

Marking Scheme
Strictly Confidential
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Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE : 027/61-1-3)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	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.
5	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.
6	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.
7	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.
8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.

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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <ul style="list-style-type: none"> • 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	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
16	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.
17	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
History (Subject Code-027)
(PAPER CODE: 61/1/3) (12-01-27N)

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.	(D) Pataliputra	31	1
2.	(D) Only (ii) and (iv) are correct	88	1
3.	(B) Mauryas -- successors of Mahapadmananda	50	1
4.	(B) IV, II,III,I	25	1
5.	(D) 4, 3, 1, 2	2	1
6.	(C) Ashtadhyayi	79	1
7.	(B) Sanchi Stupa for visually impaired (B) Madhya Pradesh.	83	1
8.	(C) Hazara Ram temple.	183	1
9.	(C) Akbar – Nama	217	1
10.	(D) Between Rama Raya and rulers of Bijapur, Golconda and Ahmednagar	173	1
11.	(C) It united all the sections of Indian Society	276	1
12.	(A) Assertion (A) is correct and Reason (R) is the correct explanation of Assertion (A)	163	1
13.	(A) Francois Bernier	130	1
14.	(C) Shaikh Nizamuddin Auliya – Agra	154	1
15.	(D) George Washington	250-51	1
16.	(C) Only I and II are correct	249	1
17.	(C) Increased exploitation and indebtedness	230	1
18.	(C) Ibn Batuta	118	1
19.	(B) c, d, b, a	332	1
20.	(A) Gonoo –chotanagpur	262-63	1
21.	(B) Pt. Jawaharlal Nehru.	322	1
	SECTION –B (Short Answer type Questions)		6x3= 18
22.	Explain the subsistence strategies of Harappan culture. (i) Harappans ate a wide range of plants and animal products. (ii) Archaeologists found charred grains and seeds. (iii) Wheat, barley, lentil, chickpea, sesame and millets were the common food. (iv) They ate meat of goat, sheep and cattle , buffalo and pig. (v) Bones of wild species such as boar, deer and gharial have also found.	2-3	3x1=3

	(vi) Bones of fish and fowl have also found. (vii) Any other relevant point. (Any three points to be assessed)		
23.	(a) Explain the causes of the ruin of Stupa at Amravati. (i) Amravati was discovered before the scholars understood the value of the finds. (ii) A local raja stumbled upon the ruins of the stupa at Amravati and decided to use the stone to build a temple (iii) Walter Elliot collected some of the slabs from Amravati and took it to Madras. (iv) Some slabs were taken to the Asiatic Society of Bengal at Calcutta, and some to London. (v) These sculptures were also found adorning the gardens of British administrators. (vi) Any new official in the area continued to remove sculptures from the site. (vii) Any other relevant point. (Any three points to be assessed) OR (b) Explain the significance of Pauranic Hinduism of the ancient India. (i) Puranas were compiled by Brahmanas. (ii) They contained much that had been composed and been in circulation for centuries. (iii) They include stories about gods and goddesses. (iv) They were written in simple Sanskrit verse (v) They were meant to be read aloud to everybody, including women and Shudras, who did not have access to Vedic learning. (vi) Much of what is contained in the Puranas evolved through interaction amongst people – priests, merchants, and ordinary men and women who travelled from place to place sharing ideas and beliefs. (vii) Any other relevant point. (Any three points to be assessed)	98	3x1=3
		105	3x1=3
24.	‘Bernier described Mughal cities as camp towns. ‘Explain the statement with examples. (i) Camp town meant the towns that owed their existence and depended for their survival on Mughal Camps. (ii) When the Mughal Imperial court moved to some place, the people rapidly set up their Camps nearby. (iii) They rapidly declined when the court moved out. (iv) These towns did not have viable social and economic foundations. (v) Such Camp towns were dependent on Imperial patronage. (vi) Any other relevant point. (Any three points to be assessed)	134	3x1=3
25.	(a) Describe the features of fortification of the Vijayanagara empire. (i) Abdur Razzaq mentioned seven lines of forts. (ii) These encircled not only the city but also its agricultural hinterland and forests. (iii) The outermost wall linked the hills surrounding the city. (iv) No mortar or cementing agent was employed anywhere in the construction.	177-78	3x1=3

	<p>(v) The stone blocks were wedge shaped, which held them in place, and the inner portion of the walls was of earth packed with rubble.</p> <p>(vi) Square or rectangular bastions projected outwards.</p> <p>(vii) The fortification enclosed agricultural tracts.</p> <p>(viii) The tract was serviced by an elaborate canal system drawing water from the Tungabhadra.</p> <p>(ix) A second line of fortification went round the inner core of the urban complex.</p> <p>(x) A third line surrounded the royal centre, within which each set of major buildings was surrounded by its own high walls.</p> <p>(xi) Any other relevant point. (Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Describe the trade relations of the Vijayanagara empire with near regions and beyond.</p> <p>(i) Vijayanagara empire imported horses from Arabia and Central Asia.</p> <p>(ii) This trade was initially controlled by Arab traders.</p> <p>(iii) Local communities of merchants known as kudirai chettis or horse merchants also participated in these exchanges.</p> <p>(iv) From the 15th century the Portuguese began to control the trade.</p> <p>(v) Vijayanagara also traded in spices, textiles and precious stones.</p> <p>(vi) Trade was regarded as a status symbol.</p> <p>(vii) There was a demand for high-value exotic goods, especially precious stones and jewellery by the wealthy population.</p> <p>(viii) Any other relevant point. (Any three points to be assessed)</p>	172	3x1=3
26.	<p>How did Britisher's interfere in the life of paharias of Rajmahal towards the end of 19th century? Clarify.</p> <p>(i) The Paharias were hunters, shifting cultivators, food gatherers, charcoal producers, silkworm rearers –thus intimately connected to the forest.</p> <p>(ii) The British encouraged settled agriculture to enlarge the sources of land revenue, produce crops for export, and establish the basis of a settled, ordered society.</p> <p>(iii) When the Paharias refused, the British embarked on a brutal policy of extermination, hunting the Paharias down and killing them.</p> <p>(iv) The British also proposed a policy of pacification.</p> <p>(v) Paharia chiefs were given an annual allowance and made responsible for the proper conduct of their men.</p> <p>(vi) They were to maintain order in their localities and discipline their own people.</p> <p>(vii) The Paharias withdrew deep into the mountains, insulating themselves from hostile forces, and carrying on a war with outsiders.</p> <p>(viii) Any other relevant point. (Any three points to be assessed)</p>	238-39	3x1=3
27.	<p>Explain the plea made by Jaipal Singh in the Constituent Assembly to protect the tribal communities.</p> <p>(i) Jaipal Singh argued in favour of conditions that would help the tribal to come up to the level of the general population.</p>	332	3x1=3

	(ii) He argued that the tribals were not a numerical minority but they needed protection. (iii) The tribes had been dispossessed of their land, deprived of their forests and pastures, and forced to move in search of new homes. (iv) He made a moving plea for breaking the emotional and physical distance that separated the tribals from the rest of society. (v) Jaipal Singh did not ask for separate electorates, but for reservation of seats in the legislature (vi) Any other relevant point. (Any three points to be assessed)		
	SECTION – C (Long Answer type Questions)		3x8= 24
28.	(a) “The land grants which were made in the early states (C.600 BCE to 600 CE) provide some insight into the relationship between cultivators and the state”. Substantiate the statement. (i) In early centuries of the Common Era, grants of land were made, many of which were recorded in inscriptions (ii) These inscriptions were on stone and copper plates. (iii) They were given as a record of the transaction to those who received the land. (iv) According to Sanskrit legal texts, women were not supposed to have independent access to resources such as land. (v) However, the inscription indicates that Queen Prabhavati Gupta had access to land, which she then granted. (vi) Land grants have been found in several parts of the country. (vii) There were regional variation in the size of land donated. (viii) The land grants give us an idea about rural populations. (ix) Land granted to a Brahmana, was exempted from paying land revenue and other dues to the king. (x) The donee was given the right to collect the dues from the local people. (xi) The cultivators were expected to provide a range of produce to the king or his representatives. (xii) They had to obey the new lord of the village, and pay him all these dues. (xiii) Some feel that land grants were part of a strategy adopted by ruling lineages to extend agriculture to new areas. (xiv) Others suggest that land grants were indicative of weakening political power: as kings were losing control over their samantas, they tried to win allies by making grants of land. (xv) They also feel that because the kings were losing control: they wanted to present at least a façade of power. (xvi) Any other relevant point. (Any eight points to be assessed) <p style="text-align: center;">OR</p> (b) “The sixth century B.C.E is often regarded as the major turning point in early Indian history.” Elaborate the statement. (i) Sixth Century BCE was really a major turning point in early Indian history. (ii) Early states and cities developed during this period. (iii) This period saw the growing use of iron.	40-41	8x1=8
		32-34	8x1=8

	<ul style="list-style-type: none"> (iv) The coinage developed. (v) New methods of agricultural production was organised. (vi) This period witnessed the growth of diverse system of thoughts. (vii) Buddhism and Jainism developed during this period. (viii) Sixteen states called Mahajanapadas came into existence. (ix) Each Mahajanapadas had its own Capital. (x) The capital cities were often fortified (xi) Some Mahajanapadas were ruled by kings and some known as ganas or sanghas were oligarchies. (xi) In the sanghas, the rajas probably controlled resources such as land collectively. (xii) Some states acquired standing armies and maintained regular bureaucracies. (xiii) Others continued to depend on militia, recruited, more often than not, from the peasantry. (xiv) Raids on neighbouring states were recognised as a legitimate means of acquiring wealth. (xv) Any other relevant point. <p>(Any eight points to be assessed)</p>		
29.	<p>(a) “Non- Cooperation Movement became an epoch in the life of Mahatma Gandhi and that of India.” Explain the statement of Louis Fisher with examples.</p> <ul style="list-style-type: none"> (i) Gandhiji got enough experience from the localised small struggles like Champaran, Kheda and Ahmedabad. (ii) After the end of First World War, the British had instituted censorship of the press and permitted detention without trial. (iii) In 1919 Rowlatt Act was also promulgated. (iv) Gandhiji called for a country wide campaign against this act. (v) The shops were shut down, the schools were closed. (vi) The protests were intense in Punjab. (vii) Gandhiji was detained while proceeding to Punjab. (viii) The working class went on strike and lawyers stopped attending courts. (ix) Students stopped attending schools and colleges. (x) Lawyers refused to attend court. (xi) Farmers in Awadh did not pay taxes. (xii) Hill tribes in northern Andhra violated the forest laws. (xiii) Peasants in Kumaun refused to carry loads for colonial officials (xiv) If non-cooperation was effectively carried out, said Gandhiji, India would win swaraj within a year. (xv) As a consequence of the Non-Cooperation Movement the British Raj was shaken to its foundations for the first time since the Revolt of 1857. (xvi) The Non Cooperation Movement transformed the Indian national Movement into a mass movement and Gandhiji into a popular leader. (xvii) Any other relevant point. <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) “Gandhiji started the Salt march for various reasons and it resulted in a significant movement.” Explain the statement with examples.</p> <p>Reasons for Salt March</p> <ul style="list-style-type: none"> (i) Protest against Simon Commission 	289-91	8x1=8
29.		296-97	4+4=8

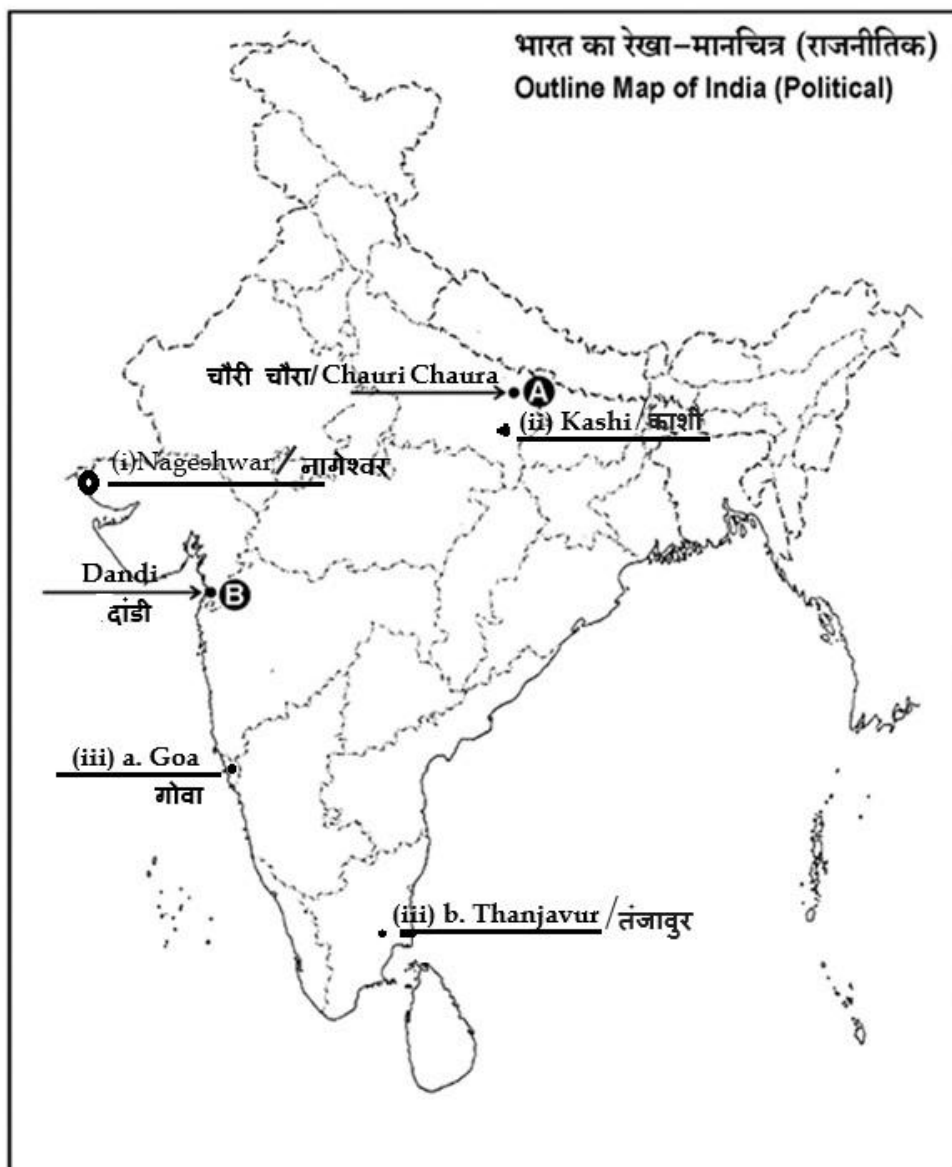
	<ul style="list-style-type: none"> (ii) Resolution to attain Purna Swaraj by the Congress in 1929 Lahore Session. (iii) Decision to launch Civil Disobedience Movement. (iv) Gandhiji chose salt as it was a common ingredient of household needed by everybody. (v) Salt law gave the British government the monopoly to manufacture salt. (vi) The people were forbidden from making salt even for domestic use. (vii) It compelled people to buy it from shops at a high price. (viii) It involved wanton destruction of property that nature produces in abundance. (ix) The destruction itself meant more national expenditure. (x) It deprived the people of a valuable easy village industry. (xi) Any other relevant point. <p>(Any four points to be assessed)</p> <p>Significance of Salt movement.</p> <ul style="list-style-type: none"> (i) It brought Gandhiji to the world attention. (ii) The march was widely covered by the European and American press. (iii) It was the first nationalist activity in which women participated. (iv) It was the salt march which forced British to think that their raj was not going to last long. (v) The British realised that they would have to devolve some power to the Indians. (vi) Any other relevant point. <p>(Any four points to be assessed)</p>	300	
30.	<p>(a) Explain the development of agriculture during Mughal period.</p> <ul style="list-style-type: none"> (i) Agriculture was being constantly expanded. (ii) Cultivation was based on the principle of individual ownership. (iii) The abundance of land, available labour and the mobility of peasants were three factors that accounted for the constant expansion of agriculture. (iv) Basic staple food such as rice, wheat, barley and millets were grown. (v) Monsoons was the backbone of Indian agriculture. (vi) Artificial systems of irrigation were used. (vii) Irrigation projects received state support. (viii) Agriculture was labour intensive but peasants did use technologies that often harnessed cattle energy. (ix) Rudimentary type of technology like hoe, spade and ploughshare were used. (x) Agriculture was organised around two major seasonal cycles, the kharif (autumn) and the rabi (spring). (xi) The Mughal state also encouraged peasants to cultivate commercial crops such as cotton, sugarcane and oilseeds as they brought in more revenue. (xii) During the seventeenth century several new crops from different parts of the world reached India, such as potatoes, tomatoes, maize, chillies. (xiii) In most regions ,a minimum of two crops a year (do-fasla) was produced, where rainfall or irrigation assured a continuous supply of water, three crops were grown. 	198-201	8x1=8

	<p>(xiv) Any other relevant point. (Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Explain the role of women in the agrarian society during 16th and 17th centuries.</p> <p>(i) Women were performing certain specified roles in the society.</p> <p>(ii) Men tilled and ploughed while women sowed, weeded threshed and winnowed the harvest.</p> <p>(iii) Biases related to women's biological functions did continue. Menstruating women, for instance, were not allowed to touch the plough or the potter's wheel in western India, or enter the groves where betel-leaves (paan) were grown in Bengal</p> <p>(iv) Artisanal tasks such as spinning yarn, kneading clay for pottery and embroidery was done by women.</p> <p>(v) Women labour was in high demand.</p> <p>(vi) All the household works were done by women.</p> <p>(vii) Women were considered an important resource in agrarian society because they were child bearers.</p> <p>(viii) Women were kept under strict control by the male members of the family and the community</p> <p>(ix) They could inflict draconian punishments if they suspected infidelity on the part of women</p> <p>(x) Amongst the landed gentry, women had the right to inherit property.</p> <p>(xi) Hindus and Muslims women inherited zamindaris, which they were free to sell or mortgage.</p> <p>(xii) Any other relevant point. (Any eight points to be assessed)</p>	206-07	8x1=8
	<p>SECTION – D (Source based questions)</p>		3x4=12
31.	<p style="text-align: center;"><u>What taluqdars thought</u></p> <p>(31.1) Explain the anguish of Hanwant Singh for the British officer.</p> <p>(i) The British had subdued the Indians by taking away their land and driving away their king.</p> <p>(ii) The people of the land had risen against the British</p> <p>(iii) Hanwant Singh like a true Indian had given shelter to the British officer and conveyed him to safety.</p> <p>(iv) Hanwant Singh expressed his anguish as he would now have to lead his retainers to drive the British away.</p> <p>(v) Any other relevant point. (Any one point to be assessed)</p>	269	1
	<p>(31.2) How were Taluqdars facilitated by the rulers?</p> <p>(i) The taluqdars had been given control over land.</p> <p>(ii) They maintained armed retainers.</p> <p>(iii) They built forts.</p> <p>(iv) They enjoyed a degree of autonomy</p> <p>(v) Any other relevant point. (Any one point to be assessed)</p>		1
	<p>(31.3) Explain any two causes of dissatisfaction of Taluqdars from British rule.</p>		2

	<ul style="list-style-type: none"> (i) The British land revenue policy undermined the position and authority of the taluqdars. (ii) They removed the taluqdars wherever possible. (iii) The taluqdars lost more than half of the total number of villages they had previously held. (iv) Any other relevant point. <p>(Any two points to be assessed)</p>		
32.	<p style="text-align: center;"><u>A Mother's Advice</u></p> <p>(32.1) Explain the main cause of conflict between Kauravas and Pandavas.</p> <ul style="list-style-type: none"> (i) The basic cause of conflict was to have supremacy over land and power. (ii) Kurus were a dominating group and wanted power to rule under all circumstances. (iii) Any other relevant point. <p>(Any one point to be assessed)</p>	60	1
	<p>(32.2) Why did Gandhari advise Duryodhana not to fight?</p> <ul style="list-style-type: none"> (i) By making peace he will honour his parents. (ii) Greed and anger drag a man away from his profits. (iii) There is no good in a war, no profit or happiness. (iv) Nor is there victory at the end of the war. (v) Any other relevant point. <p>(Any one point to be assessed)</p>		1
	<p>(32.3) Why did Duryodhana not listen to the advice of his mother, Gandhari?</p> <ul style="list-style-type: none"> (i) He wanted to be the ruler. (ii) He was jealous and greedy. (iii) He did not want to make peace with the Pandavas. (iv) Any other relevant point. <p>(Any two points to be assessed)</p>		2
33.	<p style="text-align: center;"><u>Declining a Royal Gift</u></p> <p>(33.1) Mention the offering by the local ruler to Sufi saint.</p> <ul style="list-style-type: none"> (i) The local ruler had sent the deed of ownership to two gardens and much land along with the provisions and tools for their maintenance. (ii) The ruler declared to relinquish all his rights both for gardens and land. (iii) Any other relevant point. <p>(Any one point to be assessed)</p>	160	1
	<p>(33.2) What was the reaction of Sufi saint on the offerings?</p> <ul style="list-style-type: none"> (i) Shaikh lamented on the offerings saying that those offerings were of no use to him. (ii) None of the spiritual masters ever indulged in such activities. (iii) Any other relevant point. <p>(Any one point to be assessed)</p>		1
	<p>(33.3) Why did Sufi saint accept money? Explain.</p> <ul style="list-style-type: none"> (i) Shaikh accepted money as he wanted to give it to the Sufis or dervishes (ii) The Sufis could use it to purchase food and clothes. (iii) Any other relevant point. <p>(Any two points to be assessed)</p>		2

34.	<p style="text-align: center;">SECTION –E (Map based Questions)</p> <p>(34.1) On the given political outline map of India , locate and label the following with appropriate signs or symbols:</p> <p>(i) Nageshwar – a mature Harappan site (ii) Kashi – early state (iii) (a) Goa – an area under Aurangzeb OR (b) Thanjavur – a medieval town</p> <p>(34.2) On the same map two places have been marked as centres of Indian national movement as A and B. Identify them and write their correct names on the lines drawn near them.</p> <p>A. Chauri Chaura B. Dandi</p> <p>Note : The following questions are for the visually Impaired Candidates Only in lieu of Question No. 34:</p> <p>(34.1) Name any two important capitals of the early states.</p> <p>Ujjaini,/Kaushambhi,/Varanasi/ Rajagriha/ Vaishali/ Kusinagara/Shravasti/ Champa/ Mathura/ Indraprastha/ Taxila/ Pushkalavati (Any two)</p> <p>(34.2) (a) Name one area which was under the rule of Aurangzeb.</p> <p>Delhi / Agra / Ajmer / Goa (Any one)</p> <p style="text-align: center;">OR</p> <p>(b) Name the capital of Vijaynagara Empire.</p> <p>Hampi</p> <p>(34.3) Mention any two main centres of Indian National Movement.</p> <p>Champaran, Kheda, Ahmedabad,Chauri-Chaura, Dandi, Bardoli (Any two)</p>	<p>2 30 214 174</p> <p>291, 296</p> <p>30</p> <p>214</p> <p>170</p> <p>289, 291, 296</p>	<p>5x1=5</p> <p>3x1=3</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>

प्रश्न सं. 34 के लिए मानचित्र
Map for Q. No. 34



1