

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE 027/61-3-2)

General Instructions: -

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| 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. |

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| 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: 61/3/2) (12-03-27N)

**NOTE: PAGE NOS. MENTIONED IN THE MARKING SCHEME ARE TAKEN
FROM THE LATEST NCERT E-BOOK**

| Q. No. | VALUE POINTS | Pg No | Marks |
|--------|--|-----------------|-------|
| | SECTION-A (Multiple Choice Questions) | | |
| 1. | D - British | 255 | 1 |
| 2. | B- Swami Vivekananda | 326 | 326 |
| 3. | A - Both (A) & (R) are correct and (R) is correct explanation | 258 | 1 |
| 4. | A - a-iv, b-iii, c-ii, d-i | 320 | 1 |
| 5. | C - Punjab | 287 | 1 |
| 6. | D - Bombay | 262 | 1 |
| 7. | A - Charles Cornwallis | 229 | 1 |
| 8. | A - I, III & IV | 117 | 1 |
| 9. | B - Shaikh Nizamuddin Auliya - Agra | 154 | 1 |
| 10. | C - Polaj | 214 | 1 |
| 11. | D - Shahjahan | 200 | 1 |
| 12. | C - Battle of Talikota | 173 | 1 |
| 13. | B - I, II & IV | 158 | 1 |
| 14. | D - Peter Mundy: England | 137 | 1 |
| 15. | C - Patriliney Succession | 55,56 | 1 |
| 16. | A - a-iv, b-i, c-ii, d-iii | 3,4,8,11 | 1 |
| 17. | A - Gandhara | 108 | 1 |
| | Question for the Visually Impaired Candidates | | |
| | C - Shahjahan Begum | 83 | 1 |
| 18. | C - Dhritrashtra | 57 | 1 |
| 19. | B - II, IV, I & III | 31,32,36,37, 50 | 1 |
| 20. | A - Both (A) & (R) are true & (R) is the correct explanation of A. | 32 | 1 |
| 21. | C - I, III & IV | 10,11,15,16 | 1 |

| | SECTION-B (Short Answer Type Questions) | | |
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| 22. | <p>(a) Imagine you are a research scholar studying Harappan seals displayed in the National Museum. Explain any three aspects about the role of Harappan seals in trade and administration.</p> <ol style="list-style-type: none"> 1. Seals and sealings facilitated long distance trade. 2. Seals were pressed on wet clay. 3. The sealing also conveyed the identity of the sender. <p>Any other relevant point. Any three points to be assessed.</p> | 15 | 3 |
| 22. | <p>(b) Imagine you are visiting the National Museum and see the replica of the ‘Priest-King’ stone statue from Mohenjodaro. Which three conclusions would you make about Harappa from this artefact? Explain.</p> <ol style="list-style-type: none"> 1. A stone statue was labelled as the “priest-king”. 2. Archaeologists familiar with Mesopotamian history draw parallels in the Indus region. 3. They may be religious figures holding political power. <p>Any other relevant point. Any three points to be assessed.</p> | 16 | 3 |
| 23. | <p>Describe any three sources to reconstruct the history of the Gupta Empire.</p> <ol style="list-style-type: none"> 1. Coins 2. Prayag Prashasti of Harisena 3. Literature 4. Inscription 5. Compositions 6. Poetry <p>Any other relevant point. Any three points to be assessed.</p> | 36-37 | 3 |
| 24. | <p>(a) “Kabir is one of the most outstanding examples of poet-saints of Nirguna Bhakti.” Explain the statement.</p> <ol style="list-style-type: none"> 1. Kabir described ultimate Reality from the terms drawn from Vedantic traditions, alakh (the unseen), nirakar (formless), Brahman, Atman, etc. 2. He also described the Ultimate Reality as Allah, Khuda, Hazrat and Pir, taken from the Islamic tradition. 3. Mystical connotation - terms with mystical connotations such as shabda (sound) or shunya (emptiness) were drawn from yogic tradition. 4. Some of his poems draw on Islamic ideas. 5. They use monotheism and iconoclasm to attack Hindu polytheism and idol worship. 6. Some others use the sufi concept of zikr and ishq (love) to express the Hindu practice of nam-simaran (remembrance of God’s name). <p>Any other relevant point. Any three points to be assessed.</p> | 161 | 3 |

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| 24. | <p style="text-align: center;">OR</p> <p>(b) “Alvars of the sixth century created a rich cultural legacy.” Explain the statement.</p> <ol style="list-style-type: none"> 1. Alvars were the devotees of Vishnu. 2. They travelled from place to place singing hymns in Tamil in praise of their gods. 3. During their travels the Alvars identified certain shrines as abodes of their chosen deities. 4. Very often large temples were later built at these sacred places. 5. These developed as centres of pilgrimage. 6. Singing compositions of these poet-saints became part of temple rituals. 7. Alvars initiated a movement of protest against the caste system and the dominance of Brahmanas. 8. They attempted to reform the system. 9. Bhaktas hailed from diverse social backgrounds ranging from Brahmanas to artisans and cultivators and even from castes considered “untouchable”. 10. The compositions of the Alvars were as important as the Vedas. For instance, the Nalayira Divyaprabandham, is often described as the Tamil Veda. 11. The presence of women was also an important part of the tradition. For instance, Andal, a woman Alvar saint. <p>Any other relevant point.</p> <p>Any three points to be assessed.</p> | 143-146 | 3 |
| 25. | <p>How did Bernier’s account highlight the positive role of Indian women? Explain.</p> <ol style="list-style-type: none"> 1. Women labour was crucial in both agricultural and non-agricultural production. 2. Women from merchant families participated in commercial activities. 3. They took mercantile disputes to the court of law. 4. It is unlikely that women were confined to the private spaces of their homes. <p>Any other relevant point.</p> <p>Any three points to be assessed.</p> | 136 | 3 |
| 26. | <p>Analyse the impacts of Permanent Settlement on the Zamindars.</p> <ol style="list-style-type: none"> 1. The British recognized zamindars as the legal owners of land. 2. This elevated their social and political status. 3. The revenue they had to pay to the British was fixed permanently. 4. Revenue demand was high, putting pressure on zamindars. 5. Zamindars had to pay revenue on time. 6. If they failed, their estates were auctioned. (This was known as the “Sunset Law”). 7. Many zamindars lost their lands due to inability to pay. 8. Many zamindars did not live on their estates. 9. This reduced their direct connection with peasants. | 265 | 3 |

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| | <p>10. To meet high revenue demands, zamindars raised rents and extracted more from peasants.</p> <p>11. When old zamindars lost land, new buyers (merchants, moneylenders) purchased estates in auctions.</p> <p>12. This changed the composition of the zamindar class.</p> <p>13. Although zamindars gained legal ownership, their traditional authority weakened:</p> <p>14. They depended heavily on British laws.</p> <p>15. Their power was tied to revenue payment rather than local influence.</p> <p>Any other relevant point.</p> <p>Any three points to be assessed.</p> | | |
| 27. | <p>How did Indian literature depict the valour of Rani Lakshmi Bai? Explain with examples.</p> <p>1. Heroic poems were written about Rani Laxmibai.</p> <p>2. Rani of Jhansi was represented as a masculine figure.</p> <p>3. 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>4. In popular prints Rani Lakshmi Bai is 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>Any other relevant point.</p> <p>Any three points to be assessed.</p> | 313 | 3 |
| | <p style="text-align: center;">SECTION-C</p> <p style="text-align: center;">(Long Answer Type Questions)</p> | | |
| 28. | <p>(a) “Mahabharata is considered as a dynamic text.” Explain the statement with examples.</p> <p>1. The growth of the Mahabharata did not stop with the Sanskrit version.</p> <p>2. The epic was written in a variety of languages.</p> <p>3. The epic was an ongoing process of dialogue between peoples, communities, and those who wrote the texts.</p> <p>4. Several stories that originated in specific regions or circulated amongst certain people found their way into the epic.</p> <p>5. The central story of the epic was often retold in different ways.</p> <p>6. Many episodes were depicted in sculpture and painting.</p> <p>7. It provided themes for a wide range of performing arts – plays, dance and other kinds of narrations.</p> <p>8. It is depicted in sculpture and relief carvings – Temples.</p> <p>9. Bhagavad Gita.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> | 77 | 8 |
| 28. | <p>(b) “Mahabharata reinforced the ideas of familial values.” Explain the statement with examples.</p> | 55-62 | 8 |

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| | <ol style="list-style-type: none"> 1. Familial ties are often regarded as “natural” and based on blood, they are defined in many different ways. 2. Some societies regard cousins as being blood relations, whereas others do not. 3. Patriliney means tracing descent from father to son, grandson leading to patrilineal succession. 4. In exceptional circumstances, women such as Prabhavati Gupta exercised power. 5. Sons were important for the continuity of the patrilineage. 6. Daughters had no claims to the resources of the household. 7. Daughters were married outside the kin. This system was called exogamy. 8. Kanyadana or the gift of a daughter in marriage was an important religious duty of the father. 9. People were classified into gotras. 10. Women were expected to give up their father’s gotra and adopt that of their husband on marriage. 11. Members of the same gotra could not marry. 12. Satavahana rulers were identified through metronymics (names derived from that of the mother). 13. It is suggested that mothers were important but we need to be cautious before we arrive at any conclusion. 14. Proper social roles: Drona and Eklavya, Bhishm and Hidimba. <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p> | | |
| 29. | <p>(a) Examine the factors for the rise and decline of the Vijayanagara empire.</p> <p>Rise of Vijayanagara Empire</p> <ol style="list-style-type: none"> 1. Sangama dynasty, the first dynasty, exercised control till 1485. 2. They were succeeded by the Saluvas who remained in power till 1503 3. Saluvas were replaced by the Tuluvas. 4. Krishnadeva Raya belonged to the Tuluva dynasty. 5. Krishnadeva Raya’s rule was characterised by expansion and consolidation. 6. At this time the land between the Tungabhadra and Krishna rivers (the Raichur doab) was acquired (1512). 7. the rulers of Orissa were subdued (1514). 8. Severe defeats were inflicted on the Sultan of Bijapur (1520). 9. The kingdom remained in a constant state of military preparedness. 10. It flourished under conditions of unparalleled peace and prosperity. 11. Krishnadeva Raya built many temples. 12. Impressive gopurams were added to many temples by him. 13. He founded a suburban township near Vijayanagara called Nagalapuram. <p>Any other relevant point.</p> <p>Any four points to be assessed.</p> <p>Decline of Vijayanagara Empire</p> | 173 | 4+4=8 |

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| | <ol style="list-style-type: none"> 1. Strain began after Krishnadeva Raya's death in 1529. 2. His successors were troubled by rebellious nayakas or military chiefs. 3. During this period the military ambitions of the rulers of Vijayanagara as and the Deccan Sultanates resulted in shifting alignments. 4. This led to an alliance of the Sultanates against Vijayanagara. 5. In 1565 Rama Raya led the army into battle at Rakshasi-Tangadi (also known as Talikota). 6. His forces were defeated by the combined armies of Bijapur, Ahmadnagar and Golconda. 7. The victorious armies sacked the city of Vijayanagara. 8. The city was totally abandoned within a few years. <p>Any other relevant point.</p> <p>Any four points to be assessed.</p> | | |
| 29. | <p style="text-align: center;">OR</p> <p>(b) Examine the structural features of Virupaksha and Vitthala temples of the Vijayanagara empire.</p> <p>Virupaksha Temple</p> <ol style="list-style-type: none"> 1. The Virupaksha temple was built over centuries. 2. The earliest shrine dated to the ninth-tenth centuries. 3. It was substantially enlarged with the establishment of the Vijayanagara Empire. 4. The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession. 5. This was decorated with delicately carved pillars. 6. He is also credited with the construction of the eastern gopuram. 7. These additions meant that the central shrine came to occupy a small part of the complex. 8. The halls in the temple were used for a variety of purposes. 9. Some were spaces in which the images of gods were placed to witness special programmes of music, dance, drama, etc. 10. Some were used to celebrate the marriages of deities. 11. Others were meant for the deities to swing in. 12. Special images, distinct from those kept in the small central shrine, were used on these occasions. <p>Any other relevant point.</p> <p>Any four points to be assessed.</p> <p>Vitthala Temple</p> <ol style="list-style-type: none"> 1. At the Vitthala temple the principal deity was Vitthala, a form of Vishnu generally worshipped in Maharashtra. 2. This temple has several halls. 3. It has a unique shrine designed as a chariot. 4. The chariot streets extended from the temple gopuram in a straight line. 5. The streets were paved with stone slabs 6. They were lined with pillared pavilions in which merchants set up their shops. | 186-188 | 8 |

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| | Any other relevant point. Any four points to be assessed. | | |
| 30. | <p>(a) “The ‘Quit India Movement’ became a mass movement bringing into its ambit hundreds of thousands of ordinary Indians.” Justify the statement with suitable arguments.</p> <ol style="list-style-type: none"> 1. “Quit India” was genuinely a mass movement, including hundreds of thousands of ordinary Indians. 2. Quit India movement was launched after the failure of the Cripps Mission. 3. This was the third major movement against British rule. 4. It began in August 1942. 5. Gandhiji was jailed immediately after the launch of the movement. 6. The young activists organised strikes and acts of sabotage all over the country. 7. Socialist members like Jayaprakash Narayan were active participants. 8. In several districts, such as Satara in the west and Medinipur in the east, “independent” governments were proclaimed. 9. The British responded with much force, 10. It motivated the young who left their colleges to go to jail. <p>Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) “Gandhiji led India’s struggle for independence through Civil Disobedience.” Justify the statement with suitable arguments.</p> <ol style="list-style-type: none"> 1. In December 1929 the congress passed the baton of leadership to Jawahar Lal Nehru and declared “Purna Swaraj”, or complete independence as their goal. 2. On 26 January 1930, “Independence Day” was observed. 3. After the observance of this “Independence Day”, Mahatma Gandhi announced that he would lead a march to break the salt law. 4. The salt law was the most oppressive law. 5. It gave the state a monopoly in the manufacture and sale of salt. 6. Salt was indispensable. 7. People were forbidden from making salt even for domestic use. 8. They were compelled to buy it from shops at a high price. 9. The state monopoly over salt was unpopular. 10. Gandhiji hoped to mobilise a wider discontent against British rule. 11. Gandhiji had given advance notice of his “Salt March” to the Viceroy Lord Irwin, who failed to grasp the significance of the action. 12. On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards the ocean. 13. He reached his destination three weeks later, making a fistful of salt. 14. Parallel salt marches were conducted in other parts of the country. 15. This marked the beginning of Civil Disobedience movement. 16. Peasants breached the colonial forest laws. 17. Factory workers went on strike. | 303 | 8 |
| 30. | <p>(b) “Gandhiji led India’s struggle for independence through Civil Disobedience.” Justify the statement with suitable arguments.</p> <ol style="list-style-type: none"> 1. In December 1929 the congress passed the baton of leadership to Jawahar Lal Nehru and declared “Purna Swaraj”, or complete independence as their goal. 2. On 26 January 1930, “Independence Day” was observed. 3. After the observance of this “Independence Day”, Mahatma Gandhi announced that he would lead a march to break the salt law. 4. The salt law was the most oppressive law. 5. It gave the state a monopoly in the manufacture and sale of salt. 6. Salt was indispensable. 7. People were forbidden from making salt even for domestic use. 8. They were compelled to buy it from shops at a high price. 9. The state monopoly over salt was unpopular. 10. Gandhiji hoped to mobilise a wider discontent against British rule. 11. Gandhiji had given advance notice of his “Salt March” to the Viceroy Lord Irwin, who failed to grasp the significance of the action. 12. On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards the ocean. 13. He reached his destination three weeks later, making a fistful of salt. 14. Parallel salt marches were conducted in other parts of the country. 15. This marked the beginning of Civil Disobedience movement. 16. Peasants breached the colonial forest laws. 17. Factory workers went on strike. | 295-298 | 8 |

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| | <p>When a person truly knows the self</p> <ol style="list-style-type: none"> They experience complete oneness with the world. Their all desires are fulfilled within themselves. <p>Any other relevant point</p> | 85 | 2 |
| | How Silver Came to India | | |
| 33. | <p>33.1 How did silver and gold from America reach India?</p> <p>It passed through several kingdoms of Europe, Turkey and Persia for trade.</p> <p>33.2 How did ships contribute to the flow of silver and gold to India?</p> <p>Indian, Dutch, English & Portuguese ships carried goods to different countries in exchange of goods.</p> <p>33.3 How did India benefit from global trade networks in the 17th century?</p> <ol style="list-style-type: none"> India received enormous gold & silver. It enriched Mughal Empire. Mughal economy got strengthened. Stability in the availability of metal currency. Expansion of minting of coins. Circulation of money in the economy. Ability of the Mughal state to extract taxes and revenue in cash. <p>Any other relevant point.</p> <p>Any two points to be assessed.</p> | <p>217</p> <p>217</p> <p>217</p> | <p>1</p> <p>1</p> <p>2</p> |
| | SECTION-E (Map Based Question) | | |
| 34. | <p>34.1 On the given political outline map of India (on page 27), locate and label the following places with appropriate symbols:</p> <ol style="list-style-type: none"> Lothal - A mature Harappan site Amravati – A Buddhist site (a) Delhi - A territory under Mughals <p>OR</p> <ol style="list-style-type: none"> (b) Vijayanagara - A medieval period kingdom <p>34.2 On the same political outline map of India, two places have been marked as 'A' and 'B', as centres of the Indian National Movement. Identify them and write their correct names on the lines drawn near them.</p> <p>A - Dandi/Bardoli</p> <p>B – Chauri Chaura</p> <p>(See attached map)</p> <p>The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 : (34.1)</p> <p>34.1 Mention any one mature Harappan site in Western India.</p> <p>Ans Dholavira, Nageshwar, Lothal, Kalibangan (Any one)</p> | <p>2</p> <p>95</p> <p>214</p> <p>OR</p> <p>174</p> <p>295,296</p> <p>291</p> <p>2</p> | <p>1+1+1=3</p> <p>1+1=2</p> <p>1</p> |

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| 34.2 Mention any one ancient Buddhist site in South India. Ans Amravati, Nagarjunakonda (Any one) | 95 | 1 |
| 34.3 (a) Name any one territory which was under the Mughals. Ans Delhi, Agra, Ajmer, Amber, Panipat (Any one) | 214 | 1 |
| OR | | |
| 34.3 (b) Name any one neighbouring kingdom of the Vijayanagara Empire. Ans Bijapur, Ahmednagar, Golconda, Orissa (Any one) | 174 | 1 |
| 34.4 Name any two centres of Indian National Movement. Ans Delhi, Bombay, Madras, Calcutta, Dandi, kheda, Bardoli, Ahmedabad, Champaran, Chauri Chaura, Amritsar (Any two) | 291,295,296 | 2 |

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