KENDRIYA VIDYALAYA SANGATHAN LUCKNOW REGION

पूर्वपरिषदीय परीक्षा **PREBOARD EXAM (2022-23)**

विषय **:** इतिहास **(**सैद्धांतिक**) Subject: History (Theory)**

अवधि**/Duration: 3 hrs.** पूर्णांक**/MaximumMarks: 80**

Marking Scheme

1.d. Satavahanas
2.c. SuttaPitaka
3.c. H.H. Cole
4.c. Existence of God
5.a. Both 1 and 2
6.b. Integration of cults
7.d. 1, 2, 4
8.a. 1 – (ii), 2 – (i), 3 – (iii)
9.b. Tamil, Telugu, Kannada and Sanskrit
10.a.1986
11.a. Santhal
12.a. 1, 2 and 3
13.d.Buchanan
14.d. 1859
15.a. Thomas Jones Barker
16.d. Assertion and only reason 1 are correct.
17.c. Assertion is false but reason is correct.

18.d. Both the assertion and the reason are correct. Reason is the correct explanation of the statement.

19.d. Both the assertion and the reason are correct. Reason is the correct explanation of the statement.
20.b. Assertion is true but reason is false.

21.c. Assertion is false but reason is correct.

22. a. Planned town
    b. Common measurement and weighing scale
    c. Trade-oriented civilization.
    d. Common brick shapes and sizes.
    e. Any other relevant point
    (any three-point with appropriate explanation) 1*3

23. a. Consider Buddha as a god/savior.
    b. Idol worship.
    c. Concept of Boddhisatta.
    d. Any other relevant point
    (any three-point with appropriate explanation) 1*3

24. See page 129, Source 10.
    OR.
    See page 124
    a. Linguistic differences
    b. Different religious beliefs.
    c. Indians weren't cooperative.
    d. Any other relevant point
    (any three-point with appropriate explanation) 1*3

25. See page 187
    a. For music, dance and drama programs.
    b. Celebration of deities' marriages.
    c. To swing the deity.
    d. Any other relevant point
    (any three-point with appropriate explanation) 1*3

26. a. Proclamation in Hindi, Urdu, and Persian.
    b. Protecting the sentiments of Hindus and Muslims.
    c. Equal participation of both Hindus and Muslims on each level.
    d. Glorification of the co-existence of Hindus and Muslims in the past.
    e. Common fear of Hindus and Muslims by Christianity.
    f. Any other relevant point
    (any three-point with appropriate explanation) 1*3
    OR.
    a. Company rule ended.
    b. No interference policy in reference to Indian social and religious issues.
    c. No more annexations.
    d. Establishment of a new administrative system.
    e. Any other relevant point
    (any three-point with appropriate explanation) 1*3

27. a. Annexation of Awadh.
    b. Doctrine of Lapse.
    c. Widow remarriage act.
    d. Cow and pig fat-coated cartridges.
    e. 1856 armed recruitment act.
    f. Any other relevant point

(any three-point with appropriate explanation) 1*3

28. 3+5

Military administration- 6 subcommittees (3 marks 6x 1/2)

a. Centralisation
b. Portfolio system
c. 5 Political Center
d. The welfare state- Road, Plantation
e. Ashoka's Dhamma
f. Tolerance
g. Taxation system
h. Spy administration
i. Any other relevant point
(Any 5 points with relevant explanation)

OR
Features of Mahajanpada
a. Fortification
b. Capital city
c. Taxation
d. Military
e. Commonly ruler was kashtrita
f. Any other relevant point
(Any three-point with an appropriate explanation)

OR

a. Ganga- 1. Source of irrigation
2. Fertile soil
b. Iron ore-1. Help in cultivation
2. Tool and weapon
c. Forest 1. Elephant
2. Wood
d. Leadership
e Any other relevant point
(Any 5-point with appropriate explanation)

29. See sub-topic 1 of lesson 8
a. Landowner ship
b. Several crops
c. A state effort to promote the agricultural sector- irrigation ...

d. Type of peasants
e. Technology - Rahat
f. Land size
g. Women and agriculture
h. Land revenue
i. Classification of land based on fertility
j. Any other relevant point
(Any 8 points with appropriate explanation) 1*8

OR

See sub-topic 8 of lesson 8
Importance and limitations of Ain-i- Akbari
A. Importance
i. The Ain gives detailed accounts of the organization of the court, administration, and army, the sources of revenue and the physical layout of the provinces, and the literary, cultural, and religious traditions of the people.
ii. Along with a description of the various departments of Akbar's government and elaborate descriptions of the various provinces (subas) of the empire
iii. Authentic because written by courtier Abul Fazal.
iv. Authentic because Akbar passes an order to all departments and heads to provide information to Abul Fazal on a priority base.
v. The Ain is therefore a mine of information for us about the Mughal Empire during Akbar's reign.
vi. The Ain is made up of five books (daftars), of which the first three books describe the administration.
vii. Abul Fazal cross-examine the information given by officers from other sources.
viii. Numbers are written numerically as well in words.
ix. Manuscript of Ain was rechecked 5 times by the author.

Limitations of Ain-i- Akbari

i. It is written by courtiers.
ii. Declared objective of Ain: (See Page 197)
iii. Numerous errors in totaling have been detected. These are ascribed to simple slips of arithmetic or transcription by Abu'lFazl's assistants.
iv. Ain is the somewhat skewed nature of the quantitative data. v. Data were not collected uniformly from all provinces.
vi. For many subs, detailed information was compiled about the caste composition of the zamindars such information is not available for Bengal and Orissa.
vii. Vital parameters such as prices and wages from these areas are not as well documented except Agra.
viii. It has limited relevance for the rest of the country.

Any other relevant point
(Any 8(4+4) points with appropriate explanation) 1*8

30. See pages 259-260
a. Initial high demands.
b. Depressed economy.
c. Inflexible laws.
d. Limited powers of zamindars. e. Restricted autonomy of zamindars.
f. Zamindars lost authority.
g. Ryots delayed payments.
h. Jotedars, mandals encouraged delay
i. Sunset theory
h. Any other relevant point
(Any 8 points with appropriate explanation) 1*8

OR

See page no 266-269