

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Examination, 2026 (XII<sup>th</sup>)**  
**SUBJECT NAME : History (Q.P. CODE : 027/61-1-2)**

**General Instructions: -**

<b>1</b>	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
<b>2</b>	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.
<b>3</b>	<b>“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.”</b>
<b>4</b>	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. <b>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 <b>Class-XII</b>, 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.</b>
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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. <b>This is most common mistake which evaluators are committing.</b>
<b>8</b>	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.
<b>9</b>	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"> <li>• 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.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 <b>“Guidelines for Spot Evaluation”</b> 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	<b>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.</b>
18	<b>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.</b>

**MARKING SCHEME**  
**History (Subject Code-027)**  
**(PAPER CODE: 61/1/2) (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
	<b>SECTION –A</b> <b>(Multiple Choice type Questions)</b>		<b>21X1= 21</b>
1.	(C) Ashtadhyayi	79	1
2.	(D) Pataliputra	31	1
3.	(D) 4, 3, 1, 2	2	1
4.	(D) Only (ii) and (iv) are correct	88	1
5.	(B) Mauryas -- successors of Mahapadmananda	50	1
6.	(B) IV, II, III, I	25	1
7.	(B) Sanchi Stupa for visually impaired (B) Madhya Pradesh.	83	1
8.	(D) Between Rama Raya and rulers of Bijapur, Golconda and Ahmednagar.	173	1
9.	(C) Hazara Ram temple.	183	1
10.	(C) Akbar Nama	217	1
11.	(C) Increased exploitation and indebtedness	230	1
12.	(C) Shaikh Nizamuddin Auliya -- Agra	154	1
13.	(A) Assertion (A) is correct and Reason ( R ) is the correct explanation of Assertion (A)	163	1
14.	(A) Francois Bernier.	130	1
15.	(D) George Washington	250-51	1
16.	(C) Ibn Batuta	118	1
17.	(A) Gonoo – chotanagpur	262-63	1
18.	(B) c, d, b, a	332	1
19.	(B) Pt. Jawaharlal Nehru.	322	1
20.	(C) Only I and II are correct	249	1
21.	(C) It united all the sections of Indian Society	276	1
	<b>SECTION –B</b> <b>(Short Answer type Questions)</b>		<b>6x3=18</b>
22.	<b>Examine the major contribution of R.E.M.Wheeler as Director General of Archaeological Survey of India.</b>  (i) R.E.M wheeler took over as Director General of ASI in 1944. (ii) He rectified the problem faced by John Marshal who excavated along regular horizontal units.	21	3x1=3

	<ul style="list-style-type: none"> <li>(iii) Wheeler followed the stratigraphy of the mound rather than dig along uniform horizontal lines.</li> <li>(iv) He brought with him military precision to the practice of archaeology.</li> <li>(v) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>		
23.	<p><b>(a) Explain the causes of the ruin of Stupa at Amravati.</b></p> <ul style="list-style-type: none"> <li>(i) Amravati was discovered before scholars understood the value of the finds.</li> <li>(ii) A local raja stumbled upon the ruins of the stupa at Amaravati and decided to use the stone to build a temple</li> <li>(iii) Walter Elliot collected some of the slabs from Amravati and took it to Madras</li> <li>(iv) Some slabs were taken to the Asiatic Society of Bengal at Calcutta, and some to London.</li> <li>(v) These sculptures were also found adorning the gardens of British administrators.</li> <li>(vi) Any new official in the area continued to remove sculptures from the site.</li> <li>(vii) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the significance of Pauranic Hinduism of the ancient India.</b></p> <ul style="list-style-type: none"> <li>(i) Puranas were compiled by Brahmanas.</li> <li>(ii) They contained much that had been composed and been in circulation for centuries.</li> <li>(iii) They include stories about gods and goddesses.</li> <li>(iv) They were written in simple Sanskrit verse</li> <li>(v) They were meant to be read aloud to everybody, including women and Shudras, who did not have access to Vedic learning.</li> <li>(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.</li> <li>(vii) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>	98	3x1=3
		105	3x1=3
24.	<p><b>“Al- Biruni faced many obstacles in the understanding of India.” Explain the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) The first amongst his obstacles was the language.</li> <li>(ii) Sanskrit was so different from Arabic and Persian that ideas and concepts could not be easily translated from one language into another.</li> <li>(iii) The second barrier he identified was the difference in religious beliefs and practices.</li> <li>(iv) The self-absorption and consequent insularity of the local population was the third barrier.</li> <li>(v) Al-Biruni depended almost exclusively on the works of Brahmanas to provide an understanding of Indian society.</li> <li>(vi) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>	124	3x1=3

25.	<p><b>(a) Describe the ceremonial features of the Mahanavami Dibba.</b></p> <ul style="list-style-type: none"> <li>(i) Rituals associated with the Mahanavami Dibba coincided with Mahanavami.</li> <li>(ii) The ceremonies performed on the occasion included worship of the image, worship of the state horse, and the sacrifice of buffaloes and other animals.</li> <li>(iii) Dances, wrestling matches, and processions of caparisoned horses, elephants and chariots and soldiers before the king marked the occasion.</li> <li>(iv) The king inspected his army and the armies of the nayakas in a grand ceremony in an open field.</li> <li>(v) The nayakas brought rich gifts for the king as well as the stipulated tribute.</li> <li>(vi) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe the role of Amara Nayaka in the administration of Vijayanagara Empire.</b></p> <ul style="list-style-type: none"> <li>(i) The amara-nayakas were military commanders who were given territories to govern by the raya.</li> <li>(ii) They collected taxes and other dues from peasants, craftspersons and traders in the area.</li> <li>(iii) They retained part of the revenue for personal use and for maintaining a stipulated contingent of horses and elephants.</li> <li>(iv) These contingents provided the Vijayanagara kings with an effective fighting force.</li> <li>(v) Some of the revenue was used for the maintenance of temples and irrigation works.</li> <li>(vi) The amara-nayakas sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.</li> <li>(vii) Kings asserted their control over them by transferring them from one place to another.</li> <li>(viii) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>	180-81	3x1=3
26.	<p><b>Analyse the Ricardian ideas of average rent on land.</b></p> <ul style="list-style-type: none"> <li>(i) A landowner should have a claim only to the “average rent” that prevailed at a given time.</li> <li>(ii) When the land yielded more than this “average rent”, the landowner had a surplus that the state needed to tax.</li> <li>(iii) If tax was not levied, cultivators were likely to turn into rentiers.</li> <li>(iv) Their surplus income was unlikely to be productively invested in the improvement of the land.</li> <li>(v) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>	247	3x1=3
27.	<p><b>Explain the role of B.R. Ambedkar in the Constituent Assembly.</b></p> <ul style="list-style-type: none"> <li>(i) A lawyer and economist, B.R. Ambedkar was an important member of the Constituent Assembly.</li> <li>(ii) He joined the Union Cabinet as law minister.</li> <li>(iii) He served as Chairman of the Drafting Committee of the Constitution.</li> </ul>	320-21	3x1=3

	(iv) He had the responsibility of guiding the Draft Constitution through the Assembly. (v) Any other relevant point. (Any three points to be assessed)		
	<b>SECTION – C</b> <b>(Long Answer type Questions)</b>		<b>3x8=24</b>
28.	<p><b>(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.</b></p> <p>(i) Gandhiji got enough experience from the localised small struggles like Champaran, Kheda and Ahmedabad.</p> <p>(ii) After the end of First World War, the British had instituted censorship of the press and permitted detention without trial.</p> <p>(iii) In 1919 Rowlatt Act was also promulgated.</p> <p>(iv) Gandhiji called for a country wide campaign against this act.</p> <p>(v) The shops were shut down, the schools were closed.</p> <p>(vi) The protests were intense in Punjab.</p> <p>(vii) Gandhiji was detained while proceeding to Punjab.</p> <p>(viii) The working class went on strike and lawyers stopped attending courts.</p> <p>(ix) Students stopped attending schools and colleges.</p> <p>(x) Lawyers refused to attend court.</p> <p>(xi) Farmers in Awadh did not pay taxes.</p> <p>(xii) Hill tribes in northern Andhra violated the forest laws.</p> <p>(xiii) Peasants in Kumaun refused to carry loads for colonial officials.</p> <p>(xiv) If non-cooperation was effectively carried out, said Gandhiji, India would win swaraj within a year.</p> <p>(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.</p> <p>(xvi) The Non Cooperation Movement transformed the Indian national Movement into a mass movement and Gandhiji into a popular leader.</p> <p>(xvii) Any other relevant point. (Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) "Gandhiji started the Salt march for various reasons and it resulted in a significant movement." Explain the statement with examples.</b></p> <p>Reasons for Salt March</p> <p>(i) Protest against Simon Commission</p> <p>(ii) Resolution to attain Purna Swaraj by the Congress in 1929 Lahore Session.</p> <p>(iii) Decision to launch Civil Disobedience Movement.</p> <p>(iv) Gandhiji chose salt as it was a common ingredient of household needed by everybody.</p> <p>(v) Salt law gave the British government the monopoly to manufacture salt.</p> <p>(vi) The people were forbidden from making salt even for domestic use.</p> <p>(vii) It compelled people to buy it from shops at a high price.</p> <p>(viii) It involved wanton destruction of property that nature produces in abundance.</p>	289-91	8x1=8
		296-97	4+4=8

	<ul style="list-style-type: none"> <li>(ix) The destruction itself meant more national expenditure.</li> <li>(x) It deprived the people of a valuable easy village industry.</li> <li>(xi) Any other relevant point.</li> </ul> <p>(Any four points to be assessed)</p> <p>Significance of Salt movement.</p> <ul style="list-style-type: none"> <li>(i) It brought Gandhiji to the world attention.</li> <li>(ii) The march was widely covered by the European and American press.</li> <li>(iii) It was the first nationalist activity in which women participated.</li> <li>(iv) It was the salt march which forced British to think that their raj was not going to last long.</li> <li>(v) The British realised that they would have to devolve some power to the Indians.</li> <li>(vi) Any other relevant point.</li> </ul> <p>(Any four points to be assessed)</p>		
29.	<p><b>(a) Explain the role of village panchayats of Mughal period.</b></p> <ul style="list-style-type: none"> <li>(i) Important role of the panchayat was to ensure that caste boundaries in the village be upheld.</li> <li>(ii) All marriages were to be held in the presence of panchayat.</li> <li>(iii) Panchayats also had the authority to levy fines.</li> <li>(iv) Stringent punishments were given for serious offences.</li> <li>(v) Each caste or jati in the village had its own jati panchayat.</li> <li>(vi) Jati panchayats arbitrated civil disputes between members of different castes.</li> <li>(vii) They mediated in contested claims on land, decided whether marriages were performed according to the norms, and determined who had ritual precedence in village functions.</li> <li>(viii) Appeals for justice were made to the panchayat by villagers from the lowest rung of society.</li> <li>(ix) Village panchayat was regarded as a court of appeal that would ensure that the state carried out its moral obligations and guaranteed justice.</li> <li>(x) The decision of the panchayats prevailed over the villagers.</li> <li>(xi) Panchayats maintained law and order.</li> <li>(xii) Any other relevant point.</li> </ul> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the status and role of zamindars in Mughal period.</b></p> <ul style="list-style-type: none"> <li>(i) The zamindars were the landed proprietors who enjoyed certain special status.</li> <li>(ii) They had the economic and social privileges by virtue of being higher class.</li> <li>(iii) Zamindars held extensive personal lands known as 'Milkiyat'.</li> <li>(iv) Zamindars often collected revenue on behalf of the state.</li> <li>(v) They were financially compensated for this job.</li> <li>(vi) Control over military resources was another source of power.</li> <li>(vii) Most of the zamindars had fortresses and armed contingents.</li> <li>(viii) They performed certain services (khidmat) for the state.</li> <li>(ix) The zamindars could sell, bequeath or mortgage these lands at will.</li> <li>(x) They consolidated their zamindaris by colonisation of new lands, by transfer of rights, by order of the state and by purchase.</li> </ul>	202-04	8x1=8
		211-13	8x1=8

	<ul style="list-style-type: none"> <li>(xi) The zamindars were an exploitative class but there was an element of reciprocity, paternalism and patronage in their relationship with the peasantry.</li> <li>(xii) They spearheaded the colonisation of agricultural land, and helped in settling cultivators by providing them with the means of cultivation, including cash loans.</li> <li>(xiii) The buying and selling of zamindaris accelerated the process of monetisation in the countryside.</li> <li>(xiv) The zamindars sold the produce from their milkiyat lands.</li> <li>(xv) They often established markets (haats) to which peasants also came to sell their produce.</li> <li>(xvi) Any other relevant points.</li> </ul> <p>(Any eight points to be assessed)</p>		
30.	<p><b>(a) “Although epigraphy is an important source of reconstructing history, yet there are limits to what it can reveal.” Justify the statement with suitable arguments.</b></p> <ul style="list-style-type: none"> <li>(i) There are limits to what epigraphy can reveal.</li> <li>(ii) There are technical limitations: the letters are very faintly engraved.</li> <li>(iii) Inscriptions may be damaged or letters missing.</li> <li>(iv) It may not always be possible to understand the exact meaning of certain words.</li> <li>(v) Several thousand inscriptions have been discovered but all have not been deciphered.</li> <li>(vi) Several inscriptions must have existed but only a fraction of it have survived the ravages of time.</li> <li>(vii) Not everything that was significant politically or economically was recorded in inscriptions.</li> <li>(viii) The content of inscriptions almost invariably projected the perspective of the person(s) who commissioned them.</li> <li>(ix) Any other relevant point.</li> </ul> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Historians have used a variety of sources to reconstruct the history of the Mauryan empire and also explained the ways of their administration.” Justify the statement with suitable arguments.</b></p> <ul style="list-style-type: none"> <li>(i) To reconstruct Mauryan history, the historians have used variety of sources such as archaeological finds especially sculpture.</li> <li>(ii) Contemporary works such as writings of Megasthenes.</li> <li>(iii) Kautilya’s Arthashastra is another source.</li> <li>(iv) Buddhist texts</li> <li>(v) Jain texts</li> <li>(vi) Puranic literature.</li> <li>(vii) Sanskrit literary works.</li> <li>(viii) Ashokvadana</li> <li>(ix) Inscriptions of Ashoka on rocks and pillars.</li> <li>(x) Coins</li> <li>(xi) Any other relevant point.</li> </ul> <p>(Any five points to be assessed)</p> <p>Administration:</p>	48-49	8x1=8
		32-34	5+3=8

	<ul style="list-style-type: none"> <li>(i) For administrative purpose the state was divided into five major centres.</li> <li>(ii) The capital centres were very carefully chosen.</li> <li>(iii) These regions were diverse, like the coast of Odisha and hilly terrain of Afghanistan.</li> <li>(iv) Administrative control was strong in the areas around capitals.</li> <li>(v) Communication along both land and riverine routes were improved.</li> <li>(vi) Army was important to ensure peace and keep their frontiers under control.</li> <li>(vii) Megasthenes mentions a committee with six subcommittees for coordinating military activity.</li> <li>(viii) Any other relevant point.</li> </ul> <p>(Any three points to be assessed)</p>		
	<b>SECTION – D</b> <b>(Source based Questions)</b>		<b>3x4=12</b>
31.	<p style="text-align: center;"><b><u>Declining a Royal Gift</u></b></p> <p><b>(31.1) Mention the offering by the local ruler to Sufi saint.</b></p> <ul style="list-style-type: none"> <li>(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.</li> <li>(ii) The ruler declared to relinquish all his rights both for gardens and land.</li> <li>(iii) Any other relevant point.</li> </ul> <p>(Any one point to be assessed)</p>	160	1
	<p><b>(31.2) What was the reaction of Sufi saint on the offerings?</b></p> <ul style="list-style-type: none"> <li>(i) Shaikh lamented on the offerings saying that those offerings were of no use to him.</li> <li>(ii) None of the spiritual masters ever indulged in such activities.</li> <li>(iii) Any other relevant point.</li> </ul> <p>(Any one point to be assessed)</p>		1
	<p><b>(31.3) Why did Sufi saint accept money? Explain.</b></p> <ul style="list-style-type: none"> <li>(i) Shaikh accepted money as he wanted to give it to the Sufis or dervishes</li> <li>(ii) The Sufis could use it to purchase food and clothes.</li> <li>(iii) Any other relevant point.</li> </ul> <p>(Any two points to be assessed)</p>		2
32.	<p style="text-align: center;"><b><u>What taluqdars thought</u></b></p> <p><b>(32.1) Explain the anguish of Hanwant Singh for the British officer.</b></p> <ul style="list-style-type: none"> <li>(i) The British had subdued the Indians by taking away their land and driving away their king.</li> <li>(ii) The people of the land had risen against the British</li> <li>(iii) Hanwant Singh like a true Indian had given shelter to the British officer and conveyed him to safety.</li> <li>(iv) Hanwant Singh expressed his anguish as he would now have to lead his retainers to drive the British away.</li> <li>(v) Any other relevant point.</li> </ul> <p>(Any one point to be assessed)</p>	269	1
	<p><b>(32.2) How were Taluqdars facilitated by the rulers?</b></p> <ul style="list-style-type: none"> <li>(i) The taluqdars had been given control and power over land.</li> <li>(ii) They maintained armed retainers.</li> </ul>		1



	<p>A. Chauri Chaura B. Dandi</p> <p><b>Note: The following questions are for the visually Impaired Candidates Only in lieu of Question No. 34:</b></p> <p><b>(34.1) Name any two important capitals of the early states.</b></p> <p>Ujjaini,/Kaushambhi,/Varanasi/ Rajagriha/ Vaishali/ Kusunagara/Shravasti/ Champa/ Mathura/ Indraprastha/ Taxila/ Pushkalavati or any other relevant place ( Any two)</p> <p><b>(34.2) (a) Name one area which was under the rule of Aurangzeb.</b> Delhi / Agra / Ajmer / Goa or any other.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Name the capital of Vijaynagara Empire.</b> Hampi</p> <p><b>(34.3) Mention any two main centres of Indian National Movement.</b></p> <p>Champaran, Kheda, Ahmedabad,Chauri-Chaura, Dandi, Bardoli or any other relevant centre ( Any two)</p>	<p>291, 296</p> <p>30</p> <p>214</p> <p>170</p> <p>289, 291, 296</p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>
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प्रश्न सं. 34 के लिए मानचित्र  
Map for Q. No. 34

