

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT NAME HISTORY (Q.P. CODE 61/5/1)

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 News Paper/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-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.
- 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:-
 - 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 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 2025**HISTORY(027) SET 61/5/1**

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 (Objective Type Question)			
1	(C) Examining burial customs	9	1
2	(B) They contain compiled stories	73	1
3	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	29	1
4	(B) Pataliputra – Riverine route; Ujjayini – Land route; Puhar – Coastal route; Mathura – Land route	42	1
5	(D) a-i, b-iv, c-ii, d-iii	86	1
6	(A) Manusmriti	58	1
7	(B) Gandhara Note : The following question is for the Visually Impaired Candidates, only in lieu of Q. No. 7. (C) Bihar	108 107	1 1
8	(B) Both travelled to seek knowledge	118, 124	1
9	(B) His poetry and musical sama	158	1
10	(A) Amuktamalyada	173	1
11	(C) Mulk-Abadi	218	1
12	(D) II, IV, III, I	221	1
13	(C) Support of private property, leading to underestimating India	130	1
14	(B) Samrajyamu	171	1
15	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	266	1
16	(C) I, II and IV	255	1
17	(C) Malati Chowdhury	332	1
18	(D) Provincial Constitution Committee – Vallabhbhai Patel	320	1

19	(A) BalGangadharTilak	287	1
20	(C) The use of Enfield Rifles with greased cartridges	264	1
21	(B) The Zamindari was put on auction	230	1
SECTION – B (Short Answer Type Questions)			
22	<p>(a) Describe the processes adopted by V.S. Sukthankar and his team in preparing the critical edition of the Mahabharata.</p> <ol style="list-style-type: none"> The team, led by V S Sukthankar, a noted sanskritist, started working in 1919. The critical edition was published in several volumes and had 13,000 pages. The team collected Sanskrit manuscripts of the text written in various scripts from different parts of the country. They compared verses from each manuscript. Two things became apparent: <ol style="list-style-type: none"> There were several common elements in the Sanskrit versions of the story. Also, there were enormous regional variations. They selected common verses and published these in several volumes. Regional variations were also recorded. The variations were documented in footnotes and appendices to the main text. Taken together, more than half the 13,000 pages are devoted to these variations. The project was completed in 47 years. Any other relevant point. <p>Any three points to be assessed</p> <p style="text-align: center;">OR</p> <p>(b) Describe different patterns of marriages that influenced familial relations during the Mahabharata period.</p> <ol style="list-style-type: none"> Endogamy/Gotra endogamy –marriage within the gotra. Exogamy/Gotra Exogamy- marriage outside the gotra. Polygyny was the practice of a man having several wives. Polyandry was the practice of a woman having several husbands For eg Draupadi’s marriage Polygamy was the practice of more than one spouse. Manusmriti mentions eight forms of marriage. Marriage outside the Brahmanical system- Bhima’s marriage to Hidimba Any other relevant point <p>Any three points to be assessed.</p>	54	3
		57-58, 65	3
23	<p>“Historians have used a variety of sources to reconstruct the history of the Mauryan Empire.” Explain the statement with examples.</p> <ol style="list-style-type: none"> The account of Megasthenes (the Greek ambassador to the court of Chandragupta Maurya), Arthashastra by Kautilya or Chanakya Archaeological findings specially sculpture, monasteries etc Jaina texts Buddhist texts Puranic literature Punch marked coins Ashokavadana Inscriptions of Ashoka Any other relevant point <p>Any three points to be assessed</p>	32, 96	3
24	<p>(a) Imagine yourself as a historian reconstructing the events that took place on the Mahanavami Dibba. How would the architecture of the platform help you to understand the royal ceremonies? Explain.</p> <ol style="list-style-type: none"> The Mahanavmi Dibba is a massive platform rising from a base of about 11,000 	180-181	3

	<p>sq. ft to a height of 40 ft.</p> <p>ii. There is evidence that it supported a wooden structure.</p> <p>iii. The base of the platform is covered with relief carvings.</p> <p>iv. Rituals associated with the structure probably coincided with Mahanavami, (literally, the great ninth day) of the ten-day Hindu festival during the autumn months of September and October.</p> <p>v. On the last day of the festival the king inspected his army and the armies of the nayakas.</p> <p>vi. The Vijayanagara kings displayed their prestige, power and suzerainty on this occasion.</p> <p>vii. The ceremonies performed on the occasion included worship of the image,</p> <p>viii. Worship of the state horse,</p> <p>ix. The sacrifice of buffaloes and other animals.</p> <p>x. Dances, wrestling matches.</p> <p>xi. Processions of caparisoned horses, elephants and chariots and soldiers,</p> <p>xii. Ritual presentations before the king and his guests by the chief nayakas and subordinate kings.</p> <p>xiii. On this occasion nayakas brought rich gifts for the king as well as the stipulated tribute.</p> <p>xiv. Any other relevant point Any three points to be assessed</p> <p style="text-align: center;">OR</p> <p>(b) Imagine exploring the roles of the Rayas and the Nayakas in the Vijayanagara Empire. How did their administrative roles influence the empire's stability ? Explain.</p> <p>i. The rulers of Vijayanagara called themselves rayas.</p> <p>ii. Nayakas were appointed by king as military chiefs.</p> <p>iii. They controlled forts and had armed supporters.</p> <p>iv. The Nayakas submitted to authority of king,</p> <p>v. They often moved from one area to another,</p> <p>vi. The amara-nayakas system was a military innovation inspired by the Iqta System of Delhi Sultanate.</p> <p>vii. They were military commanders who were given territories to govern by the King.</p> <p>viii. The Nayakas had contingents.</p> <p>ix. The Nayakas collected taxes and other dues from peasants.</p> <p>x. They also collected taxes from craftspersons and traders in the area.</p> <p>xi. They retained part of the revenue for personal use.</p> <p>xii. They maintained a stipulated contingent of horses and elephants.</p> <p>xiii. They provided the Vijayanagara kings with an effective fighting force.</p> <p>xiv. They used revenue for the maintenance of temples and irrigation works.</p> <p>xv. The amara-nayakas sent tribute to the king annually.</p> <p>xvi. They personally appeared in the royal court with gifts to express their loyalty.</p> <p>xvii. They were occasionally transferred.</p> <p>xviii. Any other relevant point Any three points to be assessed.</p>	<p>172, 175</p>	<p>3</p>
<p>25</p>	<p>How did the Mughal rulers classify agricultural land for revenue? Explain with examples.</p> <p>The Emperor Akbar classified the lands</p> <p>i. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow.</p> <p>ii. Parauti is land left out of cultivation for a time that it may recover its strength.</p> <p>iii. Chachar is land that has lain fallow for three or four years</p>	<p>214</p>	<p>3</p>

	<ul style="list-style-type: none"> iv. Banjar is land uncultivated for five years and more v. Any other relevant point <p>Any three points to be assessed.</p>		
26	<p>Analyse the main objectives of the British government in implementing the Permanent Settlement in Bengal ?</p> <ul style="list-style-type: none"> i. The Permanent Settlement was introduced in 1793. The East India Company fixed the revenue that each zamindar had to pay and the estates of those who failed to pay were to be auctioned to recover the revenue. ii. By the 1770s, the rural economy in Bengal was in crisis and Officials felt that resources of the state could be developed by encouraging investment in agriculture. iii. This could be done by securing rights of property and permanently fixing the rates of revenue demand. iv. For a regular flow of revenue for the Company. v. To enhance agricultural output. vi. To enhance profit of farmers as state would not increase revenue. vii. To create a class of loyal farmers and rich landowners. viii. Farmers to gain profit through investment in agriculture. ix. Any other relevant point <p>Any three points to be assessed.</p>	228-229	3
27	<p>How did the ‘Objectives Resolution’ of the Constituent Assembly reflect the vision of India as an ‘Independent Sovereign Republic’. Explain.</p> <ul style="list-style-type: none"> i. Jawaharlal Nehru introduced the Objectives Resolution on 13th December 1946 in the Constituent Assembly. ii. It was a momentous resolution. iii. It outlined the defining ideals of the constitution of free India. iv. It provided the framework for the making of constitution. v. It proclaimed India to be an ‘Independent Sovereign Republic’. vi. It guarantees its citizens justice equality and freedom. vii. Adequate safeguards to be provided for minorities and depressed castes. viii. Nehru’s plea was to make a constitution as per the needs of our people. ix. To fuse the liberal ideas of democracy with the socialist idea of economic justice x. Any other relevant point. <p>Any three points to be assessed.</p>	322-324	3
28	<p>(a) Examine how the sculptural elements are integrated within the architectural framework of the Sanchi Stupa.</p> <ul style="list-style-type: none"> i. Art historians have carefully studied the sculpture at Sanchi and identified many scenes from the ‘Vessantara Jataka’. ii. The story of a generous prince who gave away everything to a Brahmana and went to live in the forest with his wife and children. iii. Buddha’s presence shown through symbols – <ul style="list-style-type: none"> a. Empty seat represents Meditation of Buddha. b. Stupa represents Mahaparinibbana. c. Wheel represents the first sermon of the Buddha delivered at Sarnath. d. Tree symbolizes an event in the life of the Buddha. iv. Popular Tradition – Shalabhanjika, a beautiful woman swinging from the edge of the gateway. (miraculous powers) v. It was regarded as a decoration of the stupa. vi. Shalabhanjika motif is derived from Sanskrit tradition. vii. Some of the finest depictions of animals are found at Sanchi Stupa. viii. Animals were used as symbols of human attributes. ix. Elephants (signify-strength and wisdom), horses, monkeys. x. Gajalakshmi motif seen as the mother of the Buddha, others identify her with the 	99-103	8

	<p>Goddess of good fortune. xi. Serpent found on several pillars seems to be derived from other popular traditions. xii. James Fergusson, considered Sanchi to be a centre of tree and serpent worship as he was not familiar with Buddhist literature. xiii. Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) Examine the relationship between Puranic Hinduism and devotional practices.</p> <p>Relationship between Puranic Hinduism and devotional practices:</p> i. Notion of a saviour became popular. ii. Vaishnavism is part of Puranic Hinduism and in this Vishnu is worshipped. iii. In Shaivism tradition, Shiva is the chief deity. iv. The worship of these deities is considered a bond between the deity and the worshipper. v. In Vaishnavism there are many incarnations or Avtars. vi. Ten avtars have been recognised. vii. It is presumed that whenever there was disorder on this earth one avtar appeared to save people from evil forces. viii. Each avtar is recognised as a local deity. ix. Shiva is symbolised in the form of linga. x. Shiva is also represented in human form. xi. All deities in human form depicted complex set of ideas. xii. Attributes of these gods are represented through symbols such as head dresses, ornaments and weapons (ayudhas). xiii. Construction of the temples. xiv. Compilation of stories of the deities in the Puranas, compiled by Brahmanas now available to women and shudras xv. Trinity of Gods. xvi. Depiction of Deities as figures with multiple arms and heads or with combinations of human and animal forms. xvii. Sculptures with a vivid depiction of a story from the epics/puranas eg A rock-cut sculptural panel at Mahabalipuram xviii. Sculptures of Shiva and Vishnu xix. Any other relevant point Any eight points to be assessed.	104-108	8
29	<p>(a)How has the legacy of Guru Nanak Dev’s teachings influenced the principles of Sikhism ? Explain with examples.</p> i. The message of Baba Guru Nanak is spelt out in his hymns and teachings. ii. He advocated a form of nirguna bhakti. iii. He rejected external practices. iv. He rejected sacrifices, ritual baths. v. Rejected image worship, vi. He also rejected austerities and the scriptures of both Hindus and Muslims. vii. According to Guru Nanak, Rab has no gender or form. viii. He proposed a simple way to connect to the Divine by remembering and repeating the Divine Name- Nam simran. ix. Guru Nanak expressed his ideas through hymns called “shabad” in Punjabi, x. Baba Guru Nanak organised his followers into a community. xi. He set up rules for congregational worship (sangat) involving collective recitation. xii. Gurus: He appointed one of his disciples eg Angad, to succeed him as the preceptor (guru), and this practice was followed for nearly 200 years. xiii. Compilation of Adi Granth Sahib xiv. Gurbani- These are hymns/compositions of religious poets in various languages. xv. Guru Gobind Singh, included the compositions of the ninth guru, Guru Tegh Bahadur, and this scripture was called the Guru Granth Sahib	163-164	8

	<p>xvi. Any other relevant point Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) How do Kabir Das’s poems serve as a medium for fostering a sense of unity and spirituality among the diverse communities ? Explain with examples.</p> <ol style="list-style-type: none"> i. Kabir was a ‘nirguna’ poet saint of fourteenth-fifteenth centuries. ii. His life and times can be studied through a study of compositions attributed to him. iii. Verses ascribed to Kabir have been compiled in three distinct but overlapping traditions: The Kabir Bijak, the Kabir Granthavali and the Adi Granth Sahib. iv. Kabir’s poems have survived in several languages and dialects. v. He also composed in the special language of nirguna poets, the sant bhasha. vi. Ulatbansi (upside-down sayings of Kabir), are written in a form in which everyday meanings are inverted. vii. Kabir captured the nature of the Ultimate Reality in words. viii. Kabir’s expressions such as “the lotus which blooms without flower” or the “fire raging in the ocean” convey a sense of Kabir’s mystical experiences. ix. Kabir drew on a range of traditions- including Islam, he described the Ultimate Reality as Allah, Khuda, Hazrat and Pir. x. He also used terms drawn from Vedantic traditions, alakh (the unseen), nirakar (formless), Brahman, Atman, etc. xi. Diverse and sometimes conflicting ideas are expressed in these poems. xii. Some poems draw on Islamic ideas and use monotheism and iconoclasm to attack Hindu polytheism and idol worship. xiii. He used the sufi concept of zikr and ishq (love) to express the Hindu practice remembering God’s name. xiv. Kabir - a source of inspiration for those who questioned religious and social institutions, ideas and practices in their search for the Divine. xv. Kabir’s ideas were crystallised through dialogue and debate with the traditions of sufis and yogis in the region of Awadh (part of present-day Uttar Pradesh), xvi. Any other relevant point <p>Any eight points to be assessed</p>	161-163	8
30	<p>(a) “Gandhiji used the ‘Salt Law’ to mobilise a wider discontent against British rule.” Support the statement with suitable arguments.</p> <ol style="list-style-type: none"> i. Lahore session 1929- commitment to Purna Swaraj through Civil Disobedience. ii. Mahatma Gandhi announced that he would lead a march to break the salt law. iii. Salt Law gave the state a monopoly in the manufacture and sale of salt. iv. In every Indian household, salt was indispensable but Indians forbidden from making it. v. Indians were compelling them to buy salt from shops at a high price. vi. Gandhiji hoped to used salt law to mobilise masses. vii. British monopoly on Salt was a fourfold curse. viii. It deprives the people of a valuable easy village industry. ix. Dandi March- On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati and reached his destination three weeks later, making a fistful of salt. x. Breaking of Salt Law. xi. Swadeshi and Boycott xii. Protest and Demonstration. xiii. Across India, peasants breached the hated colonial forest laws. xiv. Strikes: In some towns, factory workers went on strike xv. Lawyers boycotted British courts xvi. Students refused to attend government-run educational institutions. xvii. Gandhiji called upon local officials to renounce government employment and join the freedom struggle. xviii. Gandhiji’s meetings were well attended by villagers of all castes. xix. Large scale participation of women. xx. Any other relevant point 	295-300	8

	<p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>(b) “Gandhiji’s leadership was instrumental in shaping the Non-Cooperation Movement.” Justify the statement.</p> <ol style="list-style-type: none"> i. Gandhiji called for a countrywide campaign against the Rowlatt Act. ii. In 1919 Jallianwala massacre took place. iii. Gandhiji called for a campaign of “non-cooperation” with British rule. iv. Indians were asked not to pay taxes. v. He joined hands with the Khilafat movement, bringing Hindus and Muslims together to end colonial rule. vi. Students stopped going to schools and colleges run by the government. vii. Lawyers refused to attend court. viii. The working class went on strike in many towns and cities. ix. Hill tribes in northern Andhra violated the forest laws. x. Farmers in Awadh did not pay taxes. xi. Peasants in Kumaun refused to carry loads for colonial officials. xii. Indians were asked to boycott the institutions associated with British. xiii. Swadeshi was promoted. xiv. Boycott of foreign goods. xv. Use of charkha to make people self-reliant. xvi. Indians were asked to adhere to a “renunciation of (all) voluntary association with the (British) Government”. xvii. The Non Cooperation movement was called off because of Chauri Chaura incident. xviii. Any other relevant point <p>Any eight points to be assessed.</p>	<p>289-291</p>	<p>8</p>
SECTION –D (Source Based Questions)			
<p>31</p>	<p>Read the given source carefully and answer the questions that follow :</p> <p style="text-align: center;">Harappan Settlements</p> <p>(31.1) Examine the significance of the concentration of Harappan settlements in the Saraswati Basin.</p> <ol style="list-style-type: none"> i. Geographical importance. ii. River as source of water for basic needs, iii. For agriculture, iv. Fertility of the soil, v. Fishing vi. For trade and travel vii. Any other relevant point. <p>Any one point to be assessed.</p> <p>(31.2) Examine the importance of classifying Harappan sites. Harappan sites have been classified into different categories as:</p> <ol style="list-style-type: none"> i. Regional Centers. ii. Agricultural villages. iii. Ports. iv. Manufacturing centres/centres of craft production. v. Size of the settlement. vi. Location of the Settlement etc. vii. Any other relevant point. <p>Any one point to be assessed.</p> <p>(31.3) Examine the role of rivers in sustaining the Harappan settlements.</p> <ol style="list-style-type: none"> i. Sustenance of life and development of civilization ii. Source of livelihood. iii. Fishing, iv. Trade 	<p>2</p>	<p>1</p> <p>1</p> <p>2</p>

	Any one point to be assessed. (33.2) How did the rebellion led by Shah Mal challenge the authority of the British ? i. Attacked Symbols of power ii. Attacked government buildings, iii. Destroyed the bridge over the river. iv. Dug up metalled roads. v. They also sent supplies to the sepoys who had mutinied in Delhi. vi. Stopped all official communication between British headquarters and Meerut. vii. Any other relevant point. Any one point to be assessed.		1
	(33.3) How does Shah Mal’s establishment of a “hall of justice” reflect his vision of governance? i. Shah Mal took over the bungalow of an English officer, turned it into a “hall of justice”, ii. He used it for settling disputes iii. He also used it for dispensing judgments. iv. He also set up an amazingly effective network of intelligence against British exploitation. v. Any other relevant point. Any two points to be assessed.		2
SECTION –E (Map Based Question)			
34	(34.1) On the given political outline map of India locate and label the following with appropriate symbols : (i) Amravati – Stupa (ii) Banawali – Indus Valley Site (iii) (a) Ajmer – Territory under the control of the Mughals OR (b) Vijayanagara – Capital of Vijayanagara Empire (34.2) On the same outline map of India, two places have been marked as ‘A’ and ‘B’, as the centres of the Indian National Movement. Identify them and write their correct names on the lines drawn near them. Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 : (34.1) Mention any two ancient Buddhist sites in Central India. Ans: Sanchi, Amaravati, Nagarjunakonda, Lumbini, Nasik, Bharhut, Bodh Gaya, Shravasti, Ajanta (Any 2 to be mentioned) (34.2) (a) Mention any one territory under the Mughal Empire. Ans: Delhi, Agra, Panipat, Ajmer, Amber, Lahore, Goa (Any 1 to be mentioned) OR (34.2) (b) Name the capital of Vijayanagara Empire. Ans: Vijayanagar (34.3) Mention any two centres of the Revolt of 1857. Ans: Delhi, Meerut, Jhansi, Lucknow, Calcutta, Kanpur, Azamgarh, Benaras, Jabalpur, Agra, Gwalior, Awadh (Any 2 to be mentioned)	95 2 214 174 95 214 174 267	1 1 1 1 2 1 1 2

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



प्रश्न सं. 34 के लिए 61/5/1, 61/5/2, 61/5/3

For question no. 34

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

