



Series AB5CD/5

SET No. 1

प्रश्न पत्र कोड  
Q.P. Code

61/5/1

रोल नं.

Roll No.

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परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।  
Candidates must write the Q.P. Code on the title page of the answer-book.

नोट / NOTE :

- (i) कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 13+1 मानचित्र हैं।  
Please check that this question paper contains 13 printed pages + 1 Map.
- (ii) प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।  
Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- (iii) कृपया जाँच कर लें कि इस प्रश्न-पत्र में 10 प्रश्न हैं।  
Please check that this question paper contains 10 questions.
- (iv) कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।  
Please write down the Serial Number of the question in the answer-book before attempting it.
- (v) इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।  
15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## इतिहास HISTORY



निर्धारित समय : 2 घण्टे

Time allowed : 2 hours

अधिकतम अंक : 40

Maximum Marks : 40

61/5/1

1

[P.T.O.]





**सामान्य निर्देश:**

**निम्नलिखित निर्देशों को ध्यान से पढ़ें और उनका सख्ती से पालन करें :**

1. इस प्रश्न-पत्र में कुल **10** प्रश्न हैं। प्रत्येक प्रश्न के सामने प्रश्न के अंक दिए गए हैं।
2. **सभी** प्रश्न अनिवार्य हैं।
3. यह प्रश्न-पत्र **चार** खण्डों में विभाजित किया गया है, **खण्ड-क, ख, ग तथा घ।**
4. **खण्ड क :** प्रश्न संख्या 1 से 4 तक लघु-उत्तरीय प्रकार के प्रश्न हैं जिसमें प्रत्येक प्रश्न **3** अंकों का है। इन प्रश्नों के उत्तर **80** शब्दों से अधिक नहीं दिए जाने चाहिए।
5. **खण्ड ख :** प्रश्न संख्या 5 से 7 तक दीर्घ-उत्तरीय प्रकार के प्रश्न हैं जिसमें प्रत्येक प्रश्न **6** अंकों का है। इन प्रश्नों के उत्तर **150** से **200** शब्दों से अधिक नहीं दिए जाने चाहिए।
6. **खण्ड ग :** प्रश्न संख्या 8 तथा 9 स्रोत आधारित प्रश्न हैं, प्रत्येक प्रश्न **4** अंकों का है।
7. **खण्ड घ :** प्रश्न संख्या 10 मानचित्र आधारित **2** अंकों का प्रश्न है।
8. प्रश्न-पत्र में कोई समग्र विकल्प नहीं है। हालांकि, कुछ प्रश्नों में आंतरिक विकल्प का चयन प्रदान किया गया है। इस प्रकार के प्रश्नों में से **केवल एक** ही प्रश्न का उत्तर लिखिए।



**General Instructions :**

**Please read the following instructions carefully and strictly follow them :**

1. *This question paper contains **10** questions. Marks have been indicated against each question.*
2. *All questions are compulsory.*
3. *This question paper is divided into **FOUR** sections, **Section-A, B, C and D.***
4. ***Section A :** Question numbers 1 to 4 are Short-answer type questions of 3 marks each. Answer to each question should not exceed 80 words.*
5. ***Section B :** Question numbers 5 to 7 are Long-answer type questions carrying 6 marks each. Answer to each question should not exceed 150 to 200 words.*
6. ***Section C :** Question numbers 8 and 9 are source based questions carrying 4 marks each.*
7. ***Section D :** Question number 10 is Map based question carrying 2 marks.*
8. *There is no overall choice in the question paper. However, an internal choice has been provided in some questions. **Only one** of the choices in such questions have to be attempted.*



### खण्ड क

(लघु-उत्तरीय प्रकार के प्रश्न)

3×4=12

1. संविधान सभा में प्रारूप समिति द्वारा संघवाद पर बनाई गई तीन सूचियों का वर्णन कीजिए। 3
2. (क) “गाँवों में जमींदारों की तुलना में जोतदार अधिक प्रभावशाली थे।” इस्तमरारी-बंदोबस्त के संदर्भ में इस कथन की परख कीजिए। 3

### अथवा

- (ख) राजमहल की पहाड़ियों में पहाड़ी लोगों का जीवन किस प्रकार वनों से घनिष्ठ रूप से जुड़ा था ? परख कीजिए। 3
3. 1798 में लॉर्ड वैलेजली द्वारा तैयार की गई सहायक संधि की व्याख्या कीजिए। 3
4. गांधी-इर्विन समझौते के प्रावधानों को स्पष्ट कीजिए। रैडिकल राष्ट्रवादियों ने इसकी आलोचना क्यों की ? 2+1=3



## SECTION A

### (Short-Answer Type Questions)

3×4=12

1. Describe the three lists of Federalism provided by the Drafting Committee in the Constituent Assembly. 3

2. (a) "The jotedars were more effective than that of zamindars in the villages." Examine the statement in the context of Permanent Settlement. 3

**OR**

(b) Examine how the lives of Paharias in the hills of Raj Mahal, were intimately connected to the forests. 3

3. Explain the main provisions of Subsidiary Alliance as devised by Lord Wellesley in 1798. 3

4. Explain the provisions of Irwin-Gandhi pact. Why was it criticised by the radical nationalists ? 2+1=3



### खण्ड ख

(दीर्घ-उत्तरीय प्रकार के प्रश्न)

6×3=18

5. “अंग्रेजों ने 1857 के विद्रोह को दबाने के लिए बड़े पैमाने पर सैन्य शक्ति का इस्तेमाल किया और कई अधिनियम पारित किए।” कथन को उदाहरणों सहित स्पष्ट कीजिए। 6
6. (क) उन परिस्थितियों का वर्णन कीजिए जिनके कारण गांधीजी ने असहयोग आंदोलन की शुरुआत की। इस आंदोलन के महत्त्व की व्याख्या कीजिए। 3+3=6

### अथवा

- (ख) एक समाज सुधारक और एक राजनीतिक नेता के रूप में गांधीजी की भूमिका का वर्णन कीजिए। 2+4=6
7. (क) “मुगल इतिवृत्तियों में चित्रकारी राज्य और राजा की शक्ति के संप्रेषण का सशक्त माध्यम मानी जाती थी।” कथन की पुष्टि तर्कों के साथ कीजिए। 6

### अथवा

- (ख) “मुगल शाही परिवार की कुछ स्त्रियों ने मुगल साम्राज्य में महत्त्वपूर्ण भूमिका निभाई।” कथन को न्यायसंगत ठहराइये। 6





## SECTION B

### (Long-Answer Type Questions)

6×3=18

5. "The British used military power on gigantic scale and passed number of Acts to suppress the Revolt of 1857." Elucidate the statement with suitable examples. 6

6. (a) Describe the circumstances that led to the initiation of Non-Cooperation Movement by Gandhiji. Explain the significance of this movement ? 3+3=6

OR

(b) Describe the role of Gandhiji as a social reformer and as a Political leader. 2+4=6

7. (a) "The paintings in the Mughal Chronicles possess special powers to communicate ideas about the power of king and kingdom." Give arguments to support the statement. 6

OR

(b) "Few women of the imperial household played a significant role in the Mughal empire." Justify the statement. 6



## खण्ड ग

### (केस आधारित प्रश्न)

4×2=8

8. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए :

4

### दरबार-ए-अकबरी

अबुल फज़ल अकबर के दरबार का बड़ा सजीव विवरण देते हुए कहता है :

जब भी महामहिम (अकबर) दरबार लगाते हैं तो एक विशाल ढोल पीटा जाता है और साथ-साथ अल्लाह का गुणगान होता है। इस तरह सभी वर्गों के लोगों को सूचना मिल जाती है। महामहिम के पुत्र, पौत्र, दरबारी और वे सभी जिन्हें दरबार में प्रवेश की अनुमति थी, हाज़िर होते हैं और कोर्निश कर अपने स्थान पर खड़े रहते हैं। ख्यातिप्राप्त विद्वज्जन तथा विशिष्ट कौशलों में निपुण व्यक्ति आदर व्यक्त करते हैं; तथा न्याय अधिकारी अपनी रिपोर्ट प्रस्तुत करते हैं। महामहिम अपनी सामान्य अंतर्दृष्टि के आधार पर आदेश देते हैं और सभी मामलों को संतोषजनक ढंग से निपटाते हैं। इस पूरे समय के दौरान विभिन्न देशों से आए तलवारिये व पहलवान अपने को तैयार रखते हैं और महिला तथा पुरुष गायक अपनी बारी की प्रतीक्षा में रहते हैं। चतुर बाज़ीगर और मज़ाकिया कलाबाज़ भी अपने कौशल और दक्षता का प्रदर्शन करने को उत्सुक हैं।

- (i) लोगों को दरबार के आचरण की जानकारी किस प्रकार दी जाती थी ? 1
- (ii) दरबार में सामाजिक नियंत्रण को किस प्रकार निर्धारित किया गया ? 1
- (iii) अकबर ने दरबार में अपीलें या मामलों का निपटारा किस प्रकार किया ? 2





**SECTION C**  
**(Case Based Questions)**

**4×2=8**

8. Read the source given below and answer the questions that follow : 4

**Darbar-i Akbari**

Abu'l Fazl gives a vivid account of Akbar's darbar :

Whenever His Majesty (Akbar) holds court (*darbar*) a large drum is beaten, the sounds of which are accompanied by Divine praise. In this manner, people of all classes receive notice. His Majesty's sons and grandchildren, the grantees of the Court, and all other men who have admittance, attend to make the *kornish*, and remain standing in their proper places. Learned men of renown and skillful mechanics pay their respects; and the officers of justice present their reports. His Majesty, with his usual insights, gives orders, and settles everything in a satisfactory manner. During the whole time, skillful gladiators and wrestlers from all countries hold themselves in readiness, and singers, male and female, are in waiting. Clever jugglers and funny tumblers also are anxious to exhibit their dexterity and agility.

- (i) How were the people informed about the conduct of the court ? 1
- (ii) How was the social control exercised in the court ? 1
- (iii) How did Akbar dispose of the appeals or cases in the court ? 2



9. दिए गए स्रोत को ध्यानपूर्वक पढ़िए और नीचे दिए प्रश्नों के उत्तर दीजिए :

4

**“हम सिर्फ नकल करने वाले नहीं हैं”**

13 दिसम्बर, 1946 को अपने प्रसिद्ध भाषण में जवाहर लाल नेहरू ने यह कहा था :

हमने एक स्वतंत्र संप्रभु गणराज्य की स्थापना का दृढ़ और पवित्र संकल्प लिया है। भारत का संप्रभु होना नियत है। इसका स्वतंत्र होना और गणराज्य होना भी स्वाभाविक है...। कुछ मित्रों ने सवाल उठाया है : “आपने यहाँ ‘लोकतांत्रिक’ शब्द क्यों नहीं रखा ?” मैंने उन्हें कहा है कि निस्संदेह यह सोचा जा सकता है कि कोई गणराज्य लोकतांत्रिक न हो परंतु हमारा पूरा इतिहास इस तथ्य का साक्षी है कि हम लोकतांत्रिक संस्थानों के ही पक्षधर हैं। स्वाभाविक है कि हमारा लक्ष्य लोकतंत्र है। लोकतंत्र से कम कुछ भी नहीं। यह लोकतंत्र कैसा होगा, उसकी शक्ति-सूरत कैसी होगी, यह एक अलग मसला है। आज के लोकतंत्रों ने दुनिया की प्रगति में जबरदस्त भूमिका निभायी है और उनमें से बहुत सारे यूरोप तथा अन्य स्थानों के देश हैं। परन्तु यह संदेहजनक हो सकता है कि अगर उन्हें पूरी तरह लोकतांत्रिक बने रहना है तो न जाने कब उन लोकतंत्रों को अपनी शक्ति-सूरत थोड़ी बहुत बदलनी पड़ती। मैं आशा करता हूँ कि किसी कथित लोकतांत्रिक देश की एक खास लोकतांत्रिक प्रणाली या किसी संस्थान विशेष की हम सिर्फ नकल करने वाले नहीं हैं। हो सकता है कि हम उससे बेहतर कुछ रच दें। बहरहाल, किसी भी सूरत में, हम यहाँ जैसी चाहे सरकार बनाएँ, वह हमारे लोगों के स्वभाव के अनुरूप और उनको स्वीकार्य ज़रूर होनी चाहिए। हम लोकतंत्र के हक में हैं। यह इस सदन को तय करना है कि इस लोकतंत्र, पूर्णतम लोकतंत्र का स्वरूप कैसा होगा। सदन इस बात को देख सकता है यद्यपि इस प्रस्ताव में हमने “लोकतांत्रिक” शब्द का इस्तेमाल नहीं किया है क्योंकि हमें लगा कि यह तो स्वाभाविक ही है कि “गणराज्य” शब्द में यह शब्द पहले ही निहित होता है। इसलिए हम अनावश्यक और अनुपयोगी शब्दों का प्रयोग नहीं करना चाहते थे। हमने शब्दों के उपयोग मात्र से कहीं ज़्यादा ध्यान दिया है। हमने इस प्रस्ताव में लोकतंत्र की अंतर्वस्तु प्रस्तुत की है। बल्कि लोकतंत्र की ही नहीं, आर्थिक लोकतंत्र की अंतर्वस्तु प्रस्तुत की है।

- (i) संप्रभुता शब्द को परिभाषित कीजिए। 1
- (ii) संविधान सभा द्वारा किन देशों के संविधानों को संदर्भित किया गया ? 1
- (iii) इस स्रोत में लोकतंत्र की व्याख्या किस प्रकार की गई है ? 2





9. Read the source given below carefully and answer the questions that follow : 4

**"We are not going just to copy"**

This is what Jawahar Lal Nehru said in his famous speech of 13 December, 1946 :

We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic... Now, some friends have raised the question: "Why have you not put in the word 'democratic' here ?" Well, I told them that it is conceivable, of course, that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, what shape it might take is another matter. The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world's progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy.

- (i) Define the term sovereignty. 1
- (ii) Which constitutions of the countries were referred by the Constitution Assembly ? 1
- (iii) How is democracy explained in this source ? 2





### खण्ड घ

#### (मानचित्र आधारित प्रश्न)

1+1=2

10. (क) भारत के दिए गए राजनीतिक रेखा मानचित्र पर निम्नलिखित में से **किसी एक** को उपयुक्त चिह्न से अंकित कीजिए :

(i) वह स्थान जहाँ जलियाँवाला बाग हत्याकांड की घटना घटी। 1

#### अथवा

(ii) वह स्थान जहाँ गाँधीजी ने नमक कानून को तोड़ा। 1

(ख) भारत के दिए गए इसी मानचित्र पर मुगल साम्राज्य के राजधानी नगर को 'A' के रूप में अंकित किया गया है। इसे पहचानिए और उसके पास दी गई रेखा पर उसका नाम लिखिए। 1

नोट : निम्नलिखित प्रश्न दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 10 के स्थान पर है।

(क) (i) उस स्थान का उल्लेख कीजिए जहाँ पर जलियाँवाला बाग हत्याकांड की घटना घटी। 1

#### अथवा

(ii) उस स्थान का नाम लिखिए जहाँ पर गाँधीजी ने नमक कानून को तोड़ा था। 1

(ख) मुगल साम्राज्य के किसी एक राजधानी नगर का नाम लिखिए। 1



## SECTION D

### (Map Based Question)

1+1=2

10. (a) On the given political outline map of India mark and label **any one** of the follow with appropriate symbols :

(i) The place where Jallianwala Bagh Massacre happened. 1

**OR**

(ii) The place where Salt Law was broken by Gandhiji. 1

(b) On the same map, a capital of the Mughal Empire is marked as 'A'. 1  
Identify it and name it on the line drawn near it.

**Note : The following questions are for the visually impaired candidates only in lieu of Q.No. 10.**

(a) (i) Mention the place where Jallianwala Bagh Massacre took place. 1

**OR**

(ii) Name the place where Gandhiji broke the Salt Law. 1

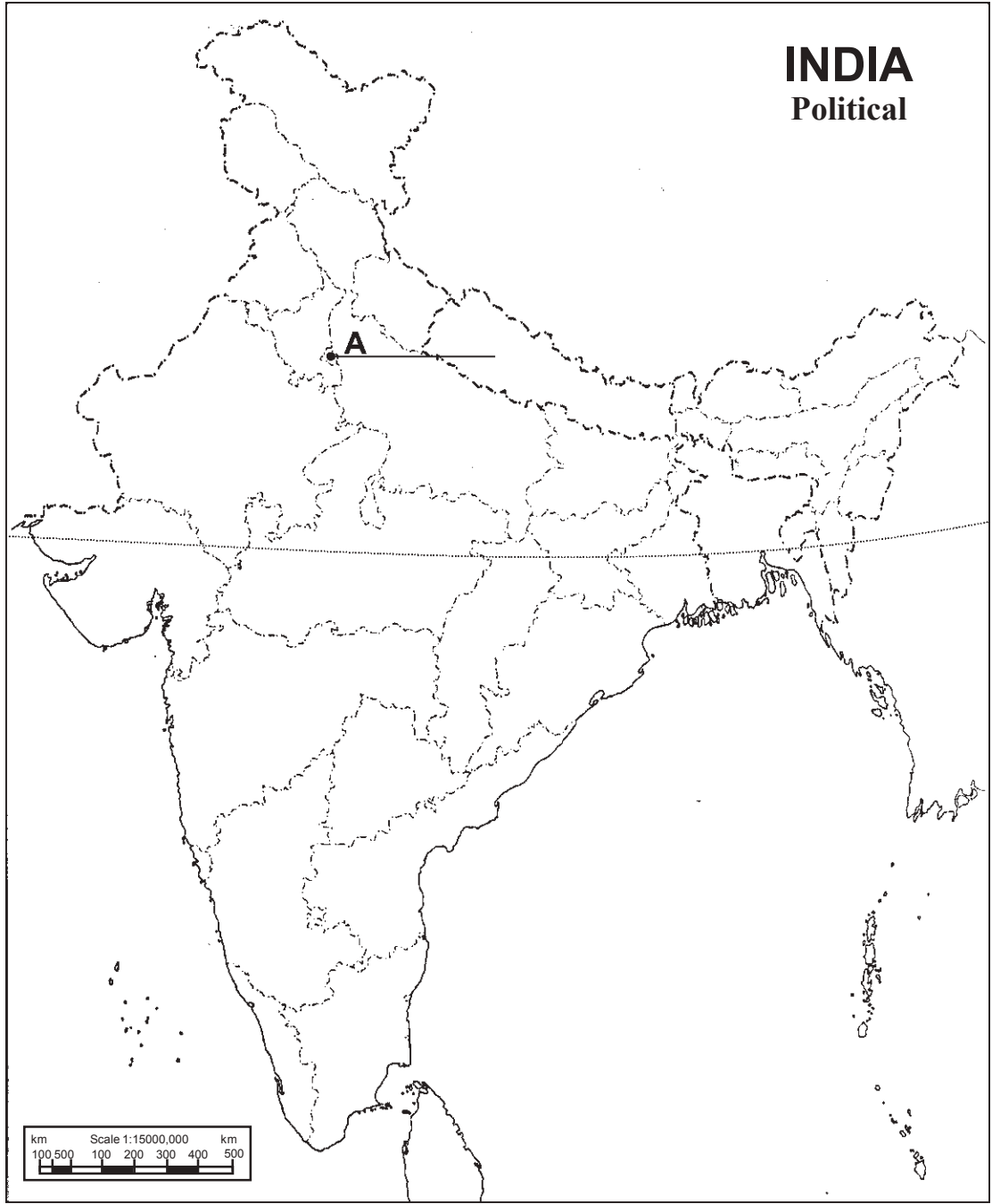
(b) Name any one capital of the Mughal Empire. 1





नक्शा प्रश्न संख्या 10 के लिए  
MAP for Q.No. 10

✂ Cut here यहाँ से काटें ✂







**Strictly Confidential: (For Internal and Restricted use only)**

**Senior Secondary School Term II Examination, 2022**

**Marking Scheme –HISTORY (SUBJECT CODE – 027)**

**( PAPER CODE – 61/5/1 )**

**General Instructions:-**

1. 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.
2. **“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 IPC.”**
3. 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 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, marks should be awarded.**
4. 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. 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.
5. Evaluators will mark(  $\surd$  ) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.



10. A full scale of marks \_\_\_\_\_(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours everyday and evaluate 30 answer books per day in main subjects and 35 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.
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totaling of marks awarded on a reply.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totaling on the title page.
  - Wrong totaling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying.
  - Wrong transfer of marks from the answer book to online award list.
  - 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.
13. 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.
14. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.



## MARKING SCHEME

Senior Secondary School Examination TERM–II, 2022

**HISTORY (Subject Code – 027)**

**[ Paper Code – 61/5/1 ]**

**Maximum Marks: 40**

Q. No.	EXPECTED ANSWER / VALUE POINTS	Marks
	<b>SECTION A</b> <b>(SHORT ANSWER TYPE QUESTIONS)</b>	<b>3x4=</b> <b>12</b>
1.	<p><b>Describe the three lists of the Federalism provided by the Drafting Committee in the Constituent Assembly.</b></p> <p>Three lists of Federalism :</p> <hr/> <p>(i) Three lists were—Union, State and the Concurrent (ii) First list subjects were to be preserved for the Centre (iii) Second list subjects vested with the States (iv) Third list subjects were to be shared between Centre and State (v) Many subjects were placed under Union control exclusively (vi) The Union had control of minerals and key industries (vii) Article 356 gave the Centre the powers to take over a state administration on the recommendation of the Governor. (viii) Any other relevant point (Any three points to be described) [ Pg 423]</p>	3 3
2.	<p><b>(a) “The Jotedars were more effective than that of zamindars in the villages”. Examine the statement in the context of Permanent Settlement.</b></p> <p><u>The Jotedars</u></p> <p>(i) The Jotedars were located in the villages. (ii) They exercised direct control over the villagers. (iii) Jotedars also lent money to the villagers in their times of need. (iv) They resisted the efforts of zamindars to increase the jama of their villages (v) They deliberately delayed payments to zamindars. (vi) They controlled local trade as well as money lending (vii) They had immense power on poor cultivators. (viii) Prevented zamindar’s officials from executing their duties (ix) Any other relevant point Any three points to be examined. [ Pg 261]</p> <p style="text-align: center;"><b>Or</b></p>	3



	<p><b>(b) Examine how the lives of Paharias in the hills of Raj Mahal, were intimately connected to the forests.</b></p> <p><b><u>Lives of Paharias</u></b></p> <ul style="list-style-type: none"> <li>(i) Paharias used to subsist on forest produce</li> <li>(ii) They collected Mahua for food from forests</li> <li>(iii) They collected silk cocoons and resin for sale</li> <li>(iv) They collected wood for charcoal production</li> <li>(v) They were hunters, food gatherers, silk worm rearers &amp; were intimately connected to the forest.</li> <li>(vi) The undergrowth, i.e., grass became fodder for their cattle</li> <li>(vii) Practised shifting cultivation</li> <li>(viii) They lived in hutments within tamarind groves.</li> <li>(ix) They considered the entire region as their land and the basis of their identity.</li> <li>(x) They resisted the intrusion of outsiders.</li> <li>(xi) They regularly raided the plains where settled agriculturists lived.</li> <li>(xii) They asserted power over settled communities.</li> <li>(xiii) They negotiated political relations with outsiders.</li> <li>(xiv) Zamindars on the plains purchased peace by paying a regular tribute to the Paharias.</li> <li>(xv) Any other relevant point</li> </ul> <p>(Any three points to be examined) [ Pg 266–67]</p>	3
		3
3.	<p><b>Explain the main provisions of Subsidiary Alliance as devised by Lord Wellesley in 1798.</b></p> <p><b><u>Subsidiary Alliance</u></b></p> <ul style="list-style-type: none"> <li>(i) The system was devised by Lord Wellesley.</li> <li>(ii) All rulers entering into such an alliance with the British had to accept certain terms and conditions.</li> <li>(iii) The British would make alliance with the Indian rulers to provide protection</li> <li>(iv) British would be responsible for protecting their allies from internal and external threats.</li> <li>(v) British armed contingent would be stationed the territory of the ally.</li> <li>(vi) Ally would have to provide resources for the contingent.</li> <li>(vii) The ally will not enter into agreement with any other power without permission of the British.</li> <li>(viii) The ally had to act in accordance with the advice of the British Resident who was to be attached to the Court.</li> <li>(ix) Any other relevant point</li> </ul> <p>(Any three points to be explained) [Pg 296]</p>	3

		3
4.	<p><b>Explain the provision of Irwin-Gandhiji pact. Why was it criticised by the radical nationalists?</b></p> <p><b>Gandhiji-Irwin pact :</b></p> <p>(i) Civil Disobedience Movement would be called off.  (ii) All political prisoners would be released.  (iii) Salt manufacture would be allowed along the Coast.  (iv) Gandhiji agreed to join the Second Round Table Conference in London.  (v) Any other relevant point  (Any two points to be explained) (2)</p> <p><b>Criticism :</b></p> <p>(i) The conference was inconclusive.  (ii) Gandhiji resumed the Civil Disobedience Movement but it was not that successful.  (iii) The Viceroy was deeply unsympathetic towards India.  (iv) Gandhiji was criticised as he unable to get Viceroy's commitment for political independence for Indians  (v) Any other relevant point  (Any one point to be explained) (1)</p> <p>[Pg 360]</p>	2+1=3
		3
	<b>SECTION B</b> <b>LONG ANSWER TYPE</b>	<b>6x3 =</b> <b>18</b>
5.	<p><b>“The British used military power on gigantic scale and passed number of Acts to suppress the Revolt of 1857.” Elucidate the statement with suitable examples.</b></p> <p><b><u>Suppression of the Revolt of 1857</u></b></p> <p>(i) The British did not have easy time in putting down the rebellion.  (ii) They sent troops on large scale to reconquering India.  (iii) They passed a series of laws to quell the insurgency.  (iv) The whole of North India was put under Martial law.  (v) British military officers or even ordinary Britons were given power to try and punish Indians suspected of rebellion.  (vi) Rebellion had only one punishment—death.  (vii) Reinforcement brought from Britain  (viii) British took concrete steps to recapture Delhi  (ix) British mounted two pronged attack, one from Calcutta and another from</p>	6

	<p>Punjab.</p> <p>(x) Counter insurgency operations were begun by the British.</p> <p>(xi) Rebel landholders were disposed and the loyal rewarded.</p> <p>(xii) British attempted to break the unity of the rebels by promising to give back the estates to the landlords.</p> <p>(xiii) Any other relevant point</p> <p>(Any six points to be described) [Pg 305–06]</p>	6
6.	<p><b>(a) Describe the circumstances that led to the initiation of Non-Cooperation Movement by Gandhiji. Explain the significance of this movement.</b></p> <p><b>Circumstances :</b></p> <hr/> <p>(i) During First World War the British had instituted Press Censorship.</p> <p>(ii) Rowlatt Act was promulgated in 1919.</p> <p>(iii) The Act permitted detention without trial.</p> <p>(iv) Gandhiji called for countrywide Bandh against the Rowlatt Act.</p> <p>(v) Martial law was imposed in Punjab.</p> <p>(vi) Jallianwala Bagh Massacre took place.</p> <p>i) Gandhiji and many congressmen were arrested.</p> <p>i) Gandhiji supported Khilafat movement.</p> <p>c) Feeling of nationalism &amp; demand for Swaraj</p> <p>c) Calcutta &amp; Nagpur sessions of Congress</p> <p>i) Dissatisfaction with the Government of India Act 1919</p> <p>(xii) Under these circumstances Gandhiji called for Non-Cooperation.</p> <p>(xiii) Any other relevant point</p> <p>(Any three points) (3)</p> <p><b>Significance :</b></p> <hr/> <p>(i) British rule was shaken to its foundation for the first time.</p> <p>(ii) Indians from every walk joined the movement.</p> <p>(iii) It got the Cooperation of Khilafat.</p> <p>(iv) It was training for self-rule.</p> <p>(v) It became an epoch in the life of Indians.</p> <p>(vi) Deep economic impact on the British</p> <p>(vii) British manufactured goods were boycotted</p> <p>(viii) Swadeshi goods adopted.</p> <p>(ix) Students left schools and colleges in large numbers.</p> <p>(x) Indians returned their titles awarded by the British</p>	3+3=6

- (xi) Lawyers and court officials boycotted the British courts
- (xii) Khadi was used instead of mill made cloth.
- (xiii) People from all strata joined the movement.
- (xiv) Non Cooperation Movement led to Hindu-Muslim unity
- (xv) Any other relevant point

(Any three points) (3)

Any three points from each section to be explained. [Pg 349–350–351]

**Or**

**(b) Describe the role of Gandhiji as a social reformer and as a political leader.**

3+3 =  
6

**Gandhiji as a social reformer :**

- (i) He spoke against the social evils in society.
- (ii) He spoke against child marriage.
- (iii) He spoke against untouchability and wanted it abolished
- (iv) He worked for Hindu-Muslim harmony & unity.
- (v) He stressed on wearing Khadi.
- (vi) He promoted the spinning of the Charkha.
- (vii) He called the lower sections of society as “Harijan”
- (viii) He believed in equity of castes.
- (ix) He tried to redress the grievances of workers and peasants.
- (x) He appeared as a ‘Saviour’ who would rescue Indians from high taxes and oppressive officials.
- (xi) He tried to restore dignity and autonomy to Indians.
- (xii) Gandhiji encouraged the communication of Nationalism in the mother tongue
- (xiii) He tried to break the boundaries between mental labour and manual labour.
- (xiv) Any other relevant point

(Any three points) (3)

**Gandhiji as a political leader :**

- (i) Gandhiji successfully carried out several movements and achieved success.
- (ii) Gandhiji organised Satyagraha movement at Champaran, Kheda and Ahmedabad to support peasants and mill workers.
- (iii) He led Non-Cooperation Movement against the Rowlatt Act, Jallianwalla Bagh and in support of Khilafat Movement etc.
- (iv) He initiated Civil Disobedience Movement against the Salt Law & Simon Commission.
- (v) Salt Satyagrah proved him to be a leader of the masses.
- (vi) He gave a call for Quit India Movements against inclusion of India in the



	<p>Second World War, against Government of India Act (1935) &amp; Cripps Mission</p> <p>(vii) He broadened the base of nationalism.</p> <p>(viii) People from all strata (peasants, workers, industrialists, women, students, tribals etc) of society supported Gandhiji and joined the national movement.</p> <p>(ix) His era of politics is known as Gandhijian nationalism.</p> <p>(x) Any other relevant point</p> <p>(Any three points) (3)</p> <p>Any three points from each section to be explained. [Pg 355]</p>	6
7.	<p><b>(a) “The paintings in the Mughal Chronicles possess special powers to communicate ideas about the power of kings and kingdom.” Give arguments to support the statement.</b></p> <p><b><u>Mughal Chronicles</u></b></p> <p>(i) The paintings described the events in visual form.</p> <p>(ii) The paintings by the side of a page gave visual expression to the theme.</p> <p>(iii) The paintings were largely miniatures.</p> <p>(iv) The paintings not only enhanced the beauty of a book but possessed special powers of communicating ideas.</p> <p>(v) Abul Fazal described paintings as a magical art.</p> <p>(vi) Artists had a unique way of recognising God.</p> <p>(vii) The Emperor, the Court and the people were the main subject-matter of the paintings.</p> <p>(viii) Mughal paintings transmitted the idea of divine status of the Emperor.</p> <p>(ix) Paintings were seen as a subject of amusement and study.</p> <p>(x) Sometimes the paintings were a constant source of tension between the Emperor and the Ulemas.</p> <p>(xi) Islamic prohibition of the portrayal of human beings enshrined in the Quran as well as the Hadiths created tension between the Ulemas and the painters.</p> <p>(xii) Painters were rewarded and encouraged by the Emperor.</p> <p>(xiii) Imperial workshops were organized by the Kingdom.</p> <p>(xiv) Any other relevant point</p> <p>(Any six points to be explained) [Pg 228]</p> <p style="text-align: center;"><b>Or</b></p>	6



	<p><b>(b) “Few women of the imperial household played a significant role in the Mughal empire.” Justify the statement.</b></p> <p>(i) The Mughal household consisted of the Emperor’s wives, concubines, mothers, sisters, relatives, female servants and slaves.</p> <p>(ii) Mughal household maintained a distinction between the wives who came from royal families and aristocratic families (begums) and other wives(aghass &amp; agachas)</p> <p>(iii) The aghas and the agachas could rise to the position of the Begum depending on the husband’s will.</p> <p>(iv) The tasks performed by the slaves in the imperial household ranged from the mundane to those requiring skill, tact and intelligence.</p> <p>(v) Women of the Mughal household played a significant role in the Mughal Empire.</p> <p>(vi) Nurjahan and Mughal Princesses controlled significant financial resources.</p> <p>(vii) Shah Jahan’s daughters, Jahanara &amp; Roshanara, also enjoyed annual income equal to high imperial Mansabdar.</p> <p>(viii) Control over resources helped Mughal women to commission some gardens and buildings.</p> <p>(ix) In Delhi a throbbing Centre of Chandni Chowk was designed by Jahanara Begum.</p> <p>(x) <i>Humayunnma</i> was written by Gulbadan Beghum.</p> <p>(xi) Jahanara participated in many architectural projects of Shah Jahan.</p> <p>(xii) Any other relevant point</p> <p>(Any six points to be explained) <span style="float: right;">[Pg 242–243]</span></p>	6
<p><b>SECTION C</b> <b>CASE BASED QUESTIONS</b></p>		<p><b>4X2</b> <b>= 8</b></p>



8.	<p>Read the source given below and answer the question that follow:</p> <p style="text-align: center;"><b>Darbar-I Akbari</b></p> <p>Abu'I Fazl gives a vivid account of Akbar's darbar:</p> <p>Whenever His Majesty (Akbar) holds court (darbar) a large is beaten, the sounds of which are accompanied by Divine praise. In this manner, people of all classes receive notice. His Majesty's son and grandchildren, the grandees of the Court, and all other men who have admittance, attends to make the kornish, and remain standing in their proper places. Learned men of renowned and skilful mechanics pay their respects; and the officers of justice presents their reports. His Majesty, with his usual insights, gives orders, and settles everything in a satisfactory manner. During the whole time, skilful gladiators and wrestlers from all countries hold themselves in readiness, and singers, male and female, are in waiting. Clever juggles and funny tumblers also are anxious to exhibit their dexterity and agility.</p> <p><b>(i) How were the people informed about the conduct of the court?</b></p> <p>a) People were informed about the conduct of the Court by the beating of a large drum and the sound of which was accompanied by the divine praise. In this way people of all classes received the notice. (1)</p> <p><b>(ii) How was the social control exercised in the court?</b></p> <p>a) In the King's Court, King's sons and grandchildren and all other men, who had the admittance, attended to make kornish and had to remain standing on their proper places.</p> <p>b) All other men had to pay their respects and officers of justice presented their reports.</p> <p>c) The place allotted to the courtiers and others was a sign of importance.</p> <p>d) Social control in court society was exercised through carefully defining in full detail the forms of address, courtesies and speech which were acceptable in court.</p> <p>e) The slightest infringement of etiquette was noticed and punished.</p> <p>f) Any other relevant point</p> <p>(Any one point) (1)</p> <p><b>(iii) How did Akbar dispose of the appeals or cases in the court?</b></p> <p>a) The Emperor heard all the reports of the officers of justice.</p> <p>b) Akbar, with his usual insight, gave orders.</p> <p>c) Everything was settled in a satisfactory manner by the Emperor.</p> <p>d) Any other relevant point</p> <p>(Any two points) (2)</p> <p style="text-align: right;">(Page 237)</p>	1+1+2 = 4
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9. Read the source given below carefully and answer the questions that follow:

**“We are not going to just copy”**

This is what Jawahar Lal Nehru said in his famous speech of 13 December, 1946:

We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent and it is bound to be a republic... Now, some friends have raised the question: “Why have you not put in the word ‘democratic’ here? “ Well, I told them that it is conceivable, of course that a republic may not be democratic but the whole of our past is witness to this fact that we stand for democratic institutions. Obviously we are aiming at democracy and nothing less than a democracy. What form of democracy, that shape it might take is another matter. The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world’s progress. Yet it may be doubtful if those democracies may not have to change their shape somewhat before long if they have to remain completely democratic. We are not going just to copy, I hope, a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them. We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy.

1+1+2  
= 4

(i) **Define the term sovereignty.**

**Sovereignty**—Means the independent authority of the State, not being subject and in the control of any other State or extended power. (1)

(ii) **Which constitutions of the countries were referred by the Constitution Assembly?**

**Referred Constitutions** were :

- a) French Constitution
- b) American Constitution
- c) British Constitution
- (d) Any other relevant point

(Any two of the above) (1)

(ii) **How is democracy explained in this source?**

**Democracy:**

- a) India needed democracy.
- b) India stood for democratic institutions
- c) Democracies of Europe and elsewhere had played a great part in the world’s progress.
- d) According to Nehru, India will not just copy a certain democratic procedure or an institution of so called democratic country, it will

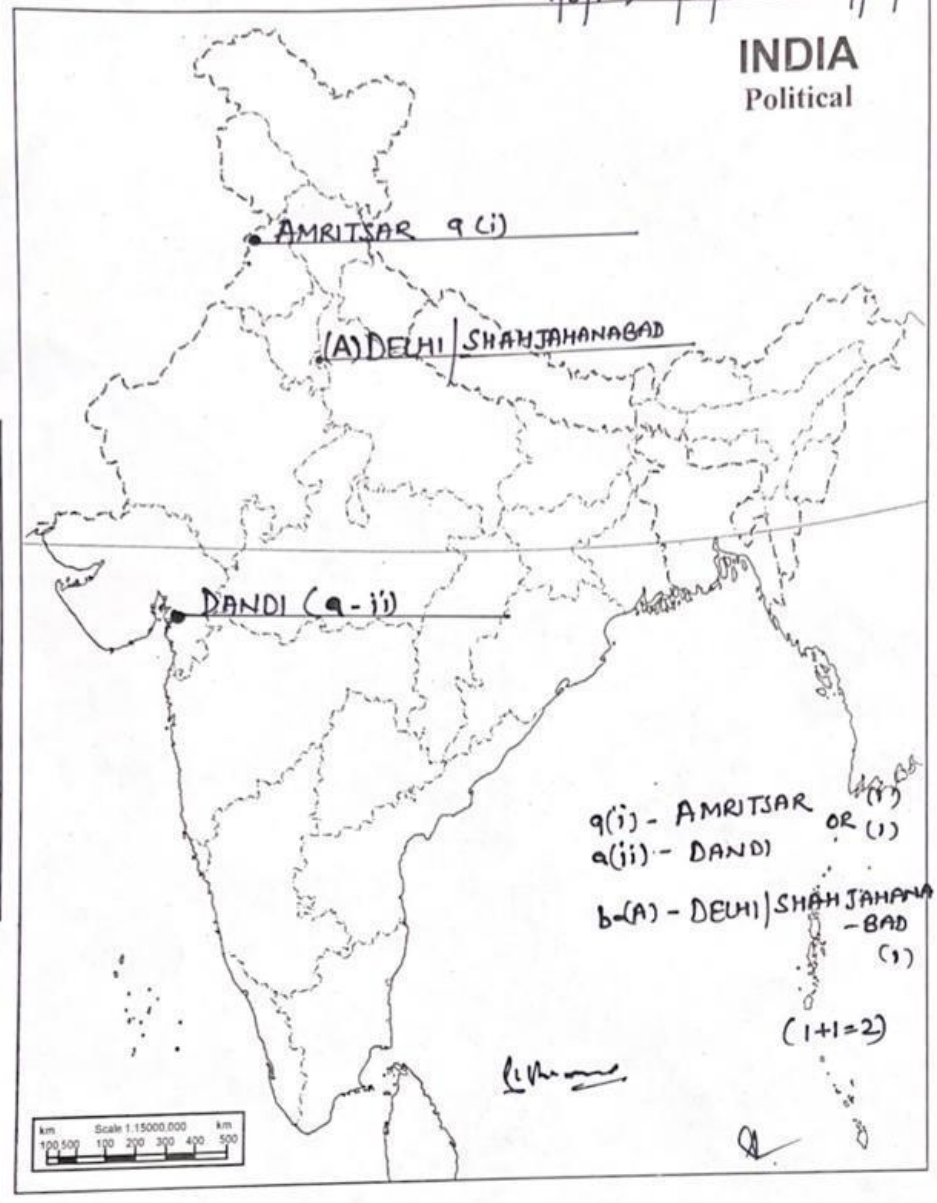
	<p>improve upon it.</p> <p>e) Democracy had to be according to the temper of Indian people and had to be acceptable to them.</p> <p>f) Any other relevant point</p> <p>(Any <i>two</i> points to be explained)</p> <p style="text-align: right;">(2) [Page 412]</p>	4
	<p><b>SECTION D</b></p> <p><b>(MAP BASED QUESTION)</b></p>	<p><b>1+1 =</b> <b>2</b></p>
<p><b>10.</b></p>	<p>(a) On the given political outline map of India mark and label <b>any one</b> of the following with appropriate symbols:</p> <p><b>SEE ATTACHED MAP</b></p> <p>(i) The palce where Jallianwala Bagh Massacre happened - <b>Amritsar</b></p> <p style="text-align: center;"><b>Or</b></p> <p>(ii) The place where Salt Law was broken by Gandhiji - <b>Dandi</b></p> <p>(b) On the same map, a capital of the Mughal Empire is marked as “A”.</p> <p>Identify it and name it on the line drawn near it.</p> <p>A —<b>Delhi/Shah Jahanabad</b></p> <p><b>For Visually Impaired Candidates :</b></p> <p>(a) (i) Name the palce where Jallianwala Bagh Massacre took place - <b>Amritsar</b></p> <p style="text-align: center;"><b>Or</b></p> <p>(ii) Name the place where Gandhiji broke the Salt Law - <b>Dandi</b></p> <p>(b) Name any one capital of Mughal Empire – <b>Agra/Delhi/Shah Jahanabad/Fatehpur Sikri/Lahore</b></p>	<p>1</p> <p>1</p> <p>1</p> <p><b>1+1=</b> <b>2</b></p> <p>1</p> <p>1</p>





नक्शा प्रश्न संख्या 10 के लिए  
MAP for Q.No. 10

6/5/1, 6/5/2 and 6/5/3



Cut here यहाँ से काटें - Cut here यहाँ से काटें