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Senior Secondary School Term II Examination, 2022

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.
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 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 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, marks should be awarded.**
4. 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.
5. Evaluators will mark($\sqrt{}$) 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.**
6. 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.
7. 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.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks _____(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 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.
12. 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.
13. 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.
14. 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.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. 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.
17. 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

Senior Secondary School Examination TERM–II, 2022

HISTORY (Subject Code–027)**[Paper Code : 61/3/3]****Maximum Marks : 40**

| Q. No. | EXPECTED ANSWER / VALUE POINTS | Marks |
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| | SECTION –A (SHORT ANSWER TYPE QUESTIONS) | 3x4=12 |
| 1. | <p>Why did Mahatma Gandhi give emphasis on Hindustani for the national Language of India? Explain.</p> <p><u>Gandhiji's views on Hindustani :</u></p> <ul style="list-style-type: none">(i) He wanted Hindustani to be the national language.(ii) It was the language of common people.(iii) According to him, it was a popular language of large section of people of India.(iv) Common people easily understand.(v) This multi-cultural language would be the ideal language of communication.(vi) It could unify Hindus and Muslims and people of the North and the South.(vii) Any other relevant point. <p style="text-align: right;">(Any <i>three</i> points to be explained) (Page No. 425)</p> | 3 |
| 2. | <p>“The similarities in the pattern of revolt of 1857 in the different places lay partly in its planning and its coordination”? Explain the statement.</p> <p><u>Planning and coordination.</u></p> <ul style="list-style-type: none">(i) There seemed to be planning and coordination in the pattern of mutinies.(ii) There was communication among the sepoy lines and various Cantonments.(iii) Cavalry refused to accept the cartridges.(iv) Sepoys or their emissaries moved from one station to another.(v) People were also planning and talked about rebellion.(vi) Some of the decisions were taken collectively by the Sepoys.(vii) Any other relevant Point. <p style="text-align: right;">(Any <i>three</i> points to be explained) (Page No. 290)</p> | 3 |

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| 3. | <p>(a) Analyse the impact of the policy of pacification on the paharias, proposed by Augustus Cleveland in 1780?</p> <p><u>Impact of policy of pacification :</u></p> <ul style="list-style-type: none"> (i) Augustus Cleveland , the collector of Bhagalpur proposed a policy of pacification for the Paharias. (ii) Paharia Chiefs were given annual allowance and made responsible for the proper conduct of their men. (iii) They were expected to maintain order in their localities and discipline their men. (iv) Many Paharia Chiefs refused to accept allowance. (v) Those accepted lost authority within the community. (vi) Being in the pay of colonial government they were considered stipendiary Chiefs. (vii) Pahari withdrew deep into the mountains. (viii) Paharias insulated themselves from the hostile forces. (ix) The experience of pacification shaped their perception of British infiltration into the area. (x) Paharias understood that British are there to control their forces and lands Any other relevant point. <p>(Any <i>three</i> points to be analysed) (Page No. 269)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the economic conditions of the paharias after the settlement of Santhals in the Periphery of Raj Mahal hills?</p> <p><u>Economic condition of Paharias after the settlement :</u></p> <ul style="list-style-type: none"> (i) The Paharias withdrew deeper into the hills. (ii) The interior hills were rocky and barren. (iii) They practised shifting agriculture. (iv) They subsisted on forest produce. (v) They also were hunters. (vi) The forests were very scanty and hence their economic condition was very poor. (vii) Any other relevant Point. <p>(Any <i>three</i> points to be examined) (Page No. 271)</p> | 3 |

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| 4. | <p>Describe the reasons of inclusive results of the second Round Table Conference held in London?</p> <p><u>Second Round Table conference :</u></p> <ul style="list-style-type: none"> (i) The Conference was held in London in the latter part of 1931. (ii) Gandhiji represented Congress. (iii) He claimed that Party has all India representation. (iv) Muslim League objected to it (v) Another claim was that Gandhi did not represent lowest castes. (vi) Gandhiji was criticised as he unable to get Viceroy's commitment for political independence for Indians (vii) Any other relevant point. <p style="text-align: right;">(Any <i>three</i> points to be described) (Page No. 360)</p> | 3 |
| | <p>SECTION –B</p> <p>(LONG ANSWER TYPE QUESTIONS)</p> | 6x3=18 |
| 5. | <p>Describe the conditions observed by Gandhi Ji in India after returning from Africa?</p> <p><u>Condition observed by Gandhi Ji in India after returning from Africa:</u></p> <ul style="list-style-type: none"> (i) Although India was a colony of the British, yet it was far more active in politics. (ii) Indian National Congress developed into many branches in towns and cities. (iii) Through Swadeshi Movement it broadened its appeal. (iv) The movement had some towering leaders like Tilak, Bipin Pal, Lajpat Rai, etc. (v) This was conveying all India character of the struggle. (vi) People were asking for a sort of freedom. (vii) Any other relevant point. <p style="text-align: right;">(Any <i>six</i> points to be described) (Page No. 347)</p> | 6 |

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| 6. | <p>(a) “ Chain of grievances of Taluqdars and peasants led them to join the revolt of 1857”. Elucidate the statement?</p> <p>(a) Grievances of Taluqdars and Peasants :</p> <ul style="list-style-type: none"> (i) Due to Dethroning of Awadh Nawabs Wajid Ali Shah on the eligation of miss Governance created Grief amongst Taluqdars. (ii) It laid to the dissolution of court and culture. (iii) Taluqdars and peasants expressed their resistance against British. (iv) They believed that by removing Taluqdars the revenue would increase. (v) The British were unwilling to tolerate the power of Taluqdars . (vi) The summary settlement removed Taluqdars from the powers (Army fought Autonomy etc) (vii) Ties between Taluqdars and Peasants broke down (viii) Under British, Peasants were exposed to over assessment. (ix) The increase of the revenue demands on the crops. (x) In flexible methods revenue collections. (xi) After annexation of Awadh, the Taluqdars were dispossessed. (xii) No guarantee to reduce revenue during the times of hardship or crop failure (xiii) These grievances led the Peasants and Taluqdars to the Revolt of 1857. (xiv) Any other relevant point. <p>(To be evaluated as a whole) (Page No. 298,99)</p> <p style="text-align: center;">OR</p> <p>(b) “There were not only Rumours but sound bases which led the people to revolt in 1857” Explain the statement?</p> <p>(b) Rumours—</p> <ul style="list-style-type: none"> (i) New cartridges were greased with fat of cows and pigs. (ii) Conspiracy to destroy the caste and religion of Hindus and Muslims (Lota issue) (iii) Mixed bone dust of cows and pigs into the flour. (iv) Distributions of chapattis in various villages. (v) Britishers wanted Indians to convert into Christianity. <p>Sound bases—</p> <ul style="list-style-type: none"> (i) Introduction of Western education and Western thoughts. (ii) English medium schools and colleges were opened | <p>6</p> <p>2+4=6</p> |
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| | <p>remarriage.</p> <p>(iii) Introduction of Subsidiary Alliance annexations of territory.</p> <p>(iv) Introduction of Policy of Doctrine of Lapse i.e Awadh , Jhansi , Satara etc.</p> <p>(v) Introduction of British administrative system in various region.</p> <p>(vi) Any other relevant point.</p> <p>(vii) (Any <i>six</i> points- any 2 points from rumours and any 4 points of sound bases to be explained)</p> <p>(Page No. 294–95)</p> | |
| 7. | <p>(a) “The process of manuscript production in the Mughal court involved a number of people performing a variety of tasks”. Support the statement with examples?</p> <p><u>The process of Manuscripts Production</u></p> <p>(i) Centre of manuscript production was the Imperial Kitabkhana.</p> <p>(ii) Emperor’s collection of manuscripts was kept in the Kitabkhana.</p> <p>(iii) Creation of manuscripts involved various processes of function.</p> <p>(iv) Papermakers were needed to prepare the folios of Manuscripts.</p> <p>(v) Scribes or Calligrapher’s to copy the texts.</p> <p>(vi) The gilders illuminated the pages.</p> <p>(vii) Painters illustrated the scenes from the texts.</p> <p>(viii) Bookbinders gathered the individual folios and set them within ornamental covers.</p> <p>(ix) Finished manuscript became a work of intellectual wealth and beauty.</p> <p>(x) Any other relevant point.</p> <p>(Any <i>six</i> points to be supported with examples)</p> <p>(Page No. 227–228)</p> <p style="text-align: center;">OR</p> <p>(b) “Chronicles commissioned by Mughal Emperors are the important sources of studying the empire and its court.” Explain the statement with examples?</p> <p><i>Chronicles</i> commissioned by</p> <p>(i) Chronicles were written to project a vision of the Mughal State.</p> <p>(ii) Chronicles projected vision of an enlightened Kingdom.</p> <p>(iii) They focused on events centred on the rulers , his family , Court and Nobles.</p> <p>(iv) Chronicles mentioned about Wars and Mughal administrative arrangements.</p> | 6 |

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| | <p>(v) Their titles such as AkbarNama , Shah JahaNama , AlamgirNama showed the history of Akbar Shah Jahan and Aurangzeb etc.</p> <p>(vi) Different aspects of the Empire like Geography , Society , Administration and Culture were reflected in chronicles.</p> <p>(vii) Glimpses of diverse population and composite culture were shown.</p> <p>(viii) It transmitted the ideas of divine life and King as a source of Spiritual Guidance.</p> <p>(ix) Idea of Sulah-e-kul was highlighted in Akbarnama.</p> <p>(x) Description about Capital Cities , Court arrangements Forms of Salutations , Festivals , Revenue System, Administrative system were given.</p> <p>(xi) Rulers wanted to ensure that their descendants must know about their rule.</p> <p>(xii) Authors of Chronicles were courtiers.</p> <p>(xiii) Whatever they wrote, focused on the events of their rule.</p> <p>(xiv) Persian was the court language.</p> <p>(xv) Persian was spoken by the king and the courtiers.</p> <p>(xvi) Any other relevant point.</p> <p>(Any six points explain with examples) (Page No. 226–227)</p> | |
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| | SECTION – C (CASE BASED QUESTIONS) | 4x2=8 |
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| 8. | <p>Read the case given below carefully and answer the question that follows:</p> <p>The accessible emperor In the account of his experiences, Monserrate, who was a member of the first Jesuit mission, says: It is hard to exaggerate how accessible he (Akbar) makes himself to all who wish audience of him. For he creates an opportunity almost every day for any of the common people or of the nobles to see him and to converse with him; and he endeavours to show himself pleasant-spoken and affable rather than severe towards all who come to speak with him. It is very remarkable how great an effect this courtesy and affability has in attaching him to the minds of his subjects.</p> <p>8.1 Examine the impact of Akbar’s accessibility on the mind of his subjects?</p> <p>a) Akbar made available to all who wanted audience. b) He used to create an opportunity almost every day for anyone of his nobles or the common people and converse with them and showed himself as a pleasantly speaking person. (Any one) (1)</p> <p>8.2 Why did Akbar invite Jesuits mission to his court?</p> <p>a) Akbar was curious to know about Christianity b) He dispatched an embassy to Goa to invite Jesuit Priests to his court at Fatehpur Sikri where Akbar spoke to them about Christianity. (Any one) (1)</p> <p>8.3 How did Akbar use to facilitate meetings for those who wanted to call on him?</p> <p>a) Akbar used to invite those who wanted to meet him. b) He not only met nobles but common people and conversed with them politely c) He showed courtesy towards them d) He made him accessible and available for the cause. e) Any other relevant point) (2) Any two points (Page No. 250)</p> | <div>1+1+2=4</div> <div>4</div> |
| 9. | <p>Read the case given below carefully and answer the question that follows: There cannot be any divided loyalty” Govind Ballabh Pant argued that in order to become loyal citizens people had to stop focusing only on the community and the self: For the success of</p> | 1+1+2=4 |

democracy one must train himself in the art of self-discipline. In democracies one should care less for himself and more for others. There cannot be any divided loyalty. 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 nought for larger or other interests, then democracy is doomed.

Source Based Question (There cannot be divided loyalty)

9.1 Examine the concern of Gobind Ballab Pant for a Unified Nation?

- (i) He gave emphasis on political unity and strong nation.
- (ii) Every individual to be moulded into a citizen of state.
- (iii) Each group had to be assimilated within the nation.
- (iv) Citizens had to offer their loyalties' to the state.
- (v) Communities to be recognised as cultural entities and assure cultural rights.
- (vi) Members of all communities had to act as equal members of one state.
- (vii) There should not be any divided loyalties'.
- (viii) Citizens are important as they are the base of the social pyramid.
- (ix) He was against the separate electorate system.
- (x) He wanted India to be a strong nation.
- (xi) Any other relevant point
(any one point) (1)

9.2 Why was loyalty considered as an important attribute of social pyramid?

- (i) For maintaining political unity
- (ii) For forging a strong nation
- (iii) For considering themselves as cultural entity
- (iv) Loyalty was related with Self-discipline which could bring strength to the democracy
- (v) He argued that in order to become loyal citizens people had to train themselves in the art of self-discipline and need to show loyalty towards nations

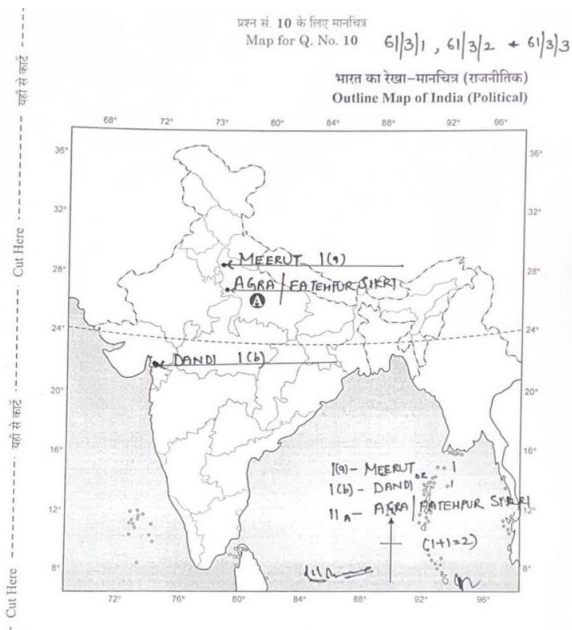
(Any one point) (1)

9.3 Analyse the aspects considered significant for the success for Democracy?

For the success of democracy

- (i) One should call less for himself and more for others.
- (ii) All loyalties must exclusively be centred on the nation.

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| | <p>(iii) One should work on self-discipline.</p> <p>(iv) Any other relevant point. (2)</p> <p>(Any <i>two</i> points to be analysed) (Page No. 419)</p> | |
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| 10. | <p>On the given political outline Map of India , Locate and label any one of the following with appropriate symbol:</p> <p>I. SEE ATTACHED MAP</p> <p>Map :</p> <p>I. (a) Meerut or (b). Dandi</p> <p>II. Identify—A. Agra/Fatehpur Sikri</p> <p>FOR VISUALLY IMPAIRED STUDENTS</p> <p>10 I. (a) Merrut</p> <p>OR</p> <p>(b) Dandi</p> <p>II Lahore, Agra /Fatehpur sikri , Shahjahanabad /Delhi.</p> <p>(Any one)</p> | <p>1+1=2</p> <p>1+1=2</p> |
| | <p>प्रश्न सं. 10 के लिए मानचित्र Map for Q. No. 10 61/3/1, 61/3/2. + 61/3/3</p> <p>भारत का रेखा-मानचित्र (राजनीतिक) Outline Map of India (Political)</p>  <p>Legend:</p> <ul style="list-style-type: none"> I(a) - MEERUT I(b) - DANDI II A - AGRA / FATEHPUR SIKRI <p>(1+1=2)</p> | 2 |

