

**COMPARTMENT EXAM  
HISTORY (027) MARKING SCHEME  
SET-61/6/2  
SESSION 2022-2023**

Q.NO	VALUE POINS	MARKS
	<b>SECTION A (Short-Answer Type Questions)</b>	<b>4X3=12</b>
1.	<p><b>Explain the views of Mahatma Gandhi on the national language of India</b></p> <p>(i) Mahatma Gandhi accepted Hindustani as National language.                      (ii) Hindustani language was easy to understand and was a popular language among large section of India.                      (iii) Hindustani developed with the interaction of diverse culture and language.                      (iv) Hindustani language was chiefly made up of Hindi and Urdu and words of another language.                      (v) Mahatma Gandhi retained his faith in Hindustani.                      (vi) He felt that Hindustani was a composite language for all Indians.                      (vii) Any other relevant point                      (viii) Any three points</p> <p style="text-align: right;">pg-425</p>	3
2	<p><b>Describe the role of Jawaharlal Nehru in the Constituent Assembly of India</b></p> <p>(i) 'Objective Resolution' was presented by Jawaharlal Nehru, laying down the underlying principles of the constitution, which later became the Preamble of the constitution.                      (ii) He gave the idea of National Flag of India ("horizontal Tricolour of saffron, white and dark green in equal proportion", with a wheel in navy blue at the centre)                      (iii) Nehru's plea was for creative thinking about India.                      (iv) He plead for independent, sovereign Republic India                      (v) He argued for a strong Centre                      (vi) Any other relevant point                      Any three points</p> <p style="text-align: right;">PG- 411-424</p>	3
3	<p><b>Explain the problems faced by the Zamindars in the Permanent Settlement System</b></p> <p>(i) The initial demands of revenue were very high.                      (ii) The demands were made at a time of when the prices of agriculture produce were depressed so the ryots were unable to pay their dues to the zamindars.                      (iii) The revenue was invariable; regardless of the harvest.                      (iv) The Sunset Law, if the revenue was not paid to the state by the sunset on a day, the zamindari was auctioned.                      (v) Officers of Zamindar, Amlah, also faced problem to collect revenue due to bad harvest or low income.                      (vi) Sometimes ryots deliberately don't want to pay                      (vii) Any other relevant point                      Any three points</p> <p style="text-align: right;">Pg-260</p>	3



4	<p><b>(a) Critically analyze the Subsidiary Alliance System devised by the Lord Wellesley.</b> The British would be responsible for protecting their ally from external and internal threats to their power.</p> <p>(i) In the territory of the ally, a British armed contingent would be stationed. (ii) The ally would have to provide the resources for maintaining this contingent. (iii) The ally could enter into agreements with other rulers or engage in warfare only with the permission of the British. (iv) Many Indian territory were taken under this alliance as Hyderabad, Awadh, Mysore, Pune, Gwalior etc. (v) Any other relevant point Any three points to be examined <span style="float: right;">PG- 296</span></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Examine how the rebels of 1857 propagated their ideas.</b></p> <p>(i) The vision of unity was clearly visible in the proclamations and ishtahars (notifications) issued by rebel (ii) The rebels tried to get the support of all sections of the society irrespective of their caste and creed by presenting the forefront memories of the pre-British Hindu Muslim past. (iii) The proclamation appealed people to join the fight under the standards of both Muhammad and Mahavir. (iv) The British attempted to create a wedge between them but the rebels tried to materialize their vision of unity. (v) Rebels declared that the British policies dispossessed landlords, peasants, weavers, artisans, Indian sepoys. So they rejected everything associated with British rule. (vi) The proclamations expressed the widespread fear that the they destroyed their religion by converting them into Christianity (vii) They condemned the British for the annexations they had carried out and the treaties they had broken. (viii) They wanted to restore the previous life where livelihood to be secure. (ix) Any other relevant point Any three points to be examined <span style="float: right;">PG- 301-304</span></p>	3
	<p><b>SECTION B</b> <b>(Long-Answer Type Questions)</b></p>	<b>6x3=18</b>
5	<p><b>‘The annexation of Awadh in 1857 undermined the authority of Taluqdars.’</b> <b>Elucidate the statement with suitable examples</b></p> <p>(i) British did not tolerate the power of the taluqdars and used strategies to destroyed their power. (ii) Taluqdars were disarmed and their best forts were destroyed. (iii) British introduced the new revenue system known as Summary Settlement in 1856. (iv) Land was taken from the talauqdars because Britishers blamed that they had acquired the land by force and fraud. (v) British increased revenue rates (vi) Large areas of Awadh were heavily over assessed (vii) Displacement of Talauqdars broke the social order (viii) Any other relevant point Any six points pg-298</p>	6



6	<p><b>(a) Describe the main features of the Mughal provincial administration.</b>  The division of functions established at the centre was replicated in the provinces (subas) .  (ii) In the provinces ministers were assisted by Diwan, Bhakshi and Sadr.  (iii) Each subha was divided into sarkars with the jurisdiction of faujdars (commandants).  (iv) The local administration was looked after at the level of pargana (sub-district) by three officers-the qanungo( keeper of revenue records) the chaudhuri-(in charge of revenue collection ) and the qazi.  (v) The administration of each department was maintained by many staff of clerks, accountants, auditors, messengers and other functionaries with good technical skills  (vi) Persian was the language of administration, but local languages were used for village administration.  (vii) Though Emperor was controlling the entire administration from center to village level but Zamindars played very important role at village level.  (viii) Any other relevant point  Any six points to be described</p> <p style="text-align: right;">PG- 247</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Describe the features of Mughal's imperial household</b>  (i) The domestic world of the Mughal was 'harem' meaning a sacred place.  (ii) It consisted of the wives of emperors and concubines, his relatives and other family members.  (iii) It also had servants both male and female slaves.  (iv) The Mughal rulers maintained a distinction between wives with aristocratic backgrounds (Begums) and other wives (aghas) who were not noble by birth.  (v) The Begums were married by the emperors after giving huge amounts of cash and other precious mahr.  (vi) Concubines (agacha) were given monthly allowances and gifts according to their status.  (vii) The aghas and aghachas could rise to the position of a begum depending upon love and motherhood.  (viii) Male and female slaves performed various tasks which required skill, tact and intelligence.  (ix) Slave eunuchs served as guards, servants and agents for women selling goods.  (x) Noorjahan, Jahanara, Gulbadan Begum; were known for politics, designing and writing.  (xi) Any other relevant point  Any six points to be described</p> <p style="text-align: right;">PG-242</p>	6
7	<p><b>There were different sources that historians use in reconstructing the career of Mahatma Gandhi and of the social movements that he was associated with." Substantiate the statement with suitable example.</b>  (i) Public and private scripts  (ii) Writings of Mahatma Gandhi and his contemporaries  (iii) Speeches of Mahatma Gandhi.  (iv) Private letters give us a glimpse of his or her private thoughts.  (v) Autobiographies give us an account of the past</p>	



	<p>(vi) Govt. records of the colonial rulers  (vii) The letters and reports written by policemen and other officials  (viii) Contemporary newspapers, published in English as well as in the different Indian languages  (ix) Images  (x) Journals  (x) Any other relevant point  Any six points to be explained</p> <p style="text-align: right;">PG-367-373</p> <p style="text-align: center;"><b>OR</b></p> <p><b>“The Non Cooperation Movement was effective and was a training for the self-rule.”</b> Elucidate the statement with suitable examples.  (i) Indians did not cooperate with government at any level.  (ii) Boycott of schools, college and law courts.  (iii) National schools, colleges were opened  (iv) Nonpayment of taxes  (v) Renunciation of titles and voluntary association with the government  (vi) This movement changed the course of Indian history.  (vii) poor peasants, workers, students , lawyers and industrialists joined movement.  (viii) Hindus, Muslims, Parsees and Sikhs were told to unite.  (ix) Thousands of Volunteers joined for the cause.  (x) Many officials resigned from their posts.  (xi) Meetings were attended by all sections of people.  (xii) Women participated in large number.  (xiii) It was training for self-rule.  (xiv) Any other relevant point  Any six points to be explained</p> <p style="text-align: right;">PG- 349-355</p>	
	<p><b>SECTION C</b>  <b>(Case-Based Questions)</b></p>	<p><b>4x2=8</b></p>
<p>8.</p>	<p>Read <b>the source given below carefully and answer the questions that follow :</b></p> <p style="text-align: center;"><b>The beginning of a new era</b></p> <p><i>The Indian Constitution, which came into effect on 26th January, 1950, has the distinction of being the longest in the world. Its length and complexity are perhaps understandable when one considers the country's size and diversity. At Independence, India was not merely large and diverse, but also deeply divided. A Constitution designed to keep the country together, and to take it forward, had necessarily to be an elaborate, carefully-worked-out, and painstakingly drafted document. For one thing, it sought to heal wounds of the past and the present, to make Indians of different classes, castes and communities come together in a shared political experiment. For another, it sought to nurture democratic institutions in what had long been a culture of hierarchy and deference.</i></p> <p><i>The Constitution of India was framed between December, 1946 and December, 1949. During this time its drafts were discussed clause by clause in the Constituent Assembly of India. In all, the Assembly held eleven sessions, with sittings spread over 165 days. In between the sessions, the work of revising and refining the drafts was carried out by various committees and sub-committees.</i></p> <p><b>(8.1) How was the Indian Constitution designed to keep the country together ?1</b>  <b>ANS-</b>  <b>(i)</b> The Indian Constitution, the longest of any sovereign nation in the world, provides</p>	<p>1+2+1=4</p>

	<p>a comprehensive framework to guide and govern the country, keeping in view her social, cultural and religious diversity  (ii) Any other relevant point  Any ONE point</p> <p><b>8.2 Why was Centralization considered necessary for the country's economic development by the members of Constituent Assembly.? (2)</b>  <b>ANS-</b>  (i) Members of the Assembly reasoned at length that only strong Centre could plan for well-being of the country  (ii) Could mobilize the available resources  (iii) Could establish proper administration  (iv) Any other relevant point</p> <p style="text-align: right;">Any Two point PG-405</p> <p><b>(8.3) Which Assembly shaped the vision of the Indian Constitution? 1</b>  <b>ANS-</b>  The Constituent Assembly shaped the vision of the Indian Constitution</p>	
9	<p><b>Read the source given below carefully and answer the questions that follow :</b></p> <p style="text-align: center;"><b>The jewelled throne</b></p> <p><i>This is how Shah Jahan s jewelled throne (takht-i murassa) in the hall of public audience in the Agra palace is described in the Badshah Nama :</i>  <i>This gorgeous structure has a canopy supported by twelve-sided pillars and measures five cubits in height from the flight of steps to the overhanging dome. On His Majesty s coronation, he had commanded that 86 lakh worth of gems and precious stones, and one lakh tolas of gold worth another 14 lakh, should be used in decorating it. ... The throne was completed in the course of seven years, and among the precious stones used upon it was a ruby worth one lakh of rupees that Shah Abbas Safavi had sent to the late emperor Jahangir. And on this ruby were inscribed the names of the great emperors Timur Sahib-i qiran, Mirza Shahrukh, Mirza Ulugh Beg, and Shah Abbas as well as the names of the emperors Akbar, Jahangir, and that of His Majesty himself.</i></p> <p><b>(9.1) In which source Abdul Hamid Lahori highlighted the jeweled throne?</b>  ANS- Abdul Hamid Lahori highlighted the jewelled throne in his book Badshanama.(1)</p> <p><b>(9.2) How were the names of contributors depicted on the throne? (2)</b>  ANS-  (i) The names of the contributors were inscribed on ruby worth one lakh of rupees that was sent by shah Abbas Safavi  (ii) Emperors whose names were inscribed were Timur Sahib- I Qiran, Mirza Shahrukh and Mirza Ulugh Dev  (iii) The names of the emperors Akbar Jahangir and Shahjahan himself.  IV. Any other relevant point  ANY TWOPOINTS</p> <p><b>(9.3) How was throne an example of the matchless skill of the artisans? (1)</b>  ANS-Workmanship of the imperial goldsmiths as the selection and acquisition of such rare jewels were based on skills.  (i) 86 lakh worth of gems and precious stones were used.</p>	





