

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

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark(✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	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.

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

Set 61/2/2
MARKING SCHEME
HISTORY (027)

MM: 80

Page nos. mentioned in the marking scheme are from the latest NCERT E-book.

S.No	Value Points	Page No.	Marks
SECTION –A (Objective Type Question) 21x1=21			
1	(A) Both A and R are correct and R is the correct reasoning of A.	5-6	1
2	(C) These norms were not followed universally.	58	1
3	(C) Vakataka	68	1
4	(C) Use of Bricks	6	1
5	(B) Shahjehan Begum	82-83	1
6	(D) Vishnu For Visually Impaired Candidates : (D) Jainism	106 89	1
7	Empty seat was meant to indicate the meditation of the Buddha which is not given in the column –II of the Question. (Mark to be awarded if Q 7 is attempted by the student)	100-102	1
8	(C) a- (4) , b- (3) , c- (1) , d- (2)	172,183,192	1
9	(C) III,II,IV,I	171,173,177	1
10	(C) Akbar	156	1
11	(B) Guru Gobind Singhji	164	1
12	(C) Revenue from land was the economic mainstay of the Empire.	213	1

13	(B) Women worked in the fields with men.	206	1
14	(C) They believe that on death they will be united with Shiva.	147	1
15	(D) I, II & III	319–320	1
16	(D) They gained significant control over land.	233	1
17	(D) Mughals	276	1
18	(D) Hyderabad – Maulavi Ahmadullah Shah	263	1
19	(C) Vallabhbhai Patel	320	1
20	(B) Gopal Krishan Gokhale	287	1
21	(C) The British Govt. permitted detention without trial.	289	1
22	<p>(a) Why were the seals and sealings used by the Harappans to facilitate long distance communication? Explain with examples.</p> <p>(i) Seals were affixed on the knots of the bags. (ii) This was done for the security purpose. (iii) It also gives the identity of the sender, (iv) If the bag reached with its sealing intact, it meant that it had not been tampered. (v) Seals and sealings facilitated long distance trade and communication. (vi) Motifs on the seal conveyed the meaning to those who could not read. (vii) Any other relevant point</p> <p>Any three points to be explained</p>	15	3

	<p style="text-align: center;">OR</p> <p>(b)“There were different views of archaeologists on the administration of Harappa.” Explain the statement with examples.</p> <p>(i) There are indications of complex decisions taken and implemented.</p> <p>(ii) Extraordinary uniformity of Harappan artefacts e.g. pottery, seals etc.</p> <p>(iii) Evidence of planned urban centre and town planning.</p> <p>(iv) Similarity of weights, ratio of bricks, etc. These proofs show there could be only one authority.</p> <p>(v) A stone statue was labelled as the Priest king.</p> <p>(vi) Large building found at Mohenjodaro is labelled as Palace.</p> <p>(vii) Some Archeologists believed that Harappan society had no rulers.</p> <p>(viii) Some other believed there were several rulers.</p> <p>(ix) Mobilization of labour for construction activities.</p> <p>(x) Any other relevant point</p> <p>Any three points to be explained</p>	16	3
23	<p>Explain any three sources to know about Gupta Empire.</p> <p>(1) Prashastis</p> <p>(2) Prayaga Prashastis</p> <p>(3) Coins</p> <p>(4) Literature</p> <p>(5) Inscriptions</p> <p>(6) Any other relevant point</p>	36	3

	Any three points to be explained		
24	<p>(a) Analyse the role of Krishnadeva Rai in the Vijayanagara.</p> <p>(1) Restoration of Peace</p> <p>(2) Establishment of Nagalapuram</p> <p>(3) Added Gopurams to many temples</p> <p>(4) Expansion and consolidation</p> <p>(5) Acquisition of land between Tungabhadra and Krishna river</p> <p>(6) Subdued rulers of Orissa.</p> <p>(7) Defeated Sultan of Bijapur</p> <p>(8) Unparalleled prosperity in the kingdom.</p> <p>(9) Detailed description of Vijayanagara Empire.</p> <p>(10) He took the title Establisher of the Yavana kingdom.</p> <p>(11) Efficient trade system.</p> <p>(12) Any other relevant point</p> <p>Any three points to be Analysed</p> <p style="text-align: center;">OR</p> <p>(b) Analyse the importance of Mahanavami Dibba in the Vijayanagara empire</p> <p>(1) Structural – Wooden Pillars, large platform</p> <p>(2) Sculptural – Intricate carvings</p> <p>(3) Ceremonial features – Celebration of festivals</p> <p>(4) Display of power- Inspection of army</p> <p>(5) Suzerainty- Tribute and rich gifts by the Nayaks.</p>	173-174	3
		180-181	3

	<p>(6) Worship of state horses, sacrifice of buffaloes and other animals.</p> <p>(7) Dances, wrestling matches and processions of horses ,elephants and chariots.</p> <p>(8) Any other relevant point</p> <p>Any three points to be analysed</p>		
25	<p>Describe the role of Zamindars in the Mughal era.</p> <p>(1) Land ownership -Milkiyat</p> <p>(2) Revenue collection</p> <p>(3) Local leadership</p> <p>(4) Military Resources</p> <p>(5) Lineage based Zamindaris</p> <p>(6) Colonisation of agricultural land.</p> <p>(7) Helped in settling cultivators</p> <p>(8) Estabilished markets.</p> <p>(9) Relationship with peasantry had an element of reciprocity, paternalism and patronage.</p> <p>(10) Any other relevant point</p> <p>Any three points to be described</p>	211-212	3
26	<p>Analyse the impact of the policy of annexation imposed by the British during1850's.</p> <p>(i) The British annexed Awadh, Jhansi, Satara etc.</p> <p>(ii) They introduced Subsidiary Alliance and Doctrine of Lapse for annexation.</p> <p>(iii) They introduced their own system of administration.</p> <p>(iv) They introduced their own laws.</p> <p>(v)Also introduced their own methods of land revenue collection.</p>	266	3

	<p>(vi)Annexation created disaffection in all areas and principalities.</p> <p>(vii)Wide spread sense of grief and loss especially in Awadh.</p> <p>(viii)Dissolution of court and its culture.</p> <p>(ix) Loss of livelihood of dancers, musicians, poets etc.</p> <p>(x)Dissatisfaction among the Talukdars and Sepoys.</p> <p>(xi)Loss of control of rulers over the army.</p> <p>(xii) Eventual cause of the revolt of 1857.</p> <p>(xiii) Any other relevant point</p> <p>Any three points to be analysed</p>		
27	<p>“K. Santanam was in favour of giving greater powers to the provinces in the Constituent Assembly.” Examine the statement.</p> <p>(i) As per K.Santanam Along with Centre the states need to be strengthened.</p> <p>(ii) Centre need not be overburdened, so more powers to be transferred to states.</p> <p>(iii) If the fiscal powers are given to the centre, states would be impoverished.</p> <p>(iv) Every time state will not go to the centre for begging money.</p> <p>(v) More powers be given to states to make them strong.</p> <p>(vi) Any other relevant point</p> <p>Any three points to be Examined.</p>	334-335	3
SECTION-C (Long Answers Type Questions) 3x8=24			

<p>28</p>	<p>(a) ‘Francois Bernier contrasted what he saw in India with the situation in Europe.’ Explain the statement with examples.</p> <p>(i) There was a lack of private property in case of India but it was not so in Europe.</p> <p>(ii) Bernier believed that private property had its own virtues, but in India the entire land was under the crown.</p> <p>(iii) Due to this reason, there was continuous decline in Indian living standards, but this was no so in Europe.</p> <p>(iv) India had either rich or poor and no middle class, but this is not so in Europe.</p> <p>(v) Bernier projected Mughal state as tyrannical which is not so in Europe.</p> <p>(vi) In India artisans had no incentive to improve the quality, but in Europe incentives were given.</p> <p>(vii) The profits were appropriated by the Indian state and manufacturing was on the decline.</p> <p>(viii) By 16th century only 15% of Indian population lived in towns which was higher than the proportion of Europe.</p> <p>(ix) Due to crown ownership of land, land holders could not pass on their land to their children.</p> <p>(x) Indian society consisted of impoverished poor people, subjugated by small minority of rich and powerful.</p> <p>(xi) Absence of private property prevented the emergence of the class of improving landlords.</p> <p>(xii) Any other relevant point</p> <p>Any eight points to be explained</p> <p style="text-align: center;">OR</p>	<p>130-132</p>	<p>8</p>
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	<p>(b) ‘Ibn -Battuta has written extensively about his experience in India.’ Explain the statement with examples.</p> <p>(i) Cities in Indian subcontinent were full of exciting opportunities.</p> <p>(ii) The cities were populated and prosperous.</p> <p>(iii) Most of the Indian cities had crowded streets and full of bright lights.</p> <p>(iv) The markets were stacked with variety of goods.</p> <p>(v) Ibn Batuta described Delhi as vast with great population.</p> <p>(vi) Most bazaars had mosque and temple.</p> <p>(vii) For encouraging merchants the system of communication was very good.</p> <p>(viii) All trade routes were supplied with inns and guest houses.</p> <p>(ix) The postal system was efficient.</p> <p>(x) He mentioned unfamiliarity with Paan and coconut.</p> <p>(xi) Spaces were marked for public performances by dancers, musicians and singers.</p> <p>(xii) He found Indian agriculture were productive.</p> <p>(xiii) The sub-continent was well integrated with Inter Asian network of trade and commerce.</p> <p>(xiv) Indian manufactures were in great demand in West Asia and South East Asia.</p> <p>(xv) He mentions the practice of slavery as being very common in India.</p> <p>(xvi) Any other relevant point</p> <p>Any eight points to be explained</p>	126-129	8
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29	<p>(a) Examine the nature and characteristics of the land grants in ancient Indian society.</p> <p>(i) Land grants were recorded on copper plates and stone, as to who received land.</p> <p>(ii) Most of the inscriptions showing land grants are in Sanskrit.</p> <p>(iii) Other land grant inscriptions were in local language i.e Tamil, Telugu etc.</p> <p>(iv) Prabhavati Gupta was the daughter of a powerful ruler and she gave land grants.</p> <p>(v) Prabhavati had the access to land, being powerful lady.</p> <p>(vi) Land grants were given to rural peasants and Brahmins.</p> <p>(vii) Land grants might be a part of the strategy to expand cultivable areas.</p> <p>(viii) Some feel that land grants were the sign of a weak ruler, because they were losing control over the samantas.</p> <p>(ix) The records that have survived are generally about the religious institutions or Brahmanas.</p> <p>(x) There were regional variations in the sizes of the land donated.</p> <p>(xi) The villagers were expected to obey the new lord of the village and pay him all dues.</p> <p>(xii) Agrahara land was granted to a Brahmin which was usually exempted from the taxes.</p> <p>(xiii) It provide some insight in to the relationship between the cultivators and the state.</p> <p>(xiv) Any other relevant point</p> <p>Any three points to be examined.</p>	40-41	8

	OR		
	<p>(b) Examine the various strategies used to enhance agricultural output from the sixth BCE onwards.</p> <p>(i) Shifting to plough agriculture in fertile areas of river valleys.</p> <p>(ii) The iron-tipped ploughshares were used.</p> <p>(iii) Alluvial soils of Ganga Valley with good amount of rainfall made the growing of crops very well.</p> <p>(iv) Production of paddy dramatically increased</p> <p>(v) Introduction of transplantation for paddy cultivation.</p> <p>(vi) Semi-arid areas could not adopt the improved technology.</p> <p>(vii) The hilly tracts of North east and some central parts practised hoe agriculture.</p> <p>(viii) Another strategy used was irrigation.</p> <p>(ix) Use of wells, tanks and canals.</p> <p>(x) Because of these variations the benefits were uneven.</p> <p>(xi) Communities as well as individuals organised the construction of irrigation work.</p> <p>(xii) Any other relevant point</p> <p>Any eight points to be examined</p>	38-39	8
30	<p>(a) Examine various aspects of administration and other activities of East India Company as contained in the fifth report</p>	263-265	8

- (i) It was fifth report on the administrative activities of East India company.
 - (ii) It was a report of 1002 pages with 800 pages as appendices that reproduced petitions of zamindars and ryots.
 - (iii) Several statistical tables on land revenue and judicial administration of Bengal and Madras were appended.
 - (iv) Some groups in Britain were opposed to the monopoly of EIC.
 - (v) Fifth report was the basis of intense parliamentary debate on EIC.
 - (vi) Evidence contained in fifth report was invaluable.
 - (vii) There was criticism on the maladministration of the company.
 - (viii) The collapse of a zamindari system was exaggerated.
 - (ix) It was submitted to the British Parliament in 1813.
 - (x) It has shaped our conception about 18th century rural Bengal.
 - (xi) It overestimated the scale on which the zamindars were losing the land.
 - (xii) Any other relevant point
- Any eight points to be examined

OR

(b) Examine the causes of resistance and failure of zamindars to make payment of land revenue to the East India Company in Bengal during eighteenth century.

- (i) Initial demands were very high.
- (ii) The high demand was imposed in 1790s when the prices were depressed.

259-264

8

33	<p>Source – Upanishads</p> <p>33.1 Mention the main theme of the verse. 31.1 The Nature of the self .</p> <p>33.2 Mention the relationship between the self and the wind in the context of these verses. 31.2 Both are presented as transformative forces or as an example of sacrifice.</p> <p>33.3 How does this source reflect the philosophical ideas of the Upanishads? 31.3 (i) Focus on the nature of reality (ii) Focus on the self (iii) Focus on the spiritual path (iv) Any other relevant point Any two to be assessed</p>	85	1 1 2
SECTION –E (Map Based Question)			
34	<p>(34.1) Locate and label -</p> <p>(i) Rakhigarhi- a mature Harappan site</p> <p>(ii) Ajanta- a Buddhist site</p> <p>(iii) (a) Ajmer- a territory under Mughals</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">(b) Agra – a territory under Mughals</p> <p>(34.2) Identify the centres of Indian National Movement-</p> <p>A-Champanan</p> <p>B- Bardoli</p>	2 95 214 214 289 289	1 1 1 1 1 1

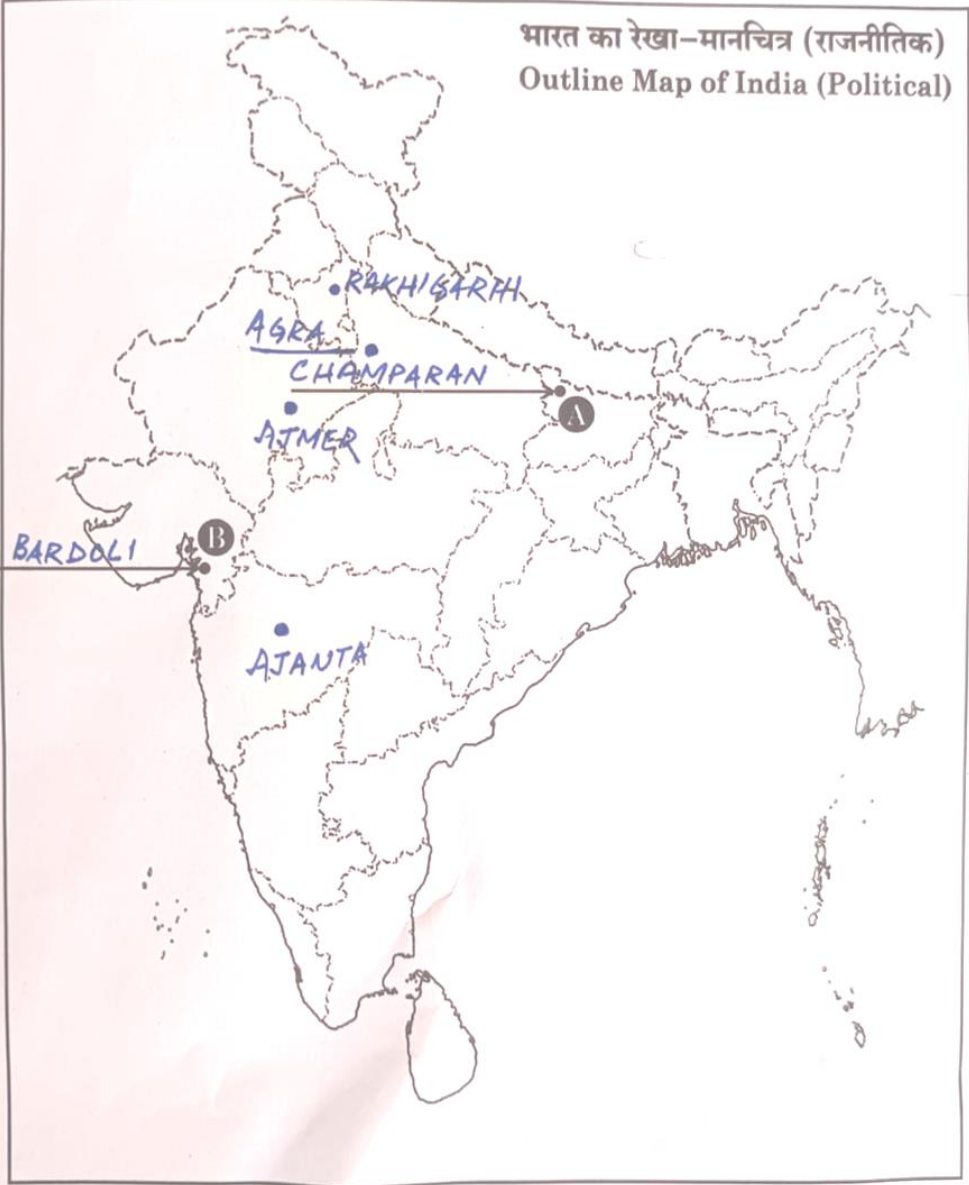
For Visually Impaired Candidates :		
(34.1)Rakhigarhi / Banawali or any other mature Harappan site in India.	2	1
(34.2)Ajanta or any other relevant one.	95	1
(34.3) (a) Ajmer, Panipat, Agra or any other relevant one.	214	1
OR		
(b)Vijayanagara/ Hampi.		
(34.4) Amritsar, Kheda, Champaran, Ahmedabad or any other centre of National movement.	170	1
	289	2
NOTE- MARKING SCHEME HAS BEEN PREPARED FROM THE LATEST E-BOOK AVAILABLE ON THE NCERT WEBSITE		



प्रश्न सं. 34 के लिए मानचित्र
Map for Q. No. 34

SET : 61/2/1
61/2/2
61/2/3

----- यहाँ से काटें -----
Cut Here ----- यहाँ से काटें -----
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61/2/3

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