

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE 027/61-4-2)

General Instructions: -

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| 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. |

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| 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: 61/4/2) (12-04-27N)

NOTE: PAGE NO. 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) | | 21x1=21 |
| 1. | B – Jyotiba Phule | 326 | 1 |
| 2. | C – Assertion (A) is true, but Reason(R) is false. | 270 | 1 |
| 3. | A –a-iv,b-iii, c-ii, d- i | 332 | 1 |
| 4. | C – Bengal | 287 | 1 |
| 5. | D – Mysore | 262 | 1 |
| 6. | A – Sidhu Manjhi | 242 | 1 |
| 7. | B – I, II, & III are correct. | 118-119 | 1 |
| 8. | C – Guru Raidas | 165 | 1 |
| 9. | D. Banjar | 214 | 1 |
| 10. | B – Akbar | 197 | 1 |
| 11. | D –The region between Krishna & Tungabhadra rivers | 173 | 1 |
| 12. | B – Only I & II are correct | 164-165 | 1 |
| 13. | C – Marco Polo- Italy | 137 | 1 |
| 14. | B – Gifts received at the time of marriage and from relatives | 68 | 1 |
| 15. | A –a- ii, b-i, c-iv, d-iii | 21-22 | 1 |
| 16. | D – Mathura For Visually Impaired Candidates: C – Theraveda | 103 103 | 1 |
| 17. | D. Ekalavya | 62 | 1 |
| 18. | None of the options given in the Question is correct. Hence one mark to be awarded to the students who have attempted the Question. | | 1 |
| 19. | A – Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A). | 32 | 1 |
| 20. | D – Meluhha referred to a trading area of Harappa | 14 | 1 |
| 21. | D – Bombay | 255 | 1 |

| | SECTION –B (Short Answer Type Questions) | | 6x3=18 |
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| 22. | <p>(a) Imagine you are writing a research project on Harappan agriculture. Which three informations on archaeological evidence would you cite to explain it?</p> <p>i. The prevalence of agriculture is indicated by finds of grain. ii. Representations on seals and terracotta sculpture indicate that the bull was known to them. Archaeologists extrapolate from this that oxen were used for ploughing. iii. Terracotta models of the plough have been found at sites in Cholistan and at Banawali. iv. Archaeologists have also found evidence of a ploughed field at Kalibangan (Rajasthan), associated with Early Harappan levels. v. The field had two sets of furrows at right angles to each other, suggesting that two different crops were grown together. vi. Traces of canals have been found at the Harappan site of Shortughai in Afghanistan. vii. Water drawn from wells was used for irrigation. viii. Water reservoirs found in Dholavira (Gujarat) may have been used to store water for agriculture. ix. Any other relevant point. (Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Imagine your school is hosting an exhibition on the Harappan civilization and you are responsible for the section on the Harappan script. Which three aspects of it would you explain to the visitors?</p> <p>i. Harappan seals usually have a line of writing, probably containing the name and title of the owner. ii. The motif (generally an animal) conveyed a meaning to those who could not read. iii. Most inscriptions are short, the longest containing about 26 signs. iv. Although the script remains undeciphered till date. v. It was evidently not alphabetical (where each sign stands for a vowel or a consonant) as it has just too many signs – somewhere between 375 and 400. vi. It is apparent that the script was written from right to left as some seals show a wider spacing on the right and cramping on the left. vii. It is found on the variety of objects on which writing has been found: seals, copper tools, rims of jars, copper and terracotta tablets, jewellery, bone rods, even an ancient signboard. viii. Any other relevant point. (Any three points to be assessed)</p> | 3-4 | 3 |
| | | 15 | 3 |
| 23. | <p>Describe any three features of ancient coinage.</p> <p>i. Punch-marked coins made of silver and copper were amongst the earliest to be minted and used. ii. Numismatists have studied these and other coins to reconstruct possible commercial networks.</p> | 44-45 | 3 |

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| | <p>iii. Attempts made to identify the symbols on punch marked coins with specific ruling dynasties, including the Mauryas, suggest that these were issued by kings.</p> <p>iv. It is also likely that merchants, bankers and townspeople issued some of these coins.</p> <p>v. The first coins to bear the names and images of rulers were issued by the Indo-Greeks, who established control over the north-western part of the subcontinent c. second century BCE.</p> <p>vi. The Kushanas, however, issued the largest hoards of gold coins first gold coins c. first century CE.</p> <p>vii. These were virtually identical in weight with those issued by contemporary Roman emperors and the Parthian rulers of Iran, and have been found from several sites in north India and Central Asia. viii. The widespread use of gold coins indicates the enormous value of the transactions that were taking place. Besides, hoards of Roman coins have been found from archaeological sites in south India.</p> <p>ix. The networks of trade were not confined within political boundaries: south India was not part of the Roman Empire, but there were close connections through trade.</p> <p>x. Coins were also issued by tribal republics such as that of the Yaudheyas of Punjab and Haryana</p> <p>xi. Archaeologists have unearthed several thousand copper coins issued by the Yaudheyas, pointing to the latter's interest and participation in economic exchanges.</p> <p>xii. Some of the most spectacular gold coins were issued by the Gupta rulers. The earliest issues are remarkable for their purity. xiii. These coins facilitated long-distance transactions from which kings also benefited.</p> <p>xiv. Any other relevant point. (Any three points to be assessed)</p> | | |
| 24. | <p>Explain the barriers that Al-Biruni faced in understanding Indian society.</p> <p>i. Language – Sanskrit was different from Arabic and Persian.</p> <p>ii. The differences in the religious beliefs and practices.</p> <p>iii. The self-absorption and consequent insularity of local population.</p> <p>iv. Any other relevant point. (Any three points to be assessed)</p> | 124 | 3 |
| 25. | <p>(a) Explain the role of Guru Gobind Singh in Sikhism.</p> <p>i. He was the tenth preceptor.</p> <p>ii. He included the composition of the ninth Guru Tegh Bahadur.</p> <p>iii. He composed Guru Granth Sahib.</p> <p>iv. He laid the foundation of Khalsa Panth.</p> <p>v. He defined five Sikh symbols.</p> <p>vi. He consolidated Sikhism as a socio-religious and military force.</p> <p>vii. Any other relevant point. (Any three points to be assessed)</p> <p style="text-align: center;">OR</p> | 164 | 3 |

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| | <p>(b) Explain the ‘Ultimate Reality’ principle in Kabir’s philosophy.</p> <p>i. Kabir’s poems have survived in several languages and dialects; and some are composed in the special language of nirguna poets, the sant bhasha. Others, known as ulatbansi.</p> <p>ii. The nature of the Ultimate Reality in words: expressions such as “the lotus which blooms without flower” or the “fire raging in the ocean” convey a sense of Kabir’s mystical experiences.</p> <p>iii. He described the Ultimate Reality as Allah, Khuda, Hazrat and Pir.</p> <p>iv. He also used terms drawn from Vedantic traditions, alakh (the unseen), nirakar (formless), Brahman, Atman, etc.</p> <p>v. Mystical connotations such as shabda (sound) or shunya (emptiness) were drawn from yogic traditions.</p> <p>vi. Any other relevant point.</p> <p>(Any three points to be assessed)</p> | 161 | 3 |
| 26. | <p>Why did the British introduce Permanent Settlement in Bengal? Explain.</p> <p>i. By introducing the Permanent Settlement, British officials hoped to resolve the problems they had been facing since the conquest of Bengal.</p> <p>ii. By the 1770s, the rural economy in Bengal was in crisis, with recurrent famines and declining agricultural output.</p> <p>iii. Officials felt that agriculture, trade and the revenue resources of the state could all be developed by encouraging investment in agriculture.</p> <p>iv. This could be done by securing rights of property and permanently fixing the rates of revenue demand.</p> <p>v. If the revenue demand of the state was permanently fixed, then the Company could look forward to a regular flow of revenue, while entrepreneurs could feel sure of earning a profit from their investment, since the state would not siphon it off by increasing its claim.</p> <p>vi. The officials hoped, it would lead to the emergence of a class of yeomen farmers and rich landowners who would have the capital and enterprise to improve agriculture.</p> <p>vii. Nurtured by the British, this class would also be loyal to the Company.</p> <p>viii. Any other relevant point.</p> <p>(Any three points to be assessed)</p> | 228-229 | 3 |
| 27. | <p>Examine the views of Mahatma Gandhi regarding the national language.</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 popular language of a large section of the people of India, and it was a composite language enriched by the interaction of diverse cultures.</p> <p>iii. Over the years it had incorporated words and terms from very many different sources, and was therefore understood by people from various regions.</p> <p>iv. This multi-cultural language, Mahatma Gandhi thought, would be the ideal language of communication between diverse communities.</p> | 336 | 3 |

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| | <p>v. It could unify Hindus and Muslims, and people of the north and the south.</p> <p>vi. Any other relevant point. (Any three points to be assessed)</p> | | |
| | <p style="text-align: center;">SECTION-C (LONG ANSWER TYPE QUESTION)</p> | | 3x8=24 |
| 28. | <p>(a) Describe the examples which show that Brahmanical ideas on kinship, marriage and ruling lineage were not universally followed during the early historical period in India.</p> <p>i. It describes a feud over land and power between two groups of cousins, the Kauravas and the Pandavas, who belonged to a single ruling family, that of the Kurus, a lineage dominating one of the janapadas.</p> <p>ii. Most ruling dynasties claimed to follow this system, although there were variations in practice: sometimes there were no sons in some situations brothers succeeded one another.</p> <p>iii. Sometimes other kinsmen claimed the throne, and, in very exceptional circumstances, women such as Prabhavati Gupta exercised power.</p> <p>iv. The concern with patriliney was not unique to ruling families. It is evident in mantras in ritual texts such as the Rigveda. It is possible that these attitudes were shared by wealthy men and those who claimed high status, including Brahmanas.</p> <p>v. The Dharmasutras and Dharmashastras recognised as many as eight forms of marriage. Of these, the first four were considered as “good” while the remaining were condemned. It is possible that these were practised by those who did not accept Brahmanical norms.</p> <p>vi. The names of women who married Satavahana rulers indicates that many of them had names derived from gotras such as Gotama and Vasistha, their father’s gotras.</p> <p>vii. Endogamy or marriage within the kin group, which was prevalent amongst several communities in south India. Such marriages amongst kinfolk (such as cousins) ensured a close-knit community.</p> <p>viii. Satavahana rulers were identified through metronymics (names derived from that of the mother).</p> <p>ix. According to the Shastras, only Kshatriyas could be kings. However, several important ruling lineages probably had different origins. The social background of the Mauryas, who ruled over a large empire.</p> <p>x. Other rulers, such as the Shakas who came from Central Asia, were regarded as mlechchhas, barbarians or outsiders by the Brahmanas.</p> <p>xi. The best-known ruler of the Satavahana dynasty, Gotami-puta Siri-Satakani, claimed to be both a unique Brahmana (eka bamhana) and a destroyer of the pride of Kshatriyas.</p> <p>xii. He also claimed to have ensured that there was no intermarriage amongst members of the four varnas. At the same time, he entered into a marriage alliance with the kin of Rudradaman.</p> <p>xiii. Any other relevant point. (Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> | 55,56, 58,60, 62,63. | 8 |

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| | <p>(b) Describe the process undertaken by V.S. Sukthankar and his team in preparing the critical edition of the Mahabharata.</p> <p>i. In 1919, under the leadership of Indian Sanskritist, V.S. Sukthankar. A team comprising dozens of scholars initiated the task of preparing a critical edition of the Mahabharata.</p> <p>ii. It meant collecting Sanskrit manuscripts of the text, written in a variety of scripts, from different parts of the country.</p> <p>iii. The team worked out a method of comparing verses from each manuscript.</p> <p>iv. They selected the verses that appeared common to most versions and published these in several volumes, running into over 13,000 pages.</p> <p>v. The project took 47 years to complete.</p> <p>vi. Two things became apparent: there were several common elements in the Sanskrit versions of the story, evident in manuscripts found all over the subcontinent.</p> <p>vii. There were enormous regional variations in the ways in which the text had been transmitted over the centuries.</p> <p>viii. These 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.</p> <p>ix. These variations are reflective of the complex processes that shaped early (and later) social histories – through dialogues between dominant traditions and resilient local ideas and practices.</p> <p>x. These dialogues are characterised by moments of conflict as well as consensus. Our understanding of these processes is derived primarily from texts written in Sanskrit by and for Brahmanas.</p> <p>xi. Subsequently, scholars began studying other traditions, from works in Pali, Prakrit and Tamil. These studies indicated that the ideas contained in normative Sanskrit texts were on the whole recognised as Authoritative.</p> <p>xii. Any other relevant point.</p> <p>(Any eight points to be assessed)</p> | 54 | 8 |
| 29. | <p>(a) “Krishnadeva Raya’s rule was characterised by expansion, consolidation and architectural development.” Explain the statement with examples.</p> <p>i. Krishnadeva Raya expanded his empire between the Tungabhadra and Krishna rivers (the Raichur doab).</p> <p>ii. The rulers of Orissa were subdued.</p> <p>iii. Severe defeats were inflicted on the Sultan of Bijapur.</p> <p>iv. The kingdom remained in a constant state of military preparedness, it flourished under conditions of unparalleled peace and prosperity.</p> <p>v. Krishnadeva Raya is credited with building some fine temples and adding impressive gopurams to many important south Indian temples.</p> <p>vi. He also founded a suburban township near Vijayanagara called Nagalapuram after his mother</p> <p>vii. The hall in front of the main shrine of Virupaksha temple was built by Krishnadeva Raya to mark his accession.</p> | 173, 186, 187 | 8 |

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| | <p>viii. This was decorated with delicately carved pillars.</p> <p>ix. He is also credited with the construction of the eastern gopuram.</p> <p>x. His period witnessed peace, prosperity and flourishing trade.</p> <p>xi. Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) “The structure of Mahanavami Dibba was significant for its buildings as well as its functions.” Explain the statement with examples.</p> <p>i. The Mahanavami dibba is a massive platform rising from a base of about 11,000 sq. ft to a height of 40 ft.</p> <p>ii. It was supported by 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. The ceremonies performed on the occasion included worship of the image, worship of the state horse, and the sacrifice of buffaloes and other animals.</p> <p>vi. Dances, wrestling matches, and processions of caparisoned horses, elephants and chariots and soldiers, as well as ritual presentations.</p> <p>vii. Before the king and his guests by the chief nayakas and subordinate kings marked the occasion.</p> <p>viii. Many ceremonies were imbued with deep symbolic meanings.</p> <p>ix. The last day of the festival the king inspected his army and the armies of the nayakas in a grand ceremony in an open field.</p> <p>x. On this occasion the nayakas brought rich gifts for the king as well as the stipulated tribute.</p> <p>xi. Any other relevant point.</p> <p>(Any eight points to be assessed)</p> | 180-181 | 8 |
| 30. | <p>(a) Examine the causes and events of the Quit India Movement.</p> <p>i. In 1935, a new Government of India Act promised some form of representative government.</p> <p>ii. Two years later, in an election held on the basis of a restricted franchise, the Congress won a comprehensive victory. Now eight out of 11 provinces had a Congress “Prime Minister”, working under the supervision of a British Governor.</p> <p>iii. In September 1939, two years after the Congress ministries assumed office, the Second World War broke out. Mahatma Gandhi and Jawaharlal Nehru had both been strongly critical of Hitler and the Nazis.</p> <p>iv. Congress support to the war effort if the British, in return, promised to grant India independence once hostilities ended.</p> <p>v. The offer was refused. In protest, the Congress ministries resigned in October 1939.</p> | 301-303 | 8 |

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| | <p>vi. Through 1940 and 1941, the Congress organised a series of individual satyagrahas to pressure the rulers to promise freedom once the war had ended.</p> <p>vii. The political landscape was now becoming complicated: it was no longer Indians versus the British; rather, it had become a three way struggle between the Congress, the Muslim League, and the British.</p> <p>viii. Britain had an all-party government, whose Labour members were sympathetic to Indian aspirations, but whose Conservative Prime Minister, Winston Churchill, was a diehard imperialist who insisted that he had not been appointed the King's First Minister in order to preside over the liquidation of the British Empire.</p> <p>ix. In the spring of 1942, Churchill was persuaded to send one of his ministers, Sir Stafford Cripps, to India to try and forge a compromise with Gandhiji and the Congress.</p> <p>x. Talks broke down, however, after the Congress insisted that if it was to help the British defend India from the Axis powers, then the Viceroy had first to appoint an Indian as the Defence Member of his Executive Council.</p> <p>xi. After the failure of the Cripps Mission, Mahatma Gandhi decided to launch his third major movement against British rule.</p> <p>xii. The was the "Quit India" campaign, which began in August 1942.</p> <p>xiii. Although Gandhiji was jailed at once, younger activists organised strikes and acts of sabotage all over the country.</p> <p>xiv. They were particularly active in the underground resistance were socialist members of the Congress, such as Jay Prakash Narayan.</p> <p>xv. In several districts, such as Satara in the west and Medinipur in the east, "independent" governments were proclaimed.</p> <p>xvi. "Quit India" was genuinely a mass movement, bringing into its ambit hundreds of thousands of ordinary Indians.</p> <p>xvii. It especially energised the young who, in very large numbers, left their colleges to go to jail.</p> <p>xviii. It was in these years that the League began to make a mark in the Punjab and Sind provinces where it had previously had scarcely any presence.</p> <p>xix. Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the philosophy of Mahatma Gandhi on the freedom of India.</p> <p>i. The distinctive techniques of non-violent protest-Satyagraha.</p> <p>ii. He promoted harmony between religions.</p> <p>iii. He first altered upper caste Indians to their discriminatory treatment towards lower castes and women.</p> <p>iv. He converted Nationalist movement into mass movement.</p> <p>v. His early Satyagraha Champaran, Kheda, Ahmadabad marked Mahatma Gandhiji as a nationalist with the deep sympathy for the poor.</p> | <p>287-297</p> | <p>8</p> |
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| | <p>(c) After his death his teachings were compiled by his disciples at a council of “elders” or senior monks at Vesali, as reliable preservation.</p> <p>(d) Any other relevant point.</p> <p>(Any one point to be assessed)</p> <p>(32.3) Explain the differences between the Vinaya Pitaka and Sutta Pitaka.</p> <p>(a) The Vinaya Pitaka included rules and regulations for those who joined the sangha or monastic order.</p> <p>(b) The Buddha’s teachings were included in the Sutta Pitaka.</p> <p>(c) Any other relevant point.</p> <p>(Any two points to be assessed)</p> | | 2 |
| 33. | <p><u>Trade between the hill tribes and the plains, c. 1595</u></p> <p>(33.1) Why was trade between the mountains and plains important for the Mughal economy?</p> <p>(a) Ensured supply of goods within Empire.</p> <p>(b) Spread of commercial agriculture</p> <p>(c) Any other relevant point.</p> <p>(Any one point to be assessed)</p> <p>(33.2) How did the people of the plains benefit from trade with the hill tribes?</p> <p>(a) They received forest products for daily use.</p> <p>(b) Forest items were exported overseas.</p> <p>(c) Any other relevant point.</p> <p>(Any one point to be assessed)</p> <p>(33.3) How did Abu'l Fazl describe the variety of goods carried by the hill tribes?</p> <p>(a) From the northern mountains quantities of goods are carried on the backs of men.</p> <p>(b) On the back of stout ponies</p> <p>(c) On the back of goats.</p> <p>(d) Any other relevant point.</p> <p>(Any two points to be assessed)</p> | 210 | <p>1</p> <p>1</p> <p>2</p> |
| | <p>SECTION-E</p> <p>(Map Based Question)</p> | | 3+2=5 |
| 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) Dholavira – A mature Harappan site</p> <p>(ii) Nagarjunakonda – An Ancient Buddhist site</p> <p>(iii) (a) Agra – A territory under the Mughals</p> <p>OR</p> <p>(b) Bijapur – 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.</p> | <p>2</p> <p>95</p> <p>214</p> <p>174</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> |

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| Identify them and write their correct names on the lines drawn near them. A. Calcutta B. Amritsar | 289- 290 | 1 1 |
| Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 : (34.1) Mention any one mature Harappan site in present Pakistan. Harappa/Mohenjodaro/Chouhanjodaro /Balakot/kot Diji.(Any one) | 2 | 1 |
| (34.2) Mention one ancient Buddhist site in Eastern India. Sarnath/Bodhgaya/Lumbini (Any one) | 95 | 1 |
| (34.3) (a) Name any one territory which was under the Mughals. Agra/Panipat/Ajmer/Delhi/Amber/Lahore/Goa (Any one) | 214 | 1 |
| OR (34.3) (b) Name any one neighbouring kingdom of the Vijayanagara empire. Bidar/Golconda/Bijapur (Any one) | 174 | 1 |
| (34.4) Name any two centres of the Indian National Movement. Champaran/Kheda/Ahmedabad/Benaras/Amritsar/Chauri- Chaura/Lahore/Bardoli/Dandi/Bombay/Karachi (Any two) | 287- 305 | 2 |

