

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

**General Instructions: -**

<b>1</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>2</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>3</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 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.</b>
<b>4</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>5</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>6</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>7</b>	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.
<b>8</b>	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.
<b>9</b>	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 <b>“Extra Question”</b> .
<b>10</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>11</b>	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.
<b>12</b>	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.
<b>13</b>	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>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling of marks awarded on an answer.</li> </ul>

	<ul style="list-style-type: none"> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <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>
<b>14</b>	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.
<b>15</b>	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.
<b>16</b>	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
<b>17</b>	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.
<b>18</b>	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- 61/1/1**

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

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

21	(D) Rajendra Prasad	320	1
<b>SECTION – B</b>			
<b>(Short Answer Type Questions)</b>		<b>3 x6 = 18</b>	
22.	<p><b>(a) “Ashokan inscriptions are the most significant sources to understand the administration of Ashoka”. Explain the statement.</b></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 style="text-align: right;">(Any three points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “The history of Mauryan empire has been constructed on the variety of sources”. Explain the statement.</b></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 style="text-align: right;">(Any three points to be assessed)</p>	32-34	3
23.	<p><b>“The mid-first millennium BCE is considered as a significant turning point in the course of World History”. Justify the statement.</b></p> <p>i. Emergence of thinkers like Zarathustra in Iran / Kong Zi in China / Socrates/Plato/Aristotle in Greece / Mahavira and Gautama Buddha in India.</p> <p>ii. Emergence of new kingdoms and cities.</p> <p>iii. Changes in social and economic life.</p> <p>iv. Growth of diverse systems of thought.</p> <p>v. Rise of Mahajanapadas.</p>	29 & 84	3

	vi. Use of Iron. vii. Punch marked Coins. viii. Development of agriculture. ix. Any other relevant point. <p style="text-align: center;">(Any three points to be assessed)</p>		
24	<p><b>(a) Analyse the Causes that led to the ruin of Vijayanagara empire.</b></p> 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;"><b>OR</b></p> <p><b>(b) Analyse why was Amara nayaka system considered as a major political innovation of the Vijayanagara empire.</b></p> 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
25.	<p><b>Examine the role of Panchayat in advocating for the rights of common people during the Mughal era.</b></p> i. Panchayats were an assembly of elders. ii. It was a heterogeneous body. iii. Decisions made by the Panchayats were binding on the members. iv. Funds collected as contributions from individuals was used for community welfare activities. v. Panchayat ensured that caste boundaries among the various communities were upheld. vi. Marriages were held in the presence of the mandal or headman.	203-205	3

	<ul style="list-style-type: none"> <li>vii. Panchayats also had the authority to levy fines.</li> <li>viii. They could inflict more serious forms of punishment – expulsion.</li> <li>ix. Gram and jati panchayats settled disputes on land.</li> <li>x. Panchayats received petitions from the common people including women.</li> <li>xi. The decisions of the Panchayat were respected by the state.</li> <li>xii. Any other relevant point.</li> </ul> <p style="text-align: center;">( Any three points to be assessed)</p>		
26.	<p><b>“The rebellion of 1857 was seen as a war in which both Hindus and Muslims had equally to lose or gain.” Analyse the statement.</b></p> <ul style="list-style-type: none"> <li>i. All sections of Indian population took part in the revolt of 1857.</li> <li>ii. The rebel proclamations repeatedly appealed to all the people to join the struggle.</li> <li>iii. The ishtahars harked back to the pre-British Hindu-Muslim past and glorified the coexistence of different communities under the Mughal Empire.</li> <li>iv. Muslim Princes also addressed the sentiments of the Hindus.</li> <li>v. The proclamation that was issued under the name of Bahadur Shah appealed to the people to join the fight under the standards of both Muhammad and Mahavir.</li> <li>vi. The Hindu Muslim unity could not be broken by the British.</li> <li>vii. Activities of the Christian missionaries to convert Hindus and Muslims led to fear of loss of caste and religion.</li> <li>viii. Any other relevant point</li> </ul> <p style="text-align: center;">(Any three points to be assessed)</p>	271	3
27	<p><b>Describe the role of Dr.B. R. Ambedkar in the Constituent Assembly.</b></p> <ul style="list-style-type: none"> <li>i. B.R. Ambedkar, a very important member of the Assembly was a lawyer and an economist.</li> <li>ii. He joined the Union Cabinet as law minister.</li> <li>iii. He was the Chairman of the Drafting Committee of the Constitution.</li> <li>iv. He had the responsibility of guiding the Draft Constitution through the Assembly.</li> <li>v. He spoke in favour of a strong centre.</li> <li>vi. No longer supported separate electorate.</li> <li>vii. He presided over the discussion of the Hindu Code Bill.</li> <li>viii. Any other relevant point.</li> </ul> <p style="text-align: center;">(Any three points to be assessed)</p>	301, 320-321 , 335	3
<b>SECTION-C</b>			
<b>( Long Answers Type Questions)</b>			<b>8x3=24</b>
28.	<p><b>(a) There were specific features of the familial relationship during the Mahabharata period.” Explain the statement with examples.</b></p>	55-60, 65,76	8

	<p>i. Families are usually parts of larger networks of people defined as relatives.</p> <p>ii. Familial ties are often regarded as “natural” and based on blood but they are defined in many different ways.</p> <p>iii. Some societies regard cousins as being blood relations, whereas others do not.</p> <p>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.</p> <p>v. The Pandavas emerged victorious and they proclaimed patrilineal succession.</p> <p>vi. While Patrilineality had existed before the feud of Kauravas and Pandavas, the story of Mahabharata reinforced the ideal of patrilineality.</p> <p>vii. Under patrilineality, sons could claim the resources (including the throne in the case of kings) of their fathers when the latter died.</p> <p>viii. Most of the ruling dynasties from 6th Century BCE claimed to follow this system.</p> <p>ix. There were variations in practicing patrilineality.</p> <p>x. In some situations, brothers succeeded one another.</p> <p>xi. Sometimes other kinsmen claimed the throne.</p> <p>xii. In exceptional circumstances, women inherited the throne or ancestral property, e.g. Prabhavati Gupta.</p> <p>xiii. The Brahmins laid down the codes of social behaviour.</p> <p>xiv. The Brahmanical prescription was not followed by everybody.</p> <p>xv. Many common people followed these rules.</p> <p>xvi. There were eight different kinds of marriages – e.g. Draupadi’s marriage, Bhīma’s marriage to Hidimba.</p> <p>xvii. Gotra rules were not followed by all ruling dynasties – e.g. Satavahanas.</p> <p>xviii. Mothers had an important place in the family. But their advice was not always upheld - eg Kunti and Gandhari.</p> <p>xix. Respect was shown on the basis of hierarchy- caste and gender.</p> <p>xx. Any other relevant points.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(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.</b></p> <p>i. According to Dharmashastras and Dharmasutras only Kshatriyas could be the kings.</p> <p>i. The Brahmanical prescription was not followed universally.</p> <p>ii. Several important ruling lineages probably had different origins.</p> <p>iii. There are several examples where the people of other caste and even low origin became the rulers.</p>	62-63	8
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	<p>xii. They offered water to visitors.  xiii. They had to shave the heads of initiates.  xiv. They practiced yogic exercises.  xv. The Sufis remember God by reciting the zikr (the Divine Names).  xvi. They evoked His Presence through sama.  xvii. Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
30.	<p><b>(a) Analyse the impact of national movement in India from 1915 to 1931 on the Indian masses.</b></p> <p>i. Gandhiji became the undisputed leader of the masses.  ii. Major Satyagraha movements like –Champanan, Kheda and Ahmedabad.  iii. Idea of Satyagraha gained momentum.  iv. Mass participation in Rowlatt Satyagraha.  v. Non-Cooperation Movement.  vi. Civil Disobedience Movement.  vii. Increase in the participation of people from different regions.  viii. Participation of people from different religious traditions.  ix. Promoted indigenous handicraft industries.  x. Khadi and Charkha became the symbol of national movement among masses.  xi. Participation of women on a large scale.  xii. Ideas of self-reliance / Swadeshi gained strength.  xiii. Boycott of British goods and institutions.  xiv. Promoted Hindu Muslim unity.  xv. There was mass resignation from British offices and institutions.  xvi. Nonpayment of taxes.  xvii. 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) Analyse the role of Gandhiji after Independence of India.</b></p> <p>i. Gandhiji was not present at the festivities in the capital on 15 August 1947.  ii. On 15th August 1947, Gandhiji was in Kolkata.  iii. He spent the day fasting for 24 hrs.  iv. He did not attend any national function.  v. Gandhiji visited hospitals and refugee camps.  vi. He consoled the distressed people.  vii. He appealed to the Sikhs, Hindus and Muslims to forget the past and live in harmony.  viii. After bringing peace in Bengal, he shifted to Delhi.  ix. In Delhi, Gandhiji appealed to all to live peacefully.  x. Any other relevant point.</p> <p>(Any eight points to be assessed)</p>	287-297	8
		305-306	8

<b>SECTION –D</b>			
<b>( Source Based Questions)</b>			<b>3x4=12</b>
<b>31.</b>	<b><u>The most ancient system yet discovered</u></b>	<b>7</b>	
	<p><b>(31.1)Analyse the possible reason behind the uniformity in the drainage system across the Harappan cities.</b></p> <p>(a) Urban planning and engineering skills.  (b) Possible presence of central authority.  © Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p>		1
	<p><b>(31.2) Analyse the implications of finding little heaps of material, mostly sand, alongside drainage channels.</b></p> <p>(a) Harappan Civilization had established regular maintenance practices for their drainage system, but the debris was not always carted away when the drain was cleared.</p>		1
	<p><b>(31.3)Assess the impact of Harappan drainage system.</b></p> <p>(a) The advanced Harappan drainage system suggests a highly organised society with strong emphasis on public health and cleanliness.  (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.  (c )The infrastructure likely improved the quality of life by reducing waste related health issues and promoting a cleaner living environment.  (d) Any other relevant point.</p> <p style="text-align: right;">(Any two points to be assessed)</p>		2
<b>32.</b>	<b><u>A warning for Europe</u></b>	<b>132</b>	
	<p><b>(32.1)Mention any one prominent contribution of Bernier.</b></p> <p>(a) He wrote a book on India ‘Travels in the Mughal Empire ‘.  (b) Made a comparative study of the east and the west.  (c ) Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p>		1
	<p><b>(32.2)How did Bernier describe the difference between European kingdom and the Mughal territories?</b></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>		1



<p><b>34.</b></p>	<p>(34.1) On the given political outline map of India 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><b>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</b></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>2</p>



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

