

Marking Scheme
Strictly Confidential
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Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE 027/61-3-1)

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	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"> • 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: 61/3/1) (12-03-27N)
NOTE: PAGE NOS. MENTIONED IN THE
MARKING SCHEME ARE TAKEN FROM
THE LATEST NCERT E-BOOK

Q. No.	VALUE POINTS	Pg No	Marks
SECTION-A (Multiple Choice Type Questions)			
1.	C - I, III & IV	10,11,15,16	1
2.	A - Both (A) & (R) are correct & (R) is correct	32	1
3.	B - II, IV, I & III	31,32,36,37,50	1
4.	C - Dhritrashtra	57	1
5.	A - Gandhara	108	1
	Question for the Visually Impaired Candidates		
	C - Shahjahan Begum	83	1
6.	A - a-iv, b-i, c-ii, d-iii	3,4,8,11	1
7.	C - Patriline Succession	55,56	1
8.	D - Peter Mundy: England	137	1
9.	B - I, II & IV	158	1
10.	C - Battle of Talikota	173	1
11.	D - Shahjahan	200	1
12.	C - Polaj	214	1
13.	B - Shaikh Nizamuddin Auliya - Agra	154	1
14.	A - I, III & IV	117	1
15.	A - Charles Cornwallis	229	1
16.	D - Bombay	262	1
17.	C - Punjab	287	1
18.	A - a-iv, b-iii, c-ii, d-i	320	1
19.	A - Both (A) & (R) are true and (R) is correct explanation of (A)	258	1
20.	B - Swami Vivekananda	326	1
21.	D - British	255	1
SECTION-B (Short Answer Type Questions)			
22.	(a) Imagine you are a research scholar studying Harappan seals displayed in the National Museum. Explain any three aspects about the role of Harappan seals in trade and administration.	15	3

	<ol style="list-style-type: none"> 1. Seals and sealings facilitated long distance trade. 2. Seals were pressed on wet clay. 3. The sealing also conveyed the identity of the sender. <p>Any other relevant point. Any three points to be assessed.</p> <p style="text-align: center;">OR</p>		
22.	<p>(b) Imagine you are visiting the National Museum and see the replica of the 'Priest-King' stone statue from Mohenjodaro. Which three conclusions would you make about Harappa from this artefact? Explain.</p> <ol style="list-style-type: none"> 1. A stone statue was labelled as the "priest-king". 2. Archaeologists familiar with Mesopotamian history draw parallels in the Indus region. 3. They may be religious figures holding political power. <p>Any other relevant point. Any three points to be assessed.</p>	16	3
23.	<p>Describe any three sources to reconstruct the history of the Mauryan Empire.</p> <ol style="list-style-type: none"> 1. Megasthenes account 2. Arthashastra of Kautilya 3. Inscriptions of Ashoka 4. Jaina texts 5. Buddhist texts 6. Archaeological finds 7. Puranic literature 8. Sanskrit literary works 9. Sculpture 10. Ashokavadana 11. Coins <p>Any other relevant point. Any three points to be assessed.</p>	32	3
24.	<p>How did Bernier's account highlight the positive role of Indian women? Explain.</p> <ol style="list-style-type: none"> 1. Women labour was crucial in both agricultural and non-agricultural production. 2. Women from merchant families participated in commercial activities. 3. They took mercantile disputes to the court of law. 4. It is unlikely that women were confined to the private spaces of their homes. <p>Any other relevant point. Any three points to be assessed.</p>	136	3
25.	<p>(a) "Kabir is one of the most outstanding examples of poet-saints of Nirguna Bhakti." Explain the statement.</p> <ol style="list-style-type: none"> 1. Kabir described ultimate Reality from the terms drawn from Vedantic traditions, alakh (the unseen), nirakar (formless), Brahman, Atman, etc. 	161	3

	<ol style="list-style-type: none"> 2. He also described the Ultimate Reality as Allah, Khuda, Hazrat and Pir, taken from the Islamic tradition. 3. Mystical connotation - terms with mystical connotations such as shabda (sound) or shunya (emptiness) were drawn from yogic tradition. 4. Some of his poems draw on Islamic ideas. 5. They use monotheism and iconoclasm to attack Hindu polytheism and idol worship. 6. Some others use the sufi concept of zikr and ishq (love) to express the Hindu practice of nam-simaran (remembrance of God's name). <p>Any other relevant point.</p> <p>Any three points to be assessed.</p> <p style="text-align: center;">OR</p>		
25.	<p>(b) "Alvars of the sixth century created a rich cultural legacy." Explain the statement.</p> <ol style="list-style-type: none"> 1. Alvars were the devotees of Vishnu. 2. They travelled from place to place singing hymns in Tamil in praise of their gods. 3. During their travels the Alvars identified certain shrines as abodes of their chosen deities. 4. Very often large temples were later built at these sacred places. 5. These developed as centres of pilgrimage. 6. Singing compositions of these poet-saints became part of temple rituals. 7. Alvars initiated a movement of protest against the caste system and the dominance of Brahmanas. 8. They attempted to reform the system. 9. Bhaktas hailed from diverse social backgrounds ranging from Brahmanas to artisans and cultivators and even from castes considered "untouchable". 10. The compositions of the Alvars were as important as the Vedas. For instance, the Nalayira Divyaprabandham, is often described as the Tamil Veda. 11. The presence of women was also an important part of the tradition. For instance, Andal, a woman Alvar saint. <p>Any other relevant point.</p> <p>Any three points to be assessed.</p>	143-146	3
26.	<p>Critically examine the varied aspects of the Fifth Report of 1813.</p> <ol style="list-style-type: none"> 1. Fifth report, a fifth in the series of reports, was submitted to the British Parliament in 1813. 	233-235	3

	<ol style="list-style-type: none"> 2. It highlighted the administration and activities of the East India Company in India. 3. The Fifth Report had 1002 pages, of which over 800 pages were appendices. 4. It reproduced petitions of zamindars and ryots, reports of collectors from different districts, statistical tables on revenue returns, and notes on the revenue and judicial administration of Bengal and Madras 5. Many groups in Britain opposed the monopoly of the East India Company over trade with India and China. 6. They wanted a revocation of the Royal Charter that gave the Company this monopoly. 7. Information about Company misrule and maladministration was hotly debated in Britain 8. The incidents of the greed and corruption of Company officials were widely publicised in the press. 9. The British Parliament passed a series of Acts to regulate and control Company rule in India. 10. It forced the Company to produce regular reports on the administration of India and 11. A number of committees were appointed to enquire into the affairs of the Company. 12. The Fifth Report was one such report produced by a Select Committee. 13. It became the basis of intense parliamentary debates on the nature of the East India Company's rule in India. 14. The Fifth Report helps us to understand the situation in rural Bengal. 15. The evidence contained in the Fifth Report is invaluable. 16. Official reports like this have to be read carefully. 17. We need to know who wrote the reports and why they were written. 18. Recent researches show that the arguments and evidence offered by the Fifth Report cannot be accepted uncritically. 19. The Fifth Report exaggerated the collapse of traditional zamindari power. 20. It overestimated the scale on which zamindars were losing their land. <p>Any other relevant point.</p> <p>Any three points to be assessed.</p>		
27.	<p>How did Indian art and literature depict the Revolt of 1857 as the First War of Independence? Explain.</p> <ol style="list-style-type: none"> 1. Art and literature has helped in keeping alive the memory of 1857. 2. The leaders of the revolt were presented as heroic figures leading the country into battle. 	313	3

	<ol style="list-style-type: none"> 3. Heroic poems were written about Rani Laxmibai. 4. Rani of Jhansi was represented as a masculine figure. 5. Children in many parts of India grow up reading the lines of Subhadra Kumari Chauhan: “Khoob lari mardani woh to Jhansi wali rani thi” 6. In popular prints Rani Lakshmi Bai is portrayed in battle armour, with a sword in hand and riding a horse – a symbol of the determination to resist injustice and alien rule. 7. The images indicate how the painters who produced them perceived those events, what they felt, and what they sought to convey. 8. Through the paintings and cartoons we know about the public that looked at the paintings, appreciated or criticised the images, and bought copies and reproductions to put up in their homes. 9. These images reflected the emotions and feelings of the people. 10. They shaped sensibilities. 11. Nationalist imageries of the revolt shaped the nationalist imagination. <p>Any other relevant point. Any three points to be assessed.</p>		
	SECTION-C (Long Answer Type Questions)		
28.	<p>(a) “Mahabharata is considered as a dynamic text.” Explain the statement with examples.</p> <ol style="list-style-type: none"> 1. The growth of the Mahabharata did not stop with the Sanskrit version. 2. The epic was written in a variety of languages. 3. The epic was an ongoing process of dialogue between peoples, communities, and those who wrote the texts. 4. Several stories that originated in specific regions or circulated amongst certain people found their way into the epic. 5. The central story of the epic was often retold in different ways. 6. Many episodes were depicted in sculpture and painting. 7. It provided themes for a wide range of performing arts – plays, dance and other kinds of narrations. 8. It is depicted in sculpture and relief carvings – Temples. 9. Bhagavad Gita. <p>Any other relevant point. Any eight points to be assessed.</p> <p style="text-align: center;">OR</p>	77	8

28.	<p>(b) “Mahabharata reinforced the ideas of familial values.” Explain the statement with examples.</p> <ol style="list-style-type: none"> 1. Familial ties are often regarded as “natural” and based on blood, they are defined in many different ways. 2. Some societies regard cousins as being blood relations, whereas others do not. 3. Patriliney means tracing descent from father to son, grandson leading to patrilineal succession. 4. In exceptional circumstances, women such as Prabhavati Gupta exercised power. 5. Sons were important for the continuity of the patrilineage. 6. Daughters had no claims to the resources of the household. 7. Daughters were married outside the kin. This system was called exogamy. 8. Kanyadana or the gift of a daughter in marriage was an important religious duty of the father. 9. People were classified into gotras. 10. Women were expected to give up their father’s gotra and adopt that of their husband on marriage. 11. Members of the same gotra could not marry. 12. Satavahana rulers were identified through metronymics (names derived from that of the mother). 13. It is suggested that mothers were important but we need to be cautious before we arrive at any conclusion. 14. Proper social roles: Drona and Eklavya, Bhim and Hidimba. <p>Any other relevant point. Any eight points to be assessed.</p>	55-62	8
29.	<p>(a) Examine the structural and ceremonial features of the Mahanavami Dibba of the Vijayanagara Empire.</p> <p>(I) Structural Features:</p> <ol style="list-style-type: none"> 1. The entire complex is surrounded by high double walls with a street running between them. 2. Mahanavami dibba is a massive platform rising from a base of about 11,000 sq. ft to a height of 40 ft. 3. There is evidence that it supported a wooden structure. 4. The base of the platform is covered with relief carvings. <p>Any other relevant point. Any four points to be assessed.</p> <p>(II) Ceremonial Features:</p> <ol style="list-style-type: none"> 1. 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, known variously as 	180-181	4+4=8

	<p>Dussehra (northern India), Durga Puja (in Bengal) and Navaratri or Mahanavami (in peninsular India).</p> <ol style="list-style-type: none"> The Vijayanagara kings displayed their prestige, power and suzerainty on this occasion. The ceremonies performed on the occasion included worship of the image, worship of the state horse, and the sacrifice of buffaloes and other animals. Dances, wrestling matches, and processions of caparisoned horses, elephants and chariots and soldiers. Ritual presentations were made before the king and his guests. These ceremonies had deep symbolic meanings. The king inspected his army and the armies of the nayakas in a grand ceremony in an open field. The nayakas brought rich gifts for the king as well as the stipulated tribute. <p>Any other relevant point. Any four points to be assessed.</p>		
29.	<p style="text-align: center;">OR</p> <p>(b) Examine the distinctive features of the Vijayanagara fortifications that reflected the strength of the empire.</p> <ol style="list-style-type: none"> Abdur Razzaq, in the fifteenth century, was greatly impressed by the fortifications, He mentioned seven lines of forts and fortification. These encircled not only the city but also its agricultural hinterland and forests. The outermost wall linked the hills surrounding the city. The massive masonry construction was slightly tapered. No mortar or cementing agent was employed anywhere in the construction. The stone blocks were wedge shaped, which held them in place. The inner portion of the walls was of earth packed with rubble. Square or rectangular bastions projected outwards. Abdur Razzaq noted that "between the first, second and the third walls there are cultivated fields, gardens and houses". Paes observed: "From this first circuit until you enter the city there is a great distance, in which are fields in which they sow rice and have many gardens and much water, in which water comes from two lakes." These statements have been corroborated by present-day archaeologists, who have also found evidence of 	177-178	8

	<p>an agricultural tract between the sacred centre and the urban core.</p> <ol style="list-style-type: none"> 13. The tract was serviced by an elaborate canal system drawing water from the Tungabhadra. 14. A second line of fortification went round the inner core of the urban complex, 15. A third line surrounded the royal centre, within which each set of major buildings was surrounded by its own high walls. 16. The fort was entered through well-guarded gates, which linked the city to the major roads. 17. Gateways were distinctive architectural features that defined the structures to which they regulated access. 18. Indo-Islamic architectural style was used. 19. Roads were built within the city and also leading out from it. 20. Roads generally wound around through the valleys, avoiding rocky terrain. 21. Some of the most important roads extended from temple gateways, and were lined by bazaars. <p>Any other relevant point. Any eight points to be assessed.</p>		
30.	<p>(a) “The Non-Cooperation Movement became an unprecedented popular movement in the history of colonial India.” Justify the statement with suitable arguments.</p> <ol style="list-style-type: none"> 1. Gandhiji called for a countrywide campaign against the “Rowlatt Act” which restricted the people’s right to assemble, detention without trial for two years. 2. The success of the Rowlatt satyagraha led Gandhiji to call for a campaign of “non-cooperation” with British rule. 3. Indians who wished colonialism to end were asked to stop attending schools, colleges and law courts, and not pay taxes. 4. To broaden the struggle he joined hands with the Khilafat Movement that sought to restore the Caliphate. 5. Gandhiji hoped that by joining the non-cooperation movement with Khilafat Hindus and Muslims, could be brought together. 6. These movements led to popular action that was unprecedented in colonial India. 7. Renunciation of (all) voluntary association with the (British) Government. 8. Students stopped attending schools, colleges 9. Lawyers boycotted the law courts. 10. Hill tribes in northern Andhra violated the forest laws. 	Pg -290	8

	<p>11. Farmers in Awadh did not pay taxes.</p> <p>12. Peasants in Kumaun refused to carry loads for colonial officials.</p> <p>13. These protest movements were carried out in defiance of the local nationalist leadership.</p> <p>14. 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>15. “Non-cooperation,” wrote Mahatma Gandhi’s American biographer Louis Fischer, “became the name of an epoch in the life of India and of Gandhiji.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p>		
30.	<p>(b) “The Salt Satyagraha was an all-India campaign in opposition to colonial rule.” Justify the statement with suitable arguments.</p> <ol style="list-style-type: none"> 1. In December 1929 the congress passed the baton of leadership to Jawahar Lal Nehru and declared “Purna Swaraj”, or complete independence as their goal. 2. On 26 January 1930, “Independence Day” was observed. 3. After the observance of this “Independence Day”, Mahatma Gandhi announced that he would lead a march to break the salt law. 4. The salt law was the most oppressive law. 5. It gave the state a monopoly in the manufacture and sale of salt. 6. Salt was indispensable. 7. People were forbidden from making salt even for domestic use. 8. They were compelled to buy it from shops at a high price. 9. The state monopoly over salt was unpopular. 10. Gandhiji hoped to mobilise a wider discontent against British rule. 11. Gandhiji had given advance notice of his “Salt March” to the Viceroy Lord Irwin, who failed to grasp the significance of the action. 12. On 12 March 1930, Gandhiji began walking from his ashram at Sabarmati towards the ocean. 13. He reached his destination three weeks later, making a fistful of salt. 14. Parallel salt marches were conducted in other parts of the country. 15. Peasants breached the colonial forest laws. 16. Factory workers went on strike. 17. Lawyers boycotted British courts. 	295-298, 300	8

	<p>18. Students refused to attend government-run educational institutions.</p> <p>19. The Salt March was notable for at least three reasons.</p> <p>20. It brought Mahatma Gandhi to world attention.</p> <p>21. It was the first activity in which women participated in large numbers.</p> <p>22. The Salt March made the British realise that their Raj would not last forever, and that they would have to give some power to the Indians.</p> <p>Any other relevant point.</p> <p>Any eight points to be assessed.</p>		
	SECTION-D (Source Based Questions)		
	Verses from the Upanishads		
31.	<p>31. 1 Where does the soul reside according to the verse? The Soul is said to reside within the heart.</p> <p>31. 2 How is the soul described in terms of size? The Soul is described as being smaller than a grain of paddy, barley, seed, sharing it in extremely tiny in size.</p> <p>31.3 What happens when a person truly knows the self (soul) according to the Chhandogya Upanishad? When a person truly knows the self</p> <ol style="list-style-type: none"> They experience complete oneness with the world. Their all desires are fulfilled within themselves. <p>Any other relevant point</p>	<p>85</p> <p>85</p> <p>85</p>	<p>1</p> <p>1</p> <p>2</p>
	How Silver Came to India		
32.	<p>32. 1 How did silver and gold from America reach India? It passed through several kingdoms of Europe, Turkey and Persia for trade.</p> <p>32.2 How did ships contribute to the flow of silver and gold to India? Indian, Dutch, English & Portuguese ships carried goods to different countries in exchange of goods.</p> <p>32.3 How did India benefit from global trade networks in the 17th century?</p> <ol style="list-style-type: none"> India received enormous gold & silver. It enriched Mughal Empire. Mughal economy got strengthened. Stability in the availability of metal currency. Expansion of minting of coins. Circulation of money in the economy. 	<p>217</p> <p>217</p> <p>217</p>	<p>1</p> <p>1</p> <p>2</p>

	<p>vii. Ability of the Mughal state to extract taxes and revenue in cash.</p> <p>Any other relevant point.</p> <p>Any two points to be assessed.</p>		
	Framing the Constitution		
33.	<p>33.1 Why is the Indian Constitution regarded as the longest in the world?</p> <p>i. Indian Constitution accommodated India's vast size and cultural diversity.</p> <p>ii. It provides comprehensive details.</p> <p>iii. It includes specific provisions for a diverse nation.</p> <p>Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>33.2 Why was the Constitution seen as essential at the time of Independence?</p> <p>i. It was to hold together a vast nation and trust in united India</p> <p>ii. It sought to heal wounds of the past and the present.</p> <p>iii. To make Indians of different classes, castes and communities come together in a shared political experiment.</p> <p>iv. It sought to nurture democratic institutions.</p> <p>Any other relevant point.</p> <p>Any one point to be assessed.</p> <p>33.3 How did the Constitution seek to nurture the democracy in India?</p> <p>i. By establishing representative democracy</p> <p>ii. By establishing principles of equality.</p> <p>iii. By guaranteeing fundamental rights.</p> <p>iv. By promoting social and economic justice.</p> <p>Any other relevant point.</p> <p>Any two points to be assessed.</p>	<p>316</p> <p>316</p> <p>316</p>	<p>1</p> <p>1</p> <p>2</p>
	SECTION-E (Map Based Question)		
34.	<p>34.1 On the given political outline map of India (on page 27), locate and label the following places with appropriate symbols:</p> <p>(i) Lothal - A mature Harappan site</p> <p>(ii) Amravati – A Buddhist site</p> <p>(iii) (a) Delhi - A territory under Mughals</p> <p style="text-align: center;">OR</p> <p>(iii) (b) Vijayanagara - A medieval period kingdom</p>	<p>2</p> <p>95</p> <p>214</p> <p>174</p>	<p>1+1+1=3</p>

	<p>34.2 On the same political outline map of India, two places have been marked as 'A' and 'B', as centres of the Indian National Movement. Identify them and write their correct names on the lines drawn near them.</p> <p>A - Dandi/Bardoli B – Chauri Chaura (See attached map)</p>	<p>295,296 291</p>	<p>1+1=2</p>
34.	<p>The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 : (34.1)</p> <p>34.1 Mention any one mature Harappan site in Western India.</p> <p>Ans Dholavira, Nageshwar, Lothal, Kalibangan (Any one)</p> <p>34.2 Mention any one ancient Buddhist site in South India.</p> <p>Ans Amravati, Nagarjunakonda (Any one)</p> <p>34.3 (a) Name any one territory which was under the Mughals.</p> <p>Ans Delhi, Agra, Ajmer, Amber, Panipat (Any one)</p> <p style="text-align: center;">OR</p> <p>34.3 (b) Name any one neighbouring kingdom of the Vijayanagara Empire.</p> <p>Ans Bijapur, Ahmednagar, Golconda, Orissa (Any one)</p> <p>34.4 Name any two centres of Indian National Movement.</p> <p>Ans Delhi, Bombay, Madras, Calcutta, Dandi, kheda, Bardoli, Ahmedabad, Champaran, Chauri Chaura, Amritsar (Any two)</p>	<p>2</p> <p>95</p> <p>214</p> <p>174</p> <p>291,295,296</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>

<p>34.</p>	<p>34.</p> <div data-bbox="405 232 1107 1173"><p>प्रश्न सं. 34 के लिए</p><p>For question no. 34</p><p>भारत का रेखा-मानचित्र (राजनीतिक) Outline Map of India (Political)</p><p>A-Dandi/Bardoli दांडी/बारडोली</p><p>iii (a)-Delhi/दिल्ली</p><p>B- Chauri Chaura/चौरी चौरा</p><p>i- Lothal/लोथल</p><p>ii- Amravati/अमरावती</p><p>iii (b)-Vijayanagara/विजयनगर</p><p>61/3/2 Page 27 of 27</p></div>		
	<p>- o O o -</p>		