

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT-HISTORY (Q.P. CODE 61/6/3)

General Instructions: -

<p>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.</p>
<p>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 News Paper/Website etc may invite action under various rules of the Board and IPC.”</p>
<p>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-X, 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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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”. 61/6/1,2,3 2</p>
<p>10 No marks to be deducted for the cumulative effect of an error. It should be penalized only once.</p>
<p>11 A full scale of marks (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.</p>
<p>12 Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours</p>

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. ● 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 total 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 – 61/6/3

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

S. No.	Value Points	Page No	Marks
	SECTION A		
	Questions number 1 to 21 are Multiple Choice type questions, carrying 1 mark each.		
1	(D) Bulls were usually used in agriculture.	P 3	1
2	(B) R.E.M. Wheeler	P 21	1
3	(C) a-iii, b-iv, c-i, d-ii	P 57,60	1
4	(B) Sarnath For Visually Impaired Candidates in lieu of Q. No. 7 : (B) Maurya	P 32	1
5	(D) Uttaradhyayana Sutta, Sutta Pitaka, Vinaya Pitaka	P 86	1
6	(B) Samudragupta	P 37	1
7	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	P 58	1

	<p>vii. Regional variations of the text were noted in footnotes and appendices.</p> <p>viii. The variations reflected complex processes of social history.</p> <p>ix. The dialogues between dominant traditions and resilient local ideas and practices were seen.</p> <p>x. Any other relevant point.</p> <p>Any three points to be assessed.</p>		
23	<p>Explain the views of historians on the decline of Harappa?</p> <p>i. By 1800 BCE most of the Mature Harappan sites in regions such as Cholistan had been abandoned.</p> <p>ii. There was an expansion of population into new settlements in Gujarat, Haryana and western Uttar Pradesh.</p> <p>iii. There was a transformation of material culture.</p> <p>iv. Disappearance of the distinctive artefacts of the civilisation – weights, seals, special beads.</p> <p>v. Writing, long-distance trade, and craft specialisation disappeared.</p> <p>vi. House construction techniques deteriorated.</p> <p>vii. Large public structures were no longer produced.</p> <p>viii. Artefacts and settlements indicate a rural way of life.</p> <p>ix. Climatic change.</p> <p>x. Deforestation.</p> <p>xi. Excessive floods.</p> <p>xii. The shifting and/or drying up of rivers.</p> <p>xiii. Overuse of the landscape.</p> <p>xiv. A strong unifying element, the Harappan state, came to an end.</p> <p>xv. Disappearance of seals, the script, distinctive beads and pottery.</p> <p>xvi. The shift from a standardised weight system to the use of local weights.</p> <p>xvii. Decline and abandonment of cities.</p> <p>xviii. Any other relevant point.</p> <p>Any three points to be assessed.</p>	P 17	3
24	<p>(a) Analyse the observations, critical insights and reflections provided by Bernier while he travelled in Mughal India.</p> <p>i. Crown ownership of land.</p> <p>ii. Absence of private property</p> <p>iii. Lack of incentive for improving landlords.</p> <p>iv. Landholders could not pass on their land to their children.</p> <p>v. There is no middle class.</p> <p>vi. Indian society consisted of undifferentiated masses of impoverished people.</p> <p>vii. These rural masses are suppressed by the few rich people.</p> <p>viii. The king was a king of beggars and barbarians.</p> <p>ix. Ruination of agriculture. – condition of peasants was miserable.</p> <p>x. Artisans had no incentive.</p> <p>xi. Manufactures were in decline.</p> <p>xii. He observed that vast quantities of the world's precious metals flowed into India</p> <p>xiii. He also noticed the existence of a prosperous merchant community, engaged in long-distance exchange</p> <p>xiv. Continuous decline in the living standards of the people.</p>	P 130-132	3

	<p>xv. Cities and towns were ruined and contaminated with “ill air”.</p> <p>xvi. The fields were “overspread with bushes” and full of “pestilential marishes”.</p> <p>xvii. Any other relevant point.</p> <p>Any three points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) “Ibn Batuta’s account provide important insights into the Indian society of that time.”</p> <p>i. Social inequities were a natural state of affairs.</p> <p>ii. Slaves were openly sold in markets.</p> <p>iii. Slaves were used as a commodity.</p> <p>iv. Slaves were exchanged as gifts.</p> <p>v. He purchased horses, camels and slaves as gifts for Sultan.</p> <p>vi. There was considerable differentiation among slaves.</p> <p>vii. Female slaves were experts in music and dance.</p> <p>viii. Female slaves were used to spy on the nobles.</p> <p>ix. Slaves were used for domestic labour.</p> <p>x. They carried women and men on palanquins or dola.</p> <p>xi. Price of female slaves was low.</p> <p>xii. Cities in the subcontinent full of exciting opportunities (Delhi)</p> <p>xiii. They were densely populated and prosperous,</p> <p>xiv. Cities had crowded streets, bright and colourful markets.</p> <p>xv. Bazaars were places of economic transactions, social and cultural activities.</p> <p>xvi. Most bazaars had a mosque and a temple.</p> <p>xvii. Spaces in bazaars were marked for public performances by dancers, musicians and singers.</p> <p>xviii. Towns derived their wealth from the surplus from villages.</p> <p>xix. Agriculture was very productive.</p> <p>xx. Effective communication system – uluq & dawa</p> <p>xxi. Effective network of inter Asian trade and commerce.</p> <p>xxii. All trade routes were well supplied with inns and guest houses.</p> <p>xxiii. Indian manufactures were in great demand.</p> <p>xxiv. Credit system.</p> <p>xxv. Coconut & Paan</p> <p>xxvi. Any other relevant point.</p> <p>Any three points to be assessed.</p>	P 127, 128,135	3
25	<p>“Mahanavami Dibba of the Vijayanagara empire was known for its architecture.” Explain the statement with examples.</p> <p>i. It is very impressive with a base of 11000 sq. feet with 40 ft. height.</p> <p>ii. It supported a wooden structure.</p> <p>iii. The base of platform is covered with relief carvings.</p> <p>iv. Rituals performed here coincide with the Mahanavami festival.</p> <p>v. Vijayanagara kings also displayed power and prestige here.</p> <p>vi. Worship of the State horse and sacrifice of buffaloes was performed here.</p> <p>vii. Wrestling matches and dances were performed and processions were taken out.</p> <p>viii. On the last day the king inspected his army.</p>	P 180, 181	3

	<p>ix. The armies of the Nayakas were inspected by the king.</p> <p>x. Chief nayakas and subordinate kings presented themselves before the king with gifts to show their loyalty.</p> <p>xi. Any other relevant point.</p> <p>Any three points to be assessed.</p>		
26	<p>Examine the role of Gandhiji after the freedom of India.</p> <p>i. Gandhiji did not participate in any festivities after independence.</p> <p>ii. He observed fast to end the communal riots.</p> <p>iii. Gandhiji pleaded to Hindus, Muslims and Sikhs to maintain peace and harmony.</p> <p>iv. He tried to restore co-operation between communities.</p> <p>v. He visited personally to violence torn area of Punjab and Bengal.</p> <p>vi. He also went to Delhi and appealed people to end communal riots.</p> <p>vii. He pleaded to forget the past and not to dwell on their suffering.</p> <p>viii. He tried to build mutual trust.</p> <p>ix. He wanted the community to extend the right hand of fellowship to each other.</p> <p>x. At the initiative of Gandhiji & Nehru, Congress passed the resolutions on —The Right of Minorities.</p> <p>xi. Gandhiji firmly believed that India is a land of many religions and many races and must remain so.</p> <p>xii. Gandhiji was equally concerned with the suffering of the minority communities.</p> <p>xiii. Any other relevant point.</p> <p>Any three points to be assessed.</p>	P 305, 306	3
27	<p>Analyse the Ricardian ideas on ‘Average Rent’.</p> <p>i. In 1820s David Ricardo was a celebrated figure in England.</p> <p>ii. Colonial officials had learnt about Ricardian ideas.</p> <p>iii. In Maharashtra British officials followed Ricardian ideas to introduce a new revenue settlement.</p> <p>iv. According to Ricardian ideas a landowner should have a claim only to the “average rent”.</p> <p>v. When the land produced more than the “average rent”, the landowner had a surplus.</p> <p>vi. The state needed to tax the surplus.</p> <p>vii. If tax was not levied then the cultivators would turn into rentiers.</p> <p>viii. The surplus income would not be productively invested in the improvement of the land.</p> <p>ix. Many British officials in India felt that the history of Bengal confirmed Ricardo’s theory.</p> <p>x. The zamindars turned into rentiers, leasing out land and living on the rental incomes.</p> <p>xi. Any other relevant point.</p> <p>Any three points to be assessed.</p>	P 247	3
SECTION C			
28	<p>(a) Explain the significance and features of Sanchi stupa.</p> <p>i. It is a good source to know about Buddhism.</p> <p>ii. Art historians have carefully studied the sculpture at Sanchi and identified many scenes from the ‘Vessantara Jataka’.</p>	P 99-103	8

	<p>iii. Example – a story of a generous prince who gave away everything to a Brahmana and went to live in the forest with his wife and children.</p> <p>iv. Buddha’s presence shown through symbols –</p> <p>a. Empty seat represents Meditation of Buddha.</p> <p>b. Stupa represents Mahaparinibbana.</p> <p>c. Wheel represents the first sermon of the Buddha delivered at Sarnath.</p> <p>d. Tree symbolizes an event in the life of the Buddha.</p> <p>v. Brahmanical Tradition – Shalabhanjika, a beautiful woman swinging from the edge of the gateway. (miraculous powers)</p> <p>vi. It was regarded as a decoration of the stupa.</p> <p>vii. Shalabhanjika motif is derived from Sanskrit tradition.</p> <p>viii. Many people who turned to Buddhism enriched it with their own pre-Buddhist and even non-Buddhist beliefs, practices and ideas.</p> <p>ix. Some of the finest depictions of animals are found at Sanchi Stupa.</p> <p>x. Animals were later used as symbols of human attributes.</p> <p>xi. Elephants (signify-strength and wisdom), horses, monkeys.</p> <p>xii. Gajalakshmi motif seen as the mother of the Buddha, others identify her with the Goddess of good fortune.</p> <p>xiii. Serpent found on several pillars seems to be derived from other popular traditions.</p> <p>xiv. Structure of the stupa.</p> <p>xv. Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) Explain the features of Vaishnavism and Shaivism Puranic Hinduism in ancient India.</p> <p>i. In Vaishnavism Lord Vishnu is worshipped.</p> <p>ii. In Shaivism Shiva is the chief deity.</p> <p>iii. The worship of these deities is considered a bond between the deity and the worshipper.</p> <p>iv. In Vaishnavism there are many incarnations or Avatars.</p> <p>v. Ten avatars have been recognised.</p> <p>vi. It is presumed that whenever there was disorder on this earth one avatar appeared to save people from evil forces.</p> <p>vii. Each avatar is recognised as a local deity.</p> <p>viii. Shiva is symbolised in the form of linga although occasionally represented in human form too.</p> <p>ix. All deities in human form depicted complex set of ideas.</p> <p>x. Their attributes were expressed through symbols such as head dresses, ornaments and weapons (ayudhas).</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be assessed.</p>	P104	8
29	<p>(a)“The role of women in the Mughal agrarian society was significant.” Explain the statement giving examples.</p> <p>i. Men and women worked shoulder to shoulder.</p> <p>ii. Men tilled and ploughed, while women sowed, weeded, threshed and winnowed the harvest.</p> <p>iii. The basis of production was the labour and resources of the entire household.</p> <p>iv. Menstruating women were not allowed to touch the plough or the potter’s wheel.</p> <p>v. Women spun yarn.</p>	P206,207	8

	<p>vi. Kneading clay for pottery. vii. Tasks like embroidery were dependent on female labour. viii. Commercialised tasks also required women’s labour. ix. Peasant and artisan women worked in the houses of their employers. x. Women also went to the markets. xi. Women were considered an important resource in agrarian society because they were child bearers. xii. High mortality rates among women meant a shortage of wives. xiii. The emergence of social customs in peasant and artisan communities that were distinct from those prevalent among elite groups. xiv. Marriages in many rural communities required the payment of bride-price. xv. Remarriage of women was allowed. xvi. Women were kept under strict control by the male members of the family and the community. xvii. Women inherited zamindaris. xviii. Women filed petitions to panchayats. xix. Women could sell/mortgage their land. xx. Widows actively participated in the rural land market as sellers of property inherited by them. xxi. Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) “The Ain-i-Akbari is an extraordinary document of the Mughal Empire.” Explain the statement giving examples.</p> <p>i. The Ain-i-Akbari was an extraordinary document of its times. ii. It was a part of a larger project of history writing. iii. It was an officially sponsored document. iv. Ain was the culmination of a large historical, administrative project of classification undertaken by Abu’l Fazl. v. Ain is a view of society from its apex. vi. The Ain is made up of five books. vii. It consisted of imperial regulations. viii. It gives detailed account of the organisation of the court. ix. It described about army and administration. x. It explains about the sources of revenue. xi. It gives layout of literary, cultural and religious traditions. xii. It gives elaborate description of various provinces of the empire. xiii. It provides fascinating glimpses into the structure and organisation of the Mughal Empire. xiv. It gives us quantitative information about the empire. xv. Abu’l Fazl wrote about remarkable political events. xvi. It recorded information about the empire and the people. xvii. Any other relevant point. Any eight points to be assessed.</p>	P 220, 221	8
30	(a) Describe the views of the members of the Constituent Assembly on division of powers between the Centre and the States.	P 334,335	8

<p>i Issue of division of power of the government at the Centre and at State level was intensely debated.</p> <p>ii. Draft Constitution provided three lists of subjects : Union List – Union Government can make laws on it. State List – State Government can make laws on it. Concurrent List – Both Union and State Government can make laws on listed items.</p> <p>iii. In India, Union Government was made more powerful so that it could ensure peace, security and coordinate on the matters of vital interest.</p> <p>iv. Article 356 gave the Centre the power to take over a State administration on the recommendation of the Governor.</p> <p>v. Some taxes such as land and property taxes, sales tax and tax collected by the State.</p> <p>vi. There were debates on powers of Centre and State.</p> <p>vii. K. Santhanam from Madras said reallocation of powers was necessary, not only to strengthen the State but also the Centre.</p> <p>viii. He said if the Centre is overburdened with responsibilities, it could not function properly.</p> <p>ix. It is important that some powers should be transferred to the State.</p> <p>x. He warned against excessive centralized power in the constitution.</p> <p>xi. Many leaders advocated for a strong Centre.</p> <p>xii. Ambedkar wanted a strong and united Centre.</p> <p>xiii. Gopaldaswami Ayyangar said the Centre should be made as strong as possible.</p> <p>xiv. Balakrishna Sharma said that only a strong Centre could plan for well-being of the country, mobilise the available resources, establish proper administration and defend the country against aggression.</p> <p>xv. Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) Describe the ideals expressed in the ‘Objectives Resolution’ by Jawaharlal Nehru in the Constituent Assembly.</p> <p>i. Jawaharlal Nehru introduced the Objectives Resolution in 1946.</p> <p>ii. It was a momentous resolution.</p> <p>iii. It outlined the defining ideals of the constitution of free India.</p> <p>iv. It provided the framework for the making of constitution.</p> <p>v. It proclaimed India to be an ‘Independent Sovereign Republic’.</p> <p>vi. It guarantees its citizens justice equality and freedom.</p> <p>vii. Adequate safeguards to be provided for minorities and depressed castes.</p> <p>viii. The system of government had to fit in within the temper of our people.</p> <p>ix. It is necessary to learn from the failures and success from the west.</p> <p>x. Nehru’s plea was to make a constitution as per the needs of our people.</p>	<p>P 322-324</p>	<p>8</p>
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	xi. Any other relevant point. Any eight points to be assessed.		
	SECTION D		
31	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">What taluqdars thought</p> <p>31.1 How did Hanwant Singh express his dissatisfaction towards the British?</p> <p>i. British drove out our king. ii. British took away our land. iii. British sent officers to examine the titles. iv. Any other relevant point. Any one point to be assessed.</p> <p>31.2 Who did Hanwant Singh refer to as “the people of the land”?</p> <p>i. The local population. ii. Natives of the region. iii. Any other relevant point. Any one point to be assessed.</p> <p>31.3 How did Hanwant Singh’s statement reflect the sentiments of the taluqdars?</p> <p>i. Dispossessed the taluqdars of the region. ii. Taluqdars were disarmed and their forts destroyed. iii. Undermined the position and authority of the taluqdars. iv. Taluqdars lost a number of villages they previously held. v. Breakdown of an entire social order. vi. Ties of loyalty and patronage were disrupted. vii. Any other relevant point. Any two points to be assessed.</p>	P 269 P269 P268,269	1 1 2
32	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">The Anguish of the King</p> <p>32.1 How did king Devanampiya Piyadassi’s conquest of Kalinga influence his approach to governance?</p> <p>i. The conquest of Kalinga had a great impact on the King. ii. He regretted the violence and suffering caused during the conquest. iii. He devoted himself to Dhamma. iv. He appointed Dhamma Mahamatas. v. He became compassionate, generous. vi. He preached non-violence. vii. He instructed his people to be humane, respectful, ethical viii. Any other relevant point. Any one point to be assessed.</p> <p>32.2 How did Kalinga’s conquest change the king’s action towards his subjects?</p> <p>i. It led the king to devote himself to Dhamma. ii. He became compassionate, generous. iii. He started to preach non-violence. iv. He stopped the killing of animals in his kitchen. v. He instructed his people to be humane, respectful, ethical. vi. Any other relevant point. Any one point to be assessed.</p> <p>32.3 How did the king’s transformation shaped the spread of Dhamma?</p> <p>i. He appointed Dhamma Mahamatas.</p>	P 48 P 48 P 48	1 1 2

	<p>ii. Adopting and promoting Dhamma. iii. He preached non-violence. iv. He stopped the killing of animals in his kitchen. v. He instructed his people to be humane, respectful, ethical. vi. Dhamma became the guiding principle. vii. Any other relevant point. Any two points to be assessed.</p>		
33	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">Declining a royal gift</p> <p>33.1 What did the ruler offer Shaikh Nizamuddin Auliya? The local ruler offered Shaikh:</p> <p>i. Ownership of two Gardens and land. ii. He gave provisions and tools for their maintenance. iii. He gave up his rights to the gardens and land. iv. Any other relevant point. Any one point to be assessed.</p> <p>33.2 What reason did the Shaikh give for refusing the land deeds?</p> <p>i. He refused the land deed saying that they are of no use to them. ii. He said our spiritual masters have never engaged in such activities. iii. He suggested to give the land to the needy. iv. Any other relevant point. Any one point to be assessed.</p> <p>33.3 How does the response of the Shaikh reflect the Sufi values?</p> <p>i. Asceticism. ii. Detachment from material possessions. iii. Spiritualism. iv. Generous and compassionate. v. Any other relevant point. Any two points to be assessed.</p>	<p>P 160</p> <p>P 160</p> <p>P 160</p>	<p>1</p> <p>1</p> <p>2</p>
SECTION E			
34	<p>(34.1) On the given political outline map of India, locate and label the following with appropriate symbols:</p> <p>i. Lothal - A Mature Harappan site ii. Amravati – A Buddhist site iii. (a) Agra – A territory under the Mughals OR iii. (b) Panipat – A territory under the Mughals Filled in map is attached herewith.</p> <p>(34.2) A – Calcutta/Barrackpore B – Allahabad</p>	<p>P 2 P 95 P 214</p> <p>P214</p> <p>P 267 P 267</p>	<p>1 1 1</p> <p>1</p> <p>1 1</p>
	<p>For Visually Impaired Candidates in lieu of Q. No. 34 :</p> <p>34.1 Lothal, Nageshwar, Dholavira 34.2 Amravati 34.3 (a) Agra/Panipat/Ajmer (any other) OR (b) Vaishali or any other 34.4 Surat and Lucknow or any other from the list.</p>	<p>P2 P 95</p> <p>P 214</p> <p>P 43 P 267</p>	<p>1 1</p> <p>1</p> <p>1 1</p>

NOTE: MARKING SCHEME HAS BEEN PREPARED FROM THE LATEST E-BOOK AVAILABLE ON THE NCERT WEBSITE.



प्रश्न सं. 34 के लिए

61/6/1/2/3

For question no. 34

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)

