

# MARKING SCHEME

## HISTORY – 027

### (IMPROVEMENT EXAMINATION)

SENIOR SECONDARY SCHOOL EXAMINATION

SEPTEMBER 2021

CODE NO. 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. **Evaluation is a timed mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
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.**
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. 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.
6. Evaluators will mark(  $\checkmark$  ) 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.**
7. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
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 0-80) 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 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
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 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 (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.

Secondary School Examination (September- 2021)

HISTORY (087)

Marking Scheme 61/1/1

QNO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MA RKS
1.	Canals / Wells/ Rivers/Artificial Water Reservoirs	Pg-3,4	1
2.	(D) Asoka	Pg-13	1
3.	<b>Endogamy</b> refers to marriage within a unit or tribe or caste but <b>Exogamy</b> is marriage outside the unit.	Pg-57	1
4.	( C) Guptas	Pg-61	1
5.	Mahayana and Hinayana are the sects of <b>Buddhism</b>	Pg-56	1
6.	Sanchi Stupa  <i>For visually impaired-</i>  Kusinagara	Pg-83  Pg-96	1  1
7.	(D) Hazara Ram Temple	Pg-183	1
8.	<b>Saguna</b> bhakti is the worship of specific deities with attributes such as Vishnu, Shiva etc. <b>Nirguna</b> bhakti based on worship of an abstract form of god without attributes.	Pg-143	1

9.	Two brothers- Harihara and Bukka	Pg-171	1
10.	(A)--- Both Assertion (A) and Reason ( R) are correct and Reason(R) is the correct explanation of Assertion (A).	PG-233	1
11.	(B) Akbar Nama--- Abu'l-Fazl	Pg-231	1
12.	Nurjahan	Pg-231	1
13.	<b>Sunset Law:</b> Zamindars were supposed to pay dues by the sunset of the specified date otherwise zamindari was liable to be auctioned.	Pg-260	1
14.	(A)Jawaharlal Nehru	Pg-367	1
15.	(C) Hindustani	Pg-425	1
16.	(C) a,b,d	Pg-267- 268	1
17.	<b>Why Kinfolk Quarrelled?</b> 17.i (D)-On the death of Pandu , as the royal princes were young. 17.ii (C )- They expressed their preference for Pandavas to be the rulers. 17.iii(A)-The Pandavas were more capable and virtuous than the Kauravas. 17.iv (A)Patrimony was not unique to ruling families. (Any three to be evaluated)	Pg-57	1+1 +1= 3
18.	<b>Colin Mackenzie</b> 18.i (D)- He resigned from his job before super-annuation. 18.ii (D)-He embarked on collecting local histories. 18.iii(A)-Colin Mackenzie brought the ruins of Hampi to light 18.iv (A)/ C –Memories of the priests of Virupaksha temple./ Information from the customs and laws of tribal people. . (Any three to be evaluated)	Pg-171	1+1 +1= 3

<p><b>19.</b></p>	<p style="text-align: center;"><b>Ordinary life in extraordinary times</b></p> <p>19.i (C)- All the routine activities were broken down.</p> <p>19.ii (C )- If some vegetables were available, they were stale and rotten.</p> <p>19.iii(D)- Water-carriers had stopped filling water.</p> <p>19.iv (A)- Fear of the spread of epidemic. .</p> <p>(Any three to be evaluated)</p>	<p>Pg-290</p>	<p>1+1 +1= 3</p>
<p><b>20.</b></p>	<p><b>Features of Harappan Drainage system</b></p> <p>i. Every house was connected to the street drains</p> <p>ii. Streets with drains were laid out first then houses were built.</p> <p>iii. Domestic waste water had to flow into the street drains.</p> <p>iv. Drains were laid along the walls</p> <p>v. Main channels were made of bricks and mortar</p> <p>vi. Waste water flowed out to the street and to main drains.</p> <p>vii. Limestone was used for the covers</p> <p>viii. Any other relevant point.</p> <p>(Any three points to be explained)</p>	<p>Pg-6</p>	<p>3</p>
<p><b>21.</b></p>	<p><b>Shahjahan's passion for building activities</b></p> <p>i. Shahjahan had enough money to indulge in building activities.</p> <p>ii. It was a part of monarchical culture as a tangible sign of dynastic power</p> <p>iii. Imperial capital as Shahjahanbad(Delhi) with specific features like Red Fort, Jama Masjid ,Chandni Chowk and homes of nobility.</p> <p>iv. TajMahal at Agra was another fine example</p> <p>v. Any other relevant point.</p> <p>(Any three points to be explained)</p>	<p>Pg-236</p>	<p>3</p>

<p><b>22.</b></p>	<p><b>Opposition to the monopoly of East India Company</b></p> <ul style="list-style-type: none"> <li>i. The activities of East India Company were closely monitored.</li> <li>ii. Many private traders in England wanted share in Indian trade.</li> <li>iii. Information about East India Company's misrule and maladministration was debated in Britain.</li> <li>iv. Incidents of greed and corruption of company officials were publicized.</li> <li>v. Many political groups questioned the conquest of Bengal because its benefits were going to company and not to nation.</li> <li>vi. Any other relevant point.</li> </ul> <p>(Any three points to be explained)</p>	<p>Pg-264</p>	<p>3</p>
<p><b>23.</b></p>	<p><b>Nehru's arguments for strong Central Authority in India:</b></p> <ul style="list-style-type: none"> <li>i. He pleaded for strong Central authority.</li> <li>ii. According to him only strong Centre could ensure peace in the country.</li> <li>iii. Centre could only coordinate on vital matters of common concern.</li> <li>iv. Centre could speak effectively for whole country in the international sphere.</li> <li>v. Centre could stop the communal effects.</li> <li>vi. Only centre could sort out partition related issues.</li> <li>vii. He supported Ambedkar , Balakrishna Sharma and other leaders for strong and united centre.</li> <li>viii. Any other relevant point.</li> </ul> <p>(Any three points to be explained)</p>	<p>Pg-423</p>	<p>3</p>

24.	<p><b>Growth of Puranic Hinduism:</b></p> <ol style="list-style-type: none"> <li>i. Vaishnavism and Shaivism were traditions of Hinduism.</li> <li>ii. Emphasis was given on the worship of chosen deity.</li> <li>iii. Vaisavnasim developed around various avatars of Vishnu.</li> <li>iv. The bond between devotee and the God was visualized as one of love and devotion</li> <li>v. Various avatars were popular in different parts of the country.</li> <li>vi. Some of these forms and deities were represented in sculptures.</li> <li>vii. Shiva was symbolized with 'linga' and in human forms too.</li> <li>viii. Representations were depicted with attributes through symbols such as ornaments, head dresses etc</li> <li>ix. Much of these attributes are contained in Puranas.</li> <li>x. Stories about gods and goddesses were circulated</li> <li>xi. Many stories were compiled by the Brahmanas.</li> <li>xii. It was the part of Vedic learning.</li> <li>xiii. Puranas evolved through interaction among people.</li> <li>xiv. Vasudev Krishna was an important deity.</li> <li>viii. Any other relevant point.</li> </ol> <p>(To be evaluated as a whole)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Teaching of Buddha:</b></p> <ol style="list-style-type: none"> <li>i. The world is transient and constantly changing.</li> <li>ii. It is soulless and nothing is permanent.</li> <li>iii. Sorrow is intrusive to human existence.</li> <li>iv. The social world is the creation of humans rather than divine origin.</li> <li>v. Kings and Gahapatis should be humane and ethical.</li> <li>vi. Buddha emphasized individual agency and righteous action.</li> <li>vii. Righteousness is the way to escape from the cycle of birth and rebirth (Nibbana).</li> </ol>	Pg-104	8
		Pg-91-94	8

	<ul style="list-style-type: none"> <li>viii. Importance to right conduct and values rather than birth</li> <li>ix. Emphasis on fellow feeling</li> <li>x. Compassion for weak were given importance</li> <li>xi. Four noble truths</li> <li>xii. Middle path</li> <li>xiii. Any other relevant point.</li> </ul> <p>(To be evaluated as a whole)</p>		
<p><b>25.</b></p>	<p><b>Sufis and the state</b></p> <ul style="list-style-type: none"> <li>i. Sufis maintained distance from worldly power but not in absolute means.</li> <li>ii. The Sufis accepted unsolicited grants and donations from the political elites.</li> <li>iii. The Sultans set up the charitable trusts as endowments for hospices.</li> <li>iv. Kings granted tax free lands.</li> <li>v. Sufis used donation on immediate requirements and ritual necessities.</li> <li>vi. People from all walks of life were attracted towards Sufis.</li> <li>vii. The Chishtis accepted donations in cash as well in kind.</li> <li>viii. The kings also wished to get their support.</li> <li>ix. The kings required that their acts should be legitimized by the Sufis.</li> <li>x. It was believed that auliya could intercede with god to improve the material and spiritual conditions.</li> <li>xi. The kings wanted their tombs to be near the Sufis shrines.</li> <li>xii. There were instances of conflict between the Sultan and the Sufis.</li> <li>xiii. The Sufis were addressed with high –sounding titles.</li> <li>xiv. Any other relevant point.</li> </ul> <p>( To be evaluated as a whole)</p>	<p><b>Pg-159</b></p>	<p><b>8</b></p>



	<p style="text-align: center;"><b>OR</b></p> <p><b>Alvars &amp; Nayanars and the State:</b></p> <ol style="list-style-type: none"> <li>i. Their religious traditions got occasional royal patronage.</li> <li>ii. Chola rulers supported Brahminical and bhakti traditions.</li> <li>iii. Kings provided land grants to them.</li> <li>iv. Kings constructed temples for Vishnu and Shiva.</li> <li>v. Magnificent Shiva temples were constructed under the patronage of Chola rulers.</li> <li>vi. Bronze sculptures of Shiva were also produced.</li> <li>vii. Both Nayanars and Alvars were revered by Vellala peasants.</li> <li>viii. Rulers tried to win their support.</li> <li>ix. Chola rulers claimed divine status by building splendid temples.</li> <li>x. The kings also introduced the singing of Tamil-Shiva hymns under royal patronage.</li> <li>xi. Festivals were also arranged.</li> <li>xii. Any other relevant point.</li> </ol> <p style="text-align: center;">(To be evaluated as a whole)</p>	<b>Pg-145</b>	<b>8</b>
<b>26.</b>	<p><b>Annexation of Awadh</b></p> <ol style="list-style-type: none"> <li>i. Dalhousie's annexation created dissatisfaction among all annexed principalities.</li> <li>ii. Nawab was dethroned on the plea of misgoverning but he was popular and widely loved ruler.</li> <li>iii. There was widespread sense of grief.</li> <li>iv. Emotional upheaval was aggravated by material losses.</li> <li>v. Dissolution of the court and its culture.</li> <li>vi. Officials and performers lost their livelihood.</li> </ol>	<b>Pg-296-299</b>	<b>8</b>

	<p>vii. With this taluqdars were also disposed.</p> <p>viii. British were unwilling to tolerate taluqdars power.</p> <p>ix. There was breakdown of entire social order.</p> <p>x. Grievance of peasants and village society towards British annexation.</p> <p>xi. Britishers started over assessing revenue and inflexible collection of taxes.</p> <p>xii. Injustices were carried out towards military also.</p> <p>xiii. Any other relevant point.</p> <p>(To be evaluated as a whole)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Relationship of the Sepoys with the British officers during 1850s</b></p> <p>i. There was mistrust among Sepoys</p> <p>ii. Majority of Sepoys were recruited from the villages.</p> <p>iii. Grievances of peasants were carried over sepoy lines.</p> <p>iv. White officers showed their superiority.</p> <p>v. Sepoys had complaints of low salaries and the difficulty of getting leaves.</p> <p>vi. Greased cartridges created suspicion amongst sepoy.</p> <p>vii. Most of the Sepoys were from Awadh.</p> <p>viii. Dethroning ruler of Awadh was not liked by sepoy and ruler folk.</p> <p>ix. Misbehaviour and racial abuse by the White officers.</p> <p>x. Sepoys defied the superior officers.</p> <p>xi. Thus there was collective rebellion.</p> <p>xii. Any other relevant point.</p> <p>(To be evaluated as a whole)</p>	<p><b>Pg- 299- 300</b></p>	<p><b>8</b></p>
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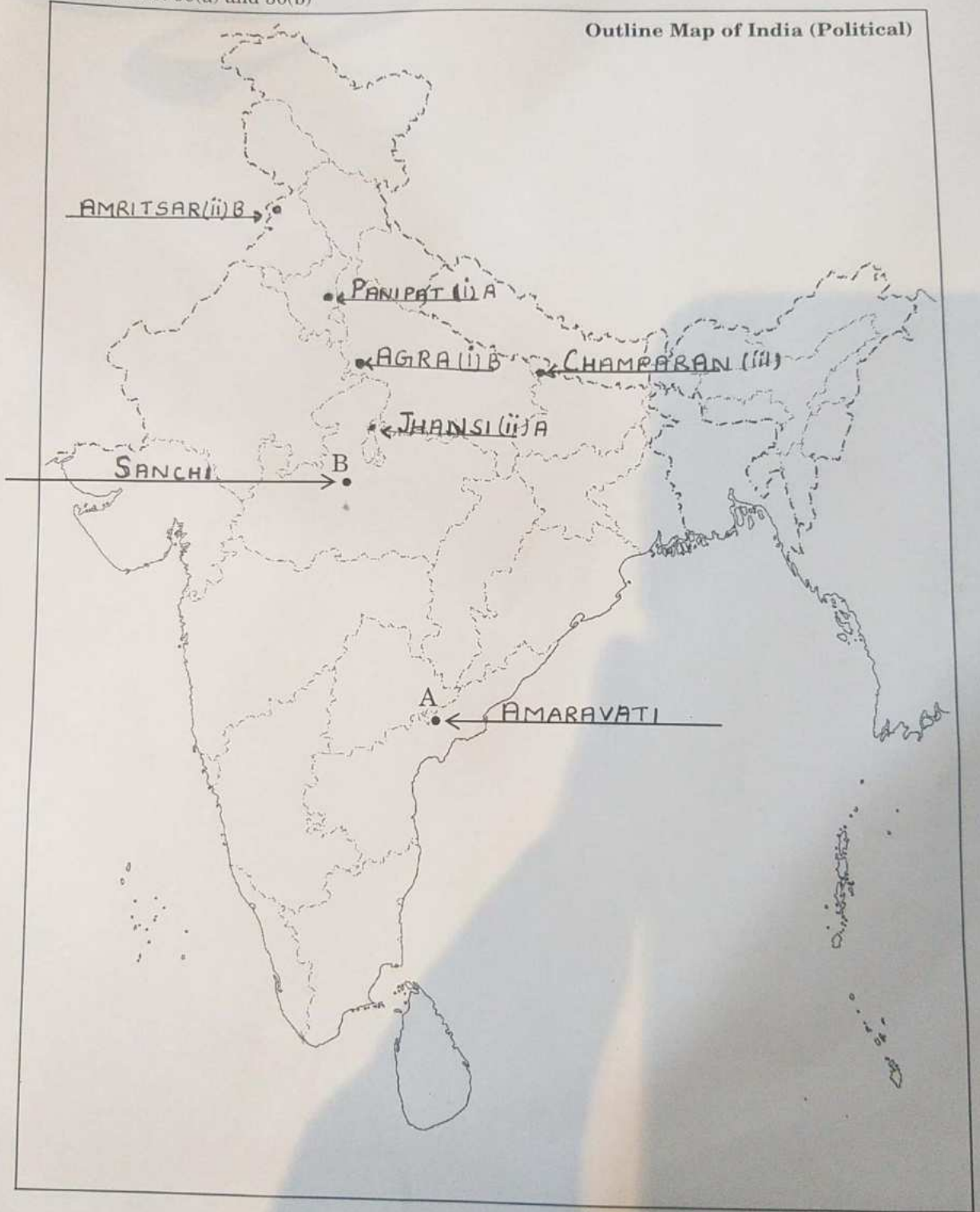
27.	<p><b>Source Based Questions</b></p> <p style="text-align: center;"><b>Prabhavati Gupta and the village of Danguna</b></p> <p><b>(27.1) What did Prabhavati state in her inscription? (2)</b></p> <p>i. She commanded the householders/ peasants and brahmanas to obey the commands of Acharya.</p> <p>ii. She warned soldiers and policemen not to enter the village.</p> <p>iii. Any other relevant point. (Any two)</p> <p><b>(27.2) What were the exemptions conferred to the agrahara by Prabhavati Gupta? (2)</b></p> <p>i. Village was exempted from providing grass, hides as seats, charcoal, flowers and milk, digging salt etc.</p> <p>ii. Exempt from purchasing fermenting liquors and digging salt</p> <p>iii. Exempt from right to mines and khadira trees.</p> <p>iv. Exempt from major and minor taxes (Any two)</p> <p><b>(27.3) What were the different things produced in the village of Danguna? (1)</b></p> <p>Salt , khadira trees, grass , milk and flowers etc.</p>	Pg-41	2+2+ 1=5
28.	<p><b>Source Based Questions</b></p> <p style="text-align: center;"><b>How tanks were built</b></p> <p><b>(28.1) Why were the tanks constructed at the mouth of two hills? (2)</b></p> <p>i. This is because the water which comes from either side should be collected in the tank.</p> <p>ii. In protection from overflowing river</p> <p><b>(28.2) Mention the source of water of the tanks? (1)</b></p> <p>i. Rivers which were coming down the hills/ Lakes</p> <p><b>(28.3) Explain the major usage of water from these tanks. (2)</b></p> <p>i. The water was largely used by the people for domestic purpose</p> <p>ii. For irrigating the fields and gardens</p>	Pg-177	2+1+ 2=5

<p>29.</p>	<p><b>Source Based Questions</b></p> <p style="text-align: center;"><b>Charkha</b></p> <p><b>(29.1) Why was Gandhiji critical of the modern machine age? (1)</b></p> <ul style="list-style-type: none"> <li>i. Machines enslaved human beings</li> <li>ii. Displaced labour.</li> <li>iii. It concentrated wealth in the hands of few.(Any One)</li> </ul> <p><b>(29.2) “The wheel is itself an exquisite piece of machinery.” Examine this statement of Gandhiji. (2)</b></p> <ul style="list-style-type: none"> <li>i. It supplements the poor man’s income</li> <li>ii. It helps the poorest to work from their own cottages.</li> </ul> <p><b>(29.3) Explain the significance of the Charkha . (2)</b></p> <ul style="list-style-type: none"> <li>i. Charkha is a simple machine</li> <li>ii. It runs without power , with local raw material</li> <li>iii. To supplement income.</li> <li>iv. It helps in self reliance (Any Two)</li> </ul>	<p><b>Pg-352</b></p>	<p><b>1+2+ 2=5</b></p>
<p>30.</p>	<p><b>KINDLY SEE FILLED ATTACHED MAP.</b></p> <p><i>For Visually Impaired:</i></p> <p><b>30a (i.) Centres of the Revolt of 1857(Any Three)</b></p> <p>Delhi ,Jhansii, Meerut ,Lucknow, Kanpur, Azangarh ,Calcutta , Banaras,Gwalior, Jabbalpur, Agra etc.</p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>(ii) Towns under British control during 1857 : (Any three)</u></b></p> <p>Punjab, Sind, Bombay, Madras, Masauliputam , Berar, Bengal, Bihar , Awadh , Surat , Calcutta etc.</p> <p><b><u>30b. Mature Harappan sites: : (Any Two)</u></b></p> <p>Harappa , Banawali , Kalibangan , Rakhigarhi, Balakot, Dholavira , Nageshwar, Lothal , Mohanjodaro , Chauhandoro etc</p>		<p><b>3+2= 5</b></p>

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For question no. 30(a) and 30(b)



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