

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. CODE 61/2/1)

General Instructions: -

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.

	<ul style="list-style-type: none"> ● Wrong totaling of marks awarded on an answer. ● 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.

Set 61/2/1
MARKING SCHEME 2025
HISTORY (027)

MM: 80

Page nos. mentioned in the marking scheme are from the latest NCERT E-book.

S.No	Value Points	Page No.	Marks
SECTION –A (Objective Type Question) 21x1=21			
1	(C) These norms were not followed universally.	58	1
2	(C) Vakataka	68	1
3	(A) Both A and R are correct and R is the correct reasoning of A.	5-6	1
4	(C) Use of Bricks	6	1
5	Empty seat was meant to indicate the meditation of the Buddha which is not given in the column –II of the Question. (Mark to be awarded if Q 5 is attempted by the student)	100-102	1
6	(B) Shahjehan Begum	82-83	1
7	(D) Vishnu For Visually Impaired Candidates : (D) Jainism	106 89	1
8	(C) They believe that on death they will be united with Shiva.	147	1
9	(C) III,II,IV,I	171,173, 177	1
10	(C) a-(4), b-(3), c-(1), d-(2)	172,183, 192	1

11	(C) Akbar	156	1
12	(B) Guru Gobind Singh ji	164	1
13	(C) Revenue from land was the economic mainstay of the Empire.	213	1
14	(B) Women worked in the fields with men.	206	1
15	(D) Hyderabad – Maulavi Ahmadullah Shah	263	1
16	(D) Mughals	276	1
17	(D) They gained significant control over land.	233	1
18	(D) I, II & III	319–320	1
19	(C) Vallabhbhai Patel	320	1
20	(B) Gopal Krishan Gokhale	287	1
21	(C) The British Govt. permitted detention without trial.	289	1
SECTION – B (Short Answer Type Questions) 6x3=18			
22	<p>(a) Why were the seals and sealings used by the Harappans to facilitate long distance communication? Explain with examples.</p> <p>(i) Seals were affixed on the knots of the bags. (ii) This was done for the security purpose. (iii) It also gives the identity of the sender, (iv) If the bag reached with its sealing intact, it meant that it had not been tampered. (v) Seals and sealings facilitated long distance trade and communication. (vi) Motifs on the seal conveyed the meaning to those who could not read. (vii) Any other relevant point</p> <p>Any three points to be explained</p> <p style="text-align: center;">OR</p>	15	3

	<p>(b) “There were different views of archaeologists on the administration of Harappa.” Explain the statement with examples.</p> <p>(i) There are indications of complex decisions taken and implemented.</p> <p>(ii) Extraordinary uniformity of Harappan artefacts e.g. pottery, seals etc.</p> <p>(iii) Evidence of planned urban centre and town planning.</p> <p>(iv) Similarity of weights, ratio of bricks, etc. These proofs show there could be only one authority.</p> <p>(v) A stone statue was labelled as the Priest king.</p> <p>(vi) Large building found at Mohenjodaro is labelled as Palace.</p> <p>(vii) Some Archeologists believed that Harappan society had no rulers.</p> <p>(viii) Some other believed there were several rulers.</p> <p>(ix) Mobilization of labour for construction activities.</p> <p>(x) Any other relevant point</p> <p>Any three points to be explained</p>	16	3
23	<p>Explain any three sources to know about Maurya Empire.</p> <p>(1) Arthashastra</p> <p>(2) Edicts of Ashoka</p> <p>(3) Puranic literature</p> <p>(4) Buddhist and Jains Literature</p> <p>(5) Indica by Megasthenese</p> <p>(6) Archeological finds- sculptures etc.</p> <p>(7) Sanskrit texts</p> <p>(8) Monastries</p> <p>(9) Ashokavadan</p>	32	3

	(10) Any other relevant point Any three points to be explained		
24	<p>(a) Analyse the role of Amara-nayakas in the Vijayanagara empire.</p> <p>(i) Amaranayakas were the military commanders .</p> <p>(ii) They were given territories to govern by Raya.</p> <p>(iii) They collected taxes from the peasants, craftsmen, traders etc.</p> <p>(iv) They retain part of revenue for their personal use.</p> <p>(v) They maintain stipulated contingents of horses and elephants.</p> <p>(vi) They use part of the revenue for the maintenance of temple and irrigation work.</p> <p>(vii) They provided contingents to the king at per need.</p> <p>(viii) It was a major political innovation by the Raya.</p> <p>(ix) It was derived from the Iqta system of Delhi Sultanate.</p> <p>(x) They sent tribute to the kings annually.</p> <p>(xi) They personally appeared the court with gifts.</p> <p>(xii) They were occasionally transferred.</p> <p>(xiii) Many of them established independent kingdoms in the 17th C.</p> <p>(xiv) Any other relevant point Any three points to be Analysed</p> <p style="text-align: center;">OR</p> <p>(b) Analyse the factors that led the rulers of the Vijayanagara empire to choose the site of Vijayanagara as their capital.</p> <p>(i) The choice of the site was inspired by the existence of shrines of Virupaksha and Pampadevi.</p>	175	3
		184	3

	<p>(ii) Vijayanagara kings ruled on behalf of the god Virupaksha.</p> <p>(iii) All royal orders were signed as ‘Shri Virupaksha’.</p> <p>(iv) The area was associated with the several sacred traditions, example- Jaina temples ,Ramayana etc.</p> <p>(v) Any other relevant point</p> <p>Any three points to be Analysed</p>		
25	<p>Describe the role of Panchayats in the Mughal era.</p> <p>(1) Assembly of elders</p> <p>(2) Heterogeneous body</p> <p>(3) Decision binding on members</p> <p>(4) Fund collected used for the community welfare activities.</p> <p>(5) Ensure Caste boundaries among the various communities.</p> <p>(6) Authority to levy fines</p> <p>(7) Authority to inflict punishments</p> <p>(8) Receiving petitions including from women.</p> <p>(9) Mediation on social functions like marriage etc.</p> <p>(10) Mediation on the claims of land.</p> <p>(11) Decision of Jati panchayat was respected by the state.</p> <p>(12) Village governance</p> <p>(13) Any other relevant point</p> <p>Any three points to be Described</p>	202-203	3
26	<p>Analyse the policies adopted by William Bentinck to reform Indian society.</p> <p>(i) He introduced western ideas and western education.</p> <p>(ii) Teaching of western science and liberal arts.</p>	265	3

	<p>(iii) He opened English medium schools and colleges.</p> <p>(iv) The British laws abolished the custom of Sati.</p> <p>(v) The British permitted the remarriage of Hindu widows.</p> <p>(vi) Any other relevant point</p> <p>Any three points to be Analysed</p>		
27	<p>“During the debates in Constituent Assembly, B.R. Ambedkar told that he wanted a strong centre, much stronger than the centre we had created under the Act of 1935.”Analyse the statement.</p> <p>(i) B.R. Ambedkar reminded the member about the riots and violence.</p> <p>(ii)The centre needs to be powerful to control such a situation and to stop communal frenzy.</p> <p>(iii) Strong centre is needed to keep the nation as a well-knit unit.</p> <p>(iv)Strong centre was needed to mobilise the available economic resources.</p> <p>(v)Establish proper administration.</p> <p>(vi)Defend country against foreign aggression.</p> <p>(vii)After partition most nationalist were in favor of strong centre.</p> <p>(viii) Any other relevant point.</p> <p>Any three points to be Analysed</p>	335	3
SECTION-C (Long Answers Type Questions) 3x8=24			
28	<p>(a) Examine the nature and characteristics of the land grants in ancient Indian society.</p> <p>(i) Land grants were recorded on copper plates and stone, as to who received land.</p>	40-41	8

- (ii) Most of the inscriptions showing land grants are in Sanskrit.
 - (iii) Other land grant inscriptions were in local language i.e Tamil, Telugu etc.
 - (iv) Prabhavati Gupta was the daughter of a powerful ruler and she gave land grants.
 - (v) Prabhavati had the access to land, being powerful lady.
 - (vi) Land grants were given to rural peasants and Brahmins.
 - (vii) Land grants might be a part of the strategy to expand cultivable areas.
 - (viii) Some feel that land grants were the sign of a weak ruler, because they were losing control over the samantas.
 - (ix) The records that have survived are generally about the religious institutions or Brahmanas.
 - (x) There were regional variations in the sizes of the land donated.
 - (xi) The villagers were expected to obey the new lord of the village and pay him all dues.
 - (xii) Agrahara land was granted to a Brahmin which was usually exempted from the taxes.
 - (xiii) It provide some insight in to the relationship between the cultivators and the state.
 - (xiv) Any other relevant point
- Any three points to be examined.

OR

(b) Examine the various strategies used to enhance agricultural output from the sixth BCE onwards.

- (i) Shifting to plough agriculture in fertile areas of river valleys.
- (ii) The iron-tipped ploughshares were used.

38-39

8

	<p>(iii) Alluvial soils of Ganga Valley with good amount of rainfall made the growing of crops very well.</p> <p>(iv) Production of paddy dramatically increased</p> <p>(v) Introduction of transplantation for paddy cultivation.</p> <p>(vi) Semi-arid areas could not adopt the improved technology.</p> <p>(vii) The hilly tracts of North east and some central parts practised hoe agriculture.</p> <p>(viii) Another strategy used was irrigation.</p> <p>(ix) Use of wells, tanks and canals.</p> <p>(x) Because of these variations the benefits were uneven.</p> <p>(xi) Communities as well as individuals organised the construction of irrigation work.</p> <p>(xii) Any other relevant point</p> <p>Any eight points to be examined</p>		
29	<p>(a) ‘Francois Bernier contrasted what he saw in India with the situation in Europe.’ Explain the statement with examples.</p> <p>(i) There was a lack of private property in case of India but it was not so in Europe.</p> <p>(ii) Bernier believed that private property had its own virtues, but in India the entire land was under the crown.</p> <p>(iii) Due to this reason, there was continuous decline in Indian living standards, but this was no so in Europe.</p> <p>(iv) India had either rich or poor and no middle class, but this is not so in Europe.</p> <p>(v) Bernier projected Mughal state as tyrannical which is not so in Europe.</p> <p>(vi) In India artisans had no incentive to improve the quality, but in Europe incentives were given.</p>	130-134	8

<p>(vii) The profits were appropriated by the Indian state and manufacturing was on the decline.</p> <p>(viii) By 16th century only 15% of Indian population lived in towns which was higher than the proportion of Europe.</p> <p>(ix) Due to crown ownership of land, land holders could not pass on their land to their children.</p> <p>(x) Indian society consisted of impoverished poor people, subjugated by small minority of rich and powerful.</p> <p>(xi) Absence of private property prevented the emergence of the class of improving landlords.</p> <p>(xii) Any other relevant point</p> <p>Any eight points to be explained</p> <p style="text-align: center;">OR</p> <p>(b) 'Ibn-Battuta has written extensively about his experience in India.' Explain the statement with examples.</p> <p>(i) Cities in Indian subcontinent were full of exciting opportunities.</p> <p>(ii) The cities were populated and prosperous.</p> <p>(iii) Most of the Indian cities had crowded streets and full of bright lights.</p> <p>(iv) The markets were stacked with variety of goods.</p> <p>(v) Ibn Batuta described Delhi as vast with great population.</p> <p>(vi) Most bazaars had mosque and temple.</p> <p>(vii) For encouraging merchants the system of communication was very good.</p> <p>(viii) All trade routes were supplied with inns and guest houses.</p> <p>(ix) The postal system was efficient.</p> <p>(x) He mentioned unfamiliarity with Paan and coconut.</p>	<p>126-129</p>	<p>8</p>
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	<p>(xi) Spaces were marked for public performances by dancers, musicians and singers.</p> <p>(xii) He found Indian agriculture were productive.</p> <p>(xiii) The sub-continent was well integrated with Inter Asian network of trade and commerce.</p> <p>(xiv) Indian manufactures were in great demand in West Asia and South East Asia.</p> <p>(xv) He mentions the practice of slavery as being very common in India.</p> <p>(xvi) Any other relevant point</p> <p>Any eight points to be explained</p>		
30	<p>(a) Imagine you are leading a historical research team. How would you explain the role of Ryotwari System in fostering rural indebtedness and its long-term consequences on Bombay-Deccan peasantry? Explain.</p> <p>(i) Ryotwari settlement was introduced in the Bombay Deccan in 1820s.</p> <p>(ii) The revenue was directly settled with the Ryot.</p> <p>(iii) The land was resurveyed after every 30 years and the revenue rate were increased.</p> <p>(iv) The revenue demand was no longer permanent.</p> <p>(v) Due to high rate of revenue the peasants deserted their villages.</p> <p>(vi) In case of failure of payment, fine was imposed on the whole village.</p> <p>(vii) Impact of fall of prices of agricultural products after 1832 was very severe.</p> <p>(viii) This resulted in the decline of peasant's income.</p> <p>(ix) Role of moneylenders.</p> <p>(x) Unpaid balances of revenue mounted.</p> <p>(xi) The revenue system was rigid and the peasant economy was on the verge of collapse.</p>	277-279	8

<p>(xii) Any other relevant point Any eight points to be explained</p> <p style="text-align: center;">OR</p> <p>(b) You are asked to prepare a report on how the end of the American Civil War affected the cotton boom in the Indian Deccan. How would you assess the changes? Explain.</p> <p>(i) When the American Civil War broke out, a wave of panic spread in cotton circles.</p> <p>(ii) This war affected the supply of cotton to the cotton mills in England.</p> <p>(iii) Frantic messages were sent to India to increase the area under cotton.</p> <p>(iv) Ryots in the Deccan were given credit for more growth of cotton.</p> <p>(v) Shahukars were also willing to extend long term loans to the ryots.</p> <p>(vi) These boom years brought prosperity to ryots.</p> <p>(vii) During these years acreage under cotton doubled.</p> <p>(viii) Only rich peasants earned good amount and the marginal ones ended up in indebtedness.</p> <p>(ix) As the civil war ended in America, Indian cotton export to Britain declined.</p> <p>(x) Credit dried up for the peasants resulting in debt burden.</p> <p>(xi) Export merchants and sahuks were no longer keen on extending long term credit.</p> <p>(xii) While the credit dried up, revenue demand increased.</p> <p>(xiii) The ryots were pushed to poverty and indebtedness.</p> <p>(xiv) Any other relevant point Any eight points to be explained</p>	<p>280-282</p>	<p>8</p>
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SECTION –D (Source Based Questions) 3x4=12

<p>31</p>	<p>Source – Upanishads</p> <p>31.1 Mention the main theme of the verse.</p> <p>31.1 The Nature of the self.</p> <p>31.2 Mention the relationship between the self and the wind in the context of these verses.</p> <p>31.2 Both are presented as transformative forces or as an example of sacrifice.</p> <p>31.3 How does this source reflect the philosophical ideas of the Upanishads?</p> <p>31.3 (i) Focus on the nature of reality (ii) Focus on the self (iii) Focus on the spiritual path (iv) Any other relevant point</p> <p>Any two to be assessed</p>	<p>85</p>	<p>1</p> <p>1</p> <p>2</p>
<p>32</p>	<p>Source-Amir Khusrau</p> <p>32.1 What unique form did AmirKhusrau introduce to the Chishti‘sama’?</p> <p>(32.1) He introduced the qaul.</p> <p>32.2 How did the Chishti-sufi traditions shape Amir Khusrau’s understanding of spirituality ?</p> <p>(32.2) (i) Qaul serves as an introduction/conclusion to qawwali (ii) Use of words from different languages in the sufi poetry. (iii) He gave unique form to Chisti Sama.</p> <p>Any one to be assessed</p> <p>32.3 Analyse the significance of the Sufism in the qawwali performances.</p>	<p>158</p>	<p>1</p> <p>1</p> <p>2</p>

	<p>(32.3)</p> <p>(i) Oneness of creation</p> <p>(ii) Love and devotion</p> <p>(iii) Service and humanity</p> <p>(iv) Delve into soul</p> <p>(v) Any other relevant point</p> <p>Any two to be assessed</p>		
33	<p>Source- Salt Satyagraha</p> <p>33.1 Why was salt law disliked by the masses?</p> <p>(33.1) (i) The salt was a natural resource available freely from the sea water and British had monopoly over it. Indians were not permitted to manufacture the salt.</p> <p>(ii) It was taxed by the British Raj. So people disliked it so much.</p> <p>Anyone to be assessed</p> <p>33.2 Why were salt officers appointed by the British Government?</p> <p>(33.2) Salt officers were appointed to look up along the coast that nobody could make salt.</p> <p>33.3 Why did Lord Irwin fail to understand the significance of Salt March?</p> <p>(33.3) (i) Irwin dismissed the salt movement thinking that Gandhi would not reach the seacoast.</p> <p>(ii) He took the movement very lightly.</p> <p>(iii) Any other relevant point</p>	297	<p>1</p> <p>1</p> <p>2</p>

SECTION -E (Map Based Question) 5x1=5

34	(34.1) Locate and label -		
	(i) Rakhigarhi- a mature Harappan site	2	1
	(ii) Ajanta- a Buddhist site	95	1
	(iii) (a) Ajmer- a territory under Mughals	214	1
	OR		
	(b) Agra – a territory under Mughals	214	1
	(34.2) Identify the centres of Indian National Movement-		
	A-Champaran	289	1
	B- Bardoli	295	1
	For Visually Impaired Candidates :		
	(34.1) Rakhigarhi / Banawali or any other mature Harappan site in India.	2	1
	(34.2) Ajanta or any other relevant one.	95	1
	(34.3) (a) Ajmer, Panipat, Agra or any other relevant one.	214	1
	OR		
(b) Vijayanagara/ Hampi.	170	1	
(34.4) Amritsar, Kheda, Champaran, Ahmedabad or any other centre of National movement.	289	1	
NOTE- MARKING SCHEME HAS BEEN PREPARED FROM THE LATEST E-BOOK AVAILABLE ON THE NCERT WEBSITE.			



प्रश्न सं. 34 के लिए मानचित्र
Map for Q. No. 34

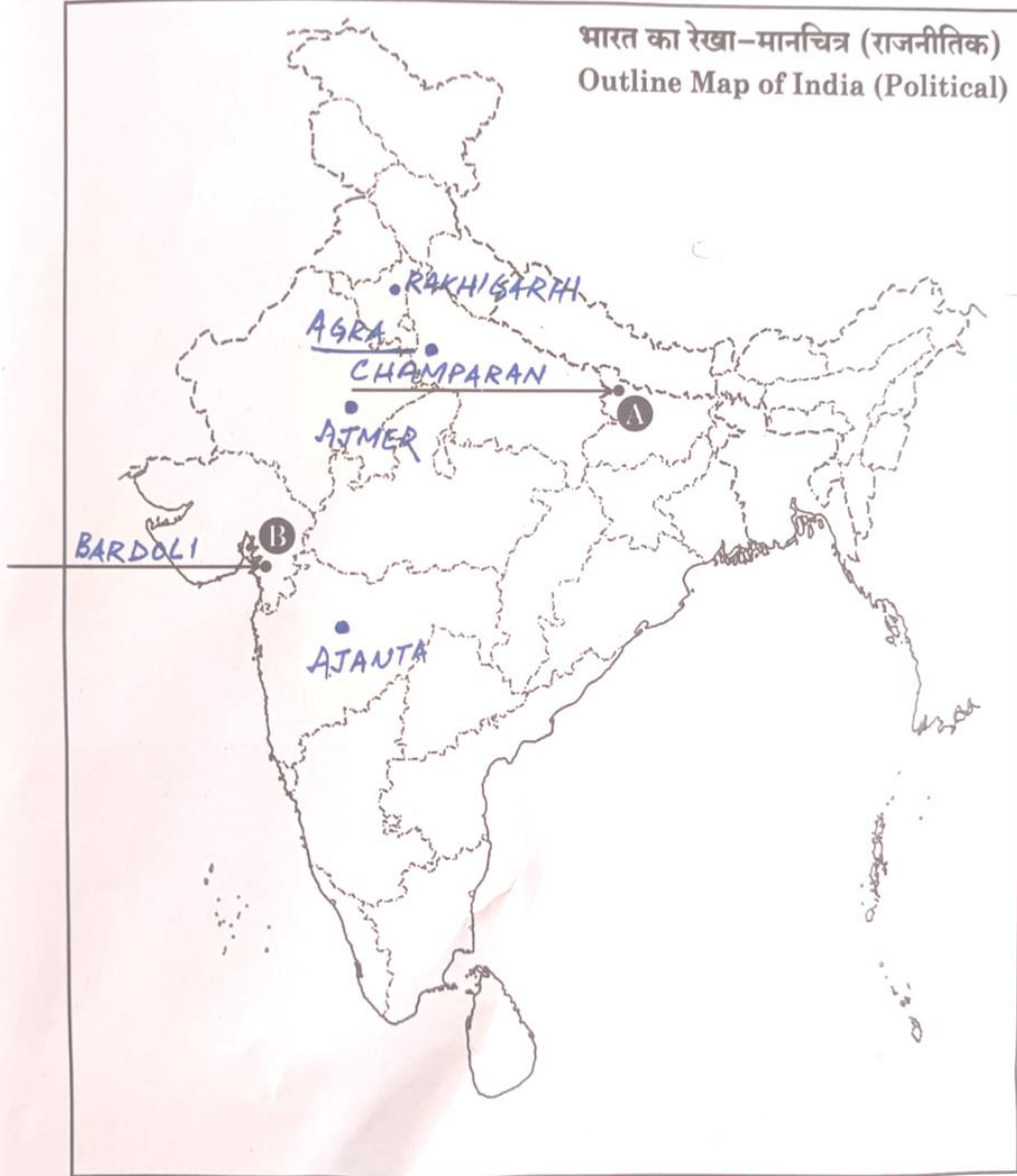
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