

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. CODE 61/1/3)

General Instructions: -

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| 1 | 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. |
| 2 | “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.” |
| 3 | 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. |
| 4 | 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. |
| 5 | 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. |
| 6 | 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. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” . |
| 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"> ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. |

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| | <ul style="list-style-type: none"> ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● 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 | Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously. |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | 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. |

MARKING SCHEME

HISTORY- 61/1/3

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

Section A

Question number 1-21 are Multiple Choice type questions, carrying 1 mark each.

| Sl. No. | Value Points | Page | Marks |
|---------|--|---------------------|-------|
| 1. | (C) III, IV, I, II | 30 | 1 |
| 2. | (D) Daughter of Chandragupta-II and Wife of Vakataka king | 40 | 1 |
| 3. | (A) Both A and R are true and R is the correct reasoning of (A). | 94 | 1 |
| 4. | (C) Banawali and Cholistan. | 3 | 1 |
| 5. | (C) This script has not been deciphered so far.. | 15 | 1 |
| 6. | (C) I, II and IV | 88 | 1 |
| 7. | (B) Kailashnatha Temple . | 107 | 1 |
| | For Visually Impaired Candidates: | | |
| | (C) Maharashtra | 107 | 1 |
| 8. | (C) Important Chronicle – the Ain- e- Akbari | 197 | 1 |
| 9. | (A) I,II,and III | 170 | 1 |
| 10. | (D) Seeking simple connection with the divine. | 161-162 | 1 |
| 11. | (D) Document Indian culture | 117 | 1 |
| 12. | (B) Cultural Competencies and Skills. | 119 | 1 |
| 13. | (B) The zamindars collected revenue on behalf of the state. | 211,212 | 1 |
| 14. | (B) II, III, I, IV | 176 | 1 |
| 15. | (D) Heavy taxes and land annexation. | 242 | 1 |
| 16. | (B) Union Powers Committee – Pandit Jawaharlal Nehru . | 320 | 1 |
| 17. | (D) Rajendra Prasad | 320 | 1 |
| 18. | (B) II, IV, III, I | 290,300, 303,304 | 1 |
| 19. | (D) Protection of Native territory by British. | 266 | 1 |
| 20. | (B) III, IV, I, II | 262-263 | 1 |
| 21. | (D) The Deccan Riots Commission. | 255 | 1 |

Section B
(Short Answer type Questions)

6 x3 = 18

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| 22. | <p>(a) Analyse the Causes that led to the ruin of Vijayanagara empire.</p> <ol style="list-style-type: none"> i. .After the death of Krishnadeva Raya, strains began to appear within the imperial structure. ii. His successors were troubled by rebellious Nayaka or military chiefs. iii. Military ambitions of the rulers of Vijayanagara and those of the Deccan Sultanates resulted in shifting alignments. iv. Rama Raya became the Chief Minister of Vijayanagara. v. Rama Raya led the army against the sultans of Bijapur and Golconda. vi. Battle of Talikota. vii. Rama Raya was defeated and the city of Vijayanagara fell into ruins. viii. Any other relevant point <p style="text-align: center;">(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Analyse why was Amara nayaka system considered as a major political innovation of the Vijayanagara empire.</p> <ol style="list-style-type: none"> i. Many features of the Amara nayaka system were derived from the Iqta system of Delhi Sultanate ii. Amara nayakas were military commanders who were given some territory to govern. iii. They collected taxes and other dues from peasants, craftsperson and traders. iv. They retained part of the revenue for personal use. v. They also maintained a contingent of horses and elephants, which were used by the king as a fighting force. vi. Amara nayakas sent tributes to the king annually. vii. They personally appeared in the royal court with gifts to express their loyalty. viii. Any other relevant point. <p style="text-align: center;">(Any three points to be assessed)</p> | 173-174 | 3 |
| | | 175 | 3 |
| 23. | <p>‘Shahjahan Begum worked extensively for the protection of Sanchi Stupa.’</p> <p>Explain the statement.</p> <ol style="list-style-type: none"> i. Shahjahan Begum did not give permission to the French to take away the eastern gateway of the Sanchi Stupa. ii. Provided money for the preservation of the ancient site. iii. She funded the museum that was built there. iv. She funded the guesthouse where John Marshall lived and worked. | 83 | 3 |

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| | <p>v. Funded the publication of the volumes.</p> <p>vi. Any other relevant point.</p> <p>(Any three points to be assessed)</p> | | |
| 24. | <p>(a)“Ashokan inscriptions are the most significant sources to understand the administration of Ashoka”. Explain the statement.</p> <p>i. Ashoka’s messages have been inscribed on stone surfaces- natural rock polished pillars.</p> <p>ii. Five major political centres of administration have been mentioned.</p> <p>iii. Same messages found in all the inscriptions from the North west to Orissa.</p> <p>iv. He used the inscriptions for propagating his idea of Dhamma.</p> <p>v. This included respect to elders, generosity to Brahmins etc.</p> <p>vi. He instructed to treat slaves and servants kindly.</p> <p>vii. Promoted respect for all religions and traditions.</p> <p>viii. Mentions appointment of Pativedakas to report to the king.</p> <p>ix. Most inscriptions were in Prakrit, , Greek and Kharosthi were used in the northwest.</p> <p>x. Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b)“The history of Mauryan empire has been constructed on the variety of sources.” Explain the statement.</p> <p>i. Archaeological finds like sculptures, monasteries.</p> <p>ii. Contemporary works like Kautilya’s Arthashastra.</p> <p>iii. Account of Megasthenes.</p> <p>iv. Buddhist literature.</p> <p>v. Jaina works.</p> <p>vi. Puranic literature.</p> <p>vii. Sanskrit literary works.</p> <p>viii. Inscriptions of Ashoka—edicts and pillars.</p> <p>ix. Asokavadana.</p> <p>x. Punch marked coins.</p> <p>xi. Any other relevant point.</p> <p>(Any three points to be assessed)</p> | 32-34 | 3 |
| | | 32 | 3 |
| 25. | <p>Examine the role of Panchayat in advocating for the rights of common people during the Mughal era.</p> <p>i. Panchayats were an assembly of elders.</p> <p>ii. It was a heterogeneous body.</p> <p>iii. Decisions made by the Panchayats were binding on the members.</p> <p>iv. Funds collected as contributions from individuals was used for community welfare activities.</p> | 203-205 | 3 |

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| | <ul style="list-style-type: none"> v. Panchayat ensured that caste boundaries among the various communities were upheld. vi. Marriages were held in the presence of the mandal or headman. vii. Panchayats also had the authority to levy fines. viii. They could inflict more serious forms of punishment – expulsion. ix. Gram and jati panchayats settled disputes on land. x. Panchayats received petitions from the common people including women. xi. The decisions of the Panchayat were respected by the state. xii. Any other relevant point. <p style="text-align: center;">(Any three points to be assessed)</p> | | |
| 26. | <p>Examine the repressive measures undertaken by the British Govt. to control the rebellion of 1857.</p> <ul style="list-style-type: none"> i. British Govt. enacted special laws to quell the rebellion. ii. They put the whole of North India under martial law. iii. Even ordinary Britons were given the power to try and punish Indians suspected of rebellion. iv. Ordinary processes of law and trial were suspended. v. They announced death sentence to be the only punishment for the rebels. vi. They brought reinforcement from Britain. vii. The British used military power on a gigantic scale. viii. Any other relevant point. <p style="text-align: center;">(Any three points to be assessed)</p> | 275-276 | 3 |
| 27. | <p>Explain the role of GB Pant on the united approach of India.</p> <ul style="list-style-type: none"> i. G.B.Pant opposed separate electorates. ii. He believed that separate electorate was not only harmful for the nation but also for the minorities. iii. Separate electorates will be suicidal for the minorities. iv. He argued for equal treatment of every citizen. v. He emphasized on self-respect of everyone. vi. He believed that there could not be any divided loyalty. vii. One should care less for himself and more for others. viii. He wanted the majority community to understand the problems of minorities. ix. Any other relevant point. <p style="text-align: center;">(Any three points to be assessed)</p> | 329 | 3 |

Section – C
(Long Answer type Questions)

3x8= 24

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| 28. | <p>((a) There were specific features of the familial relationship during the Mahabharata period.” Explain the statement with examples.</p> <ol style="list-style-type: none"> i. Families are usually parts of larger networks of people defined as relatives. ii. Familial ties are often regarded as “natural” and based on blood but they are defined in many different ways. iii. Some societies regard cousins as being blood relations, whereas others do not. iv. The Mahabharata describes a feud over land and power between two groups of cousins, the Kauravas and the Pandavas, who belonged to a single ruling family. v. The Pandavas emerged victorious and they proclaimed patrilineal succession. vi. While Patriliney had existed before the feud of Kauravas and Pandavas, the story of Mahabharata reinforced the ideal of patriliney. vii. Under patriliney, sons could claim the resources (including the throne in the case of kings) of their fathers when the latter died. viii. Most of the ruling dynasties from 6th Century BCE claimed to follow this system. ix. There were variations in practicing patriliney. x. In some situations, brothers succeeded one another. xi. Sometimes other kinsmen claimed the throne. xii. In exceptional circumstances, women inherited the throne or ancestral property- e.g Prabhavati Gupta. xiii. The Brahmins laid down the codes of social behaviour. xiv. The Brahmanical prescription was not followed by everybody. xv. Many common people followed these rules. xvi. There were 8 different kinds of marriages – e.g Draupadi’s marriage, Bhīma’s marriage to Hidimba. xvii. Gotra rules were not followed by all ruling dynasties – e.g Satavahanas. xviii. Mothers had an important place in the family. But their advice was not always upheld– e.g Kunti and Gandhari. xix. Respect was shown on the basis of hierarchy- caste and gender. xx. Any other relevant points. <p style="text-align: center;">(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) “The political power or kingship was rarely dependent on birth as Kshatriyas but also open to anyone who could muster support and resources.” Explain the statement with the examples from sixth century BCE onwards.</p> <ol style="list-style-type: none"> i. According to Dharmashastras and Dharmasutras only Kshatriyas could be the Kings. ii. The Brahmanical prescription was not followed universally. | 55-60 65,76 | 8 |
| | <p>(b) “The political power or kingship was rarely dependent on birth as Kshatriyas but also open to anyone who could muster support and resources.” Explain the statement with the examples from sixth century BCE onwards.</p> <ol style="list-style-type: none"> i. According to Dharmashastras and Dharmasutras only Kshatriyas could be the Kings. ii. The Brahmanical prescription was not followed universally. | 62-63 | 8 |

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| | <p>iii. Several important ruling lineages probably had different origins.</p> <p>iv. There are several examples where the people of other caste and even low origin became the rulers.</p> <p>v. The Buddhist texts suggest the social background of the Mauryas as Kshatriyas, while Brahmanical texts describe them as being of “low” origin</p> <p>vi. The Shungas and Kanvas who ruled were Brahmins.</p> <p>vii. Shakas who came from Central Asia were regarded as Mlechchhas</p> <p>viii. Some powerful mlechchhas were familiar with Sanskrit traditions.</p> <p>ix. The Satavahana dynasty claimed to be Brahmanas- e.g Gotami Puta Siri Satakani claimed to be a unique Brahmin and a destroyer of the pride of the Kshatriyas.</p> <p>x. All this shows that anyone who could muster support can be a king.</p> <p>xi. Any other relevant point</p> <p style="text-align: center;">(Any eight points to be assessed)</p> | | |
| <p>29.</p> | <p>(a) Describe the views of Meera Bai on devotionism.</p> <p>i. Meera Bai is one of the best-known woman poet within the bhakti tradition.</p> <p>ii. She was a Rajput princess from Merta., married to a prince of the Sisodia clan of Mewar, against her wishes.</p> <p>iii. She did not submit to the traditional role of wife and mother.</p> <p>iv. She believed in saguna bhakti and recognized Krishna as her lover.</p> <p>v. She defied the norms of caste society.</p> <p>vi. She rejected the comforts of her husband’s palace.</p> <p>vii. She donned the white robes of a widow or the saffron robe of the Renouncer.</p> <p>viii. She left the palace to live as a wandering saint composing songs that are characterised by intense expressions of emotion.</p> <p>ix. Meera Bai has been a source of inspiration for centuries.</p> <p>x. Her songs continue to be sung by women and men, especially the poor and “low caste” in Gujarat and Rajasthan</p> <p>xi. Any other relevant point</p> <p style="text-align: center;">(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Describe the teachings and beliefs of Virashaiva traditions.</p> <p>xi. It was a movement in Karnataka, led by a Brahmana named Basavanna.</p> <p>xii. They are also known as Lingayats.</p> <p>xiii. They worship Shiva in the form of a linga.</p> <p>xiv. Men usually wear a small linga in a silver case on a loop strung over the left shoulder.</p> <p>xv. Lingayats believe that on death the devotee will be united with Shiva.</p> <p>xvi. They do not believe in rebirth.</p> | <p>164-165</p> | <p>8</p> |
| | | <p>147</p> | <p>8</p> |

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| | <p>xvii. They do not practice funerary rites such as cremation.</p> <p>xviii. They bury their dead.</p> <p>xix. Lingayats do not believe in caste system.</p> <p>xx. They do not support the concept of “pollution” attributed to certain groups by Brahmanas.</p> <p>xxi. They support post-puberty marriage.</p> <p>xxii. They believe in widow remarriage.</p> <p>xxiii. Our understanding of the Virashaiva tradition is derived mainly from vachanas composed in Kannada by women and men.</p> <p>xxiv. Any other relevant point.</p> <p style="text-align: center;">(Any eight points to be assessed)</p> | | |
| 30. | <p>(a) Examine the role of Gandhiji in the Civil Disobedience Movement.</p> <p>i. Congress Session of 1929- Purna Swaraj.</p> <p>ii. Civil Disobedience Movement – Dandi March.</p> <p>iii. Gandhiji’s march from Sabarmati ashram to Dandi.</p> <p>iv. Breaking of Salt law.</p> <p>v. Significance of breaking of Salt law.</p> <p>vi. Breaking of colonial laws.</p> <p>vii. Features of Civil Disobedience Movement.</p> <p>viii. Participation of masses.</p> <p>ix. Participation of women.</p> <p>x. Recognition of Gandhiji’s as a world leader.</p> <p>xi. Round Table Conference.</p> <p>xii. Gandhi- Irwin Pact.</p> <p>xiii. Inconclusive Second Round Table Conference.</p> <p>xiv. Resuming and calling off of CDM.</p> <p>xv. Any other relevant point.</p> <p style="text-align: center;">(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the role of Gandhiji in the Non Cooperation Movement.</p> <p>i. Initial Satyagraha movements in India - Champaran, Kheda , Ahmedabad</p> <p>ii. Rowlatt Satyagraha.</p> <p>iii. Jallianwala Bagh incident.</p> <p>iv. Non Cooperation Movement coupled with Khilafat movement.</p> <p>v. Participation by students, lawyers, teachers, peasants, workers etc.</p> <p>vi. Renunciation of titles.</p> <p>vii. Gandhiji’s views on Non Cooperation.</p> <p>viii. Chauri chaura incident.</p> <p>ix. Gandhiji as a social reformer.</p> <p>x. National movement becoming a mass movement.</p> <p>xi. Any other relevant point.</p> <p style="text-align: center;">(Any eight points to be assessed)</p> | 295- 300 | 8 |
| | | 289-292 | 8 |

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| | <p>(b)The integration of every house into the drainage network implies a relatively egalitarian approach to urban amenities, where sanitation services were accessible to all residents.</p> <p>(a) The infrastructure likely improved the quality of life by reducing waste related health issues and promoting a cleaner living environment.</p> <p>(b) Any other relevant point.</p> <p>(Any two points to be assessed)</p> | | |
| 33. | <p style="text-align: center;"><u>A warning for Europe</u></p> <p>(33.1)Mention any one prominent contribution of Bernier.</p> <p>(a) He wrote a book on India ‘Travels in the Mughal Empire ‘.</p> <p>(b) Made a comparative study of the east and the west.</p> <p>(c) Any other relevant point.</p> <p style="text-align: center;">(Any one point to be assessed)</p> <p>(33.2)How did Bernier describe the difference between European kingdom and the Mughal territories?</p> <p>(a)Bernier describes European Kingdoms as well cultivated, rich populous, polite and flourishing, in contrast to what he perceives as the desolate and neglected state of Mughal territories.</p> <p>(b)Bernier warned that if European kings followed the Mughal model they would fall into ruin due to neglect, poor air quality, and the negligence in repairing and maintaining the infrastructure.</p> <p>(c) Any other relevant point.</p> <p style="text-align: center;">(Any one point to be assessed)</p> <p>(33.3)Explain Bernier’s views on the socio economic status of the people under Mughal rule.</p> <p>(a)The absence of private property in land prevented the emergence of the class of “improving” landlords.</p> <p>(b)Uniform ruination of agriculture, excessive oppression of the peasantry and a continuous decline in the living standards of all sections of society, except the ruling aristocracy.</p> <p>(c)The people were reduced to beggars and barbarians, showing a significant decline in socio-economic status and overall quality of life.</p> <p>(d)The artisans had no incentive to improve the quality of their manufactures, since profits were appropriated by the state.</p> <p>(e)There was the existence of a prosperous merchant community, who were engaged in long-distance exchange.</p> <p>(f) Any other relevant point.</p> <p style="text-align: center;">(Any two points to be assessed)</p> | 132 | <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> |

SECTION –E
(Map Based Question)

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| 34. | <p>(34.1) On the given political outline map of India (on page 27), locate and label the following with appropriate symbols :</p> <p>(i) Kalibanga – a mature Harappan site</p> <p>(ii) Amravati – a Buddhist site</p> <p>(iii) (a) Amber– a territory under the Mughals</p> <p style="text-align: center;">OR</p> <p>(iii) (b) Bijapur – an important town of medieval India</p> <p>(34.2) On the same outline map of India, two places have been marked as ‘A’ and ‘B’, as the centres of the Revolt of 1857. Identify them and write their correct names on the lines drawn near them.</p> <p>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</p> <p>(34.1) Mention any one mature Harappan site in India.</p> <p>(34.2) Mention any one Buddhist site in India.</p> <p>(34.3) (a) Name any one territory under the Mughal.</p> <p style="text-align: center;">OR</p> <p>(b) Name the capital of the Vijayanagara empire.</p> <p>(34.4) Write any two important centres of the Revolt of 1857.</p> | <p>3×1=3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</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

