

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE : 027/61-5-2)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
5	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.
6	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.
7	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.
8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.

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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <ul style="list-style-type: none"> • 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	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
16	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.
17	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
History (Subject Code-027)
(PAPER CODE: 61/5/2) (12-05-27N)

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

Q.No.	VALUE POINTS	Pg No.	MARKS
1.	(C) Limitation Law	283	1
2.	(B) Cabinet Mission	430	1
3.	(D) Assertion (A) is false but Reason (R) is true.	305	1
4.	(B) a-(iii), b- (ii), c-(i), d- (iv)	320	1
5.	(C) Maharashtra	347	1
6.	(D) Hyderabad	292	1
7.	(A) David Ricardo	277	1
8.	(A) (I), (II), (III) are correct	127,128	1
9.	(C) Rudradaman	171,173	1
10.	(B) Chachar	214	1
11.	(B) Abu'l Fazl	197	1
12.	(D) Sangama	173	1
13.	(B) (I), (II), (III) are correct	147	1
14.	(B) Seydi Ali Reis – Turkey	137	1
15.	(C) Ananda	92	1
16.	(A) (a) – (ii), (b) – (iii), (c) – (i), (d) – (iv)	1-15	1
17.	(B) Shahjahan Begum for Visually Impaired Candidates	82	1

	(D) Maharashtra	102	1
18.	(D) Ghatotkacha	65	1
19.	(B) (II), (III), (IV), (I)	50	1
20.	(A) Both (A) and (R) are true and (R) is correct explanation of assertion (A)	32,34	1
21.	(C) Punjab and Sindh had higher rainfall than Shortughai	7	1
22.	<p>a) Imagine you are doing research on Harappan beads and jewellery. Which three aspects would you understand about Harappan craft production and trade from it? Explain</p> <p>Harappan Beads :</p> <p>(1) Variety of materials were used to make beads (stones like carnelian, jasper, crystal, quartz and steatite,) (metals like copper, bronze and gold) and shell, faience and terracotta.</p> <p>(2) The shapes were numerous(disc, cylindrical , spherical, barrel ,segmented)</p> <p>(3) Decorated with painting, incising and designs etched onto them.</p> <p>(4) Different techniques were used for making beads according to the material.</p> <p>(5) The red colour of carnelian was obtained by firing the yellowish raw material at various stages of production. Grinding polishing and drilling completed the process of making beads and jewellery.</p> <p>(6) Nageshwar and Balakot were important production centres. Procurement of materials for craft production suggests trade relations with Mesopotamia, Bahrain, Oman etc.</p> <p>(7) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Imagine you are a part of a student archaeology workshop where you have to explain about Harappan burial sites and jewellery. Which three aspects would you present to your classmates about it? Explain.</p>	<p>11-14</p> <p>9</p>	<p>3</p> <p>3</p>

	<p>Burial :</p> <p>(1) In Harappan sites dead were generally laid in Pits.</p> <p>(2) Some were buried in hollowed out spaces which were lined with bricks.(perhaps to indicate social differences)</p> <p>(3) Some graves contain pottery and ornaments perhaps indicating a belief that these could be used in afterlife.</p> <p>(4) Jewellery has been found in burials of both men and women</p> <p>(5) On the whole Harappens did not believe in burying precious things with the dead.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>		
23.	<p>“The sixth century BCE is often regarded as a major turning point in early Indian history.” Explain the statement.</p> <p>(1) This Era is associated with early states, cities.</p> <p>(2) There was growing use of Iron in this century.</p> <p>(3) Development of Coinage was seen in this century.</p> <p>(4)It witnessed the growth of diverse system of thoughts including Buddhism and Jainism.</p> <p>(5) This century saw the rise of sixteen mahajanpadas.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	29	3
24.	<p>(a)How did the Vijayanagara Empire expand the Virupaksha Temple ? Explain.</p> <p>(1)Earliest shrine dated to 9th Century but enlarged by Vijayanagar empire</p> <p>(2)Hall in the main Shrine was built by Krishnadeva Raya to mark his accession to throne.</p> <p>(3) This was decorated with carved pillars. He is also credited with the construction of eastern gopuram.</p> <p>(4) Halls in the temple were used for a variety of purposes like placing of gods to witness programmes of music, dance, drama and celebrate the marriages of deities.</p> <p>(5) Any other relevant point.</p>	186-187	3

	<p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b)Why the Amara-Nayaka system was considered a major political innovation of the Vijayanagara Empire? Explain.</p> <p>(1) Amar Nayaka were military commanders, used to govern territory given by the Rayas.</p> <p>(2) They Collected taxes and dues from Peasants, craft persons and traders.</p> <p>(3) They retained part of revenue for personnel use and for maintaining a contingent of Horses and elephants.</p> <p>(4) Some of the revenue was used for maintaining temples and irrigation works.</p> <p>(5) They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.</p> <p>(6)Any other relevant point.</p> <p>(Any three points to be assessed)</p>	175	3
25.	<p>Explain the ways in which the European thinkers like Montesquieu and Karl Marx used Bernier's description of India.</p> <p>(1) Using Bernier's description of India, French Philosopher Montesquieu developed the idea of oriental despotism</p> <p>(2) Rulers in Asia enjoyed absolute authority over their subjects who were kept in condition of subjugation and poverty.</p> <p>(3) All the land belonged to the king and private property was non-existent.</p> <p>(4) Karl Marx developed the concept of the Asiatic mode of Production in the 19th Century.</p> <p>(4) Surplus was appropriated by State. This was regarded as a stagnant system.</p> <p>(5) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	132	3
26.	<p>Describe any three features of the Permanent Settlement.</p> <p>(1)It was introduced by Cornwallis in Bengal in 1793.</p>	228-229	3

	<p>(2) Lands were given to zamindars.</p> <p>(3) The East India Company had fixed the revenue in perpetuity that each zamindar had to pay.</p> <p>(4) In this system the zamindar was not a landowner in the village, but a revenue collector of the state.</p> <p>(5) Since the initial revenue demand was very high and fixed in this settlement, the zamindars regularly failed to pay it.</p> <p>(6) The land was auctioned if zamindars failed to pay revenue on time. (Sunset Law)</p> <p>(7) Any other relevant point.</p> <p>(Any three points to be assessed)</p>		
27.	<p>Examine different arguments put forward by the members of the Constituent Assembly for a strong Centre.</p> <p>(1) The need for a strong centre had been underlined on numerous occasions since the Constituent Assembly had begun its sessions.</p> <p>(2) Jawaharlal Nehru stated that strong centre was required for ensuring peace, coordinating vital matters of common concern and speaking effectively for the whole country in the international sphere.</p> <p>(3) Ambedkar wanted a strong and united Centre much stronger than the Centre that was created under the Government of India Act of 1935.</p> <p>(4) Strong centre was required to stop communal frenzy.</p> <p>(5) Gopalaswami Ayyangar declared that "the Centre should be made as strong as possible".</p> <p>(6) Balakrishna Sharma gave emphasis that only a strong centre could plan for the well-being of the country, mobilize the available economic resources, establish a proper administration and defend the country against foreign aggression.</p> <p>(7) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	334-335	3
28.	<p>(a) Describe the growth of Puranic Hinduism in ancient India.</p>	104,105	8

	<p>(1) Puranic Hinduism included Vaishnavism (where Vishnu was worshipped as main deity) and Shaivism (where Shiva was regarded as the chief God).</p> <p>(2) The Bond between devotee and God was visualised as one of love and devotion or bhakti.</p> <p>(3) In Vaishnavism cults developed around various avatars or incarnations of the deity.</p> <p>(4) 10 avatars of Lord Vishnu were recognised and which the deity was believed to have assumed in order to save the world whenever it was threatened by disorder and destruction because of the dominance of evil forces.</p> <p>(5) Different avatars were popular in different parts of the country and recognizing these local deities as a form of Vishnu was one way of creating a more unified religious tradition. Local deities were also worshipped</p> <p>(6) These forms were represented in sculptures .Shiva was symbolised by the Linga although he was occasionally represented in human form too.</p> <p>(7) These representations depicted a set of ideas about the deities and their Attributes through symbols as head-dresses, Weapons and ornaments.</p> <p>(8) To understand the meanings of these sculptures historians have to be familiar with the stories behind them many of which are contained in the Puranas.</p> <p>(9) Much of what is contained in the Puranas evolved through interaction amongst people – priests, merchants, and ordinary men and women who travelled from place to place sharing ideas and beliefs.</p> <p>(10) For example Vasudeva-Krishna was an important deity in the Mathura region. Over centuries, his worship spread to other parts of the country as well.</p> <p>(11) Any other relevant point (Any 8 points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Describe the life of the followers of Buddhism in the ancient Sanghas.</p>	92-93	8
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	<p>(1) As the body of disciples of the Buddha grew he founded a sangha, an organisation of monks.</p> <p>(2) Monks too became teachers of Dhamma.</p> <p>(3) These monks lived simply, possessing only the essential requisites for survival, such as a bowl to receive food once a day from the laity.</p> <p>(4) As they lived on alms, they were known as bhikkhus.</p> <p>(5) Only men were allowed into the sangha, but later women also came to be admitted.</p> <p>(6) The Buddha's foster mother, Mahapajapati Gotami was the first woman to be ordained as a bhikkhuni.</p> <p>(7) Many women who entered the sangha became teachers of dhamma and went on to become theris, or respected women who had attained liberation.</p> <p>(8) Followers came from many social groups Kings, Wealthy man, Workers, Slaves etc</p> <p>(9) Once within the sangha, all were regarded as equal, having shed their earlier social identities on becoming bhikkhus and bhikkhunis.</p> <p>(10) The internal functioning of the sangha was based on the traditions of ganas and sanghas, where consensus was arrived at through discussions.</p> <p>(11) When a new blanket was made by a bhikkhu, it was to be kept for at least six years. A bhikkhu Could accept only 2-3 bowls of food and had to set his beddings</p> <p>(12) Any other relevant point</p> <p>(Any 8 points to be assessed)</p>		
29.	<p>(a) Examine the life of forest dwellers during the sixteenth and seventeenth centuries in the northern part of India.</p> <p>(1) Dense forest (jungle) or scrubland (kharbandi) – existed all over eastern India, central India, northern India (including the Terai on the Indo-Nepal border), Jharkhand, and in peninsular India down the Western Ghats and the Deccan plateau.</p> <p>(2) Informed conjectures based on contemporary sources suggest an average of 40 per cent area was covered with forests.</p> <p>(3) Forest dwellers were termed jangli in contemporary texts. Being jangli, however, did not mean an absence of “civilisation”, as popular usage of the term today seems to connote.</p>	208-209	8

	<p>(4) Their livelihood came from the gathering of forest produce, hunting and shifting agriculture.</p> <p>(5) These activities were largely season specific. For example among the Bhils autumn and winter were used for hunting.</p> <p>(6) They reserved spring for collecting forest produce and Summer for fishing, monsoon for cultivation</p> <p>(7) For the state, the forest was a subversive place – a place of refuge (mawas) for troublemakers.</p> <p>(8) The peshkash levied from forest people often included a supply of elephants.</p> <p>(9) Jungles provided a good defence “behind which the people of the pargana become stubbornly rebellious and pay no taxes”.</p> <p>(10) In the Mughal political ideology, the hunt symbolised the overwhelming concern of the state to relate to all its subjects,</p> <p>(11) The hunt was a subject frequently painted by court artists.</p> <p>(12) The painter resorted to the device of inserting a small scene somewhere in the picture that functioned as a symbol of a harmonious reign.</p> <p>(13) Any other relevant point</p> <p>(Any 8 points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the vivid aspects of agricultural production during the Mughal era.</p> <p>(1) Agriculture was organised around two major seasonal cycles, the kharif (autumn) and the rabi (spring).</p> <p>(2) Most regions except those terrains that were the most arid or inhospitable, produced a minimum of two crops a year (do-fasla),</p> <p>(3) Where rainfall or irrigation assured a continuous supply of water, even gave three crops.</p> <p>(4) It is mentioned in the Ain that the Mughal provinces of Agra produced 39 varieties of crops and Delhi produced 43 over the two seasons. Bengal produced 50 varieties of rice alone.</p> <p>(4) Crops such as cotton and sugarcane were jins-i kamil(Perfect Crops) par excellence</p>	198-201	8
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	<p>(5) Monsoons remained the backbone of Indian agriculture. But there were crops which required additional water.</p> <p>(6) Irrigation projects received state support as well. For example, in northern India the state undertook digging of new canals (nahr, nala) and also repaired old ones like the shahnahr in the Punjab during Shah Jahan's reign.</p> <p>(7) Cotton was grown over a great swathe of territory spread over central India and the Deccan plateau, whereas Bengal was famous for its sugar.</p> <p>(8) Cash crops would also include oilseeds and lentils. This shows how subsistence and commercial production were closely intertwined</p> <p>(9) During the seventeenth century several new crops from different parts of the world reached the Indian subcontinent like maize.</p> <p>(10) Vegetables like tomatoes, potatoes and chillies were introduced from the New World at this time, as were fruits like the pineapple and the papaya.</p> <p>(11) Though agriculture was labour intensive, peasants did use technologies that often harnessed cattle energy such as wooden plough.</p> <p>(12) Any other relevant point</p> <p>(Any 8 points to be assessed)</p>		
30.	<p>(a) To what extent was the Non-Cooperation Movement successful in mobilizing the masses against the British rule? Explain with suitable examples.</p> <p>(1) Non-Cooperation Movement was a Mass movement where people from all walks of life participated.</p> <p>(2) Non-Cooperation Movement was linked with Khilafat movement to bring India's two major religious communities, Hindus and Muslims together to bring an end to colonial rule.</p> <p>(3) It involved peasants, workers, Student, women, tribals etc.</p> <p>(4) Students stopped going to schools and colleges run by the government. Lawyers refused to attend courts.</p> <p>(5) The working class went on strike in many towns and cities leading to the loss of seven million workdays.</p>	290-291	8

	<p>(6) Swadeshi was adopted and foreign goods were Boycotted.</p> <p>(7) Scholars returned Awards and titles. People were asked to adhere to a “renunciation of (all) voluntary association with the (British) Government”.</p> <p>(8) The countryside was seething with discontent too. Hill tribes in northern Andhra violated the forest laws</p> <p>(9) Farmers in Awadh did not pay taxes. Peasants in Kumaun refused to carry loads for colonial officials</p> <p>(10) Peasants, workers, and others interpreted and acted upon the call to “non-cooperate” with colonial rule in ways that best suited their interests.</p> <p>(11) It entailed denial, renunciation, and self-discipline. It was training for self-rule.”</p> <p>(12) Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b)How are different sources to know about Gandhiji’s political career helpful in understanding his contribution towards India? Explain with examples.</p> <p>(1) One important source is the writings and speeches of Mahatma Gandhi and his contemporaries.</p> <p>(2) Many letters are written to individuals, and are therefore personal, but they are also meant for the public.</p> <p>(3) Mahatma Gandhi regularly published in his journal, Harijan, letters that others wrote to him.</p> <p>(4)Speeches of Mahatma Gandhi and his contemporaries are helpful in understanding his contribution towards India</p> <p>(4) His Autobiography gives us an account of his past that is often rich in detail.</p> <p>(5)Another vital source is government records, for the colonial rulers kept close tabs on those they regarded as critical of the government.</p> <p>(6) The letters and reports written by policemen and other officials were secret at the time; but now can be accessed in archives.</p> <p>(7)In fortnightly reports for the period of the Salt March it was noticed that the Home Department was unwilling to accept that Mahatma Gandhi’s actions had evoked any enthusiastic response from the masses.</p>	307-313	8
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	<p>(8) The march was seen as a drama, an antic, a desperate effort to mobilise people who were unwilling to rise against the British and were busy with their daily schedules, happy under the Raj.</p> <p>(9) One more important source is contemporary newspapers, published in English as well as in the different Indian languages, which tracked Mahatma Gandhi's movements and reported on his activities, and also represented what ordinary Indians thought of him</p> <p>(10) Paintings, pictures and movies revealed how Mahatma Gandhi was perceived by people.</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p>		
	<p style="text-align: center;">SECTION D (Source Based Questions)</p>		3X4=12
31.	<p style="text-align: center;">The Revolt of 1857</p> <p>(33.1) Why was Bahadur Shah's involvement important for the rebels?</p> <p>(a) He was a Mughal emperor and Political legitimacy was important.</p> <p>(b) The revolt could now be carried on the name of Mughal emperor.</p> <p>(c) Any other relevant point. .</p> <p>(Any one point to be assessed).</p> <p>(33.2) How did the actions of the rebels in Delhi indicate a breakdown of British control?</p> <p>(a) Britishers were killed and Rebels entered the Red fort.</p> <p>(b) Europeans were killed in large numbers; the rich of Delhi were attacked and looted.</p> <p>(c) Any other relevant point. .</p> <p>(Any one point to be assessed).</p> <p>(33.3) How did the sepoys and religious sentiments play an important role in this uprising? Explain.</p> <p>(a) Bullets coated with cow and pig fat were the cause of unrest among sepoys.</p> <p>(b) Hindus and Muslims felt offended as their religious sentiments were badly hurt.</p>	258	<p>1</p> <p>1</p> <p>2</p>

	<p>(c) The sepoys were asked to bite bullets that were coated with the fat of cows and pigs with their teeth. This corrupted the faith of Hindus and Muslims alike.</p> <p>(d) Any other relevant point. .</p> <p>(Any two points to be assessed).</p>		
32.	<p style="text-align: center;">Eight forms of marriage</p> <p>(31.1) Explain why jewels and costly clothes were given in the first form of marriage.</p> <p>(a) Jewels and clothes Symbolize honour towards bride and bridegroom</p> <p>(b) To provide financial assistance to the bride and bridegroom.</p> <p>(c) As it was directly related with status in society.</p> <p>(d) Any other relevant point.</p> <p>(Any one point to be assessed).</p> <p>(31.2) Explain the underlying idea behind the father honouring the bridegroom in the fourth form of marriage.</p> <p>(a) It reflected father's approval and blessings</p> <p>(b) Any other relevant point</p> <p>(31.3) How had these marriages influenced the social practices in the later Indian society?</p> <p>It influenced</p> <p>(a) The custom of performing rituals in marriages</p> <p>(b) Practice of Dowry</p> <p>(c) Role of wealth in marriage</p> <p>(d) Any other relevant point. .</p> <p>(Any two points to be assessed).</p>	58	<p>1</p> <p>1</p> <p>2</p>
33.	<p style="text-align: center;">A demon?</p> <p>(33.1) Who was Karaikkal Ammaiyar?</p> <p>Karaikkal Ammaiyar was a female devotee of Lord Shiva from Nayanar.</p> <p>(33.2) How is Lord Shiva described in the poem?</p> <p>(a) Shiva is described as a deity who dances with his matted hair thrown in all 8 directions with cool limbs</p> <p>(33.3) Analyse the central contrast depicted in the poem.</p> <p>(a) Feminine beauty and demon like structure</p> <p>(b) She renounced the world</p> <p>(c) Defiance against patriarchal norms.</p>	144-145	<p>1</p> <p>1</p> <p>2</p>

	(d) Any other relevant point. . (Any two points to be assessed).		
	SECTION E (Map Based Questions)		3+2=5
34.	<p>(34.1) On the given political outline map of India (on page 27), locate and label the following with appropriate symbols :</p> <p>(i) Kalibangan – A mature Harappan site</p> <p>(ii) Ajanta – An ancient Buddhist site</p> <p>(iii)(a) Panipat – A territory under the Mughals</p> <p style="text-align: center;">OR</p> <p>(a) Golconda – A medieval period state</p> <p>(34.2) On the same political 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.</p> <p>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</p> <p>(34.1) Mention any one mature Harappan site in Pakistan.</p> <p>Harappa/ Balakot / Amri/ Mohenjodaro</p> <p>(any one to be mentioned)</p> <p>(34.2) Mention one ancient Buddhist site in Bihar.</p> <p>Bodhgaya/ Kushinagar</p> <p>(34.3) (a) Name any one territory which was under the Mughal empire.</p> <p>Ajmer/Panipat/Agra/Delhi</p> <p>(any one to be mentioned)</p> <p style="text-align: center;">OR</p> <p>(34.3) (b) Name any one neighbouring kingdom of the Vijayanagara Empire.</p> <p>Bijapur / Golkonda/ Bidar/ Warrangal</p> <p>(any one to be mentioned)</p> <p>(34.4) Name any two centres of the Indian National Movement.</p> <p>Champaran / Chauri-choura/Bombay/ Amritsar/ Calcutta/ Kheda Dandi</p> <p>(any two to be mentioned)</p>	<p>2</p> <p>95</p> <p>174</p> <p>214</p> <p>289</p> <p>2</p> <p>95</p> <p>174</p> <p>214</p> <p>287-305</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

For question no. 34

