebration of certain special occasions in the court</p> <p>xiii. Celebration of three major festivals a year – solar and lunar birthdays of the monarch and <i>nauroz</i></p> <p>xiv. Any other relevant point</p> <p>To be evaluated as a whole</p> <p>OR</p> <p><u>Imperial officials as bouquet of flowers</u></p> <p>i. Important pillar for smooth functioning of administration.</p> <p>ii. Held together by loyalty towards kings.</p> <p>iii. Turanis, Iranians, Arab, Turks, Tatars, Russians and other nobles were part of empire.</p> <p>iv. Rajputs and Indian Muslims joined the imperial service</p> <p>v. Marital Alliances with various empires - for example Amber</p> <p>vi. Members of Hindu castes inclined towards education and accountancy were also promoted – e.g. Raja Todar Mal</p> <p>vii. Iranians gained high offices under Jahangir</p> <p>viii. Mansabdari system was followed.</p> <p>ix. Nobles participated in military campaigns with armies and also served as officers.</p> <p>x. Emperor personally checked their titles and ranks and official postings for all except lower ranks.</p> <p>xi. They were powerful, wealthy and well reputed.</p> <p>xii. Any other relevant point</p> <p>To be evaluated as a whole</p>	<p>Pg- 237- 241</p> <p>Pg- 244 - 246</p>	<p>8</p> <p>8</p>
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27	<p>“Though geographically and politically India is divided in to two, at heart we shall ever be friends helping and respecting one another.”</p> <p>Explain the statement given by Gandhiji-</p> <ul style="list-style-type: none">i. Gandhiji had fought a lifelong battle for free and united India and yet when the country was divided he urged that the two parts should respect and befriend one another.ii. Gandhiji wanted harmony between two nations and between Hindus and Muslims.iii. He did fasts to stop communal violence.iv. He appealed to Sikhs, Hindus and Muslims to forget the past and not to dwell on their sufferings.v. He wanted peace.vi. At his initiative, Congress passed a resolution on the right of minorities.vii. He wanted to provide equal rights to all Indians and India would be a democratic secular state and all are equally entitled to the secular protection of the state.viii. He wanted to save people from aggression.ix. According to D.G Tendulkar, “Gandhiji was concerned about minorities in Pakistan.”x. He wanted people to work collectively for the equality and no domination by majority.xi. Any other relevant point <p>To be evaluated as a whole.</p> <p>OR</p> <p>“Non Cooperation movement promoted harmony between religions and created mass movement”</p> <ul style="list-style-type: none">i. Hindus and Muslims collectively tried to end British rule.ii. Movement unleashed a surge of popular movement.iii. It entailed denial, renunciation and self discipline.iv. Rowlatt Satyagraha and <i>Khilafat</i> movement promoted anti - British feeling.v. Students stopped going to schools and colleges.vi. Lawyers refused to attend the law court.vii. Working class went on strikeviii. The countryside showed discontent against the Britishix. Hill tribes in Andhra violated forest laws	Pg- 365-366	8
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	<div><div><div>x. Farmers in Awadh did not pay taxes</div><div>xi. Peasants in Kumaun refused to carry loads for colonial officials</div><div>xii. Participation of women</div><div>xiii. Protest against local leadership</div><div>xiv. Peasants, workers and others interpreted and acted up on the call to non - cooperate with colonial rules in ways best suited to their interests</div><div>xv. Any other relevant point</div></div><div>To be evaluated as a whole</div></div> <div>Pg- 350-351</div> <div>8</div>
28	<div><div><div><div><div><div>What “Recovering” Women Meant</div></div></div><div><div><div>28.1</div><div><div>Explain any two reasons of massacre happened during partition of India?</div><div><div>a) Communal frenzy</div><div>b) Preserving honour</div><div>c) Administration could not control riots</div><div>d) Any other relevant point</div></div><div>(Any two points)</div><div>2</div></div></div><div><div><div>28.2</div><div><div>Why were the social workers and police tracking down the young couple?</div><div><div>a) To recover abducted women so as to rehabilitate them</div><div>b) Both belonged to different communities Sikh and Muslim.</div></div><div>2</div></div></div><div><div><div>28.3</div><div><div>Do you think the authorities were right in trying to take back the girl? Explain reasons to support your answer.</div><div><div>a) The authorities were not supposed to interfere in the personal life of married couple.</div><div>b) Because of their unnecessary interference the girl died.</div></div><div>2</div></div></div><div>(Views of the students should be taken into consideration)</div></div></div><div>Pg-395</div><div>2+2+2=6</div></div></div></div></div>

29	<u>The Therigatha</u>		
29.1	Explain the ideas of Punna with two examples. i. She was against the Brahmanical rituals. ii. She explained the essence of spirituality lies in eternal bliss. iii. She laid emphasis on purity of soul. (Any two points) 2		
29.2	What justification did the Brahmana give for his daily dip in river . i. Bathing rituals could prevent evils. ii. Anything bad could be washed away by bathing in water. 2		
29.3	Explain the core of Buddhist Philosophy that is conveyed through their Gatha. i. Buddha condemned caste system and rituals. ii. Buddha urged people to seek enlightenment through spiritual experience. iii. The importance paid to conduct and values rather than rituals. (Any two points) 2	Pg-93	2 +2+2=6
30	<u>A Demon</u>		
30.1	Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty. a) She shed off her worldly beauty to attain the absolute devotion to lord Shiva. b) She described herself as protecting eyes, shrunken stomach, jutting teeth and lengthy shins. 2		
30.2	Analyze how this composition of Ammiyar pose a challenge to patriarchal norms. a) She defied patriarchal norms taking fearful image. b) She rejected socially validated beauty. c) She criticized the social order. (Any two points) 2		
30.3	Analyze any two aspects of renunciation of her social obligations. a) Great devotion to lord Shiva and adopted path to extreme asceticism b) The incompatibility between virtues of women's virtuosity. c) She started wandering in the forests which she regarded as the home of lord Shiva. (Any two points) 2	Pg-145	2+2+2=6



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Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/4/3)

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MARKING SCHEME HISTORY-027
CLASS XII
AISSCE, MARCH 2020
CODE NO. Set-61/4/3

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	<u>PART - A</u>		
1	a- Rajagraha	Pg 31	1
2	d- Its data was uniformly collected from all provinces.	Pg 220	1
3	Jajmani System	Pg 205	1
4	a- Montesquieu	Pg 132	1
5	d – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	1
6	c – (1),(4),(3) and (2)	Pg 173	1
7	John Marshall	Pg 20	1
8	d- He did well being of society through Dhamma.	Pg 47	1
9	c- 1,2 & 3	Pg 16	1
10	Sand stone Sculpture of Kushana King (Kanishka) For Visually impairedCoins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
11	<u>Gold Coins issued by Kushanas</u> – They were the first rulers to issue gold coins. Their gold coins were identical with those issued by Roman and Parthian rulers. <u>Gold Coins issued by Guptas</u> -Were most spectacular and known for their purity and used for long distance transactions.	Pg 45	1
12	a – He was Qazi during Muhammad Bin Tughlaq’s empire	Pg 118	1
13	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
14	Francois Bernier	Pg- 122	1
15	Mansabdari System	Pg 214	1
16	c- Shah Mal	Pg- 293	1
17	a- Both (A) and (R) all correct and (R) is the correct explanation of (A)	Pg 339	1
18	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
19	a- (1) and (2) only	Pg 321	1
20	Fort Williams OR Fort St. George	Pg 324	1

	<u>PART - B</u>		
21	<p><u>Principles of classification by archaeologists for piecing together the past</u></p> <p>i. Classification in terms of <i>materials</i> such as stone, clay, metal, bone, Ivory etc.</p> <p>ii. In terms of <i>functions</i> an artifact is a tool or an ornament.</p> <p>iii. By investigating the <i>context</i> in which it was found.</p> <p>iv. Archeologist researched through indirect <i>evidences</i> like traces of cotton at Harappan site.</p> <p>v. Archeologist have developed <i>frame of reference</i> in context of place in cultural sequence and comparison with finds in Mesopotamia.</p> <p>vi. Any other relevant point</p> <p>Any three points to be justified with examples</p> <p>OR</p> <p><u>Harappan Script as an Enigmatic script</u></p> <p>i. Script remains undeciphered till date</p> <p>ii. Longestt inscription contain about 26 signs.</p> <p>iii. It is not alphabetical</p> <p>iv. It has too many signs between 375-400</p> <p>v. Script was written from right to left.</p> <p>vi. Any other relevant point</p> <p>Any three points to be enumerated.</p>	Pg-22	3
22	<p><u>Features of Vithala Temple:</u></p> <p>i. Sculpture of Vishnu as principal deity.</p> <p>ii. Several Halls and a unique shrine designed as a chariot.</p> <p>iii. Chariot Street.</p> <p>iv. Gopuram</p> <p>v. Pillared pavilion.</p> <p>vi. Streets were paved with stone slabs.</p> <p>vii. Any other relevant point</p> <p>Any Three points to be described.</p>	Pg- 188	3

23	<p><u>Hindustani as the national language</u></p> <ol style="list-style-type: none"> Gandhiji felt that everyone should speak common language. It was a popular language of a large section of India. Hindustani was a blend of Hindi and Urdu. Hindustani was a composite language. This multi cultural language was considered ideal for diverse communities. It was understood by people of various regions. It could unify Hindu and, Muslims and people of North and south. Any other relevant point <p>Any Three points to be explained.</p>	Pg-425	3
24	<p><u>Ryotwari System and Ryots</u></p> <ol style="list-style-type: none"> The revenue was settled with the ryots. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated. Collectors extracted payment from ryots with utmost severity. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village. Ryots borrowed loans from money lenders at high rate of interest. Ryots got into high debts. Limitation law, customary laws were violated. Any other relevant point <p>Any three points to be explained with examples</p>	Pg 278	3
	<u>PART - C</u>		
25	<p><u>V.S. Suthankar and reconstruction of social history</u></p> <ol style="list-style-type: none"> Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata. Collected manuscripts of text from different parts of the country. Team compared verses from each manuscript Published the common verses in 13,000 pages. Common elements in the Sanskrit versions of the story found in the sub-continent 		

	<div>vi. Found regional variations in regional versions</div> <div>vii. Variations were documented in footnotes and appendices</div> <div>viii. Variations shaped early and later social history through local ideas and practices</div> <div>ix. Issues of social history was explored by historians</div> <div>x. Initially, it was believed that everything laid in the text was practiced</div> <div>xi. From the works in Pali, Prakrit and Tamil it was indicated that ideas contained in normative Sanskrit texts were on the whole recognized as authoritative.</div> <div>xii. They were also questioned and rejected</div> <div>xiii. Examples from Mahabharata like: Families based on kinfolk, the ideal of patriliney was important and valuable, rules of marriage like polygamy and polyandry are reflected, Mahabharata reinforced that Varna system was of divine origin</div> <div>xiv. Any other relevant point</div> <div>To be assessed as a whole.</div> <div>OR</div> <div><u>Life of untouchables</u></div> <div>i. People outside the system were called as untouchables by the Brahmans.</div> <div>ii. They were considered impure.</div> <div>iii. They used to do polluting activities like handling corpses and dead animals.</div> <div>iv. Were called as Chandalas.</div> <div>v. Were placed at the bottom of hierarchy.</div> <div>vi. Manusmriti laid down the duties of the Chandalas such as: They had to live outside the village.</div> <div>vii. They had to use discarded utensils.</div> <div>viii. Wore clothes of dead and iron ornaments.</div> <div>ix. They could not walk in villages and cities at night.</div> <div>x. They had to sound clapper in the streets.</div> <div>xi. They had to work as executioners and scavengers.</div> <div>xii. They led the life of degradation</div> <div>xiii. Any other relevant point</div> <div>To be assessed as a whole.</div>	<div>Pg 54</div> <div>Pg- 65</div>	<div>8</div> <div>8</div>
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26	<p><u>Akbar-Nama as a chronicle</u></p> <ul style="list-style-type: none">i. Akbar Nama is based on a range of sources in actual records of events, official documents and oral testimonies.ii. It is divided into three books and third book is <i>Ain-i-Akbari</i> based on <i>manzil abadi</i>, <i>sipah abadi</i> and <i>mulk abadi</i>.iii. Abul Fazl worked for thirteen years for writing Akbar Nama and repeatedly revised the draft.iv. It was commissioned by Akbar.v. Akbar-Nama contained paintings of battles, sieges, hunts, building construction etc.vi. Abul Fazl wrote in a language that was ornate and which attached importance to diction and rhythmvii. Abul Fazl shaped and articulated ideas associated with the reign of Akbar.viii. Akbar –Nama provided detailed description of Akbar’s Empire.ix. Political, Social, Economical, Geographical and cultural aspect of Akbar’s rule have been covered.x. Composite culture has been covered.xi. It placed Mughal kingship at the apex of hierarchy.xii. Any other relevant point <p>To be assessed as a whole.</p> <p>OR</p> <p>Specific titles were assumed by the Mughal emperors and their relationship with the continental powers.</p> <ul style="list-style-type: none">i. Mughal emperors assumed general titles as Shahenshah(King of Kings)ii. Specific titles Jahangir (World seizer) was assumediii. Shahjahan (King of the world) was also assumediv. These titles and their meaning reiterated the claims of Mughal emperors to uncontested territorial and political control.v. The political and diplomatic relations between the Mughal kings and neighboring countries of Iran and Turan hinged on the control of frontiers defined by Hindukush mountains that separated Afghanistan from Iran and Central Asia.vi. Aim of Mughal foreign policy was to ward- off the potential danger by controlling strategic outposts notably Kabul and Qandhar.vii. Qandhar was bone of contention between Safavids and Mughals. Humayun and Akbar conquered it but Jahangir and Aurangzeb	Pg-231	8
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	<p>failed.</p> <p>viii. Relations between Mughals and Ottomans were diplomatic because of trade and pilgrimage.</p> <p>ix. Any other relevant point</p> <p>To be evaluated as a whole.</p>	<p>Pg- 248-250</p>	<p>8</p>
27	<p>”Mahatma Gandhi’s role was vital in the Non-cooperation Movement”.</p> <p>i. After the success of local movements- Champaran , Kheda and Ahmedabad, Gandhiji started protest against Rowlatt Act, Jalianwala Bagh Massacre by launching the Non Cooperation Movement in 1920.</p> <p>ii. It was Rowlatt Satyagraha that made Gandhiji a truly national leader</p> <p>iii. Features of Non Cooperation Movement (not to cooperate with government at any level).</p> <p>iv. Boycott of schools, college and law courts. National schools, colleges were opened</p> <p>v. Non payment of taxes</p> <p>vi. Renunciation of titles and voluntary association with the government</p> <p>vii. If Non Cooperation Movement was effectively carried out said Gandhiji, India would win <i>swaraj</i> with in a year.</p> <p>viii. To further broaden the struggle he merged the Khilafat movement with Non Cooperation Movement.</p> <p>ix. Non Cooperation Movement was first mass movement which made Gandhiji mass leader and also changed the course of Indian history.</p> <p>x. Gandhiji’s followers were poor peasants, workers, students and lawyers and also industrialists.</p> <p>xi. Gandhiji successfully brought different factions together.</p> <p>xii. After Chauri Chaura incident when Gandhiji withdrew the movement, the movement collapsed. Therefore, it shows the vital role of Gandhiji in the movement .</p> <p>xiii. Louis Fisher American biographer of Gandhi wrote “Non Cooperation Movement became the name of an epoch in the life of India and Gandhiji... It was training for self rule.”</p> <p>xiv. Any other relevant point</p> <p>To be evaluated as a whole.</p>	<p>Pg 348-350</p>	<p>8</p>

	<p style="text-align: center;">OR</p> <p><u>“Quit India Movement became the mass movement”</u></p> <ul style="list-style-type: none">i. After the failure of ‘Cripps Mission’ Gandhiji launched Quit India Movement and gave the slogan. “Do or Die”.ii. Youth activists organized strikesiii. They also organized acts of sabotage all over the countryiv. J.P. Narayan became active for underground resistance.v. After Gandhiji’s arrest, other leaders like Aruna Asaf Ali, Sucheta Kriplani etc. became active and mobilized masses.vi. In several districts, independent governments were proclaimed.vii. In Satara, a parallel government Prati Sarkar was formedviii. In Medinipur, independent government was proclaimedix. Youth left colleges and universities and went to jailx. Many classes, castes and other categories joined the movement.xi. British responded with much forcexii. Quit India Movement was violent but Gandhiji did not call off the movement.xiii. Gandhi ji tried to reduce gap between Congress and League in 1944.xiv. Any other relevant point <p style="text-align: center;">To be evaluated as a whole.</p>	Pg- 363-364	8
28	<p><u>A Demon</u></p>		
28.1	<p>Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty.</p> <ul style="list-style-type: none">a) She shed off her worldly beauty to attain the absolute devotion to lord Shiva.b) She described herself as protecting eyes, shrunken stomach, jutting teeth and lengthy shins. <p style="text-align: right;">2</p>		
28.2	<p>Analyze how this composition of Ammiyar pose a challenge to patriarchal norm.</p> <ul style="list-style-type: none">a) She defied patriarchal norms taking fearful image.b) She rejected socially validated beauty.c) She criticized the social order. <p style="text-align: right;">(Any two points) 2</p>		

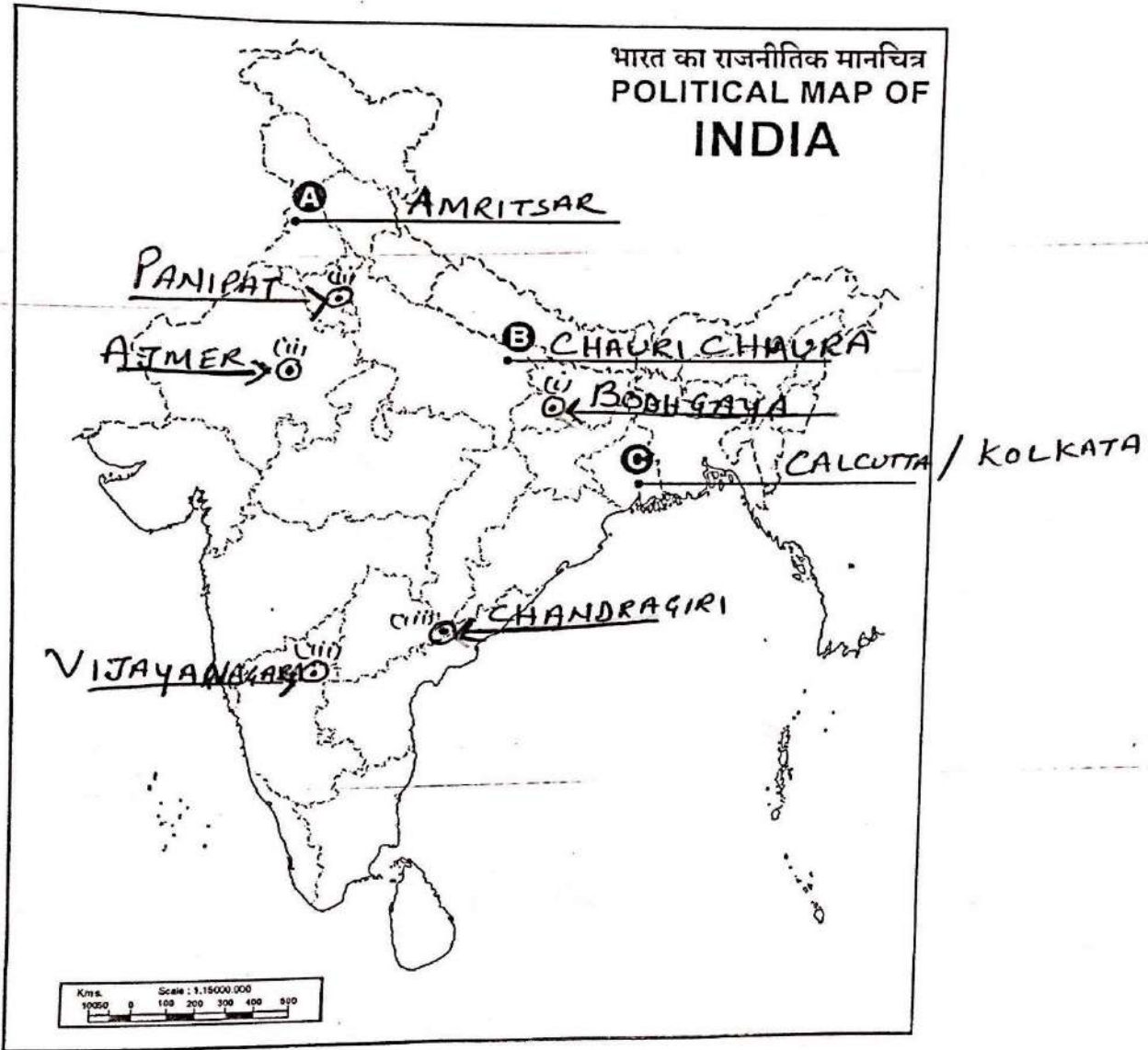
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29	<p><u>What Recovering Women Meant</u></p>		
29.1	<p>Explain any two reasons of massacre happened during partition of India</p> <p>a) Communal frenzy</p> <p>b) Preserving honour</p> <p>c) Administration could not control riots</p> <p>d) Any other relevant point</p> <p>(Any two points) 2</p>		
29.2	<p>Why were the social workers and police tracking down the young couple?</p> <p>a) To recover abducted women so as to rehabilitate them</p> <p>b) Both belonged to different communities Sikh and Muslim. 2</p>		
29.3	<p>Do you think the authorities were right in trying to take back the girl? Explain reasons to support your answer.</p> <p>a) The authorities were not supposed to interfere in the personal life of married couple.</p> <p>b) Because of their unnecessary interference the girl died. 2</p> <p>(Views of the students should be taken into consideration)</p>	Pg-395	2+2+2=6
30	<p><u>The Therigatha</u></p>		
30.1	<p>Explain the ideas of Punna with two examples?</p> <p>i. She was against the Brahmanical rituals.</p> <p>ii. She explained the essence of spirituality lies in eternal bliss.</p> <p>iii. She laid emphasis on purity of soul.</p> <p>(Any two points) 2</p>		
30.2	<p>What justification did the Brahmana give for his daily dip in river</p> <p>i. Bathing rituals could prevent evils.</p> <p>ii. Anything bad could be washed away by bathing in water. 2</p>		

30.3	<p>Explain the core of Buddhist Philosophy that is conveyed through their Gatha?</p> <p>i. Buddha condemned caste system and rituals.</p> <p>ii. Buddha urged people to seek enlightenment through spiritual experience.</p> <p>iii. The importance paid to conduct and values rather than rituals.</p> <p>(Any two points) 2</p>	Pg-93	2 +2+2=6
31	<p><u>See attached filled map:</u></p> <p><u>For Visually Impaired candidates</u></p> <p>a) <u>Sacred places of Buddhism(any three places)</u> Nagarjunakonda , Sanchi , Amravati , Lumbini, Bharhut, Bodhgaya, Ajanta.</p> <p>OR</p> <p><u>Imperial Mughal cities. (Any three places)</u> Agra, Lahore, Fatehpur Sikri, Shahjahanabad(Delhi).</p> <p>b) <u>Indian National Movement(any three places)</u> Champaran, Kheda, Ahmedabad, Banaras , Amritsar , Chauri Chaura, Lahore, Bardoli , Dandi , Bombay , Karachi</p>		<p>1x6=6</p> <p>1x3=3</p> <p>1x3=3</p>



प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

61/4/1, 2, 3



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MARKING SCHEME HISTORY-027**CLASS XII****AISSCE MARCH 2020****CODE NO. Set-61/5/1**

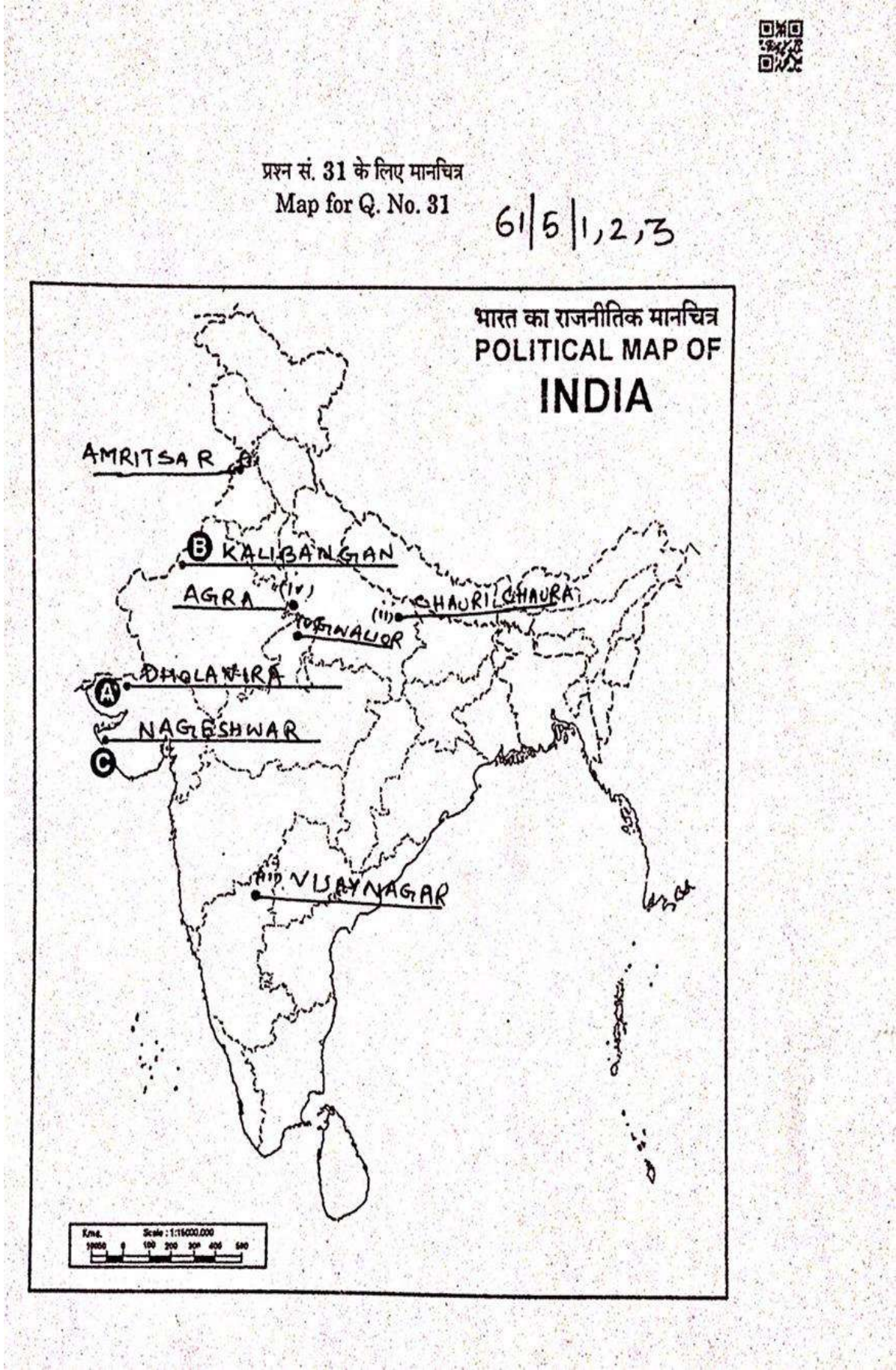
Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	Part -A		
1	S.N. Roy (Sourindranath Roy)	Pg-20	1
2	Inscriptions :- The written records engraved on the stone tablets, pillars and walls on the other hand Prashasti –Contains information about the rulers.	Pg-37	1
3	A-1 and 2 only	Pg-1	1
4	Mother Goddess (Harappa) For visually impaired :- Unicorn.	Pg-23	1
5	C-scholars are not able to read the script.	Pg-15	1
6	Patliputra OR Magadha	Pg-31	1
7	Dhamma	Pg-32	1
8	Al-Bruni was from Khwarizm/Uzbekistan and had written the Kitab-ul-Hind in Arabic Language. OR Muhammad Bin Tughlaq was impressed by the scholarship of Ibn Battuta.	Pg-116 Pg-118	1
9	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
10	A-Large population , Bazaars and efficient communication.	Pg-126	1
11	A-Karl Marx	Pg-132	1
12	Nalayira Divya Prabhandham	Pg-144	1
13	Malik Muhammad Jayasi	Pg-158	1
14	Adi Granth Sahib	Pg-161	1
15	Raidas/ Ravidas	Pg-165	1
16	Permanent Settlement	Pg-260/262	1
17	A David Recardo	Pg-277	1
18	C-1,2 and 3	Pg-319	1
19	A- Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg-328	1
20	A-Lord Wellesley	Pg-336	1
21	Part -B Limits of Epigraphy Technical limitations – i. Letters are faintly engraved and reconstruction are uncertain. ii. Inscription may be damaged or letters are missing. iii. It is not always easy to be sure about the exact meaning of the words used in inscription . iv. Not all inscriptions have been deciphered. v. Many inscriptions have not survived the ravages of time. vi. The content of the inscriptions projects the perspective of the person who commissioned		

	<p>money for its preservations.</p> <ul style="list-style-type: none">ii. She funded the museum.iii. She funded the guesthouse where John Marshall lived and wrote the volumes.iv. She funded the publication of the volumes.v. ASI also helped to restore and preserve it. <p>Fate of Amravati</p> <ul style="list-style-type: none">i. Local Raja wanted to build a temple on the ruins of stupa.ii. Colin Meckanize prepared report on Amravati but was never published.iii. Walter Elliot , the commissioner of Guntur took away Sculpture panels of Amravati to Madras.iv. Slabs of Amravati were sent to Asiatic Society of Bengal.v. Indefensible policy led to decline of original work of Amravati.vi. Any other relevant point. <p>Four points each from both to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Hindu and Buddhist Art and Sculpture</u></p> <p><u>Hindu Sculpture and Art</u></p> <ul style="list-style-type: none">i. Vaishnavism – Sculpture of ten Avatars. Eg. the Varaha rescuing the earth goddess(Aihole), Vishnu with Sheshnag.ii. Shaivaism- Sculptures of Shiva in Lingaiii. Sculptures of Shiva in human form too.iv. The image of Durga at Mahabalipuram.v. Sculpture of Vasudeva –Krishna in Mathura.vi. Ellora Sculptures.vii. Kailash Nath temple.viii. Any other relevant point <p><u>Buddhist Sculptures</u></p> <ul style="list-style-type: none">i. Empty seat of Buddha indicated meditation.ii. Wheel stand for first Serman of Buddha.iii. Shailabhanjika , an auspicious symbol of prosperity.iv. Gajalakshmi –Goddess of good fortune.v. Tree symbolizes an event in the life of the Buddha.vi. Images of Buddha and Bodhisattas.vii. Serpents and animal motifs.viii. Scenes from Jataka stories and Buddha’s hagiography.ix. Any other relevant point <p>Any four example of each to support the statement</p>	Pg-83,98	4+4=8
26	<p><u>Akbar-Nama</u></p> <ul style="list-style-type: none">i. Written by Abu’l Fazl.ii. This chronicle is based on range of sources, records of events , official documents and oral testimonies.iii. It is divided into three books and third book is Ain-i-Akbari – composed of Manzil Abadi, Sipah Abadi and Mulk Abadi.		

	<p>iv. It provides a detailed description of Akbar's reign covering geographic, social, political, administrative and cultural.</p> <p>v. Written in Indo –Persian style with rhythm and diction.</p> <p>vi. He articulated the ideas associated with Akbar.</p> <p>vii. This chronicle was written in thirteen years.</p> <p>viii. It shows the diverse population of the empire like Hindus, Jainas, Buddhist and Muslims.</p> <p>ix. It showed the composite culture.</p> <p>x. Any other relevant point.</p> <p>Any eight points to be described.</p> <p style="text-align: center;">OR</p> <p><u>Physical arrangement of Mughal Court</u></p> <p>i. Its centerpiece was the throne based on sovereign as axis mundi.</p> <p>ii. The canopy was symbol of Kingship.</p> <p>iii. Status was determined by spatial proximity to king.</p> <p>iv. No one was allowed to move without King's permission.</p> <p>v. Court courtesies were followed.</p> <p>vi. Salutation and prostration represented status.</p> <p>vii. Protocols governed diplomatic envoys.</p> <p>viii. Jharokha Darshan by the King was a ritual.</p> <p>ix. Primary business was conducted in Diwan-i-aam and private discussions took place at Diwan-i-Khaas.</p> <p>x. Court was full of life during occasions such as Id, Shab-i-barat, holi, etc.</p> <p>xi. On birthdays, the King was weighted against commodities for charity.</p> <p>xii. Any other relevant point</p> <p>Any eight points to be described.</p>	Pg-218, 230	8
27	<p><u>Role of Congress party in the making of Constituent Assembly</u></p> <p>i. The Constituent Assembly was dominated by Congress.</p> <p>ii. 82% of the members belonged to Congress.</p> <p>iii. Members of the Congress differed in their opinion on critical issues.</p> <p>iv. Jawahar Lal Nehru, Vallabh Bhai Patel and Rajendra Prasad were the members of Congress who played important role in the Constituent Assembly.</p> <p>v. Nehru moved 'Objective Resolution' and 'Tri colour National Flag'.</p> <p>vi. Patel played key role in drafting reports and reconciling views.</p> <p>vii. Dr. Prasad was the President of the Assembly.</p> <p>viii. Dr. B.R. Ambedkar served as Chairman of the Drafting Committee. KM Munshi and Alladi Krishnaswamy Aiyar gave crucial inputs.</p> <p>ix. The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public.</p> <p>x. Any other relevant point.</p> <p>Any four points to be examined.</p>	Pg-409-425	8

	<p style="text-align: center;">OR</p> <p><u>Issue of Separate Electorate in the Constituent Assembly</u></p> <ul style="list-style-type: none">i. Demand of separate electorate was based on defining rights of minorities.ii. Assembly interpreted minority in terms of economically weaker groups, tribal community, religious community and groups with backward caste.iii. Leaders of the groups anticipated demands in the form of separate electorates.iv. There were huge debates on this question in Assembly.v. B.P. Bahadur wanted separate electorate for minoritiesvi. N.G.Ranga urged for rights for poor and downtrodden.vii. Jaipal Singh wanted rights for Tribals.viii. Ambedkar demanded separate electorates for depressed caste.ix. J. Nagappa discussed about systematic marginalization.x. Many members like Sardar Patel, R.V. Dhulekar , G.B. Pant considered separate electorate as a cause of division and against the unity of India.xi. Sardar Patel considered separate electorate as poisonxii. According to the members, it would lead to divided loyalties and isolate the minorities from majority.xiii. Any other relevant point. <p style="text-align: center;">To be assessed as a whole.</p>	Pg-416-419	8
28	<p style="text-align: center;">Part D: Source Based Question</p> <p><u>The wealthy Shudra</u></p> <p>28.1 Why did the Brahmana consider themselves superior to other caste? Ans. Brahmana considered himself superior to other caste</p> <ul style="list-style-type: none">a)on the basis of their wisdomb) On the basis of fair colour.c) On the basis of Purityd) Considered as sons of Brahmae)Any other relevant point. <p>Any two points. (2)</p> <p>28.2 How did a Shudra improve his status according to Kachchana? Ans. According to Kachchana, a Shudra could improve his status</p> <ul style="list-style-type: none">a) On the basis of wealth.b) On the basis of economic status and dignity. (2) <p>28.3 What does this story reveal about Buddhist attitude towards Varna? Ans. Buddhist attitude about Varna</p> <ul style="list-style-type: none">a) Rejection of Caste based ideas.b) Rejected the ideas of superiority on the basis of birth.		

Delhi , Meerut, Agra, Lucknow, Jhansi, Kanpur, Azamgarh, Banaras, Calcutta Any three See attached filled map	Pg-305	3
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Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/5/2)

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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
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6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

CLASS XII

AISSCE MARCH 2020

CODE NO. Set-61/5/2

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	Part -A		
1	A-1 and 2 only	Pg-1	1
2	Vellalar large land owners. Adimai-slaves	Pg-39	1
3	Mother Goddess (Harappa) For visually impaired:-Unicorn.	Pg-23	1
4	S.N. Roy (Sourindranath Roy)	Pg-20	1
5	Patliputra OR Magadha	Pg-31	1
6	Al-Bruni was from Khwarizm/Uzbekistan and had written the Kitab-ul-Hind in Arabic Language. OR Muhammad Bin Tughlaq was impressed by the scholarship of Ibn Battuta.	Pg-116 Pg-118	1
7	C-scholars are not able to read the script.	Pg-15	1
8	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
9	A-Lord Wellesley	Pg-336	1
10	A- Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg-328	1
11	C-1,2 and 3	Pg-319	1
12	Karaikkal Ammiyar	Pg-145	1
13	A-Large population , Bazaars and efficient communication.	Pg-126`	1
14	A-Karl Marx	Pg-132	1
15	Dhamma	Pg-32	1
16	Malik Muhammad Jayasi	Pg-158	1
17	Adi Granth Sahib	Pg-161	1
18	Raidas/ Ravidas	Pg-165	1
19	Permanent Settlement	Pg-260/262	1
20	A David Ricardo	Pg-277	1
21	Part-B Gandhiji efforts for restoring communal harmony i. He tried to stop communal violence through his principles. ii. He visited riot torn areas of various regions. iii. He showed his concern towards the sufferings of the minorities. iv. He worked for the equality of all classes. v. He tried to build a spirit of mutual trust and confidence between the two communities. vi. Any other relevant point. Any three points to be explained.	Pg-365-395	3
22	<u>Features of Virupaksha Temple</u> i. Guardian deities of temple were Virupaksha and Pampadevi. ii. Temples functioned as learning centre. iii. Temple as religious, social, cultural and economic		

	<p>centre.</p> <p>iv. Immense scale structure mark of imperial authority.</p> <p>v. Royal gateways or royal Gopurams</p> <p>vi. Mandapas or Pavilions</p> <p>vii. Hall decorated with carved pillars</p> <p>viii. Central shrine or Garbagriha</p> <p>ix. The halls in the temple were used for variety of purposes.</p> <p>x. Marriages of deities were performed over there</p> <p>xi. Small Shrines were there.</p> <p>xii. Any other relevant point.</p> <p>Any three points to be described.</p>	Pg-185-187	3
23	<p>Limits of Epigraphy</p> <p><i>Technical limitations –</i></p> <p>i. Letters are faintly engraved and reconstructions are uncertain.</p> <p>ii. Inscription may be damaged or letters are missing.</p> <p>iii. It is not always easy to be sure about the exact meaning of the words used in inscription</p> <p>iv. Not all inscriptions have been deciphered</p> <p>v. Many inscriptions have not survived the ravages of time.</p> <p>vi. The content of the inscriptions projects the perspective of the person who commissioned them.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be justified.</p> <p style="text-align: center;">OR</p> <p>Land and Riverine routes</p> <p>i. Routes were extended in various directions: - Central Asia, North Africa, West Asia, Southeast Asia and China.</p> <p>ii. Rulers tried to control these routes.</p> <p>iii. Peddlers and merchants travelled on these routes.</p> <p>iv. Wide range of goods was carried through these routes.</p> <p>v. Any other relevant point.</p> <p>Any three points to be justified.</p>	Pg-48	3
	<p>Any three points to be justified.</p>	Pg-44	3
24	<p><u>Why did people believe in Rumours</u></p> <p>i. Due to William Bentinck's reformation policies.</p> <p>ii. Introduction of western education.</p> <p>iii. Western ideas and western institutions were set up by Britishers to curb Indian system.</p> <p>iv. British interference in Indian Society like abolition of Sati system and permission of widow remarriage.</p> <p>v. Activities of Christian missionaries.</p> <p>vi. British policy of replacement of all old culture and tradition.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be explained.</p>	Pg-295	3
25	<p style="text-align: center;">Part- C</p> <p>Conservation of Sanchi Stupa</p> <p>i. The rulers of Bhopal (Shahjahan Begum and her successor Sultan Jahan Begum) provided</p>		

	<p>money for its preservations.</p> <p>ii. She funded the museum.</p> <p>iii. She funded the guesthouse where John Marshall lived and wrote the volumes.</p> <p>iv. She funded the publication of the volumes.</p> <p>v. ASI also helped to restore and preserve it.</p> <p>Fate of Amravati</p> <p>i. Local Raja wanted to build a temple on the ruins of stupa.</p> <p>ii. Colin Meckanize prepared report on Amravati but was never published.</p> <p>iii. Walter Elliot , the commissioner of Guntur took away Sculpture panels of Amravati to Madras.</p> <p>iv. Slabs of Amravati were sent to Asiatic Society of Bengal.</p> <p>v. Indefensible policy led to decline of original work of Amravati.</p> <p>vi. Any other relevant point.</p> <p>Four points each from both to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Hindu and Buddhist Art and Sculpture</u></p> <p><i><u>Hindu Sculpture and Art</u></i></p> <p>i. Vaishnavism – Sculpture of ten Avatars . Eg. the Varaha rescuing the earth goddess(Aihole), Vishnu with Sheshnag.</p> <p>ii. Shaivaism- Sculptures of Shiva in Linga</p> <p>iii. Sculptures of Shiva in human form too.</p> <p>iv. The image of Durga at Mahabalipuram.</p> <p>v. Sculpture of Vasudeva –Krishna in Mathura.</p> <p>vi. Ellora Sculptures.</p> <p>vii. Kailash Nath temple.</p> <p>viii. Any other relevant point</p> <p><i><u>Buddhist Sculptures</u></i></p> <p>i. Empty seat of Buddha indicated meditation.</p> <p>ii. Wheel stand for first Serman of Buddha.</p> <p>iii. Shailabhanjika , an auspicious symbol of prosperity.</p> <p>iv. Gajalakshmi –Goddess of good fortune.</p> <p>v. Tree symbolizes an event in the life of the Buddha.</p> <p>vi. Images of Buddha and Bodhisattas.</p> <p>vii. Serpents and animal motifs.</p> <p>viii. Scenes from Jataka stories and Buddha’s hagiography.</p> <p>ix. Any other relevant point</p> <p>Any four example of each to support the statement</p>	Pg-83,98	4+4=8
26	<p><u>Sulh-i-kul</u></p> <p>i. Mughal Empire comprised of many different ethnic and religious communities.</p> <p>ii. Sulh-i-kul is described as absolute peace.</p> <p>iii. It was considered as the cornerstone of Akbar’s enlightened rule.</p> <p>iv. Freedom of expression was given to every religion</p>		

	<p>on condition not to undermine state’s authority or fight among themselves.</p> <ul style="list-style-type: none">v. Was implemented through state policies.vi. Nobility was from composite culture like Turani, Irani, Afghans, Rajputs, Deccanivii. Jizya or pilgrimage tax was abolished.viii. Grants were given to places of worship for construction and maintenance.ix. Constructions of ibadat khana for inter religious discussions.x. Invitation to Jesuit mission from Europe.xi. Marital alliance with Hindu princess.xii. People from different ethnic group were part of imperial nobility.xiii. Titles were given to people on the basis of merit irrespective of their religious identity.xiv. Any other relevant point. <p>Any eight points to be described.</p> <p style="text-align: center;">OR</p> <p><u>Dynastic succession of Mughals till 1707</u></p> <p>The name Mughal derives from Mongol.</p> <ul style="list-style-type: none">i. Baburii. Humayuniii. Akbariv. Jahangirv. Shahjahanvi. Aurangzeb <p><u>Political and diplomatic relations of Mughal emperor’s with other countries.</u></p> <ul style="list-style-type: none">i. Iran and Turan wanted to control of the frontier defined by the Hindkush mountain.ii. Mughals tried to control strategic outposts such as Kabul and Qandhar.iii. Qandhar was a bone of contention between Safavids and Mughals.iv. Safavids retained diplomatic relations with Mughals.v. Good relationship between Mughals and Ottomans to ensure movement for merchants and pilgrims in Ottoman Empire.vi. Mughals combined religion and commerce.vii. Heavy charity to Mecca and Madina.viii. Invitation to Jesuit mission from Europe by Akbarix. Any other relevant point. <p>Any five points to be described.</p>	<p>Pg-233-235</p> <p>Pg-225</p> <p>Pg-248-250</p>	<p>8</p> <p>(½ x 6=3)</p> <p>3+5=8</p>
27	<p><u>Assembly debates on Federal structure</u></p> <p>One of the topics vigorously debated was the respective rights of the central government and the states.</p> <ul style="list-style-type: none">i. Nehru argued for strong centre.ii. The draft constitution provided for three lists of subjects : Union , State and Concurrent lists.iii. Art 356 gave the centre the power to take over		

	<p>state administration on the recommendation of governor.</p> <p>iv. Fiscal federation was emphasized.</p> <p>v. K.Santhanam argued for the rights of states.</p> <p>vi. Few members felt the fiscal provision would impoverish the provinces.</p> <p>vii. Many faught hard for lessening subjects of Concurrent and Union lists.</p> <p>viii. Ambedkar wanted strong and united Centre.</p> <p>ix. To stop the communal tensions powers of centre was to be enhanced</p> <p>x. Gopalaswami Ayyangar wanted strong centre.</p> <p>xi. B.K. Sharma argued for strong centre for well being of country.</p> <p>xii. Few members wanted strong centre for mobilization of economic resources and for proper administration.</p> <p>xiii. Any other relevant point. (To be analysed as a whole)</p> <p style="text-align: center;">OR</p> <p><u>Proposing Hindustani as National language by Gandhiji</u></p> <p>i. Gandhiji emphasized on Hindustani as National Language.</p> <p>ii. It was a language of common people.</p> <p>iii. Hindustani -Blend of Hindi and Urdu.</p> <p>iv. It was popular among large section of society.</p> <p>v. It was a composite language enriched by diverse culture.</p> <p>vi. According to him this multi-cultured language could unify Hindus and Muslims and people of the North and South.</p> <p><u>Assembly’s decision on the language of the nation</u></p> <p>i. R. V. Dhulekar made strong plea for Hindi.</p> <p>ii. He also pleaded that Hindi to be used as the language for constitution making.</p> <p>iii. They wanted Devnagri Hindi as the official and National language.</p> <p>iv. Few members wanted English to continue to be used for official purpose.</p> <p>v. Anti Hindi propaganda also spread across the Assembly.</p> <p>vi. Each province was allowed to chose their regional language for official work within the province.</p> <p>vii. Any other relevant point.</p> <p>Any four points of each to be examined.</p>	Pg-423	8
28	<p style="text-align: center;">Source Based Questions</p> <p style="text-align: center;"><u>How Silver came to India</u></p> <p>28.1 How could the Mughal empire accumulate enormous wealth? Explain.</p> <p>Ans. Accumulation of enormous wealth by Mughals.</p>	Pg-425-426	4+4=8

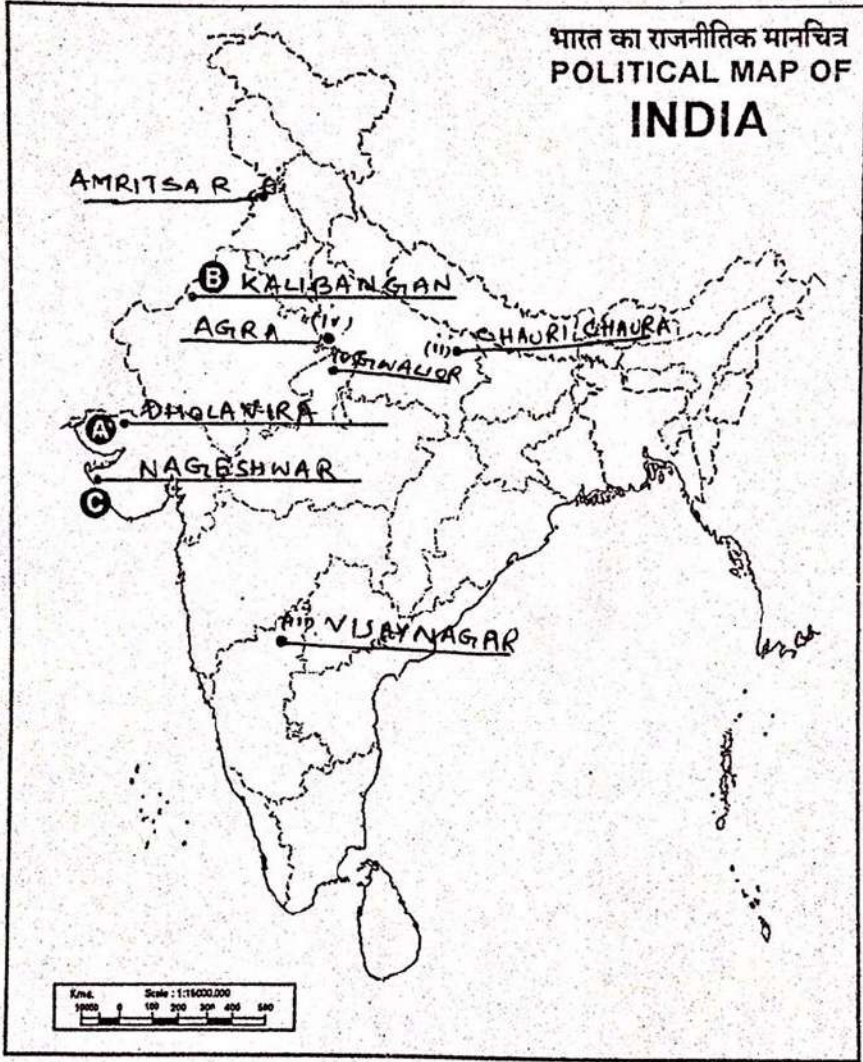
	<p>a) Through the vibrant network of overland trade. b) Due to the expansion in the commodity composition and of trade. (2)</p> <p>28.2 How did silver travel to across the globe to reach India? Explain. Ans. Silver travelled across the globe to reach India. a) Availability of metal currency. b) Expansion of minting technique. c) Circulation of money in the economy. d) Extraction of taxes and revenue in cash. Any two points. (2)</p> <p>28.3 How were the transactions made in the 17th century India? Explain. Ans. Ways of transaction in 17th century a) Through Cash Transactions. b) Through Commodity transactions. (2)</p>	Pg-217	2+2+2=6
29	<p>Tomorrow we shall break the Salt Law</p> <p>29.1 Examine the reactions of Indians towards the Salt Law. Ans. Reactions of Indians towards the Salt Tax Law. a. There was wider discontentment against Salt Law. b. The state monopoly over Salt was deeply unpopular. (2)</p> <p>29.2 Why was Gandhiji confident that the government would not arrest the Satyagrahis? Explain. Ans. Gandhiji was confident on the non-arrest of Satyagrahis a. He considered his protestors as the army of peace. b. Fear of world opinion on British. (2)</p> <p>29.3 Examine the base of Dandi March. Ans. Base of Dandi March a. To break the most widely disliked law of British. b. To mobilize discontent against British Rule. c. To launch nationalist campaign against British. d. To unite all classes communities, castes towards Swaraj. (2)</p> <p>(Any two points)</p>	Pg-358	2+2+2=6
30	<p><u>The wealthy Shudra</u></p> <p>30.1 Why did the Brahmana consider themselves superior to other caste? Ans. Brahmana considered himself superior to other caste a) on the basis of their wisdom b) On the basis of fair colour. c) On the basis of Purity d) Considered as sons of Brahma e) Any other relevant point. Any two points. (2)</p> <p>30.2 How did a Shudra improve his status according to Kachchana? Ans. According to Kachchana, a Shudra could improve his status a) On the basis of wealth. b) On the basis of economic status and dignity. (2)</p> <p>30.3 What does this story reveal about Buddhist attitude towards Varna? Ans. Buddhist attitude about Varna</p>		

	<p>a) Rejection of Caste based ideas. b) Rejected the ideas of superiority on the basis of birth. c) Plead for social equality. d) Any other relevant point. (2)</p>	Pg-70	2+2+2=6
31	<p>On Map attached For visually impaired candidates</p> <p>31.1 <u>Matured Harappan Sites</u> Kalibangan, Lothal , Nageshwar, Dholavira , Rakhigarhi, Banawali-(India) Harappa , Channudaro, Balakot, Mohanjadaro Any three</p> <p>Buddhist Sites Sanchi , Barhut, Ajanta, Nasik, Karla, Nagarjunakonda, Amravati, Bodh Gaya, Lumbini Any three</p> <p>31.2 Centre of the Revolt 1857 Delhi , Meerut, Agra, Lucknow, Jhansi, Kanpur, Azamgarh, Banaras, Calcutta Any three See attached filled map</p>	<p>Pg-2</p> <p>Pg-95</p> <p>Pg-305</p>	<p>3</p> <p>3</p> <p>3</p>



प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

61/5/1,2,3



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5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - 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 a reply.
 - 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.
 - 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.
12. 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.
 13. 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.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. 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.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

Q.NO	EXPECTED ANSWERS/ VALUE POINTS Part -A	PAGE NO.	MARK S
1	A-Karl Marx	Pg-132	1
2	Janapada –Land where jana people settled. Mahajanpadas-sixteen states ruled by King	Pg-29	1
3	A-Large population , Bazaars and efficient communication.	Pg-126	1
4	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
5	Al-Bruni was from Khwarizm/Uzbekistan and had written the Kitab-ul-Hind in Arabic Language. OR Muhammad Bin Tughlaq was impressed by the scholarship of Ibn Battuta.	Pg-116 Pg-118	1
6	Dhamma	Pg-32	1
7	Patliputra OR Magadha	Pg-31	1
8	C-scholars are not able to read the script.	Pg-15	1
9	Mother Goddess (Harappa) For visually impaired :-Unicorn.	Pg-23	1
10	A-1 and 2 only	Pg-1	1
11	S.N. Roy (Sourindranath Roy)	Pg-20	1
12	Andal	Pg-144	1
13	A-Lord Wellesley	Pg-336	1
14	A- Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg-328	1
15	C-1,2 and 3	Pg-319	1
16	A David Recardo	Pg-277	1
17	Permanent Settlement	Pg-260/262	1
18	Malik Muhammad Jayasi	Pg-158	1
19	Adi Granth Sahib	Pg-161	1
20	Raidas/ Ravidas	Pg-165	1
21	<p style="text-align: center;">Part -B</p> <p>Limits of Epigraphy Technical limitations –</p> <ol style="list-style-type: none"> Letters are faintly engraved and reconstructions are uncertain. Inscription may be damaged or letters are missing. It is not always easy to be sure about the exact meaning of the words used in inscription . Not all inscriptions have been deciphered. Many inscriptions have not survived the ravages of time. The content of the inscriptions projects the perspective of the person who commissioned them. Any other relevant point. <p>Any three points to be justified.</p>	Pg-48	3

	<p style="text-align: center;">OR</p> <p>Land and Riverine routes</p> <ol style="list-style-type: none"> Routes were extended in various directions: - Central Asia, North Africa, West Asia, Southeast Asia and China. Rulers tried to control these routes. Peddlers and merchants travelled on these routes. Wide range of goods was carried through these routes. Any other relevant point. <p>Any three points to be justified.</p>	Pg-44	3
22	<p><u>Fortification of Vijaynagar</u></p> <ol style="list-style-type: none"> Seven lines of fortification was there. Encircled with agricultural hinterland and forests. Outermost wall linked with hills surrounding the city. Between the first , second and third walls there are cultivated fields ,gardens and houses. Agricultural track between sacred centre and the urban core. Elaborate protection strategy around the agricultural belt. A second line went around the inner core of urban complex. A third line surrounded the royal centre. Massive masonry construction without mortar. Elaborate canal system drawing water from Tungabhadra. Large granaries within fortified areas. Well guarded gates linked with the roads. Any other relevant point. <p>Any three points to be described.</p>	Pg-177	3
23	<p><u>Gandhiji efforts for restoring communal harmony</u></p> <ol style="list-style-type: none"> He tried to stop communal violence through his principles. He visited riot torn areas of various regions. He showed his concern towards the sufferings of the minorities. He worked for the equality of all classes. He tried to build a spirit of mutual trust and confidence between the two communities. Any other relevant point. <p>Any three points to be explained.</p>	Pg-365-395	3
24	<p><u>British repress the revolt of 1857</u></p> <ol style="list-style-type: none"> British passed series of laws to repress insurgency. Martial Law was imposed. Process of law and trial were suspended. British launched two pronged attack from Calcutta and Punjab. Captured Delhi. <p>Any three points to be explained.</p>	Pg-305	3
25	<p style="text-align: center;">Part- C</p> <p><u>Conservation of Sanchi Stupa</u></p> <ol style="list-style-type: none"> The rulers of Bhopal(Shahjahan Begum and her successor Sultan Jahan Begum)provided money for its preservations. She funded the museum. She funded the guesthouse where John Marshall lived and wrote the volumes. She funded the publication of the volumes. 		

	<p>v. ASI also helped to restore and preserve it.</p> <p>Fate of Amravati</p> <p>i. Local Raja wanted to build a temple on the ruins of stupa.</p> <p>ii. Colin Meckanize prepared report on Amravati but was never published.</p> <p>iii. Walter Elliot , the commissioner of Guntur took away Sculpture panels of Amravati to Madras.</p> <p>iv. Slabs of Amravati were sent to Asiatic Society of Bengal.</p> <p>v. Indefensible policy led to decline of original work of Amravati.</p> <p>vi. Any other relevant point.</p> <p>Four points each from both to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Hindu and Buddhist Art and Sculpture</u></p> <p><u>Hindu Sculpture and Art</u></p> <p>i. Vaishnavism – Sculpture of ten Avatars . Eg. the Varaha rescuing the earth goddess(Aihole), Vishnu with Sheshnag.</p> <p>ii. Shaivaism- Sculptures of Shiva in Linga</p> <p>iii. Sculptures of Shiva in human form too .</p> <p>iv. The image of Durga at Mahabalipuram.</p> <p>v. Sculpture of Vasudeva –Krishna in Mathura.</p> <p>vi. Ellora Sculptures.</p> <p>vii. Kailash Nath temple.</p> <p>viii. Any other relevant point</p> <p><u>Buddhist Sculptures</u></p> <p>i. Empty seat of Buddha indicated meditation.</p> <p>ii. Wheel stand for first Serman of Buddha.</p> <p>iii. Shailabhanjika , an auspicious symbol of prosperity.</p> <p>iv. Gajalakshmi –Goddess of good fortune.</p> <p>v. Tree symbolizes an event in the life of the Buddha.</p> <p>vi. Images of Buddha and Bodhisattas.</p> <p>vii. Serpents and animal motifs.</p> <p>viii. Scenes from Jataka stories and Buddha’s hagiography.</p> <p>ix. Any other relevant point</p> <p>Any four example of each to support the statement</p>	Pg-83,98	4+4=8
26	<p><u>Mughal Domestic World</u></p> <p>i. It consisted of emperor’s wives, concubines relatives, female servants and slaves.</p> <p>ii. Distinction was maintained between wives -Begum, Aghas and Agachas.</p> <p>iii. Monthly allowance in cash, gifts were given.</p> <p>iv. Male and female slaves populated Mughal household.</p> <p>v. Various tasks were performed by them.</p> <p>vi. Slave Eunuchs moved between internal and external life and also as agents for women dabbling in commerce.</p> <p>vii. Queens and princess held financial resources.</p> <p>viii. Control over resources enabled important women to commission buildings, gardens and bazaars.</p>	Pg-99-106	4+4=8

	<p>ix. Mughal princess Jahanara participated in many architectural projects such as Sahajahanabad.</p> <p>x. Few authored books and chronicles example Humayunama by Gulbadan Begum.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be described.</p> <p style="text-align: center;">OR</p> <p>Imperial organization of Mughal Empire</p> <p>i. The imperial organization of Mughal Empire was dependent on different institutions.</p> <p>ii. One important pillar was the nobility who were recruited from diverse ethnic and religious groups.</p> <p>iii. Turani and Iranians helped Mughals in their political dominion.</p> <p>iv. Rajputs and the Indian Muslims also joined imperial service.</p> <p>v. Nobles held Mansab ranks.</p> <p>vi. Nobles participated in Military campaigns.</p> <p>vii. Ranks, titles and official posting were personally reviewed by the emperor.</p> <p>viii. Imperial service was the way for acquiring power, wealth and higher reputation.</p> <p>ix. Akbar also established spiritual relationship with select band of his nobility.</p> <p>x. Mir Bakshi, Diwan-i-ala, Sadr-us-sudur were important ministers working together as advisory body.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be described.</p>	Pg-242	8
		Pg-244	8
27	<p>Ideals expressed by the Constituent Assembly</p> <p>i. Jawahar Lal Nehru introduced ‘Objective Resolution ‘defining ideals of the constitution of India.</p> <p>ii. Proclaimed India to be an ‘independent Sovereign Republic’.</p> <p>iii. Justice, equality and freedom were guaranteed.</p> <p>iv. Adequate safeguards for minorities, backward and tribal areas and other backward classes.</p> <p>v. Mechanically various principles of varied constitution were applied.</p> <p>vi. The objective of the Indian Constitution would be to fuse the liberal ideas of democracy.</p> <p>vii. The socialist ideas of economic justice were also expressed.</p> <p>viii. Creative thinking was given emphasis on.</p> <p>ix. Rights and equality were discussed.</p> <p>x. Any other relevant point.</p> <p>To be assessed as a whole.</p> <p style="text-align: center;">OR</p> <p>Rights of the depressed class in the Constituent Assembly</p> <p>i. Ambedkar demanded separate electorates for the depressed classes but Mahatma Gandhi opposed it.</p> <p>ii. Some members of depressed caste emphasized more facilities for untouchables.</p> <p>iii. Pleaded that their disabilities were caused by social norms and moral values of caste society.</p> <p>iv. J.Nagappa discussed the numerical formation of depressed class as between 20 to 25% of the total population.</p> <p>v. This class had no access to education. No share in the</p>	Pg-411-415	8

	<p>administration for long.</p> <p>vi. Any other relevant point.</p> <p>Any two points to be explained.</p> <p><u>Ambedkar's Role</u></p> <p>i. He demanded separate electorate earlier but after partition violence he no longer argued for separate electorate.</p> <p>ii. Demanded abolition of untouchability</p> <p>iii. Demanded Hindu Temples to be open to all castes</p> <p>iv. Wanted reservation of seats in legislature.</p> <p>v. Wanted reservation of jobs in government offices.</p> <p>vi. Wanted change in attitude towards this caste.</p> <p>vii. Wanted to erase social discrimination through constitutional legislature.</p> <p>Any four points to be examined. (4 x 1½ =6)</p>	Pg-421-422	(2+6=8)
28	<p>Part D: Source Based Question</p> <p>Tomorrow we shall break the Salt Law</p> <p>28.1 Examine the reactions of Indians towards the Salt Law.</p> <p>Ans. Reactions of Indians towards the Salt Tax Law.</p> <p>a. There was wider discontentment against Salt Law.</p> <p>b. The state monopoly over Salt was deeply unpopular. (2)</p> <p>28.2 Why was Gandhiji confident that the government would not arrest the Satyagrahis? Explain.</p> <p>Ans. Gandhiji was confident on the non-arrest of Satyagrahis</p> <p>a. He considered his protestors as the army of peace.</p> <p>b. Fear of world opinion on British. (2)</p> <p>28.3 Examine the base of Dandi March.</p> <p>Ans. Base of Dandi March</p> <p>a. To break the most widely disliked law of British.</p> <p>b. To mobilize discontent against British Rule.</p> <p>c. To launch nationalist campaign against British.</p> <p>d. To unite all classes communities, castes towards Swaraj. (2)</p> <p>(Any two points)</p>	Pg-358	2+2+2=6
29	<p><u>How Silver came to India</u></p> <p>29.1 How could the Mughal empire accumulate enormous wealth? Explain.</p> <p>Ans. Accumulation of enormous wealth by Mughals.</p> <p>a) Through the vibrant network of overland trade.</p> <p>b) Due to the expansion in the commodity composition and of trade. (2)</p> <p>29.2 How did silver travel to across the globe to reach India? Explain.</p> <p>Ans. Silver travelled across the globe to reach India.</p> <p>a) Availability of metal currency.</p> <p>b) Expansion of minting technique.</p> <p>c) Circulation of money in the economy.</p> <p>d) Extraction of taxes and revenue in cash.</p> <p>Any two points. (2)</p>		

	<p>29.3 How were the transactions made in the 17th century India? Explain. Ans. Ways of transaction in 17th century a) Through Cash Transactions. b) Through Commodity transactions. (2)</p>	Pg-217	2+2+2=6
30	<p><u>The wealthy Shudra</u></p> <p>30.1 Why did the Brahmana consider themselves superior to other caste? Ans. Brahmana considered himself superior to other caste a) on the basis of their wisdom b) On the basis of fair colour. c) On the basis of Purity d) Considered as sons of Brahma e) Any other relevant point. Any two points. (2)</p> <p>30.2 How did a Shudra improve his status according to Kachchana? Ans. According to Kachchana, a Shudra could improve his status a) On the basis of wealth. b) On the basis of economic status and dignity. (2)</p> <p>30.3 What does this story reveal about Buddhist attitude towards Varna? Ans. Buddhist attitude about Varna a) Rejection of Caste based ideas. b) Rejected the ideas of superiority on the basis of birth. c) Plead for social equality. d) Any other relevant point. (2) (Any two)</p>	Pg-70	2+2+2=6
31	<p>On Map attached For visually impaired candidates</p> <p>31.1 <u>Matured Harappan Sites</u> Kalibangan, Lothal , Nageshwar, Dholavira , Rakhigarhi, Banawali-(India) Harappa , Channudaro, Balakot, Mohanjadaro Any three</p> <p>Buddhist Sites Sanchi , Barhut, Ajanta, Nasik, Karla, Nagarjunakonda, Amravati, Bodh Gaya, Lumbini Any three</p> <p>31.2 Centre of the Revolt 1857 Delhi , Meerut, Agra, Lucknow, Jhansi, Kanpur, Azamgarh, Banaras, Calcutta Any three</p> <p>See attached filled map</p>	<p>Pg-2</p> <p>Pg-95</p> <p>Pg-305</p>	<p>3</p> <p>3</p> <p>3</p>



प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

61/5 | 1, 2, 3

