

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

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: 61/3/3) (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 Type Questions)		
1.	C - Battle of Talikota	173	1
2.	B - I, II & IV	158	1
3.	D - Peter Mundy: England	137	1
4.	C - Patriliney Succession	55,56	1
5.	A - a-iv, b-i, c-ii, d-iii	3,4,8,11	1
6.	A - Gandhara Question for the Visually Impaired Candidates C - Shahjahan Begum	108 83	1 1
7.	C - Dhritrashtra	57	1
8.	B - II, IV, I & III	31,32,36,37,50	1
9.	A - Both (A) & (R) are correct & (R) is correct	32	1
10.	C - I, III & IV	10,11,15,16	1
11.	D - British	255	1
12.	B- Swami Vivekananda	326	1
13.	A - Both (A) & (R) are true and (R) is the correct explanation of (A).	258	1
14.	A - a-iv, b-iii, c-ii, d-i	320	1
15.	C - Punjab	287	1
16.	D - Bombay	262	1
17.	A - Charles Cornwallis	229	1
18.	A - I, III & IV	117	1
19.	B - Shaikh Nizamuddin Auliya - Agra	154	1
20.	C - Polaj	214	1
21.	D - Shahjahan	200	1

	SECTION B (Short-Answer Type Questions)		
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> <p style="text-align: center;">OR</p> <p>22. (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>	15	3
23.	<p>Describe any three features of ancient Mahajanapadas.</p> <ol style="list-style-type: none"> 1. The mahajanapadas were ruled by kings. 2. They were known as ganas or sanghas. 3. They were oligarchies. 4. Power was shared by a number of men called rajas. 5. The rajas controlled resources such as land. 6. These states lasted for nearly a thousand years. 7. Each mahajanapada had a capital city, 8. The capital city was fortified. 9. Use of iron. 10. Use of coins. <p>Any other relevant point. Any three points to be assessed.</p>	29	3
24.	<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. Any three points to be assessed.</p>	136	3
25.	<p>(a) "Kabir is one of the most outstanding examples of poet-saints of Nirguna Bhakti." Explain the statement.</p>	161	3

	<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>		
25.	<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. Any three points to be assessed.</p>	143-146	3
26.	<p>Analyse any three causes of conflict between the Santhals and Paharias during the 18th century.</p> <ol style="list-style-type: none"> 1. The coming of Santhals disrupted the Paharias way of life. 2. The British East India Company played a major role. 3. Santhals settled in forest areas like the Damin-i-Koh region. 4. Forests were cleared for agriculture reducing the Paharias' access to forest resources. 5. Santhals occupied land traditionally used by Paharias. 	236-239	3

	6. The Paharias were displaced into hills and less fertile regions. 7. It caused resentment and hostility. 8. Santhals became a part of the colonial economy (paying revenue, farming cash crops). 9. Paharias faced economic marginalization. 10. This created competition and inequality leading to conflict. 11. Paharias controlled forest routes and raided plains settlements. 12. With British control and Santhal settlements, this balance of power shifted. 13. The Paharias lost their dominance and reacted with resistance. 14. The two groups had different social systems, customs, and beliefs. 15. Lack of mutual understanding increased tensions and clashes. Any other relevant point. Any three points to be assessed.		
27.	How did the rebel proclamation of 1857 show unity? Explain. 1. The rebel proclamations in 1857 appealed to all sections of the population. 2. The proclamations were issued by Muslim princes or in their names and addressed the sentiments of Hindus. 3. The rebellion was seen as a war in which both Hindus and Muslims had equally to lose or gain. 4. The ishtahars harked back to the pre-British Hindu-Muslim past 5. It glorified the coexistence of different communities under the Mughal Empire. 6. The proclamation issued in the name of Bahadur Shah appealed to the people to join the fight under the standards of both Muhammad and Mahavir. 7. It was remarkable that during the uprising religious divisions between Hindus and Muslim were hardly noticeable 8. In Bareilly in western Uttar Pradesh, in December 1857, the British spent Rs 50,000 to incite the Hindu population against the Muslims. The attempt failed. 9. Azamgarh Proclamation. Any other relevant point. Any three points to be assessed.	271-272	3
	SECTION C (Long Answer Type Questions)		
28.	(a) “Mahabharata is considered as a dynamic text.” Explain the statement with examples. 1. The growth of the Mahabharata did not stop with the Sanskrit version. 2. The epic was written in a variety of languages. 3. The epic was an ongoing process of dialogue between peoples, communities, and those who wrote the texts. 4. Several stories that originated in specific regions or circulated amongst certain people found their way into the epic. 5. The central story of the epic was often retold in different ways. 6. Many episodes were depicted in sculpture and painting.	77	8

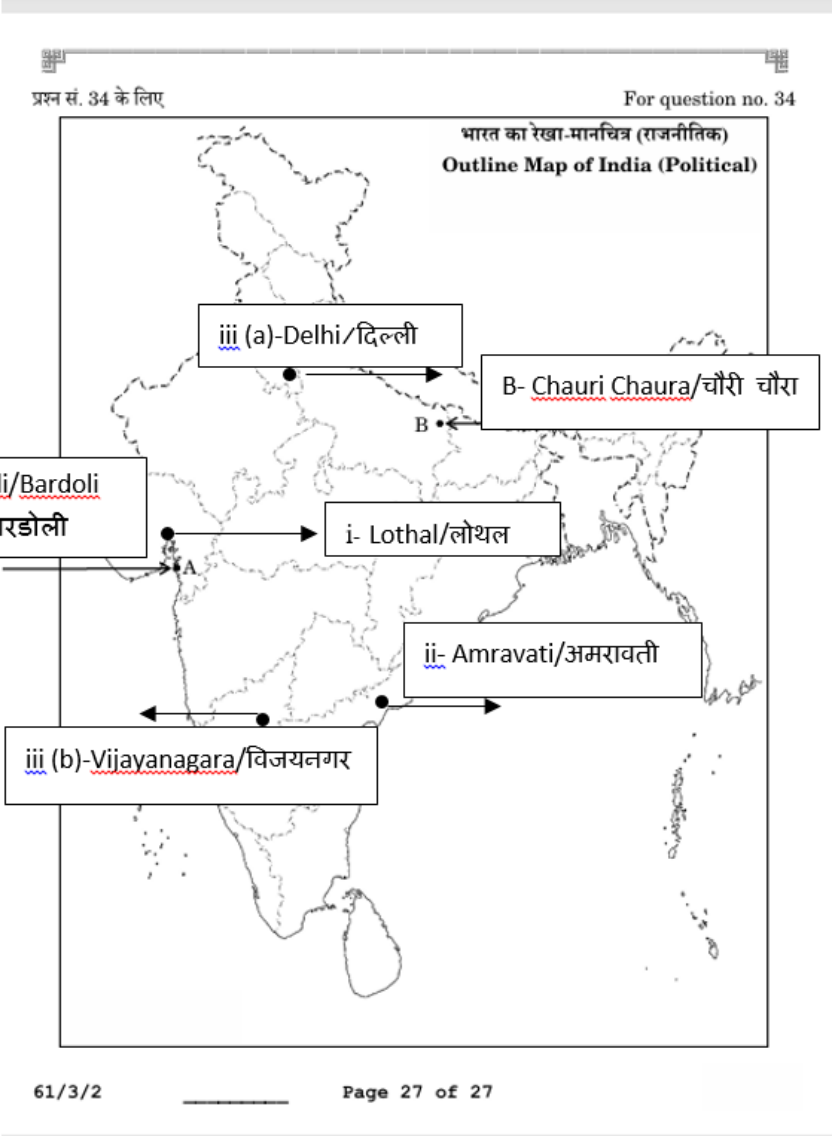
	<p>7. It provided themes for a wide range of performing arts – plays, dance and other kinds of narrations.</p> <p>8. It is depicted in sculpture and relief carvings – Temples.</p> <p>9. Bhagavad Gita.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>28. (b) “Mahabharata reinforced the ideas of familial values.” Explain the statement with examples.</p> <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, Bhim and Hidimba. <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p>	55-62	8
29.	<p>(a) Why was the temple architecture of Vijayanagara considered unique? Explain with examples.</p> <ol style="list-style-type: none"> 1. In terms of temple architecture certain new features were in evidence. 2. These included structures of immense scale that marked imperial authority. 3. The raya gopurams or royal gateways were such examples. 4. They often dwarfed the towers on the central shrines. 5. They signalled the presence of the temple from a great distance. 6. They were reminders of the power, techniques and resources of kings. 7. Mandapas or pavilions and long, pillared corridors ran around the shrines within the temple complex. 8. The Virupaksha temple was built over centuries. 	185-188	8

	<p>9. The earliest shrine dated to the ninth-tenth centuries.</p> <p>10. It was substantially enlarged with the establishment of the Vijayanagara Empire.</p> <p>11. The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession.</p> <p>12. This was decorated with delicately carved pillars.</p> <p>13. He is also credited with the construction of the eastern gopuram.</p> <p>14. These additions meant that the central shrine came to occupy a small part of the complex.</p> <p>15. The halls in the temple were used for a variety of purposes.</p> <p>16. Some were spaces in which the images of gods were placed to witness special programmes of music, dance, drama, etc.</p> <p>17. Some were used to celebrate the marriages of deities.</p> <p>18. Others were meant for the deities to swing in.</p> <p>19. Special images, distinct from those kept in the small central shrine, were used on these occasions.</p> <p>20. At the Vitthala temple the principal deity was Vitthala, a form of Vishnu generally worshipped in Maharashtra.</p> <p>21. This temple has several halls.</p> <p>22. It has a unique shrine designed as a chariot.</p> <p>23. The chariot streets extended from the temple gopuram in a straight line.</p> <p>24. The streets were paved with stone slabs.</p> <p>25. They were lined with pillared pavilions in which merchants set up their shops.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>29. (b) How did the Vijayanagara rulers support economic and trade activities? Explain with examples.</p> <p>1. Horses were imported from Arabia and Central Asia.</p> <p>2. The trade was controlled by Arab traders.</p> <p>3. Local communities of merchants known as kudirai chettis or horse merchants participated in horse trade and other items.</p> <p>4. From 1498 the Portuguese established trading and military stations.</p> <p>5. Vijayanagara was also noted for its markets dealing in spices, textiles and precious stones.</p> <p>6. Trade was often regarded as a status symbol.</p> <p>7. The cities boasted of a wealthy population</p> <p>8. Rich people demanded high-value exotic goods, precious stones and jewellery.</p> <p>9. The revenue derived from trade contributed to the prosperity of the state.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p>	172-173	8
30.	<p>(a) “Gandhiji promoted mass participation in politics.” Justify the statement in context of the Non-Cooperation Movement.</p>	289-290	8

	<ol style="list-style-type: none"> 1. Champaran, Ahmedabad and Kheda satyagraha marked Gandhiji as a national leader for the poor. 2. These were all localised struggles. 3. In 1919, Gandhiji launched the Rowlatt satyagraha calling for bandh and non-violent protests. 4. In many towns shops shut down and schools closed in response to the bandh call. 5. The Rowlatt satyagraha made Gandhiji a national leader. 6. Gandhiji called for “non-cooperation” with British rule. 7. Gandhiji joined the non-cooperation with Khilafat movement. 8. He brought Hindus and Muslims together to broaden the movement. 9. Students stopped going to schools and colleges run by the government. 10. Lawyers refused to attend court. 11. The working class went on strike in many towns and cities. 12. The countryside was also discontented with the colonial rule. 13. Hill tribes in northern Andhra violated the forest laws. 14. Farmers in Awadh did not pay taxes. 15. Peasants in Kumaun refused to carry loads for colonial officials. 16. These protest movements were carried out in defiance of the local nationalist leadership. 17. Peasants, workers, and others interpreted and acted upon the call to “non-cooperate” with colonial rule in ways that best suited their interests. 18. Gandhiji said if non-cooperation was effectively carried out, India would win swaraj within a year. <p>Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p>		
30.	<p>(b) “Many scholars have written of the months after independence as being Gandhiji’s finest hour.” Examine the statement.</p> <ol style="list-style-type: none"> 1. Gandhiji did not participate in the festivities on 15 August 1947. 2. He was in Calcutta, and marked the day with a 24-hour fast. 3. Gandhiji “went round hospitals and refugee camps giving consolation to distressed people”. 4. He “appealed to the Sikhs, the Hindus and the Muslims to forget the past. 5. He asked people not to dwell on their sufferings but to lend their hand of fellowship to each other, 6. He requested people to live in peace. 7. Many scholars have written of the months after Independence as being Gandhiji’s “finest hour”. 8. After working to bring peace to Bengal, Gandhiji came to Delhi. 9. He wanted to move on to the riot torn districts of Punjab. 10. Gandhiji was also concerned with the sufferings of the minority community in Pakistan. 11. He trusted that “the worst is over” and the Indians would work for the “equality of all classes and creeds, 	305-306	8

	<p>12. He also hoped that though geographically and politically India is divided but we shall ever be friends and brothers helping and respecting one another.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p>		
	<p style="text-align: center;">SECTION-D</p> <p style="text-align: center;">(Source Based Questions)</p>		
	<p style="text-align: center;">How Silver Came to India</p>		
31.	<p>31.1 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>31.2 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>31.3 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>
	<p style="text-align: center;">Framing the Constitution</p>		
32.	<p>32.1 Why is the Indian Constitution regarded as the longest in the world?</p> <ol style="list-style-type: none"> Indian Constitution accommodated India's vast size and cultural diversity. It provides comprehensive details. It includes specific provisions for a diverse nation. <p>Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>32.2 Why was the Constitution seen as essential at the time of Independence?</p> <ol style="list-style-type: none"> It was to hold together a vast nation and trust in united India It sought to heal wounds of the past and the present. To make Indians of different classes, castes and communities come together in a shared political experiment. It sought to nurture democratic institutions. <p>Any other relevant point.</p> <p>Any one point to be assessed.</p>	<p>316</p> <p>316</p>	<p>1</p> <p>1</p>

	32.3 How did the Constitution seek to nurture the democracy in India? i. By establishing representative democracy ii. By establishing principles of equality. iii. By guaranteeing fundamental rights. iv. By promoting social and economic justice. Any other relevant point. Any two points to be assessed.	316	2
	Verses from the Upanishads		
33.	33.1 Where does the soul reside according to the verse? The Soul is said to reside within the heart. 33.2 How is the soul described in terms of size? The Soul is described as being smaller than a grain of paddy, barley, seed, sharing it in extremely tiny in size. 33.3 What happens when a person truly knows the self (soul) according to the Chhandogya Upanishad? When a person truly knows the self i. They experience complete oneness with the world. ii. Their all desires are fulfilled within themselves. Any other relevant point	85 85 85	1 1 2
	SECTION-E (Map Based Question)		
34.	34.1 On the given political outline map of India (on page 27), locate and label the following places with appropriate symbols: (i) Lothal - A mature Harappan site (ii) Amravati – A Buddhist site (iii) (a) Delhi - A territory under Mughals OR (iii) (b) Vijayanagara - A medieval period kingdom 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. A - Dandi/Bardoli B – Chauri Chaura (See attached map) The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 : (34.1) 34.1 Mention any one mature Harappan site in Western India. Ans Dholavira, Nageshwar, Lothal, Kalibangan (Any one)	2 95 214 174 295,296 291 2	1+1+1=3 1+1=2 1

	<p>34.2 Mention any one ancient Buddhist site in South India. Ans Amravati, Nagarjunakonda (Any one)</p> <p>34.3 (a) Name any one territory which was under the Mughals. Ans Delhi, Agra, Ajmer, Amber, Panipat (Any one)</p> <p style="text-align: center;">OR</p> <p>34.3 (b) Name any one neighbouring kingdom of the Vijayanagara Empire. Ans Bijapur, Ahmednagar, Golconda, Orissa (Any one)</p> <p>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)</p>	<p>95</p> <p>214</p> <p>174</p> <p>291,295, 296</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p>
<p>34.</p>	 <p>The map shows the political outline of India with several locations marked and labeled in boxes:</p> <ul style="list-style-type: none"> iii (a)-Delhi/दिल्ली: Located in northern India. B- Chauri Chaura/चौरी चौरा: Located in northern India, south of Delhi. A-Dandi/Bardoli दांडी/बारडोली: Located on the western coast of India. i- Lothal/लोथल: Located in western India, south of Dandi. ii- Amravati/अमरावती: Located in central India. iii (b)-Vijayanagara/विजयनगर: Located in southern India. <p>At the top of the map area, it says "प्रश्न सं. 34 के लिए" (For question no. 34) and "भारत का रेखा-मानचित्र (राजनीतिक) Outline Map of India (Political)".</p> <p>At the bottom of the map area, it says "61/3/2" and "Page 27 of 27".</p>		