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**SeniorSecondary School ,Term II Examination2022**

**Marking Scheme – HISTORY (SUBJECT CODE – 027)**

**(PAPER CODE – 61/1/1 )**

**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( √ ) 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 totalled 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 totalling 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 totalling on the title page.
  - Wrong totalling 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 totalled 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 : 61/1/1 ]****Maximum Marks : 40**

<b>Q. No.</b>	<b>EXPECTED ANSWER / VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION—A</b> <b>Short Answer-type Questions</b>	<b>3×4=12</b>
<b>1.</b>	<p><b>How has the art helped in keeping alive the memory of Rani of Jhansi? Explain?</b></p> <p>(i) The Rani of Jhansi was presented as a heroic figure leading the country into battle, rousing the people to righteous indignation against oppressive imperial rule.</p> <p>(ii) Heroic poems were written about the valour of the queen who, with a sword in one hand and the reins of her horse in the other, fought for the freedom of her motherland.</p> <p>(iii) Rani of Jhansi was represented as a masculine figure chasing the enemy, slaying British soldiers and valiantly fighting till her last.</p> <p>(iv) Children in many parts of India grow up reading the lines of Subhadra Kumari Chauhan : “Khoob lari mardani woh to Jhansi wali rani thi” .</p> <p>(v) In popular prints, Rani Lakshmi Bai is usually portrayed in battle armour, with a sword in hand and riding a horse—a symbol of the determination to resist injustice and alien rule.</p> <p>(vi) Any other relevant point.</p> <p>Any three points to be explained. <b>PG-313</b></p>	<b>3</b>
<b>2.</b>	<p><b>(a) Explain the reasons of initiating the Non-Cooperation Movement by Gandhiji.</b></p> <p>(i) During World War I Britishers had instituted censorship of the press and permitted detention without trial.</p> <p>(ii) Economic hardships due to World War I , growing dissatisfaction among people.</p> <p>(iii) Rowlatt Act-(discriminatory Law.)</p> <p>(iv) Jallianwala Bagh Massacre</p> <p>(v) Khilafat Movement.</p> <p>(vi) Nagpur and Calcutta Sessions of Congress – resolution for the non-cooperation movement.</p> <p>(vii) Resentment against the Govt. of India act 1919</p> <p>(viii) Any other relevant point.</p> <p>Any three points to be explained <b>PG-349</b></p>	<b>3</b>

	<p style="text-align: center;"><b>Or</b></p> <p><b>(b) Explain the reasons that led to the Civil Disobedience Movement of 1930.</b></p> <ul style="list-style-type: none"> <li>(i) In 1928 an all India campaign to oppose Simon commission.</li> <li>(ii) Lahore Session of Congress.</li> <li>(iii) Demand for 'Poorna Swaraj'</li> <li>(iv) 1929 Economic depression on Indian economy and unrest among Indians.</li> <li>(v) Failure of the Simon Commission and the death of Lala Lajpat Rai while protesting against the Commission.</li> <li>(vi) Salt law- State monopoly over salt.</li> <li>(vii) Nationalist feelings among Indians.</li> <li>(viii) Any three points to be explained.</li> </ul> <p style="text-align: right;"><b>PG-355</b></p>	3
3.	<p><b>Examine the role of GB Pant on the unified nation in the Constituent Assembly.</b></p> <ul style="list-style-type: none"> <li>(i) He gave emphasis on political unity and strong nation.</li> <li>(ii) Every individual to be moulded into a citizen of state.</li> <li>(iii) Each group had to be assimilated within the nation.</li> <li>(iv) Citizens had to offer their loyalties' to the state.</li> <li>(v) Communities to be recognised as cultural entities and assure cultural rights.</li> <li>(vi) Members of all communities had to act as equal members of one state.</li> <li>(vii) There should not be any divided loyalties'.</li> <li>(viii) Citizens are important as they are the base of the social pyramid.</li> <li>(ix) He was against the separate electorate system.</li> <li>(x) He wanted India to be a strong nation.</li> <li>(xi) Any other relevant point.</li> </ul> <p>Any three points to be described</p> <p style="text-align: right;"><b>PG- 418 , 419</b></p>	3
4.	<p><b>Why did British introduce the Permanent Settlement in Bengal? Explain.</b></p> <ul style="list-style-type: none"> <li>(i) British officials hoped to resolve the problems they had been facing since the conquest of Bengal.</li> <li>(ii) In 1770's Rural economy of Bengal was in crises due to recurring famines.</li> <li>(iii) Officials felt that agriculture, trade and the revenue resources of the State could all be developed by encouraging investment in agriculture.</li> <li>(iv) They wanted to fix the rates of revenue demand permanently.</li> </ul>	3

	<p>(v) Company wanted regular flow of revenue.</p> <p>(vi) Company wanted class of yeomen farmers and rich landowners.</p> <p>(vii) Any other relevant point.</p> <p>Any three points to be explained. <b>PG 258,259</b></p>	
	<p style="text-align: center;"><b>SECTION—B</b></p> <p><b>Long Answer Type Questions :</b></p>	<b>6×3=18</b>
<b>5.</b>	<p><b>Explain the stages of conquest of Awadh by the British from 1801 onwards.</b></p> <p>(i) The Subsidiary Alliance had been imposed on Awadh in 1801.</p> <p>(ii) Nawab had to disband his military force.</p> <p>(iii) Nawab allowed the British to position their troops within the kingdom.</p> <p>(iv) Nawab became dependent on the British to maintain law and order within the kingdom.</p> <p>(v) His control over chiefs and taluqdars was lessened.</p> <p>(vi) British became increasingly interested in acquiring the territory of Awadh due to its soil, resources, ideal location, and principal market of upper India.</p> <p>(vii) Lord Dollhouse described “Awadh as a cherry that will drop into our mouth one day.”</p> <p>(viii) The takeover of Awadh in 1856 was expected to complete a process of territorial annexation.</p> <p>(ix) Allegation of misrule was imposed on Nawab Wajid Ali Shah.</p> <p>(x) He was dethroned and exiled to Calcutta on the plea that the region was being misgoverned, it was an emotional upheaval.</p> <p>(xi) Any other relevant point.</p> <p>Any six points to be explained <b>PG-296</b></p>	<b>6</b>
<b>6.</b>	<p><b>(a) “In the Constituent Assembly issues over ‘national language’ were intensely debated”. Explain the statement with examples.</b></p> <p>(i) <i>Congress and Mahatma Gandhi</i> accepted Hindustani as national language. As it was easy to understand and was a popular language among large section of India. Hindustani developed with the interaction of diverse culture and language. Hindustani language was chiefly made up of Hindi and Urdu.</p> <p>(ii) A plea for making Hindi as national language by <i>R. V. Dhulekar</i>.</p> <p>(iii) Language Committee tried to resolve the issue by deciding that <i>Hindi in Devanagri script would be an official language</i>.</p> <p>(iv) Transition to Hindi was a gradual process.</p> <p>(v) For initial 15 years after Independence, <i>English to be used as official language</i>.</p>	<b>6</b>

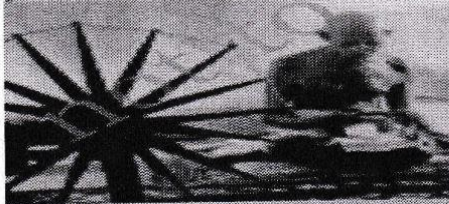
	<p>(vi) <i>Provinces</i> were allowed to choose one language for official work within the province.</p> <p>(vii) S. G. Durgabai, raised intense opposition against Hindi <i>in South India</i>.</p> <p>(viii) <i>Shri Shankkarro Deo accepted Hindustani</i> as a language of the nation</p> <p>(ix) <i>T. A. Ramalingam Chettiar</i> warned the cause of Hindi would not help if it was pushed too aggressively.</p> <p>(x) Many members felt that issue of Hindi as a national language must be treated cautiously.</p> <p>(xi) Any other relevant point.</p> <p>To be evaluated as a whole <span style="float: right;"><b>PG-425,426</b></span></p>	
	<p style="text-align: center;"><b>Or</b></p> <p><b>(b) “Issues of ‘Division of power of the government’ at the Centre and State level were intensely debated in the Constituent Assembly” Explain the statement with examples.</b></p> <p>(i) Draft Constitution provided three lists of subject.</p> <p>(ii) Union List, Union Government can make laws on it.</p> <p>(iii) State List, State Government can make laws on it.</p> <p>(iv) Concurrent List, both Union and State Government can make laws on listed items.</p> <p>(v) Union Government was made more powerful to ensure peace, security and to speak for whole country in the international sphere.</p> <p>(vi) Article 356 gave the Centre the power to take over a State Administration on the recommendation of Governor.</p> <p>(vii) Debate on Powers of Centre and State :</p> <p>K. Santhanam from Madras said reallocation of power was necessary. He said if Centre is overburdened with responsibility it could not function properly. So it is important that some powers to the State should be transferred. States should be given appropriate fiscal provision so that they can work independently and they do not need to depend on Centre for even nominal expenditure.</p> <p>(viii) The need for strong government had been further reinforced by the events of partition.</p> <p>(ix) Many leaders like Jawaharlal Nehru, B. R. Ambedkar, Gopalaswami Ayyangar, Balakrishna Sharma, etc., advocated for strong Centre.</p> <p>(x) Ambedkar had declared that he wanted a strong and united Centre much stronger than the Government of India Act of 1935..</p> <p>(xi) Gopalaswami Ayyangar declared that the Centre should be made as strong as possible.</p> <p>(xii) Bal krishna Sharma reasoned at length that only strong Centre could plan for well-being of the country, mobilize the available resources, established proper administration and defend the country against aggression.</p>	6

	<p>(xiii) Any other relevant point.</p> <p>To be evaluated as a whole <b>PG-423,424</b></p>	
7.	<p><b>(a) Who was Abul Fazal? Why is <i>Akbar Nama</i> considered as his one of the important contributions ? Explain.</b></p> <p><b>ABUL FAZL</b></p> <p>(i) Abul Fazl, Author of <i>Akbar Nama</i> was one of the Courtiers of Akbar's Court as an adviser and spokesperson for his policies.</p> <p>(ii) He was well-versed with Arabic, Persian, Greek philosophy and Sufism.</p> <p>(iii) He was an independent thinker who consistently opposed the views of the conservative Ulamas.</p> <p>(iv) Emperor's objective was to free the State from the control of religious orthodoxy.</p> <p>(v) In his role as court historian, Abul Fazl both shaped and articulated the ideas associated with the reign of Akbar.</p> <p>(vi) Any other relevant point.</p> <p>(Any Two Points to be explained)</p> <p><b>THE AKBAR NAMA</b></p> <p>(i) The <i>Akbar Nama</i> is one of the important illustrated official chronicles and was written by Abul Fazal.</p> <p>(ii) The manuscript has paintings of battles, sieges, hunts, building construction and court scenes.</p> <p>(iii) Abul Fazl worked on the <i>Akbar Nama</i> for thirteen years, repeatedly revising the draft.</p> <p>(iv) The chronicle is based on a range of sources, including actual records of events (waqai), official documents and oral testimonies of knowledgeable persons.</p> <p>(v) The <i>Akbar Nama</i> is divided into three books. The first two are chronicles and the third is <i>Ain-i-Akbari</i>.</p> <p>(vi) The first volume starts from the history of mankind from Adam to one celestial cycle of Akbar's life.</p> <p>(vii) The <i>Akbar Nama</i> was written to provide detailed information of the political events of Akbar's reign.</p> <p>(viii) The <i>Akbar Nama</i> also provide a detailed description of Akbar's empire—geographic, social, administrative and cultural-without reference to chronology.</p> <p>(ix) In the <i>Ain-i-Akbari</i>, the Mughal Empire was presented as having a diverse population consisting of Hindus, Jainas, Buddhists and Muslims and a composite culture.</p> <p>(x) This Indo-Persian style was patronized at Court, and there were a large number of writers who wanted to write like Abul Fazl.</p> <p>(xi) Any other relevant point.</p> <p>Any four points to be explained. <b>Pg-230</b></p> <p style="text-align: center;"><b>Or</b></p>	<p>2+4=6</p> <p>3+3=6</p>

	<p><b>(b) Why were the imperial officers in the Mughal Empire described by the court historians as a bouquet of flowers? Explain</b></p> <p>The Mughal nobility was comprised of Iranis, Turanis, Afghans, Rajputs, Deccanis, etc</p> <ul style="list-style-type: none"> <li>(i) The Mughal nobility were the main pillars of Mughal State</li> <li>(ii) The Mughal nobility was chosen from different groups, both religiously and ethnicity to ensure a balance of power between the various groups.</li> <li>(iii) They were described as guldasta or a bouquet of flowers in the official chronicles</li> <li>(iv) It signified their unity, held together by loyalty towards the Mughal Emperor.</li> <li>(v) All nobles were ranked or were allotted Mansabs comprising of Zat and Sawar</li> <li>(vi) The nobles were also required to perform military service for the emperor</li> <li>(vii) Zat which was an indicator of the position in the imperial hierarchy and the salary of the official (Mansabdar).</li> <li>(vii) Sawar, term used to indicate the number of horsemen.</li> <li>(viii) The nobles participated in the military campaigns and served as officers of the empire in the provinces.</li> <li>(ix) The military commanders recruited, equipped and trained the main wing of the Mughal army, i.e, the cavalry.</li> <li>(x) By serving in the imperial offices the nobles acquired power, wealth and reputation.</li> <li>(xi) The PayMaster General (Mir Bakshi), the Diwan-I Ala (Finance Minister) and Sadr-us sudur (Minister of Grants or madad-i-maash, and in charge of appointing local judges or Qazis)</li> <li>(xii) Akbar with these and other advisors shaped the administrative, fiscal and monetary institutions of the empire</li> <li>(xiii) Any other relevant point.</li> </ul> <p>To be evaluated as a whole</p> <p style="text-align: right;"><b>PG-245</b></p>	
	<b>SECTION—C</b>	
	<b>Case-Based Questions :</b>	<b>4×2=8</b>
<b>8.</b>	<p>Read the case given below and answer the questions that follow :</p> <p style="text-align: center;"><b>Travels of the Badshah Nama</b></p> <p>Gifting of precious manuscripts was an established diplomatic custom under the Mughals. In the emulation of this, the Nawab of Awadh gifted the illustrated Badshah Nama to king George III in 1799. Since then it has been preserved in the English Royal Collections, now at Windsor Castle.</p> <p>In 1994, conservation work required the bound manuscript to be taken apart. This made it possible to exhibit the paintings, and in 1997 for the first time. Badshah Nama paintings were shown in exhibitions in New Delhi, London and Washington.</p> <p>Source from <i>The Kings and Chronicles</i>, Theme9, PG-231 NCERT Unit-II</p>	1+1+2=4



	<p><b>8.1 Explain the diplomatic practice of Mughals.</b></p> <p>Gifting of precious manuscripts was an established diplomatic custom under Mughals.</p> <p><b>8.2 Why did Nawab of Awadh share a common ground of diplomatic gift giving practice with King George III ?</b></p> <p>(i) Nawab of Awadh shared gifts with George III to maintain political and diplomatic relations.</p> <p>(ii) It was a court custom also.</p> <p>(Any one point)</p> <p><b>8.3 How have the precious work of Mughals preserved?</b></p> <p>(i) Manuscripts were preserved.</p> <p>(ii) Paintings were exhibited in London, Washington and New Delhi.</p> <p>(iii) Efforts are to conserved Mughal miniature collection.</p> <p>(iv) Any other relevant point.</p> <p>Any two points.</p> <p>Source from <i>The Kings and Chronicles</i>, Theme9, PG-231 NCERT Unit–II</p>	<p>1</p> <p>1</p> <p>2</p>
<p><b>9.</b></p>	<p><b>Read the case given below and answer the questions that follow :</b></p> <p style="text-align: center;"><b>Charkha</b></p> <p>Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the charkha as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant.</p> <p>What I object to, id the craze for machinery as such. The craze is for what they call labour-saving machinery. Men go on “ saving labour” , till thousands are without work and thrown on the open streets to die of starvation. I want the concentration of wealth, not in the hands of few, but in the hands of all.</p> <p style="text-align: right;"><i>Young India, 13 November, 1924</i></p> <p>Khaddar does not seek to destroy all the machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel itself an exquisite piece of machinery.</p> <p style="text-align: right;"><i>Young India, 17 march, 1927</i></p>	<p>1+1+2=4</p>

	<p><b>Source I</b></p>  <p><b>Charkha</b></p> <p>Mahatma Gandhi was profoundly critical of the modern age in which machines enslaved humans and displaced labour. He saw the <i>charkha</i> as a symbol of a human society that would not glorify machines and technology. The spinning wheel, moreover, could provide the poor with supplementary income and make them self-reliant.</p> <p>What I object to, is the craze for machinery as such. The craze is for what they call labour-saving machinery. Men go on "saving labour" till thousands are without work and thrown on the open streets to die of starvation. I want to save time and labour, not for a fraction of mankind, but for all. I want the concentration of wealth, not in the hands of few, but in the hands of all.</p> <p>YOUNG INDIA, 13 NOVEMBER 1924</p> <p>Khaddar does not seek to destroy all machinery but it does regulate its use and check its weedy growth. It uses machinery for the service of the poorest in their own cottages. The wheel is itself an exquisite piece of machinery.</p> <p>YOUNG INDIA, 17 MARCH 1927</p> <p><i>Source from Theme 13- " PG-352 -NCERT</i></p> <p><b>9.1 Why was Charkha considered sacred by Gandhiji?</b></p> <ul style="list-style-type: none"> <li>(i) To Gandhiji Charkha was like a service, a medium for spiritual upliftment.</li> <li>(ii) A symbol of dharma, of self-help and self-reliance.</li> <li>(iii) Of dignity of labour and human values.</li> <li>(iv) Any other relevant point.</li> </ul> <p>Any one point.</p> <p><b>9.2 Why did Gandhiji give importance to Khaddar?</b></p> <ul style="list-style-type: none"> <li>(i) According to Gandhiji, Khaddar regulated use of machinery and check its weedy growth.</li> <li>(ii) It used simple and domestic machinery for the service of the poorest in their own cottages.</li> <li>(iii) Any other relevant point.</li> </ul> <p>Any one point.</p> <p><b>9.3 How had Gandhiji related Charkha with the spirit of service and foundation of sound village life?</b></p> <ul style="list-style-type: none"> <li>(i) The Charkha supplemented the agriculture of the villagers and gave it dignity.</li> <li>(ii) The Charkha enabled villages to become self-contained.</li> <li>(iii) Charkha could restore India to its pristine glory.</li> <li>(iv) It provides the golden bridge between the rich and the poor.</li> <li>(v) Any other relevant point.</li> </ul> <p>Any two points</p> <p><i>Source from Theme-13</i> <span style="float: right;"><i>Source I PG 352</i></span></p>	<p>1</p> <p>1</p> <p>2</p>
	<p><b>SECTION—D</b></p> <p><b>Map Skill-based Questions</b></p>	
<p><b>10.</b></p>	<p>On the given political outline map of India, locate and label ANY ONE of the following with appropriate symbol :</p>	<p>1+1=2</p>

	<p><b>SEE ATTACHED MAP</b></p> <p>I. The State where Gandhiji withdrew Non-Cooperation Movement— <b>UP- Uttar Pradesh</b></p> <p style="text-align: center;"><b>Or</b></p> <p>II. The State where Gandhiji started Satyagraha for the Kheda peasants— <b>Gujarat</b></p> <p>(b) On the same outline map of India, a place related to the capital city of Mughal Empire is marked as <b>A</b>. Identify it and write its name on the line drawn near them. <b>Delhi /Shahjahanabad.</b></p> <p><i>Note : The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 10</i></p>	1
10.	<p><b>Name any one capital city of Mughal Empire.</b></p> <p>Agra, Lahore, Fatehpur Sikri , Shahjahanabad/ Delhi (Any one)</p> <p><b>Mention any one place related to the Revolt of 1857.</b></p> <p>Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Banaras, Gwalior, Jabalpur, Agra, Awadh. (Any one)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Name the state where Jallianwala Bagh event took place.- Punjab</b></p>	1



प्रश्न सं. 10 के लिए मानचित्र  
Map for Q. No. 10

61/1/1, 61/1/2 + 61/1/3

भारत का रेखा-मानचित्र (राजनीतिक)

Outline Map of India (Political)

