

**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 : 027/61-5-1)**

**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 20126 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	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- <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: 61/5/1) (12-05-27N)**

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

Q.No.	EXPECTED OUTCOMES/VALUE POINTS	Page No.	Marks
<b>SECTION A</b>			
<b>Question number 1-21 are multiple choice questions carrying 1 mark each.</b>			
1.	(C) Punjab and Sindh had higher rainfall than Shortughai	7	1
2.	(A) Both (A) and (R) are correct and (R) is correct explanation of Assertion (A)	32,34	1
3.	(B) (II), (III), (IV), (I)	50	1
4.	(D) Ghatotkacha	65	1
5.	(B) Shahjehan Begum For Visually impaired candidates (D) Maharashtra	82  102	1
6.	(A) (a) – (ii), (b) – (iii), (c) – (i), (d) – (iv)	1-15	1
7.	(C) Ananda	92	1
8.	(B) Seydi Ali Reis – Turkey	137	1
9.	(B) (I), (II), (III) are correct	147	1
10.	(D) Sangama	173	1
11.	(B) Abu'l Fazl	197	1

12.	(B) Chachar	214	1
13.	(C) Rudradaman	171,173	1
14.	(A) (I), (II), (III) are correct	127,128	1
15.	(A) David Ricardo	277	1

16.	(D) Hyderabad	292	1
17.	(C) Maharashtra	347	1
18.	(B) a-(iii), b-(ii), c-(i), d-(iv)	320	1
19.	(D) Assertion (A) is false but Reason (R) is true.	305	1
20.	(B) Cabinet Mission	430	1
21.	(C) Limitation Law	283	1
	<b>SECTION B</b> <b>(Short Answer Type Questions)</b>		<b>6x3=18</b>
22.	<p><b>(a) Imagine you are doing research on Harappan beads and jewellery. Which three aspects would you understand about Harappan craft production and trade from it? Explain</b></p> <p><b>Harappan Beads :</b></p> <p>(1) Variety of materials were used to make beads (stones like carnelian, jasper, crystal, quartz and steatite,) (metals like copper, bronze and gold) and shell, faience and terracotta.</p> <p>(2) The shapes were numerous( disc, cylindrical , spherical, barrel ,segmented)</p> <p>(3) Decorated with painting, incising and designs etched onto them.</p> <p>(4) Different techniques were used for making beads according to the material.</p> <p>(5) The red colour of carnelian was obtained by firing the yellowish raw material at various stages of production. Grinding polishing and drilling completed the process of making beads and jewellery.</p> <p>(6) Nageshwar and Balakot were important production centres. Procurement of materials for craft production suggests trade relations with Mesopotamia, Bahrain, Oman etc.</p> <p>(7) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Imagine you are a part of a student archaeology workshop where you have to explain about Harappan burial sites and jewellery. Which three aspects would you present to your classmates about it? Explain.</b></p> <p><b>Burial :</b></p>	<p>11-14</p> <p>9</p>	<p>3</p> <p>3</p>

	<p>(1) In Harappan sites dead were generally laid in Pits.</p> <p>(2) Some were buried in hollowed out spaces which were lined with bricks.( perhaps to indicate social differences)</p> <p>(3) Some graves contain pottery and ornaments perhaps indicating a belief that these could be used in afterlife.</p> <p>(4) Jewellery has been found in burials of both men and women</p> <p>(5) On the whole Harappens did not believe in burying precious things with the dead.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>		
23	<p><b>Describe the role of Prabhavati Gupta in administering land grants recorded in the ancient inscriptions.</b></p> <p>Prabhavati Gupta :</p> <p>(1) She had access to land as vakataka Queen</p> <p>(2) She granted Lands to Brahmanas</p> <p>(3) She might have done it to increase land under cultivation</p> <p>(4) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	40	3
24	<p><b>Explain the ways in which the European thinkers like Montesquieu and Karl Marx used Bernier's description of India.</b></p> <p>(1) Using Bernier's description of India, French Philosopher Montesquieu developed the idea of oriental despotism</p> <p>(2) Rulers in Asia enjoyed absolute authority over their subjects who were kept in condition of subjugation and poverty.</p> <p>(3) All the land belonged to the king and private property was non-existent.</p> <p>(4) Karl Marx developed the concept of the Asiatic mode of Production in the 19<sup>th</sup> Century .</p> <p>(4) Surplus was appropriated by State. This was regarded as a stagnant system.</p> <p>(5) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	132	3
25	<p><b>(a) How did the Vijayanagara Empire expand the Virupaksha Temple? Explain.</b></p> <p>(1)Earliest shrine dated to 9<sup>th</sup> Century but enlarged by Vijayanagar empire</p>	186-187	3

	<p>(2) Hall in the main Shrine was built by Krishnadeva Raya to mark his <b>accession to the throne</b>.</p> <p>(3) This was decorated with carved pillars. He is also credited with the construction of eastern gopuram.</p> <p>(4) Halls in the temple were used for a variety of purposes like placing of gods to witness programmes of music, dance, drama and celebrate the marriages of deities.</p> <p>(5) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Why was the Amara-Nayaka system considered a major political innovation of the Vijayanagara Empire? Explain.</b></p> <p>(1) Amar- Nayakas were military commanders, who used to govern territory given by the Rayas.</p> <p>(2) They Collected taxes and dues from Peasants, craft persons and traders.</p> <p>(3) They retained part of the revenue for personal use and for maintaining a contingent of Horses and elephants.</p> <p>(4) Some of the revenue was used for maintaining temples and irrigation works.</p> <p>(5) They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	175	3
26	<p><b>How did the British exploit the Ryots in the Ryotwari system? Explain with examples.</b></p> <p>The revenue system introduced in Bombay Deccan came to be known as Ryotwari Settlement</p> <p>(1) The revenue was directly settled with the ryot and was fixed without any consideration.</p> <p>(2) The revenue demand was so high that in many places peasants deserted their villages and migrated to new regions.</p> <p>(3) When rains failed, the peasants found it impossible to pay the revenue.</p> <p>(4) Revenue could rarely be paid without a loan from a moneylender, which was difficult to be paid back so dependence on money lenders increased.</p> <p>(5) When someone failed to pay, his crops were seized and a fine was imposed on the whole village.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	277-278	3
27	<p><b>Explain how the 'Objectives Resolution' became the basis of the Preamble of the Indian Constitution.</b></p>	322-324	3



	<p>(3) Non-injury to living beings, especially to humans, animals, plants and insects, is central to Jaina philosophy.</p> <p>(4) The principle of ahimsa, emphasised within Jainism, has left its mark on Indian thinking as a whole.</p> <p>(5) The cycle of birth and rebirth is shaped through karma.</p> <p>(6) Asceticism and penance are required to free oneself from the cycle of karma. This can be achieved only by renouncing the world; therefore, monastic existence is a necessary condition of salvation.</p> <p>(7) Jaina monks and nuns took five vows: to abstain from killing, stealing and lying; to observe celibacy; and to abstain from possessing property</p> <p>(8) Jainism spread to many parts of India as Jaina scholars produced a wealth of literature in a variety of languages – Prakrit, Sanskrit and Tamil.</p> <p>(9) Manuscripts of these texts were carefully preserved in libraries attached to temples.</p> <p>(10) Stone sculptures associated with religious traditions were produced by devotees of the Jaina tirthankaras, and have been recovered from several sites throughout the subcontinent.</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
<b>29</b>	<p><b>(a)Examine the economic and social position of Zamindars in the rural society during the Mughal rule.</b></p> <p>(1) The zamindars were landed proprietors who also enjoyed certain social and economic privileges by virtue of their superior status in rural society.</p> <p>(2) Caste was one factor that accounted for the elevated status of zamindars.</p> <p>(3) They performed certain services (khidmat) for the state.</p> <p>(4) The zamindars held extensive personal lands termed milkiyat, meaning property.</p> <p>(4) Milkiyat lands were cultivated for the private use of zamindars, often with the help of hired or servile labour.</p> <p>(5) Zamindars often collected revenue on behalf of the state, a service for which they were compensated financially.</p>	211-213	8

	<p>(6) Most zamindars had fortresses (qilachas) as well as an armed contingent comprising units of cavalry, artillery and infantry.</p> <p>(7) Zamindars spearheaded the colonisation of agricultural land, and helped in settling cultivators by providing them with the means of cultivation, including cash loans.</p> <p>(8) Zamindars often established markets (haats) to which peasants also came to sell their produce.</p> <p>(9) Zamindars relationship with the peasantry had an element of reciprocity, paternalism and patronage.</p> <p>(10) During agrarian uprisings, zamindars often received the support of the peasantry in their struggle against the state.</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the role and responsibilities of the Panchayats in village administration during the Mughal period.</b></p> <p>(1) The village panchayat was an assembly of elders of the village with hereditary rights over their property</p> <p>(2) In mixed-caste villages, the panchayat was usually a heterogeneous body.</p> <p>(3) An oligarchy, the panchayat represented various castes and communities in the village,</p> <p>(4) The panchayat was headed by a headman known as muqaddam or mandal.</p> <p>(5) The headman was chosen through the consensus of the village elders, and that this choice had to be ratified by the zamindar.</p> <p>(6) The chief function of the headman was to supervise the preparation of village accounts.</p> <p>(7) The panchayat derived its funds from contributions made by individuals to a common financial pool to be used for defraying the costs of entertaining revenue officials.</p> <p>(8) Expenses for community welfare activities such as tiding over natural calamities (like floods), construction of a bund or digging a canal were met from these funds</p> <p>(8) The panchayat was to ensure that caste boundaries among the various communities inhabiting the village were upheld.</p>	202-204	8
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	<p>(9) Panchayats also had the authority to levy fines and inflict more serious forms of punishment like expulsion from the community.</p> <p>10) Jati in the village had its own jati panchayat. These panchayats wielded considerable power in rural society.</p> <p>(11) Villagers considered Panchayat as .Court of appeal.</p> <p>(12) Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
30	<p><b>(a) To what extent was the Non-Cooperation Movement successful in mobilizing the masses against the British rule? Explain with suitable examples.</b></p> <p>(1) Non-cooperation movement was the Mass movement where people from all walks of life participated.</p> <p>(2) Non-cooperation movement was linked with Khilafat movement to bring India's two major religious communities, Hindus and Muslims together to bring an end to colonial rule.</p> <p>(3) It involved peasants, workers, Student, women, tribals etc.</p> <p>(4) Students stopped going to schools and colleges run by the government. Lawyers refused to attend courts.</p> <p>(5) The working class went on strike in many towns and cities leading to the loss of seven million workdays.</p> <p>(5) Swadeshi was adopted and foreign goods were Boycotted.</p> <p>(6) Scholars returned Awards and titles. People were asked to adhere to a "renunciation of (all) voluntary association with the (British) Government".</p> <p>(7) The countryside was seething with discontent too. Hill tribes in northern Andhra violated the forest laws</p> <p>(8) Farmers in Awadh did not pay taxes. Peasants in Kumaun refused to carry loads for colonial officials</p> <p>(9) Peasants, workers, and others interpreted and acted upon the call to "non-cooperate" with colonial rule in ways that best suited their interests.</p> <p>(10) It entailed denial, renunciation, and self-discipline. It was training for self-rule."</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How are different sources to know about Gandhiji's political career helpful in understanding his contribution towards India? Explain with examples.</b></p>	290-291	8
		307-313	8

	<p>(1) One important source is the writings and speeches of Mahatma Gandhi and his contemporaries.</p> <p>(2) Many letters are written to individuals, and are therefore personal, but they are also meant for the public.</p> <p>(3) Mahatma Gandhi regularly published in his journal, Harijan, letters that others wrote to him.</p> <p>(4) Speeches of Mahatma Gandhi and his contemporaries are helpful in understanding his contribution towards India</p> <p>(4) His Autobiography gives us an account of his past that is often rich in detail.</p> <p>(5) Another vital source is government records, for the colonial rulers kept close tabs on those they regarded as critical of the government.</p> <p>(6) The letters and reports written by policemen and other officials were secret at the time; but now can be accessed in archives.</p> <p>(7) In fortnightly reports for the period of the Salt March it was noticed that the Home Department was unwilling to accept that Mahatma Gandhi's actions had evoked any enthusiastic response from the masses.</p> <p>(8) The march was seen as a drama, an antic, a desperate effort to mobilise people who were unwilling to rise against the British and were busy with their daily schedules, happy under the Raj.</p> <p>(9) One more important source is contemporary newspapers, published in English as well as in the different Indian languages, which tracked Mahatma Gandhi's movements and reported on his activities, and also represented what ordinary Indians thought of him</p> <p>(10) Paintings, pictures and movies revealed how Mahatma Gandhi was perceived by people.</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
	<p style="text-align: center;"><b>SECTION D</b></p> <p style="text-align: center;"><b>(Source Based Questions)</b></p>		<b>3X4=12</b>

31	<p style="text-align: center;"><b>Eight forms of marriage</b></p> <p><b>(31.1) Explain why jewels and costly clothes were given in the first form of marriage.</b></p> <p>(a) Jewels and clothes Symbolize honour towards bride and bridegroom</p> <p>(b) To provide financial assistance to the bride and bridegroom.</p> <p>(c) As it was directly related with status in society.</p> <p>(d) Any other relevant point.</p> <p>(Any one point to be assessed).</p> <p><b>(31.2) Explain the underlying idea behind the father honouring the bridegroom in the fourth form of marriage.</b></p> <p>(a) It reflected father's approval and blessings</p> <p>(b) Any other relevant point</p> <p><b>(31.3) How had these marriages influenced the social practices in the later Indian society?</b></p> <p>It influenced</p> <p>(a) The custom of performing rituals in marriages</p> <p>(b) Practice of Dowry</p> <p>(c) Role of wealth in marriage</p> <p>(d) Any other relevant point.</p> <p>(Any two points to be assessed).</p>	58	<p>1</p> <p>1</p> <p>2</p>
32	<p style="text-align: center;"><b>A demon?</b></p> <p><b>(32.1) Who was Karaikkal Ammaiyar?</b></p> <p>Karaikkal Ammaiyar was a female devotee of Lord Shiva from Nayanar.</p> <p><b>(32.2) How is Lord Shiva described in the poem?</b></p> <p>(a) Shiva is described as a deity who dances with his matted hair thrown in all 8 directions with cool limbs</p> <p><b>(32.3) Analyse the central contrast depicted in the poem.</b></p> <p>(a) Feminine beauty and demon like structure</p> <p>(b) She renounced the world</p> <p>(c) Defiance against patriarchal norms.</p> <p>(d) Any other relevant point. .</p> <p>(Any two points to be assessed).</p>	144-145	<p>1</p> <p>1</p> <p>2</p>
33	<p style="text-align: center;"><b>The Revolt of 1857</b></p> <p><b>(33.1) Why was Bahadur Shah's involvement important for the rebels?</b></p>	258	1

	<p>(a) He was a Mughal emperor and Political legitimacy was important.</p> <p>(b) The revolt could now be carried on the name of Mughal emperor.</p> <p>(c) Any other relevant point. . (Any one point to be assessed).</p> <p><b>(33.2) How did the actions of the rebels in Delhi indicate a breakdown of British control?</b></p> <p>(a) Britishers were killed and Rebels entered the Red fort.</p> <p>(b) Europeans were killed in large numbers</p> <p>(c) The rich of Delhi were attacked and looted.</p> <p>(d) Any other relevant point. . (Any one point to be assessed).</p> <p><b>(33.3) How did the sepoys and religious sentiments play an important role in this uprising? Explain.</b></p> <p>(a) Bullets coated with cow and pig fat were the cause of unrest among sepoys.</p> <p>(b) Hindus and Muslims felt offended as their religious sentiments were badly hurt.</p> <p>(c) The sepoys were asked to bite bullets that were coated with the fat of cows and pigs with their teeth. This corrupted the faith of Hindus and Muslims alike.</p> <p>(d) Any other relevant point. . (Any two points to be assessed).</p>		1
			2
	<p style="text-align: center;"><b>SECTION E</b> <b>(Map Based Questions)</b></p>		3+2=5
34	<p><b>On the given political outline map of India (on page 27), locate and label the following with appropriate symbols :</b></p> <p>(i) Kalibangan – A mature Harappan site</p> <p>(ii) Ajanta – An ancient Buddhist site</p> <p>(iii)(a) Panipat – A territory under the Mughals</p> <p style="text-align: center;"><b>OR</b></p> <p>(a) Golconda – A medieval period state</p> <p><b>(34.2) On the same political outline map of India, two places have been marked as ‘A’ and ‘B’, as the centres of the Indian National Movement. Identify them and write their correct names on the lines drawn near them.</b></p> <p><b>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</b></p> <p><b>(34.1) Mention any one mature Harappan site in Pakistan.</b></p>	<p>2</p> <p>95</p> <p>174</p> <p>214</p> <p>289</p> <p>2</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>

Harappa/ Balakot / Amri/ Mohenjodaro (any one to be mentioned)	95	1
<b>(34.2) Mention one ancient Buddhist site in Bihar.</b> Bodhgaya/ Kushinagar	174	1
<b>(34.3) (a) Name any one territory which was under the Mughal empire.</b> Ajmer/Panipat/Agra/Delhi (any one to be mentioned)		
<b>OR</b>		
<b>(34.3) (b) Name any one neighbouring kingdom of the Vijayanagara Empire.</b> Bijapur / Golkonda/ Bidar/ Warrangal (any one to be mentioned)	214	1
<b>(34.4) Name any two centres of the Indian National Movement.</b> Champaran / Chouri-choura/Bombay/ Amritsar/ Calcutta/ Kheda Dandi (any two to be mentioned)	287-305	2

