

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior School Certificate Examination-2020**  
**Marking Scheme – HISTORY**

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

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	<b>Section - A</b>		
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.	<b>Vaishnavism</b> is a form of Hinduism within which Vishnu is worshipped as the principal deity where as <b>Shaivism</b> 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 <b>For visually impaired:</b> Shalabhanjika	Pg-103 Pg-101	1
7.	To display in a museum in France.  <b>OR</b> The Stupas contained the relics of the Buddha regarded as sacred	Pg-83  Pg-96	1
8.	Gulbadan Begum  <b>OR</b> 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
<b><u>SECTION-B</u></b>			
21.	<b><u>Harappan Script</u></b> i. The script remained undeciphered till date. ii. It has signs somewhere between 375 and 400. iii. The script was written from right to left. iv. Most inscriptions are short,the longest containing about 26 signs. v. The script was evidently not alphabetical. vi. Any other relevant point. Any three points to be explained	Pg-15	3
22.	<b><u>Amara-nayaka system was a political innovation of vijayanagara empire:</u></b> i. Amara-Nayakas were the military commanders. ii. They were given the territory to govern. iii. They collected taxes and other dues from peasants, craftspersons and traders in the area. iv. They maintained a contingent of horses and elephants to help the kings at the time of war. v. They maintained temples and irrigation works. vi. They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.	Pg-175	3



	<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 resist 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>		
	<b>SECTION-C</b>		
25.	<p><b><u>Characteristics of Mahajanpadas</u></b></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><b><u>Magadha as the most powerful Mahajanpada</u></b></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;"><b>OR</b></p> <p><b><u>Main features of Maurayas Administration</u></b></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 subcomittes for coordinating military activity.</p> <p>vi. Ashoka try to hold his empire through propogating Dhamma. Any five points to be explained</p> <p><b><u>Principles of Ashoka’s Dhamma</u></b></p> <p>i. The principles of Ashoka’s Dhamma were simple and virtually universally applicable.</p> <p>ii. According to Ashoka, this would ensure the well-being of people in the world and the next.</p> <p>iii. Ashoka inscribed his messages to the subjects on stones or rocks.</p> <p>iv. This included respect for elders and generosity towards Brahmins and those who renounced worldly life.</p> <p>v. Treating slaves and servants kindly.</p> <p>vi. Respect for religion and tradition other than one’s own.</p> <p>vii. Special officers, Known as the dhamma mahamatta, were appointed to spread the message of Dhamma. Any three points to be explained</p>	Pg-32-34	5+3=8
26.	<p><b><u>Role of Village Panchayats And Headmen During The Mughal Period:</u></b></p> <p>i. Village Panchayat was an assembly of elders.</p> <p>ii. In mixed castes the Panchayat was normally a heterogeneous</p>	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><b><u>Village Artisans:</u></b></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
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	<p>barter system.</p> <p>vi. Any other relevant point.</p> <p>Any four points to be explained</p> <p><b><u>Village As A Little Republic:</u></b></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><b><u>Colonial Architectural Styles Of Bombay:</u></b></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;"><b>OR</b></p> <p><b><u>Changes in Urbanisation in India after 1800:</u></b></p> <p>i. After 1800 Urbanisation in India was sluggish.</p> <p>ii. Even in 19<sup>th</sup> century and 20<sup>th</sup> 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
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	<ul style="list-style-type: none"> <li>xi. Industrial cities like Kanpur, Jamshedpur developed.</li> <li>xii. Majority of working population shifted towards towns.</li> <li>xiii. Godowns, Merchantile offices, insurance agencies for shipping, transport depots, banking establishments along the sea coast developed.</li> <li>xiv. The majority of working population shifted towards towns.</li> <li>xv. New urban spaces called ‘Civil Lines’ were set up mainly for the British people.</li> <li>xvi. White Town and Black Town based on racial distinctions became sharper.</li> <li>xvii. Any other relevant point .  To be assessed as a whole</li> </ul>		
	<b>SECTION-D</b>		
28.	<p><b><u>The Pilgrimage Of The Mughal Princess Jahanara-1643</u></b></p> <p><b>28.1 How did Jahanara exhibit her faith and devotion to the Shaikh?</b></p> <ul style="list-style-type: none"> <li>i. She performed two cycles of optional prayers. <ul style="list-style-type: none"> <li>ii. She did not sleep on a leopard skin at night for several days</li> <li>iii. She did not extend her feet in the direction of the blessed sanctuary.</li> </ul> </li> <li>iii. She did not turn her back towards him.</li> <li>iv. She passed the days beneath the trees.</li> </ul> <p style="text-align: center;">Any two points</p> <p><b>28.2 Why did she consider Dargah as a special place for pilgrimage and reverence?</b></p> <ul style="list-style-type: none"> <li>i. Due to her faith and devotion towards Lord.</li> <li>ii. She was the murid of her Murshid(Guru).</li> </ul>	Pg-157	2
		Pg-157	2

	<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><b>28.3 How did she pay her obeisance at the Dargah?</b></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><b>“Without a shot being fired”</b></p> <p><b>29.1 Examine the causes for the collapse of the administrative system?</b></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><b>29.2 Why could the British officials not take any action to control the situation?</b></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>	Pg-392	2
		Pg-392	2

	<p><b>29.3 Do you think the role of District Magistrate was justified?</b></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><b><u>Proper social roles</u></b></p> <p><b>30.1 Why did Drona refuse to accept Ekalavya as his pupil?</b></p> <p>i. Drona knew the dharma and taught only to the Kuru princess.</p> <p>ii. Eklavya 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><b>30.2 How did Ekalavya acquire the supreme skill of archery?</b></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><b>30.3 Why did Ekalavya introduce himself to the Pandavas as a pupil of Drona?</b></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><b><u>See attached filled map</u></b></p> <p><b><u>For Visually Impaired Candidates</u></b></p> <p><b>31.1 Mature Harappan sites (Any Three):</b></p> <p>Harappa, Mohenjodaro, Lothal, Nageshwar, Kalibangan, Rakhigarhi, Banawali, Dholavira, Chanhudaro, Nageshwar, Balakot</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Centres of Revolt of 1857(Any Three):</b></p> <p>Kanpur, Jhansi, Meerut, Delhi, Azamgarh, Lucknow, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh</p> <p><b>31.2 Centres of National Movement(Any Three):</b> 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

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

