

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT-HISTORY (Q.P. CODE 61/6/2)

General Instructions: -

<p>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.</p>
<p>2 “Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”</p>
<p>3 Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</p>
<p>4 The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.</p>
<p>5 The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.</p>
<p>6 Evaluators will mark(√) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (√)while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.</p>
<p>7 If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left hand margin and encircled. This may be followed strictly.</p>
<p>8 If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.</p>
<p>9 If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question”. 61/6/1,2,3 2</p>
<p>10 No marks to be deducted for the cumulative effect of an error. It should be penalized only once.</p>
<p>11 A full scale of marks (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.</p>
<p>12 Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours</p>

every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13 Ensure that you do not make the following common types of errors committed by the Examiner in the past:- <ul style="list-style-type: none"> ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14 While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15 Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16 The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
17 Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly total and written in figures and words.
18 The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**MARKING SCHEME
HISTORY – 61/6/2**

NOTE: PAGE NOS MENTIONED IN THE MARKING SCHEME ARE TAKEN FROM THE LATEST NCERT E-BOOK.

S. No.	Value Points	Page No	Marks
	SECTION A		
	Questions number 1 to 21 are Multiple Choice type questions, carrying 1 mark each.		
1	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	P 58	1
2	(B) R.E.M. Wheeler	P 21	1
3	(D) Uttaradhyayana Sutta, Sutta Pitaka, Vinaya Pitaka	P 86	1
4	(C) a-iii, b-iv, c-i, d-ii	P 57,60	1
5	(B) Sarnath For Visually Impaired Candidates in lieu of Q. No. 7 : (B) Maurya	P 32	1
6	(B) Samudragupta	P 37	1
7	(D) Bulls were usually used in agriculture.	P 3	1
8	(D) He believed in the oneness of God.	P 161,162	1
9	(B) Vijayanagara was the name of both, city and empire	P 170	1

10	(C) a-ii, b-i, c-iii, d-iv	P197,201,202,206	1
11	(A) He expanded the Vijayanagara Empire.	P 173	1
12	(C) IV, III, II, I	P 137	1
13	(B) Shaikh Nizamuddin Auliya	P 158	1
14	(D) Fertile soil and irrigation system	P 128	1
15	(D) Ryots were given permanent stakes in land as interlopers.	P 253,254	1
16	(B) To get access to Awadh's rich resources.	P 266	1
17	(C) Gonoo	P 262	1
18	(B) a-iv, b-iii, c-i, d-ii	P 286	1
19	(A) For Purna Swaraj	P 295	1
20	(B) Deccan Riots Commission	P 255	1
21	(A) Sardar Patel	P 320	1
SECTION B			
22	<p>(a) "Mahabharata explores a variety of themes." Examine the statement.</p> <p>i. It is a story of two warring cousins. ii. The concept of patriliney is the most important aspect of Mahabharata. iii. The society was divided into varna system. iv. Different forms of marriage were practised. v. The position of women changed from time to time. - Mothers were important, Mother's advice. vi. The central story of the epic was often retold in different ways. vii. Episodes of Mahabharata were depicted in sculpture and painting. viii. Mahabharata also provided themes for a wide range of performing arts – plays, dance and other kinds of narrations. ix. It is a combination of narrative and didactic aspects. x. Mahabharata is meant to be dramatic moving story. xi. It contains social message. xii. Bhagavad Gita is a part of Mahabharata which contains an advice of Shri Krishna to Arjuna. xiii. Any other relevant point. Any three points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) "Historians analyse the Mahabharata as a text by considering various elements." Examine the statement.</p> <p>i. Language – The original version of the Mahabharata was in Sanskrit. Sanskrit used in the epic is simpler than the Vedic Sanskrit. ii. Content – Historians classify the contents of Mahabharata under two broad heads – narrative and didactic. iii. Author – The original story was probably composed by charioteer-bards known as sutas. It is attributed to a sage named Vyasa. iv. Dates of Mahabharata- Sutas circulated the story orally for many decades. Brahmanas took to writing the story much later. v. Intended audience. vi. Kind of text- Didactic and narrative vii. Dynamic Text</p>	<p>P 77</p> <p>P 72-75</p>	<p>3</p> <p>3</p>

	<p>i. The Virupaksha temple was built over centuries.</p> <p>ii. The earliest shrine dated to the ninth-tenth centuries.</p> <p>iii. It was substantially enlarged with the establishment of the Vijayanagara Empire.</p> <p>iv. The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession.</p> <p>v. This was decorated with delicately carved pillars.</p> <p>vi. He is also credited with the construction of the eastern gopuram.</p> <p>vii. These additions meant that the central shrine came to occupy a relatively small part of the complex.</p> <p>viii. The halls in the temple were used for a variety of purposes.</p> <p>ix. Some were spaces in which the images of gods were placed to witness special programmes of music, dance, drama, etc.</p> <p>x. Some spaces were used to celebrate the marriages of deities, and yet others were meant for the deities to swing in.</p> <p>xi. Special images, distinct from those kept in the small central shrine, were used on special occasions.</p> <p>xii. Any other relevant point.</p> <p>Any three points to be assessed.</p>		
26	<p>“Gandhiji’s Non-Cooperation movement was positive and highly effective.” Examine the statement.</p> <p>i. Gandhiji called for a countrywide campaign against the Rowlatt Act.</p> <p>ii. In 1919 Jallianwala massacre took place.</p> <p>iii. Gandhiji called for a campaign of “non-cooperation”.</p> <p>iv. Indians were asked to stop attending schools, colleges and law courts, and not pay taxes.</p> <p>v. He broadened the struggle by joining hands with the Khilafat movement, bringing Hindus and Muslims together to end colonial rule.</p> <p>vi. Students stopped going to schools and colleges run by the government.</p> <p>vii. Lawyers refused to attend court.</p> <p>viii. The working class went on strike in many towns and cities.</p> <p>ix. Hill tribes in northern Andhra violated the forest laws.</p> <p>x. Farmers in Awadh did not pay taxes.</p> <p>xi. Peasants in Kumaun refused to carry loads for colonial officials.</p> <p>xii. Indians were asked to boycott the institutions associated with British.</p> <p>xiii. Swadeshi was promoted.</p> <p>xiv. Boycott of foreign goods.</p> <p>xv. Use of charkha to make people self-reliant.</p> <p>xvi. The Non Cooperation movement was called off because of Chauri Chaura incident.</p> <p>xvii. Any other relevant point.</p> <p>Any three points to be assessed.</p>	P 289-291	3
27	<p>Why was there a panic in the cotton circles of Britain over the American Civil War? Explain.</p> <p>i. Before the 1860s, three-fourths of raw cotton imports into Britain came from America.</p>	P 249, 250	3

	<p>ii. British cotton manufacturers had been worried about this dependence on American supplies.</p> <p>iii. They looked for alternative sources of supply.</p> <p>iv. In 1857 the Cotton Supply Association was founded in Britain.</p> <p>v. In 1859 the Manchester Cotton Company was formed.</p> <p>vi. India was seen as a country that could supply cotton to Lancashire if the American supply dried up.</p> <p>vii. It possessed suitable soil, climate favourable to cotton cultivation, and cheap labour.</p> <p>viii. When the American Civil War broke out in 1861, raw cotton imports from America fell.</p> <p>ix. Messages were sent to India to increase cotton exports to Britain.</p> <p>x. Any other relevant point.</p> <p>Any three points to be assessed.</p>		
	SECTION C		
28	<p>(a) Explain the growth of Buddhism during the ancient period. Explain the role of Begums of Bhopal in conserving the Buddhist ancient site of Sanchi.</p> <p>i. Buddhism grew rapidly both during the lifetime of the Buddha and after his death.</p> <p>ii. It appealed to many people dissatisfied with existing religious practices.</p> <p>iii. People were confused by the rapid social changes taking place around them.</p> <p>iv. It attached importance to conduct and values.</p> <p>v. No discrimination on birth.</p> <p>vi. It emphasised on metta (fellow feeling) and karuna (compassion).</p> <p>vii. Buddha preached in the local language.</p> <p>viii. Any other relevant point.</p> <p>Any four points to be assessed.</p> <p>i. In the 19th c. Europeans were very interested in the stupa at Sanchi.</p> <p>ii. The French sought Shahjehan Begum's permission to take away the eastern gateway to be displayed in a museum in France.</p> <p>iii. Some Englishmen also wanted to take away the gateway.</p> <p>iv. But the French and the English were given plaster-cast copies.</p> <p>v. Shahjehan Begum and Sultan Jehan Begum provided money for the preservation of the ancient site.</p> <p>vi. She funded the construction of the museum and the guesthouse.</p> <p>vii. She also funded the publication of the volumes written by John Marshall.</p> <p>viii. Any other relevant point.</p> <p>Any four points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) Explain the significance of stupas in Buddhism and explain why and how the stupas were built.</p> <p>i. Stupa is a place of reverence/pilgrimage for the Buddhists.</p>	<p>P 94</p> <p>P 83</p> <p>P 95-97</p>	<p>4+4=8</p> <p>4+2+2=8</p>

	<ul style="list-style-type: none"> ii. Places associated with Buddha also came to be regarded as sacred – Lumbini, Sarnath, Bodhgaya, Kusinagara. iii. The relics of Buddha are kept inside the stupa. iv. Certain other objects used by Buddha were also buried there. v. The stupa is venerated as an emblem of Buddha and Buddhism. vi. According to a Buddhist text known as the Ashokavadana, Asoka distributed portions of the Buddha’s relics to every important town and ordered the construction of stupas over them. vii. The stupas are built by donations from kings. viii. Some donations were made by guilds. ix. Many donations were made by women and men. x. Bhikkhus and Bhikkhunis also gave donations. xi. Stupa is a semi-circular mound, called Anda. xii. Above the anda was the harmika, a balcony like structure. xiii. Arising from the harmika was a mast called the Yashti. xiv. Yashti was surrounded by Chhatri. xv. Any other relevant point. <p>Any eight points to be assessed.</p>		
29	<p>(a) Describe the views of the members of the Constituent Assembly on division of powers between the Centre and the States.</p> <ul style="list-style-type: none"> i Issue of division of power of the government at the Centre and at State level was intensely debated. ii. Draft Constitution provided three lists of subjects : Union List – Union Government can make laws on it. State List – State Government can make laws on it. Concurrent List – Both Union and State Government can make laws on listed items. iii. In India, Union Government was made more powerful so that it could ensure peace, security and coordinate on the matters of vital interest. iv. Article 356 gave the Centre the power to take over a State administration on the recommendation of the Governor. v. Some taxes such as land and property taxes, sales tax and tax collected by the State. vi. There were debates on powers of Centre and State. vii. K. Santhanam from Madras said reallocation of powers was necessary, not only to strengthen the State but also the Centre. viii. He said if the Centre is overburdened with responsibilities, it could not function properly. ix. It is important that some powers should be transferred to the State. x. He warned against excessive centralized power in the constitution. xi. Many leaders advocated for a strong Centre. xii. Ambedkar wanted a strong and united Centre. xiii. Gopaldaswami Ayyangar said the Centre should be made as strong as possible. 	P 334, 335	8

	<p>xiv. Balakrishna Sharma said that only a strong Centre could plan for well-being of the country, mobilise the available resources, establish proper administration and defend the country against aggression.</p> <p>xv. Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) Describe the ideals expressed in the ‘Objectives Resolution’ by Jawaharlal Nehru in the Constituent Assembly.</p> <p>i. Jawaharlal Nehru introduced the Objectives Resolution in 1946.</p> <p>ii. It was a momentous resolution.</p> <p>iii. It outlined the defining ideals of the constitution of free India.</p> <p>iv. It provided the framework for the making of constitution.</p> <p>v. It proclaimed India to be an ‘Independent Sovereign Republic’.</p> <p>vi. It guarantees its citizens justice equality and freedom.</p> <p>vii. Adequate safeguards to be provided for minorities and depressed castes.</p> <p>viii. The system of government had to fit in within the temper of our people.</p> <p>ix. It is necessary to learn from the failures and success from the west.</p> <p>x. Nehru’s plea was to make a constitution as per the needs of our people.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	P 322-324	8
30	<p>(a) ”The role of women in the Mughal agrarian society was significant.” Explain the statement giving examples.</p> <p>i. Men and women worked shoulder to shoulder.</p> <p>ii. Men tilled and ploughed, while women sowed, weeded, threshed and winnowed the harvest.</p> <p>iii. The basis of production was the labour and resources of the entire household.</p> <p>iv. Menstruating women were not allowed to touch the plough or the potter’s wheel.</p> <p>v. Women spun yarn.</p> <p>vi. Kneading clay for pottery.</p> <p>vii. Tasks like embroidery were dependent on female labour.</p> <p>viii. Commercialised tasks also required women’s labour.</p> <p>ix. Peasant and artisan women worked in the houses of their employers.</p> <p>x. Women also went to the markets.</p> <p>xi. Women were considered an important resource in agrarian society because they were child bearers.</p> <p>xii. High mortality rates among women meant a shortage of wives.</p> <p>xiii. The emergence of social customs in peasant and artisan communities that were distinct from those prevalent among elite groups.</p>	P 206,207	8

	<p>xiv. Marriages in many rural communities required the payment of bride-price. xv. Remarriage of women was allowed. xvi. Women were kept under strict control by the male members of the family and the community. xvii. Women inherited zamindaris. xviii. Women filed petitions to panchayats. xix. Women could sell/mortgage their land. xx. Widows actively participated in the rural land market as sellers of property inherited by them. xxi. Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) “The Ain-i-Akbari is an extraordinary document of the Mughal Empire.” Explain the statement giving examples.</p> <p>i. The Ain-i-Akbari was an extraordinary document of its times. ii. It was a part of a larger project of history writing. iii. It was an officially sponsored document. iv. Ain was the culmination of a large historical, administrative project of classification undertaken by Abu’l Fazl. v. Ain is a view of society from its apex. vi. The Ain is made up of five books. vii. It consisted of imperial regulations. viii. It gives detailed account of the organisation of the court. ix. It described about army and administration. x. It explains about the sources of revenue. xi. It gives layout of literary, cultural and religious traditions. xii. It gives elaborate description of various provinces of the empire. xiii. It provides fascinating glimpses into the structure and organisation of the Mughal Empire. xiv. It gives us quantitative information about the empire. xv. Abu’l Fazl wrote about remarkable political events. xvi. It recorded information about the empire and the people. xvii. Any other relevant point. Any eight points to be assessed.</p>	P 220,221	8
SECTION D			
31	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">Declining a royal gift</p> <p>31.1 What did the ruler offer Shaikh Nizamuddin Auliya? The local ruler offered Shaikh: i. Ownership of two Gardens and land. ii. He gave provisions and tools for their maintenance. iii. He gave up his rights to the gardens and land. iv. Any other relevant point. Any one point to be assessed.</p> <p>31.2 What reason did the Shaikh give for refusing the land deeds?</p>	P 160	1
		P 160	1

	<p>i He refused the land deed saying that they are of no use to them.</p> <p>ii. He said our spiritual masters have never engaged in such activities.</p> <p>iii. He suggested to give the land to the needy.</p> <p>iv. Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>31.3 How does the response of the Shaikh reflect the Sufi values?</p> <p>i. Asceticism.</p> <p>ii. Detachment from material possessions.</p> <p>iii. Spiritualism.</p> <p>iv Generous and compassionate.</p> <p>v. Any other relevant point.</p> <p>Any two points to be assessed.</p>	P 160	2
32	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">What taluqdars thought</p> <p>32.1 How did Hanwant Singh express his dissatisfaction towards the British?</p> <p>i. British drove out our king.</p> <p>ii. British took away our land.</p> <p>iii. British sent officers to examine the titles.</p> <p>iv. Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>32.2 Who did Hanwant Singh refer to as “the people of the land”?</p> <p>i. The local population.</p> <p>ii. Natives of the region.</p> <p>iii. Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>32.3 How did Hanwant Singh’s statement reflect the sentiments of the taluqdars?</p> <p>i. Dispossessed the taluqdars of the region.</p> <p>ii. Taluqdars were disarmed and their forts destroyed.</p> <p>iii. Undermined the position and authority of the taluqdars.</p> <p>iv. Taluqdars lost a number of villages they previously held.</p> <p>v. Breakdown of an entire social order.</p> <p>vi. Ties of loyalty and patronage were disrupted.</p> <p>vii. Any other relevant point.</p> <p>Any two points to be assessed.</p>	<p>P 269</p> <p>P 269</p> <p>P 268, 269</p>	<p>1</p> <p>1</p> <p>2</p>
33	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">The Anguish of the King</p> <p>33.1 How did king Devanampiya Piyadassi’s conquest of Kalinga influence his approach to governance?</p> <p>i. The conquest of Kalinga had a great impact on the King.</p> <p>ii. He regretted the violence and suffering caused during the conquest.</p> <p>iii. He devoted himself to Dhamma.</p> <p>iv. He appointed Dhamma Mahamatas.</p> <p>v. He became compassionate, generous.</p> <p>vi. He preached non-violence.</p>	P 48	1

	<p>vii. He instructed his people to be humane, respectful, ethical.</p> <p>viii. Any other relevant point. Any one point to be assessed.</p> <p>33.2 How did Kalinga's conquest change the king's action towards his subjects?</p> <p>i. It led the king to devote himself to Dhamma. ii. He became compassionate, generous. iii. He started to preach non-violence. iv. He stopped the killing of animals in his kitchen. v. He instructed his people to be humane, respectful, ethical. vi. Any other relevant point. Any one point to be assessed</p> <p>33.3 How did the king's transformation shape the spread of Dhamma?</p> <p>i. He appointed Dhamma Mahamatas. ii. Adopting and promoting Dhamma. iii. He preached non-violence. iv. He stopped the killing of animals in his kitchen. v. He instructed his people to be humane, respectful, ethical. vi. Dhamma became the guiding principle. vii. Any other relevant point. Any two points to be assessed</p>	<p>P 48</p> <p>P 48</p>	<p>1</p> <p>2</p>
SECTION E			
34	<p>(34.1) On the given political outline map of India, locate and label the following with appropriate symbols:</p> <p>i. Lothal - A Mature Harappan site ii. Amravati – A Buddhist site iii. (a) Agra – A territory under the Mughals OR iii. (b) Panipat – A territory under the Mughals Filled in map is attached herewith.</p> <p>(34.2) A – Calcutta/Barrackpore B – Allahabad</p>	<p>P 2 P 95 P 214 P214 P 267 P 267</p>	<p>1 1 1 1 1 1</p>
	<p>For Visually Impaired Candidates in lieu of Q. No. 34 :</p> <p>34.1 Lothal, Nageshwar, Dholavira 34.2 Amravati 34.3 (a) Agra/Panipat/Ajmer (any other) OR (b) Vaishali or any other 34.4 Surat and Lucknow or any other from the list.</p>	<p>P2 P 95 P 214 P 43 P 267</p>	<p>1 1 1 1 1</p>

NOTE: MARKING SCHEME HAS BEEN PREPARED FROM THE LATEST E-BOOK AVAILABLE ON THE NCERT WEBSITE.



प्रश्न सं. 34 के लिए

61/6/1/2/3

For question no. 34

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

