

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary Supplementary School Examination, 2026 (XIIth) SUBJECT NAME History (Q.P. CODE /Set No 027/61-7-3)	
<u>General Instructions: -</u>	
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 Newspaper/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 given answer and even if reply is not from 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 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 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, 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 penalized 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). This is in view of the reduced syllabus and number of questions in question paper.
13	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 an answer. • 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/not same. • 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.
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 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.
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 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.

MARKING SCHEME
History (Subject Code - 027)
(PAPER CODE: 61-7-3)

NOTE: PAGE NO. MENTIONED IN THE MARKING SCHEME ARE TAKEN FROM THE LATEST NCERT E- BOOK

Q.No.	VALUE POINTS	Page No.	Marks
	SECTION-A ((Multiple Choice Type Questions))		21x1=21
1.	(C) II, IV, III, I	P 31, 50	1
2.	(A) Panini -Ashtadhyayi	P 79	1
3.	(D) Uttaradhyayana Sutra, Agama	P 88	1
4.	(D) R. E.M. Wheeler.	P 21	1
5.	(B) a-iii, b-i, c-ii, d-iv	P 56	1
6.	(B) Mesopotamian Region	P 13	1
7.	(B) She valued the heritage of India.	P 82, 83	1
8.	(C) Revenue was based on the land and the products.	P 213-214	1
9.	(D) Cholas –Tamil Nadu	P 172	1
10.	(D) Duarte Barbosa and Domingo Paes	P 176	1
11.	(A) Colin Mackenzie	P 171	1
12.	(A) Dadu Panth in Rajasthan	P 161	1
13.	(C) Lord Shiva as Nataraja Visually Impaired Candidates (C) Sharia	P 146 P 149	1
14.	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	P 197 & 217	1
15.	(D) Regulating Act	P 256	1

16.	(D) Bombay	P 332	1
17.	(A) Muhammad Ali and Shaukat Ali	P 290	1
18.	(A) I, III, IV, II	P 256	1
19.	(B) From 1905 – 1907	P 287	1
20.	(C) a-iii, b-iv, c-ii, d-i	P 320 & 321	1
21.	(B) Giuseppe Garibaldi	P 286	1
	SECTION –B (Short Answer Type Questions)		6x3=18
22.	Explain the distinctive strategies of craft production of the Harappans. (i) Clay were locally available, many such as stone, timber and metal had to be procured from outside the alluvial plain. (ii) Terracotta toy models of bullock cart suggest that specialised tools were used. (iii) Raw material such as stone nodules, copper ore, shells, etc.were used. (iv) The variety of materials used to make beads is remarkable: stones like carnelian (of a beautiful red colour), jasper, crystal, quartz and steatite; metals like copper, bronze and gold; and shell, faience and terracotta or burnt clay. (v) Techniques for making beads differed according to the material. (vi) Waste is one of the best indicators of craft work. (vii) Archaeologists’ experiments have revealed that the red colour of carnelian was obtained by firing the yellowish raw material and beads at various stages of production. (viii) Nodules were chipped into rough shapes, and then finely flaked into the final form. Grinding, polishing and drilling completed the process. (ix) Specialised drills have been found at Chanhudaro, Lothal and more recently at Dholavira. Any other Relevant Point (Any three points to be assessed)	P 11	3
23.	(a) Describe any three features of Mahajanapadas of ancient India.	P 29-30	3

	(i) Each mahajanapada had a capital city, (ii) These were often fortified. (iii) Maintaining these fortified cities as well as providing for incipient armies and bureaucracies required resources. (iv) Most mahajanapadas were ruled by kings. (v) Some, known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas. - Any other Relevant Point (Any three points to be assessed) OR (b) Describe any three features of Coinage of ancient India. (i) Numismatics is the study of coins. (ii) Exchanges were facilitated by the introduction of coinage. (iii) Punch-marked coins made of silver and copper (c. sixth century BCE onwards) were amongst the earliest to be minted and used. (iv) The first coins to bear the names and images of rulers were issued by the Indo-Greeks (v) The kushanas, issued the first gold coins in c. first century CE. (vi) Some of the most spectacular gold coins were issued by the Gupta rulers. (vii) Coins were also issued by tribal republics such as that of the Yaudheyas of Punjab and Haryana - Any other Relevant Point (Any three points to be assessed)	P 44-45	3
24.	Explain Saguna and Nirguna Bhakti traditions. (i) Saguna is a tradition that focused on the worship of specific deity such as Shiva, Vishnu etc. (ii) Nirguna Bhakti was a worship of an abstract form of god. (iii) Saguna is a tradition with attributes.	P 143	3

	(iv) Nirguna is a tradition without attributes. (v) Saguna included traditions that focused on the worship of specific deities such as Shiva, Vishnu and his avatars (incarnations) and forms of the goddess or Devi, all often conceptualised in anthropomorphic forms. (vi) Nirguna bhakti on the other hand was worship of an abstract form of god Any other Relevant Point (Any three points to be assessed)		
25.	(a) Examine the role of Amara-Nayaka system of the Vijayanagara Empire. (i) The Amaranayaka system was a major political innovation of the Vijayanagar empire. (ii) Amarnayakas were military commanders. (iii) They were given territory to govern by the rayas. (iv) They collected tax and other dues from the peasants and traders. (v) They retained a part of the revenue for personal use. (vi) They maintained a contingent of horses and elephants. (vii) The amara-nayakas sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty. (viii) Kings occasionally asserted their control over them by transferring them from one place to another. - Any other relevant point (Any three points to be assessed) OR (b) Examine what inspired the Vijayanagara kings to choose the site of the city. (i) According to local tradition, these hills sheltered the monkey kingdom of Vali and Sugriva mentioned in the Ramayana. (ii) The local traditions suggest that Pampadevi, mother Goddess did a penance in these hills. (iii) She wanted to marry Virupaksha the guardian deity of these hills. (iv) To this day marriage is celebrated annually in Virupaksha temple. (v) Among these hills are found Jaina temples of the pre-Vijayanagara period as well. This area is associated with several sacred traditions. (vi) It is likely that the choice of this site was inspired by the existence of Pampadevi and Virupaksha temples. - Any other relevant point (Any three points to be assessed)	P 175 P 184	3 3

26.	Why were the Paharias of the Rajmahal hills suspicious towards the British during the 19th century? Explain. (i) When Buchanan travelled through the Rajmahal hills, he found the Paharias were hostile to him. (ii) Paharias were apprehensive and unwilling to talk the Britishers. (iii) To them white people represented power. (iv) In many instances the people deserted their villages and absconded. (v) Because the white people signified danger for the Paharias . Any other relevant point (Any three points to be assessed)	P 236	3
27.	Explain the role of Govind Ballabh Pant in the Constituent Assembly. (i) Countering the demand for separate electorates, Govind Ballabh Pant declared that it was not only harmful for the nation but also for the minorities. (ii) He agreed with Bahadur that the success of a democracy was to be judged by the confidence it generated amongst different sections of people. (iii) He agreed too that every citizen in a free state should be treated in a manner that satisfied “not only his material wants but also his spiritual sense of self-respect”, and that the majority community had an obligation to try and understand the problems of minorities, and empathise with their aspirations. (iv) Yet Pant opposed the idea of separate electorates. It was a suicidal demand. (v) He argued, that would permanently isolate the minorities, make them vulnerable, and deprive them of any effective say within the government. Any other relevant point (Any three points to be assessed)	P 329	3
	SECTION C (Long-Answer Type Questions)		8X3=24
28.	(a) “The urban centres of Mohenjodaro were unique.” Explain the statement with examples. (i)The most unique feature of Harappan civilisation was the development of urban centres. (ii)Mohenjo-Daro was the most well- known site.	P 7–8	8

	(iii) The settlement was divided into two sections known as the lower town and the citadel. (iv) Lower town at Mohenjo-Daro was a residential building. (v) lower town was walled. (vi) Houses were centred on a courtyard, with rooms on all sides. (vii) The courtyard was centre of activities such as cooking and weaving. (viii) No windows in the wall along the ground level- concern for privacy. (ix) The main entrance does give a direct view of the interior of the courtyard. (x) Every house had its own bathroom paved with bricks, that was connected with street drains. (xi) Many houses had wells. (xii) Mohenjodaro had 700 wells. (xiii) The citadel was used probably for special public functions. (xiv) Every house had one wall along a street for domestic waste water to flow into the street drains. (xv) road and street were laid out in a 'grid' pattern Any other relevant point. (Any eight points to be assessed) OR (b) "There were various strategies for developing and designing crafts in the Harappan civilization." Explain the statement with examples. (i) Some articles like clay was locally available but stones timber and metals were to be procured from outside. (ii) Terracotta toy model suggests that bullock carts were important means of transport. (iii) Riverine routes along river Indus and its tributaries were used. (iv) They procured material by establishing settlements such as Balakot and Nageshwar where shells were available. (v) Other establishments were near the best source of lapis Lazuli and lothal were near the source of Carnelian. (vi) Strategy for procuring raw materials may have been to send expeditions to areas such as the Khetri region of Rajasthan (for copper) and south India (for gold). (vii) These expeditions established communication with local communities. Occasional finds of Harappan artefacts such as steatite micro beads in these areas are indications of such contact. (viii) Expeditions were sent to Khatri region of Rajasthan. (ix) Chemical analyses have shown that both the Omani copper and Harappan	P 12-13	8
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	artefacts have traces of nickel (x) Even long distance trade was developed with Oman to procure Omani Copper. Any other relevant point. (Any eight points to be assessed)		
29.	(a) Examine the causes that prompted the taluqdars to join the Revolt of 1857. (i) The annexation of Awadha disposed the taluqdars. (ii) Before the coming of British, the taluqdars maintained armed retainers and built fortresses. (iii) They enjoyed a degree of autonomy. (iv) The British were unwilling to tolerate the power of taluqdars. (v) After the annexation of Awadha taluqdars were disarmed and their forts destroyed. (vi) The dispossession of taluqdars meant the breakdown of entire social order. (vii) The loyalty of peasants with the taluqdars was disrupted. (viii) The grievances of the taluqdars prompted them to join the revolt against the British. (ix) In pre-British times, taluqdars had held 67 per cent of the total number of villages in Awadh; by the Summary Settlement this number had come down to 38 per cent. (x) The taluqdars of southern Awadh were the hardest hit and some lost more than half of the total number of villages they had previously held. (xi) The increase of revenue demand in some places was from 30 to 70 per cent. Thus neither taluqdars nor peasants had any reasons to be happy with the annexation. Any other relevant point (Any eight points to be assessed) OR (b) Examine the causes and events of the Revolt of 1857. (i) Rumours and prophecies played a part in moving the people to action. (ii) Bullets coated with the fat of cows and pigs was the main cause of the revolt. (iii) There was a rumour that the bone dust was mixed in flour. (iv) The annexation of Awadha (v) The dispossession of taluqdars. (vi) Mistreatment of Indian sepoys by the senior British officials. (vii) Heavy land revenue on peasants. (viii) Refusal to Rani Jhansi under Doctrine of Lapse (ix) Under the leadership of Governor General Lord William Bentinck, the British adopted policies aimed at “reforming” Indian society by introducing Western education, Western ideas and Western institutions. (x) The British established laws to abolish customs like sati (1829) and to permit the remarriage of Hindu widows. On a variety of pleas, like misgovernment and the (xi) Subsidiary Alliance	P 268- 269 P 258- 265	8 8

	Events: (xii) Late in the afternoon of 10 May 1857, the sepoys in the cantonment of Meerut broke out in mutiny. (xiii) It began in the lines of the native infantry, spread very swiftly to the cavalry and then to the city. (xiv) The ordinary people of the town and surrounding villages joined the sepoys. (xv) The sepoys captured the bell of arms where the arms and ammunition were kept and proceeded to attack white people, and to ransack and burn their bungalows and property. (xvi) Government buildings – the record office, jail, court, post office, treasury, etc. – were destroyed and plundered. (xvii) The telegraph line to Delhi was cut. As darkness descended, a group of sepoys rode off towards Delhi. (xviii) The sepoys arrived at the gates of the Red Fort early in the morning on 11 May. They appealed the Mughal Emperor Bahadur Shah Jafar to assume leadership of the revolt. (xix) When ordinary people began joining the revolt, the targets of attack widened. (xx) In major towns like Lucknow, Kanpur and Bareilly, money lenders and the rich also became the objects of rebel wrath. (xxi) Peasants not only saw them as oppressors but also as allies of the British. In most places their houses were looted and destroyed. - Any other relevant point (Any eight points to be assessed) - Any other relevant point (Any eight points to be assessed)		
30.	(a) How did Ibn Battuta describe the Indian urban centres and the system of communication during the fourteenth century? Explain with examples. (i) Ibn Batuta found Indian cities as full of exciting opportunities. (ii) These urban centres were density populated and prosperous. (iii) The cities had crowded streets with bright and colourful markets. (iv) Batuta described Delhi as a vast city with great population. (v) Daulatabad in Maharashtra was similar to Delhi. (vi) Bazaars were the hubs of social and cultural activities. (vii) Merchants were encouraged to develop trade. (viii) All trade routes were supplied with inns or guest houses. (ix) Remittance of credit was efficient.	P 130- 131	8

	(x) Ibn Battuta was amazed by the efficiency of the postal system which allowed merchants to not only send information and remit credit across long distances, but also to dispatch goods required at short notice. (xi) The postal system was so efficient that while it took fifty days to reach Delhi from Sind, the news reports of spies would reach the Sultan through the postal system in just five days (xii) In India the postal system was of two kinds. The horse post, called uluq (xiii) The foot-post had three stations per mile; it was called dawa. • Any other relevant point (Any eight points to be assessed) OR (b) How did Bernier describe the Indian society and the question of land ownership during Mughal India? Explain with examples. (i) Bernier described Indian society as consisting of impoverished people. (ii) Minority powerful classes subjugator majority poor classes. (iii) There was no middle group between rich and the poor. (iv) Bernier found that in Mughal rule there was not a single piece of private property. (v) He believed the virtues in the private property. (vi) He found crown ownership of land was harmful. (vii) This is disastrous for society and economy. (viii) Because of crown ownership the peasants could not pass their land to their children. (ix) According to Bernier, one of the fundamental differences between Mughal India and Europe was the lack of private property in land in the former. (x) He saw crown ownership of land as being harmful for both the state and its people. (xi) He thought that in the Mughal Empire the emperor owned all the land and distributed it among his nobles, and that this had disastrous consequences for the economy and society. (xii) This perception was not unique to Bernier, but is found in most travellers' accounts of the sixteenth and seventeenth centuries. (xiii) Owing to crown ownership of land, argued Bernier, landholders could not pass on their land to their children. So they were averse to any long-term investment	P 268- 269	8
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	in the sustenance and expansion of production. (xiv) The absence of private property in land had, therefore, prevented the emergence of the class of “improving” landlords (as in Western Europe) with a concern to maintain or improve the land. (xv) It had led to the uniform ruination of agriculture, excessive oppression of the peasantry and a continuous decline in the living standards of all sections of society, except the ruling aristocracy Any other relevant point (Any eight points to be assessed)		
	SECTION D (Source-Based Questions)		3×4=12
31.	CHARKHA (33.1) Why did Gandhiji promote the use of the charkha? Gandhi promoted charkha for self-reliance. (33.2) How did the charkha symbolize self-reliance? (i) It allowed to spin their own cloth (ii) Promoted economic independence (iii) Dignity of labour (Any one point to be assessed) (33.3) How did spinning on the charkha help rural people? (i) Provided employment (ii) Encouraged cotton Industries (iii) Economic empowerment Any other relevant point (Any two point to be assessed)	P 292	1 1 2

32.	WHY WERE STUPAS BUILT ? (31.1) Why did Ananda ask about the Buddha's remains? Buddha was near death and Anand was concerned to honour Buddha. (31.2) Why did Buddha refer to himself as the Tathagata? He had attained the enlightenment, truth and reality. (31.3) How did Buddhism spread to many other countries outside India? Explain. (i) Buddhism appealed to many people who were not satisfied with existing religious practices. The Bhikkus spread Buddhism outside India. (ii) People were confused by the rapid social changes taking place around them. (iii) The importance attached to conduct and values rather than claims of superiority based on birth, the emphasis placed on metta (fellow feeling) and karuna (compassion), especially for those who were younger and weaker than oneself, were ideas that drew men and women to Buddhist teachings • Any other relevant point (Any two point to be assessed)	P 96	1 1 2
33.	PEASANTS ON THE MOVE (32.1) Why was the Indian agrarian society seen as unique by Babur? (i) Village and towns could be established and abandoned within a short time. (ii) There was abundant land, water, wood available for new settlement (iii) In hamlets and villages, if the people feel so, they depopulated them and set up new settlements within a day or so. • Any other relevant point (Any one point to be assessed)	P 198	1

	(32.2) How did Babur describe the setting up of new settlements? . Babur observed that people quickly set up their dwellings near tank or well, as they needed water for irrigation. (32.3) How did rural folk build their dwellings? (i) They set up walls and cover with Khas- grass which was available in abundance. (ii) Wood was unlimited Any other relevant point		1
	SECTION E (Map-Based Questions)		2
34	(34.1) On the given political outline map of India locate and label the following places with appropriate signs or symbols : (i) Kalibangan – A mature Harappan site (ii) Varanasi – An important town of early states (iii)(a)Amber – An area under the rule of Akbar OR (b) Chandragiri – A medieval town (34.2) On the same political outline map of India, two places have been marked as ‘A’ and ‘B’, as the places under British control during the period of the Revolt 1857. Identify them and write their correct names on the lines drawn near them.	P.2 P 30 P 214 P 174	3X1=3 2
	For Visually impaired. (34.1) Name any one mature Harappan site. 34.1. Kalibangan /Dholaivra/Banawali (Any Other) (34.2) Mention any one important town of early states. 34.2. Magadh/ Matsya/Vajji/Taxila . (Any Other) (34.3) (a) Name an area which was under the rule of Akbar. 34.3. Amber / Ajmer / Panipat / Delhi . (Any Other) OR (34.3 (b) Name the capital of Vijayanagara Empire. Vijaynagar /Hampi (34.4) Mention any two cities which were under the control of British during the period of the Revolt of 1857. 34.4. Surat, Patna . (Any Other)	P 2 P 30 P 214 P 174 P 267	3x1=3 2

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

