

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

**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- 61/1/2

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

#### SECTION –A

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

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

#### Section -- B

(Short Answer type Questions)

6x3 = 18

22.	(a)“Ashokan inscriptions are the most significant sources to understand the administration of Ashoka”. Explain the statement.	32	3
-----	---	----	---

	<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: center;">(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: center;">(Any three points to be assessed)</p>	32	3
<b>23.</b>	<p><b>“Art historians had to acquire familiarity with hagiographies of Buddha in order to understand Buddhist sculpture.” Explain the statement in context of Sanchi stupa.</b></p> <p>i. Early sculptors did not show the Buddha in human form.</p> <p>ii. They showed his presence through symbols.</p> <p>iii. The empty seat indicated the meditation of the Buddha.</p> <p>iv. The stupa represent the Mahaparinibbana.</p> <p>v. The symbol of wheel stood for the first sermon of the Buddha, delivered at Sarnath.</p> <p>vi. Tree symbolises an event in the life of the Buddha.</p> <p>vii. To understand such symbols, historians have to familiarise themselves with the traditions of those who produced these works of art.</p> <p>viii. Any other relevant point.</p> <p style="text-align: center;">(Any three points to be assessed)</p>	100-101	3

24.	<p><b>(a) Analyse the Causes that led to the ruin of Vijayanagara empire.</b></p> <ol style="list-style-type: none"> <li>i. .After the death of Krishnadeva Raya, strains began to appear within the imperial structure.</li> <li>ii. His successors were troubled by rebellious Nayaka or military chiefs.</li> <li>iii. Military ambitions of the rulers of Vijayanagara and those of the Deccan Sultanates resulted in shifting alignments.</li> <li>iv. Rama Raya became the Chief Minister of Vijayanagara.</li> <li>v. Rama Raya led the army against the sultans of Bijapur and Golconda.</li> <li>vi. Battle of Talikota.</li> <li>vii. Rama Raya was defeated and the city of Vijayanagara fell into ruins.</li> <li>viii. Any other relevant point</li> </ol> <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> <ol style="list-style-type: none"> <li>i. Many features of the Amara nayaka system were derived from the Iqta system of Delhi Sultanate.</li> <li>ii. Amara nayakas were military commanders who were given some territory to govern.</li> <li>iii. They collected taxes and other dues from peasants, craftsperson and traders.</li> <li>iv. They retained part of the revenue for personal use.</li> <li>v. They also maintained a contingent of horses and elephants, which were used by the king as a fighting force.</li> <li>vi. Amara nayakas sent tributes to the king annually.</li> <li>vii. They personally appeared in the royal court with gifts to express their loyalty.</li> <li>viii. Any other relevant point.</li> </ol> <p style="text-align: center;">( Any three points to be assessed)</p>	173	3
25.	<p><b>Examine the role of Panchayat in advocating for the rights of common people during the Mughal era.</b></p> <ol style="list-style-type: none"> <li>i. Panchayats were an assembly of elders.</li> <li>ii. It was a heterogeneous body.</li> <li>iii. Decisions made by the Panchayats were binding on the members.</li> <li>iv. Funds collected as contributions from individuals was used for community welfare activities.</li> <li>v. Panchayat ensured that caste boundaries among the various communities were upheld.</li> <li>vi. Marriages were held in the presence of the mandal or headman.</li> <li>vii. Panchayats also had the authority to levy fines.</li> </ol>	203-205	3

	<p>viii. They could inflict more serious forms of punishment – expulsion.</p> <p>ix. Gram and jati panchayats settled disputes on land.</p> <p>x. Panchayats received petitions from the common people including women.</p> <p>xi. The decisions of the Panchayat were respected by the state.</p> <p>xii. Any other relevant point.</p> <p style="text-align: center;">( Any three points to be assessed)</p>		
<b>26.</b>	<p><b>Examine how art and literature have helped in keeping the memories of 1857 alive.</b></p> <p>i. To keep alive the memories of 1857 the leaders of the revolt were presented as heroic figures.</p> <p>ii. Heroic poems were written about Rani Jhansi.</p> <p>iii. Rani of Jhansi was represented as a masculine figure chasing the enemy.</p> <p>iv. The poem of Subhadra Kumari Chauhan: “Khoob lari mardani woh to Jhansi wali rani thi” depicts her valour.</p> <p>v. Pictures represented Rani Lakshmbai in battle armour, with a sword in hand and riding a horse.</p> <p>vi. She was represented as a symbol of determination to resist injustice and alien rule.</p> <p>vii. British depiction – showed Indian rebels negatively and showcased British Victory e.g Relief of Lucknow, In Memoriam, Justice etc.</p> <p>viii. Any other relevant point</p> <p style="text-align: center;">(Any three points to be assessed)</p>	277-283	3
<b>27.</b>	<p><b>Describe the views of Gandhiji on the national language of India.</b></p> <p>i. Mahatma Gandhi felt that everyone should speak in a language that common people could easily understand.</p> <p>ii. Hindustani – a blend of Hindi and Urdu – was a language of a large section of the people of India.</p> <p>iii. Hindustani was a composite language enriched by the interaction of diverse cultures.</p> <p>iv. It had incorporated words and terms from very many different languages.</p> <p>v. It was understood by people from various regions.</p> <p>vi. This multi-cultural language could unify Hindus and Muslims.</p> <p>vii. Any other relevant point.</p> <p style="text-align: center;">(Any three points to be assessed)</p>	336	3

<b>SECTION-C</b>			
<b>( Long Answers Type Questions)</b>			<b>3x8=24</b>
<b>28</b>	<p><b>(a) There were specific features of the familial relationship during the Mahabharata period.” Explain the statement with examples.</b></p> <p>i. Families are usually parts of larger networks of people defined as relatives.</p>	55-58	8

	<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– e.g 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 style="text-align: center;">(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>ii. The Brahmanical prescription was not followed universally.</p> <p>iii. Several important ruling lineages probably had different origins.</p> <p>iv. There are several examples where the people of other caste and even low origin became the rulers.</p> <p>v. The Buddhist texts suggest the social background of the Mauryas as Kshatriyas, while Brahmanical texts describe them as being of “low” origin.</p> <p>vi. The Shungas and Kanvas who ruled were Brahmins.</p> <p>vii. Shakas who came from Central Asia were regarded as Mlechchhas.</p> <p>viii. Some powerful mlechchhas were familiar with Sanskritic traditions.</p>	62-63	8
--	--	-------	---

	<p>ix. The Satavahana dynasty claimed to be Brahmanas- for e.g Gotami Puta Siri Satakani claimed to be a unique Brahmin and a destroyer of the pride of the Kshatriyas.</p> <p>x. All this shows that anyone who could muster support can be a king.</p> <p>xi. Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
<b>29.</b>	<p><b>(a) Explain the beliefs and teachings of Alvars and Nayanars during the Medieval India.</b></p> <p>i. The earliest bhakti movements (c. sixth century) were led by the Alvars (devotees of Vishnu) and Nayanars (devotees of Shiva).</p> <p>ii. They travelled from place to place singing hymns in Tamil in praise of their Gods.</p> <p>iii. They identified certain shrines as abodes of their chosen deities.</p> <p>iv. Singing compositions of these poet-saints became part of temple rituals in the Shrines.</p> <p>v. They did not believe in the caste system.</p> <p>vi. They did not support the dominance of Brahmanas.</p> <p>vii. They attempted to reform the Brahmanical system.</p> <p>viii. The bhaktas hailed from diverse social backgrounds ranging from Brahmanas to artisans and cultivators and even from castes considered “untouchable”.</p> <p>ix. Their compositions were claimed to be as important as the Vedas.</p> <p>x. These traditions also accommodated and acknowledged women –e.g Andal and Karaikkal Ammaiyar.</p> <p>xi. These women renounced their social obligations.</p> <p>xii. They did not join an alternative order or become nuns.</p> <p>xiii. Their very existence and their compositions posed a challenge to patriarchal norms.</p> <p>xiv. 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) Explain the teachings of Islam.</b></p> <p>i. Islam believes that there is one God, Allah.</p> <p>ii. Prophet Muhammad is his messenger.</p> <p>iii. Offering prayers five times a day (namaz).</p> <p>iv. Giving alms (zakat).</p> <p>v Fasting during the month of Ramzan (sawm).</p> <p>vi. Performing the pilgrimage to Mecca (hajj).</p> <p>vii. Islam was not confined to the ruling elites.</p> <p>viii. They permeated everywhere, through the subcontinent.</p> <p>ix. It spread amongst different social strata – peasants, artisans, warriors, merchants.</p> <p>x. Holy Book – Quran.</p> <p>xi. Any other relevant point</p> <p>(Any eight points to be assessed)</p>	143-145	8
		151	8

30.	<p><b>(a) “The Salt March was the movement that brought Gandhiji to the world attention.” Analyse the statement.</b></p> <ol style="list-style-type: none"> <li>i. The British had the monopoly of producing salt.</li> <li>ii. Indians were forbidden from making salt even for domestic use.</li> <li>iii. The state monopoly over salt was highly unpopular.</li> <li>iv. Gandhiji thought of breaking the monopoly of making salt by the British.</li> <li>v. Gandhiji announced his intention that he would lead a march to break Salt Law.</li> <li>vi. This was a big challenge of Gandhiji to British Raj.</li> <li>vii. Lord Irwin failed to grasp the significance of salt movement.</li> <li>viii. Gandhiji began walking from his Sabarmati ashram towards Dandi.</li> <li>ix. The march was widely covered by the European and American press.</li> <li>x. The American news magazine, Time covered the progress of the Salt March.</li> <li>xi. Time magazine was deeply skeptical of the Salt March reaching its destination.</li> <li>xii. It scorned at Gandhiji and wrote that Gandhiji will sink down on the way.</li> <li>xiii. As the movement progressed, the magazine started praising Gandhiji.</li> <li>xiv. On reaching Dandi, Gandhiji broke the salt law by making a fistful of salt.</li> <li>xv. The massive popular following that the march had attracted, had made the British rulers “desperately anxious”.</li> <li>xvi. The Time Magazine hailed Gandhiji as a ‘Saint’ and a ‘Statesman’ , thus bringing Gandhiji to the world attention.</li> <li>xvii. Any other relevant point.</li> </ol> <p style="text-align: center;">(Any eight points to be assessed)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “ As a consequence of the Non Cooperation movement, the British Raj was shaken to its foundation, for the first time since the Revolt of 1857”. Analyse the statement.</b></p> <ol style="list-style-type: none"> <li>i. Satyagraha in Champaran, Kheda and Ahmedabad marked Gandhiji as a nationalist with deep sympathy for the poor.</li> <li>ii. The nationwide campaign against Rowlatt Act.</li> <li>iii. Jallianwala Bagh Massacre.</li> <li>iv. Gandhiji gave a call for non –cooperation movement in 1920.</li> <li>v. Integrated with Khilafat movement.</li> <li>vi. Boycott of British offices and institutions.</li> <li>vii. People from every walk of life participated in this movement.</li> <li>viii. Students stopped going to schools and colleges run by the government.</li> <li>ix. Lawyers refused to attend courts.</li> <li>x. The working class went on strike in many towns and cities.</li> <li>xi. Hill tribes violated the forest laws.</li> <li>xii. Farmers did not pay taxes.</li> <li>xiii. Peasants refused to carry loads for colonial officials.</li> <li>xiv. Thousands of workers participated.</li> <li>xv. Swadeshi became popular.</li> <li>xvi. Khadi and Charkha became the symbol of national movement.</li> </ol>	295-300	8
		290-292	8

	<p>xvii. Gandhiji became the national leader.</p> <p>xviii. This movement was a training for self-rule.</p> <p>xix. Chauri Chaura incident – Movement called off.</p> <p>xx. Any other relevant point.</p> <p style="text-align: right;">(Any eight points to be assessed)</p>		
<p><b>SECTION –D</b></p> <p><b>( Source Based Questions)</b></p> <p style="text-align: right;"><b>3x4=12</b></p>			
<b>31.</b>	<p style="text-align: center;"><b><u>A warning for Europe</u></b></p> <p><b>(31.1)Mention any one prominent contribution of Bernier.</b></p> <p>(a) He wrote a book on India ‘Travels in the Mughal Empire ‘.</p> <p>(b) Made a comparative study of the east and the west.</p> <p>(c ) Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p> <p><b>(31.2)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> <p>(b)Bernier warned that if European kings followed the Mughal model they would fall into ruin.</p> <p>(c) Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p> <p><b>(31.3)Explain Bernier’s views on the socio economic status of the people under Mughal rule.</b></p> <p>(a) The absence of private property in land prevented the emergence of the class of “improving” landlords.</p> <p>(b) Uniform ruination of agriculture, excessive oppression of the peasantry and a continuous decline in the living standards of all sections of society, except the ruling aristocracy.</p> <p>(c) The people were reduced to beggars and barbarians, showing a significant decline in socio-economic status and overall quality of life.</p> <p>(d) The artisans had no incentive to improve the quality of their manufactures, since profits were appropriated by the state.</p> <p>(e) There was the existence of a prosperous merchant community, who were engaged in long-distance exchange.</p> <p>(f) Any other relevant point.</p> <p style="text-align: right;">(Any two points to be assessed)</p>	<b>132</b>	<p><b>1</b></p> <p><b>1</b></p> <p><b>2</b></p>
<b>32.</b>	<p style="text-align: center;"><b><u>On clearance and settled cultivation</u></b></p> <p><b>(32.1)How did Buchanan describe the view of the lower Rajmahal hills?</b></p> <p>(a)Buchanan described the view as exceedingly fine, with narrow valleys of rice</p>	<b>245</b>	<b>1</b>

	<p>winding in all directions, clear lands with scattered trees and rocky hills.</p> <p><b>(32.2) Why did Buchanan believe that the area had high potential for improved cultivation?</b></p> <p>(a) Forest land could be cleared for cultivation</p> <p>(b) The land was fertile and fit for agriculture.</p> <p>(c ) Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p> <p><b>(32.3)How did Buchanan propose utilizing the land for economic benefits?</b></p> <p>(a) Proposed utilizing the land by replacing wood with valuable plantations like Asan and palas, for silk and lac production.</p> <p>(b) Land under forest could be cleared and brought under cultivation.</p> <p>(c ) Land not fit for cultivation could be used to rear Palmira and Mowa.</p> <p>(a) Any other relevant point.</p> <p style="text-align: right;">(Any two points to be assessed)</p>		1
			2
<b>33.</b>	<p style="text-align: center;"><b><u>The most ancient system yet discovered</u></b></p> <p><b>(33.1)Analyse the possible reason behind the uniformity in the drainage system across the Harappan cities.</b></p> <p>(a) Urban planning and engineering skills.</p> <p>(b) Possible presence of central authority.</p> <p>(c ) Any other relevant point.</p> <p style="text-align: right;">(Any one point to be assessed)</p> <p><b>(33.2) 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> <p><b>(33.3)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.</p> <p>(b)The integration of every house into the drainage network implies a relatively egalitarian approach to urban amenities, where sanitation services were accessible to all residents.</p> <p>(c )The infrastructure likely improved the quality of life by reducing waste related health issues and promoting a cleaner living environment.</p> <p>(b) Any other relevant point.</p> <p style="text-align: right;">(Any two points to be assessed)</p>	7	1
			1
			2

**SECTION –E**

**( Map Based Question)**

**5**

<b>34</b>	<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>1</p> <p>2</p>
-----------	---	--



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

