

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2024**  
**HISTORY (SUBJECT CODE 027) (PAPER CODE 61/1/2)**

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 the 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.”
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 the given answer and even if the reply is not from the 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 the 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 the 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, the 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 penalised 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).
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>● Leaving the answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answers.)</li> <li>● Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books, if the answer is found to be totally incorrect, it should be marked as cross (x) and awarded zero (0)Marks.
15	Any un-assessed 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 a 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 - 61/1/2**  
**MARKING SCHEME 2024**  
**HISTORY (027)**

**MM: 80**

S.NO	Value Points	Pg No.	Marks
SECTION A (Multiple Choice Type Questions)		21x1=21	
1	(C) Colonial Rule	Pg 327	1
2	(A) Shah Mal	Pg 263	1
3	(A) The zamindars got the permanent rights on the land	Pg 228	1
4	(A) R.V. Dhulekar	Pg 426	1
5	(A) Both Assertion(A) and Reason(R) are true and Reason(R) is the correct explanation of assertion(A)	Pg 349	1
6	(C) 1-(ii), 2(i), 3(iv), 4-(iii)	Pg 296	1
7	(A) (ii), (iii), (i), (iv)	Pg 260-270	1
8	(D) Muzarain-Peasants	Pg 210	1
9	(A) Internal conflicts and alliance with the Sultanates against Vijayanagara	Pg 173	1
10	(B) Francois Bernier	Pg 132	1
11	(D) Mulk-abadi deals with the fiscal side of the Mughal Empire.	Pg 218	1
12	(B) 1-(ii), 2-(i), 3(iv),4(iii)	Pg 172	1
13	(D) Sheikh Nizamuddin Auliya	Pg 160	1
14	(B) Arabic	Pg 117	1
15	(D) Polyandry	Pg 57	1
16	(B) Mathura School of Art , visually impaired(A) Sakya	Pg 103, Pg 90	1
17	(C) 1-(iv), 2-(iii), 3(ii), 4(i)	Pg 100	1
18	(B)Medicine	Pg 79	1
19	(D)Asoka	Pg 47	1

20	(B) (ii),(iii)and (iv)	Pg 68-90	1
21	(D)Shortughai	Pg 12	1
<b>Section B</b> (Short-Answer Type Questions) <span style="float: right;">6x3=18</span>			
22	(a) “Mahabharata is a dynamic text.” Justify the statement.	Pg 77	3
	Mahabharata, dynamic text: (i) Performing Arts. (ii) Written in a variety of languages. (iii) Several stories. (iv) Sculptural form. (v) Painting (vi) Bhagavad Gita (vii) Righteous path of action (viii) Reference of Kunati O Nishadi. (ix) Any other relevant point Any three to be assessed		
	OR		
23	(b) Analyse the role of scholars in the task of preparing the critical edition of the <i>Mahabharata</i> .	Pg 54	3
	Critical edition of <i>Mahabharata</i> : (i) V.S. Sukthankar and scholars initiated the task. (ii) Collected scripts from various regions. (iii) Selected the common and differential aspects. (iv) 13,000 pages were published. (v) Regional variations were found. (vi) Variations were reflective. (vii) Any other relevant point Any three to be assessed		
23	“The emergence of the Mauryan empire was regarded as a major landmark in Indian history.” Explain the statement.  Mauryan Empire – a landmark in history (reasons/justifications) (i) Spectacular art provided by the scholars/artists. (ii) Ashokan inscriptions and their diversity. (iii) Role of Ashoka as inspiration for his people/subjects. (iv) Propagation of Asoka’s dhamma. (v) Coinage. (vi) Trade beyond the subcontinent. (vii) Any other relevant point Any three to be assessed	Pg 34	3

24	<p>How were the different and unique elements added in the fortification of Vijayanagara empire? Explain with examples.</p> <p>Fortifications of Vijayanagara :</p> <ul style="list-style-type: none"> <li>(i) Seven lines of fortification.</li> <li>(ii) Encircled city, hinterland and forests.</li> <li>(iii) Outermost wall linked hills surrounded the city.</li> <li>(iv) Massive masonry construction.</li> <li>(v) Use of no mortar or cementing materials.</li> <li>(vi) Use of stone blocks with earth, packed with rubble.</li> <li>(vii) Enclosed agricultural tracts between sacred centre and urban centre.</li> <li>(viii) Any other relevant point</li> </ul> <p>Any three to be assessed</p>	Pg 117	3
25	<p>“The villages in the Mughal empire were seen as Little Republics.” Support the statement with examples.</p> <p>Villages as little Republics:</p> <ul style="list-style-type: none"> <li>(i) Made up of fraternal partners sharing resources and labour.</li> <li>(ii) Individual ownership of resources and assets.</li> <li>(iii) Powerful individuals decided the affairs of the village.</li> <li>(iv) They had authority to dispense justice.</li> <li>(v) Cash nexus through trade.</li> <li>(vi) Any other relevant point</li> </ul> <p>Any three to be assessed</p>	Pg 205	3
26	<p>(a) Why was the Revolt of 1857 specially widespread in Awadh? Explain.</p> <p>Awadh and 1857 Revolt:</p> <ul style="list-style-type: none"> <li>(i) Implementation of subsidiary alliance system.</li> <li>(ii) Annexation policy of the British (Doctrine of Lapse).</li> <li>(iii) Geography and soil – due to productive region and market</li> <li>(iv) Dethroning of Wajid Ali Shah on the pretext of misrule.</li> <li>(v) Life was gone out of the body.</li> <li>(vi) This emotional disturbance was aggravated by the people’s material losses.</li> <li>(vii) The removal of the nawab led to the dissolution of the court culture.</li> <li>(viii) Any other relevant point</li> </ul> <p>Any three to be assessed</p>	Pg 266	3
OR			
	<p>(b) Why did the rebel proclamations in 1857 appeal for unity to all sections of the population ? Explain.</p>	Pg 271	3

	<p>Rebel Vision of Unity</p> <p>(i) The rebel proclamation repeatedly appealed to all the sections of the population irrespective of their caste and creed.</p> <p>(ii) Proclamations issued under the name of Bahadur Shah appealed to the people to join the standards of Mahavir and Muhammad.</p> <p>(iii) In Bareilly the British incited the Hindus and Muslim, the attempt failed.</p> <p>(iv) According to the Azamgarh Proclamation, 25th August, 1857 both the Hindus and Muslims were being ruined under tyranny and oppression.</p> <p>(v) Many social groups joined the revolt and appealed for the unity of the country.</p> <p>(vi) Any other relevant point Any three to be assessed</p>		
27	<p>Critically examine the Fifth Report of 1813.</p> <p>Fifth Report of 1813.</p> <p>(i) It was the fifth in a series of reports on EIC administration in India.</p> <p>(ii) It ran into 1002 pages with 800 pages of appendix.</p> <p>(iii) Petitions of Zamindars, Ryots, Collectors.</p> <p>(iv) Notes of revenue and judicial administration of Bengal and Madras.</p> <p>(v) Many wanted a revocation (Cancellation) of the Royal Charter given to the EIC.</p> <p>(vi) It carried information of Company's misrule and Maladministration in India.</p> <p>(vii) Any other relevant point Any three to be assessed</p>	Pg 264	3
<p>Section C (Long-Answer Type Questions)</p>		<p>3x8=24</p>	
28	<p>(a) "The most unique feature of the Harappan civilization was the development of urban centres." Explain.</p> <p>Harappa town planning:</p> <p>(i) Citadel</p> <p>(ii) Lower-town</p> <p>(iii) Drainage</p> <p>(iv) Domestic architecture included 700 wells, courtyard, kitchen staircase, etc.</p> <p>(v) Great Bath</p>	Pgs 4-7	8

	<ul style="list-style-type: none"> <li>(vi) Warehouse</li> <li>(vii) Roads</li> <li>(viii) Dockyard</li> <li>(ix) Mackay's quote and his admiration of the efficient construction of drains.</li> <li>(x) The various materials used for construction like gypsum, limestone, mortar.</li> <li>(xi) Any other relevant point</li> </ul> <p style="text-align: center;">Any eight to be assessed</p>		
	OR		
	<p>(b) Explain the role of various archaeologists in the discovery of Harappa.</p> <p>Role of Archaeologists in the discovery of Harappa:</p> <ul style="list-style-type: none"> <li>(i) Cunningham's confusion.</li> <li>(ii) Daya Ram Sahni discovered seals at Harappa.</li> <li>(iii) Rakhal Das Banerjee discovered seals at Mohenjodaro.</li> <li>(iv) John Marshall announced the discovery of a new civilization.</li> <li>(v) S. N. Roy noted it in his book Story of Indian archaeology.</li> <li>(vi) R.E.M. Wheeler suggested the following of stratigraphy for the survey.</li> </ul> <p style="text-align: center;">(Role of any four archaeologists to be assessed)</p>	Pgs 19-21	8
29	<p>(a) Explain the main characteristics of the Lingayat tradition during Medieval India.</p> <p>The Lingayats:</p> <ul style="list-style-type: none"> <li>(i) The movement emerged in Karnataka, led by Basavanna.</li> <li>(ii) His followers were known as Virashaivas.</li> <li>(iii) They were the wearers of linga.</li> <li>(iv) They worshipped Shiva in his manifestation as a linga.</li> <li>(v) Men wore small linga in a silver case.</li> <li>(vi) They were wandering monks.</li> <li>(vii) They believed that death will unite us with Lord Shiva.</li> <li>(viii) They did not practice funerary rites, but buried the dead.</li> <li>(ix) They challenged the idea of caste system.</li> <li>(x) They questioned the theory of Rebirth.</li> <li>(xi) They encouraged widow remarriage.</li> <li>(xii) Any other relevant point</li> </ul> <p style="text-align: center;">Any eight to be assessed</p>	Pg. 147	8

	OR		
	<p>(b) Explain Kabir's teachings on love, devotion and inner realization.</p> <p>Kabir:</p> <p>(i) Kabir was one of the most outstanding examples of poet saint of the fourteenth-fifteenth centuries.</p> <p>(ii) His early childhood.</p> <p>(iii) Verses ascribed to Kabir have been compiled in three distinct but overlapping traditions.</p> <p>(iv) The kabirBijak, Kabir Granthavali, Adi Granth serve as a major source to know Kabir and his philosophies.</p> <p>(v) His poems have survived in several languages.</p> <p>(vi) Also striking is the range of traditions Kabir drew on to describe the Ultimate Reality.</p> <p>(vii) He drew terms from vedantic tradition-Brahman, Atman, Nirankar etc.</p> <p>(viii) Other terms having mystical connotations were also being used. (shunya or shabda)</p> <p>(ix) His ideas were crystallized through debates and poems.</p> <p>(x) Hagiographies also play an important role.</p> <p>(xi) He did not believe in polytheism and idolatry.</p> <p>(xii) Reference to ulatbansi and sant bhasha.</p> <p>(xiii) Any other relevant point</p> <p style="text-align: center;">Any eight to be assessed</p>	Pgs 161-162	8
30	<p>(a) Examine the causes and events of the 'Quit India Movement'.</p> <p>Causes</p> <p>(i) Demand for self- rule.</p> <p>(ii) Dissatisfaction from British policies.</p> <p>(iii) Government of India Act 1935.</p> <p>(iv) Failure of Cripps mission.</p> <p>(v) Influence of WWII.</p> <p>Events</p> <p>(i) Launched by Gandhiji and INC against the British.</p> <p>(ii) Gandhi gave the slogan 'Do or Die'.</p> <p>(iii) Bombay resolution of 1942 was passed.</p> <p>(iv) Mass protest.</p> <p>(v) Civilians disobeyed Government orders.</p> <p>(vi) Demonstrations, strikes and processions.</p> <p>(vii) A parallel government was set up in Satara.</p> <p>(viii) The satara prati sarkar functioned till the elections of 1946.</p> <p>(ix) British declared INC as an illegal organisation.</p> <p>(x) Thousands of Indians were imprisoned.</p> <p>(xi) Parallel governments were formed.</p>	Pg 303	8

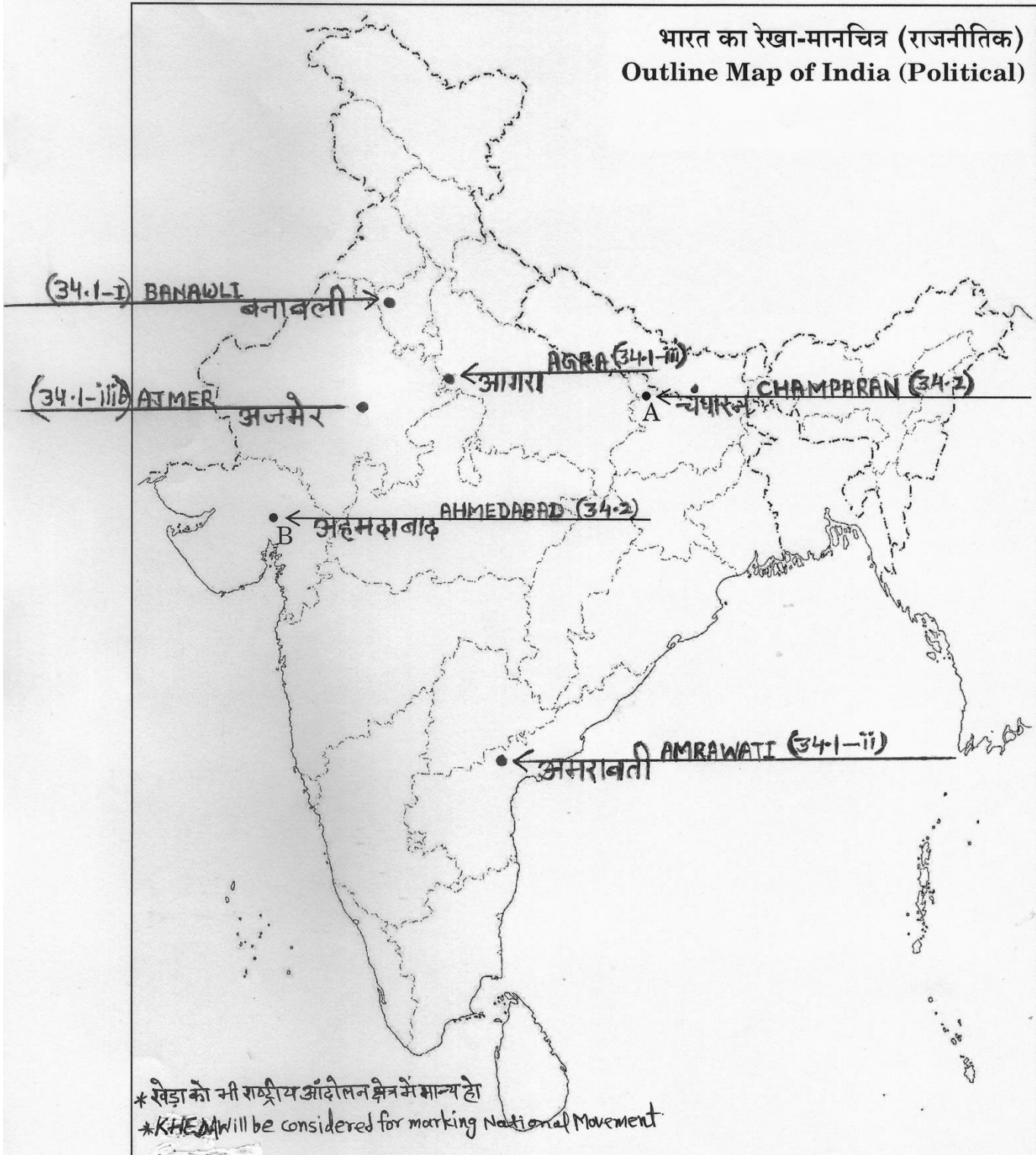
	(xii) Any other relevant point Any eight to be assessed		
	OR		
	(b) Examine Gandhi's political role as a leader and social reformer.  As a leader: (i) His B.H.U. speech was inspiring and the very beginning of making Indian nationalism a mass phenomenon. (ii) His localised struggles-At Champaran, Kheda and Ahemdabad. (iii) Rowlatt Satyagraha of 1919. (iv) Role in non-cooperation movement. (v) Role in Civil Disobedience. (vi) Role in Quit India Movement. (vii) Last days of Gandhiji (finest hours). (viii) Gandhiji as a reformer: (ix) Principle of Ahimsa. (x) Satyagraha as a weapon of the strong. (xi) Advocated Swadeshi. (charkha) (xii) Advocated communal harmony. (xiii) Caste equality. (Harijans) (xiv) Abolition of child marriages. (xv) Any other relevant point Any eight to be assessed	Pgs 287-297	8
SECTION D (Source-Based Questions) <span style="float: right;">3x4=12</span>			
31	<b>A strange nation?</b> The travelogue of Abdur Razzaq written in the 1440s is an interesting mixture of emotions and perceptions. On the one hand, he did not appreciate what he saw in the port of Calicut (present-day Kozhikode) in Kerala, which was populated by “a people the likes of whom I had never imagined”, describing them as “a strange nation”. Later in his visit to India, he arrived in Mangalore, and crossed the Western Chats. Here he saw a temple that filled him with admiration : Within three leagues (about nine miles) of Mangalore, I saw an idol-house the likes of which is not to be found in all the world. It was a square, approximately ten yards a side, five yards in height, all covered with cast bronze, with four porticos. In the entrance portico was a statue in the likeness of a human being, full stature, made of gold. It had two red rubies for eyes, so cunningly made that you would say it could see. What craft and artisanship!	Pg 129	1+1+2=4
	(31.1) Why did Abdur Razzaq call India a ‘strange nation’? (1)		

	<p>Ans. (i) Sense of unfamiliarity.  (ii) Cultural differences as he was accustomed to his own.  (iii) Any other relevant point.  Any one point to be explained.</p>		
	<p>(31.2) How do emotions and perceptions reflect in this source? (1)  Ans. (i) Emotions such as admiration, surprise and confusion.  (ii) Any other relevant point.  Any one point to be explained.</p>		
	<p>(31.3) How did Abdur Razzaq describe the temples of the Western Ghats in Mangalore? (2)  Ans.(i) Bronze corned entrance  (ii) Gold statue  (iii) Any other relevant point.  Any two points to be explained.</p>		
32	<p><b>“There cannot be any divided loyalty”</b>  Govind Ballabh Pant emphasised to become loyal citizens.  For the success of democracy one must train himself in the art of self-discipline. In democracies one should care less for himself and more for others. All loyalties must exclusively be centred round the State. If in a democracy, you create rival loyalties, or you create a system in which any individual or group, instead of suppressing his extravagance, cares not for larger or other interests, then democracy is doomed.</p>	Pg 330	1+1+2=4
	<p>(32.1) How has Pant described the key to the success of Democracy? (1)  Ans. (i) Self -discipline.  (ii) Care less for yourself and more for others.  (iii) Any other relevant point.  Any one point to be explained.</p>		
	<p>(32.2) How has Pant defined the art of self-discipline in Democracy? (1)  Ans. (i) Most suitable for plural country.  (ii)Ensured decision making for all.  (iii)Democracy should address socio–economic equality.  (iv) Any other relevant point.  Any one point to be explained.</p>		
	<p>(32.3) Explain Pant’s views on the relationship between Democracy and equality. (2)  Ans. (i) No divided loyalty but all loyalties should be centred round the State.  (ii) Care for a larger section of the population.</p>		

	(iii)Any other relevant point Any two points to be explained.		
33	<p><b>Buddhism in practice</b></p> <p>This is an excerpt from the Sutta Pitaka, and contains the advice given by the Buddha to a wealthy householder named Sigala :In five ways should a master look after his servants and employees ...by assigning them work according to their strength, by supplying them with food and wages, by tending them in sickness; by sharing delicacies with them and by granting leave at times...In five ways should the clansmen look after the needs of samanasa (those who have renounced the world) and Brahmanas : by affection in act and speech and mind, by keeping open house to them and supplying their worldly needs. There are similar instructions to Sigala about how to behave with his parents, teacher and wife.</p>	Pg 91	1+1+2=4
	<p>(33.1) How did Buddha highlight the significance of compassion in Social hierarchy? (1)</p> <p>Ans. (i) Equality of all beings. (ii) Non-discrimination. (iii)Ethical (iv) Service to others. (v)Any other relevant point. Any one point to be explained.</p>		
	<p>(33.2) Why did Buddha emphasise righteous action? (1)</p> <p>Ans. (i)Kindness. (ii)Generosity. (iii)Inner virtues. (iv)Purification of mind to attain nibbana. (v)Any other relevant point. Any one point to be explained.</p>		
	<p>(33.3) Explain any two tenets of Karma according to Buddha.(2)</p> <p>Ans. (i) Generate positive karmas. (ii) Foster harmony. (iii) Believe in peace and cohesiveness. (iv) Any other relevant point. Any two points to be explained.</p>		
SECTION E (Map-Based Questions)			5
34	<p>(34.1) On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :</p> <p>(i) Banawali, a Harappan site</p> <p>(ii) Amravati stupa</p>	1 1 Pg.2 Pg.94	3x1=3

<p>(iii) (a) Agra (Territory under the Mughals) OR (iii) (b) Ajmer (Territory under the Mughals)</p>	<p>Pg. 214</p>	<p>1</p>
<p>(34.2) On the same outline map, two centres related to the Indian National Movement are marked as A and B. Identify them and write their correct names on the lines drawn near them.</p>	<p>Pg. 286-313</p>	<p>2</p>
<p>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</p>		
<p>(34.1) Mention any two Buddhist sites in India. Nagarjunakonda, Sanchi, Amravati, Lumbini, Barhut, Bodh Gaya, Ajanta, Kusinagara, Nasik (Any two sites)</p>	<p>Pg 95  Pg 170</p>	<p>2</p>
<p>(34.2) (a) Mention the capital city of Vijayanagara empire. Hampi/Vijayanagara OR</p>		<p>1</p>
<p>(34.2) (b) Mention any one territory under the Mughal empire. Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa. (Any one territory)</p>	<p>Pg 214</p>	<p>1</p>
<p>(34.3) Mention any two centres of the Indian National Movement. Champaran, Kheda, Ahemdabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi. (Any two centres)</p>	<p>Pg286-313</p>	<p>2</p>
<p><b>SEE ATTACHED MAP</b></p>		

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



\* खेड़ा को भी राष्ट्रीय आंदोलन क्षेत्र में मान्य हो  
\* ~~KHEDA~~ Will be considered for marking National Movement