

114
250

HISTORY

Time Allowed: 3 Hrs.

Max. Marks: 250

Instructions to Candidate

- There are EIGHT questions divided in TWO SECTIONS and printed in ENGLISH.
- Candidate has to attempt FIVE questions in all.
- Question Nos. 1 and 5 are compulsory and out of the remaining, any THREE are to be attempted choosing at least ONE question from each Section.
- The number of marks carried by a question/ part is indicated against it.
- Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Name Dinesh Pratap Singh

Mobile No. _____

Date 25/08/2019

Signature [Signature]

1. Invigilator's Signature _____

2. Invigilator's Signature _____

REMARKS

GS SCORE

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Section - A

1. Critically examine the following statements in about 150 words: (10 × 5 = 50 Marks)
- (a) The Queen's Proclamation of 1858 made 'outsiders', 'insiders' in India. (10 Marks)
- (b) We have no right to seize Sind, yet we shall do so, and a very advantageous, useful, humane piece of rascality it will be. (10 Marks)
- (c) The British education policy endorsed and supported differentiation in the Indian society. (10 Marks)
- (d) Reforming society through legislations seldom yielded the desired results in India during the colonial period. (10 Marks)
- (e) To a certain extent, the Congress was also responsible for the alienation of Muslims from the mainstream national movement in India. (10 Marks)

1a

After the Revolt of 1857, British government brought some fundamental changes in Indian governance by enacting Queen's Proclamation of 1858.

The changes brought by Queen's proclamation 1858

- British government adopted direct control of Indian government from East India Company (EIC)
- Governor General of India was converted in Viceroy as Queen's direct representative
- Secretary of state for India and his council of fifteen to govern all aspects of India.
- changes in army, administration etc.

How outsiders became insiders?

*) until now, British government was indirectly involved via E.I.C. But now it assumed direct responsibility.

good
classif

Remarks

- * The remaining commercial nature of rule (first ended in 1833); became totally political.
- * Respected the rights of native rulers, abandoned aggressive expansionism.
- * Brought in steps to include Indians further in governance and administration although ineffectively
 - ↳ eg. 1861 act bringing 3 Indians in legislative councils.

Thus; 'outsiders' i.e. British government now became 'insider' direct ruler. But in true sense; they maintained their alien nature and never fully assimilated.

Global history

good
document

36

The statement by Charles Napier about annexation of Sindh exemplifies the British treachery for their expansionism.

Sindh as independent state

↳ It was ruled by Char-yars as an independent principality.

↳ later it accepted subjugation under British and sent tributes.

British motives to annex Sindh

- ↳ create a buffer between British empire and Afghanistan
- ↳ Counter the Russian threat of invasion from North west.

British aggressiveness and unprincipled annexation

- ↳ When British lost the first Anglo Afghan war; under leadership of Younghusband; They made Sindh an escape goat.
- ↳ to exit their frustrations; and satisfy their ego; Britishers made false accusation of conspiracy on ruler of Sindh without any basis.
- ↳ In a swift move; Sindh was annexed to empire without giving any excuse

Thus; though this act proved to be highly advantageous to British due to safety of empire (b) Securing trading routes to west
 (c) Extra revenue; It was totally unprincipled, unethical and barbaric act.

good facts
 Astounding

3C

British education policy was primarily adopted to serve colonial interest than genuine interest of spreading knowledge. Thus it endorsed and created differentiation

How differentiation was created by British Education policy

1) Before 1835: Only few educational institutions like Fort William college & Sanskrit college created to build administrative cadre
↳ Benefited very rich class of Indians or some religious gurus

2) 1835 - Macaulay's Minute: This was the most said mark event of British education policy. It: (a) Promoted modern English education in English medium

(b) Downward filtration theory

It created division of:

(a) Language: Vernacular education was ignored and was considered inferior

(b) Class: only rich, landed class could access expensive English education

High fact

© Regional: Only urban areas received the benefits but rural areas remained in dark

3) After 1835:

(1854)

↳ Klood's dispatch and Hunter Commission (1882) tried to reform; but their impact was limited.

↳ 1904 University Act: Created further restrictions on the free and open collegiate education.

Thus British education policy; deliberately worked to create division. It taught colonial interpretation of Indian history; to create religious divides between Hindus and Muslims.

Wrote the Role of other factors of

World based of different

3d

In the early decades of 19th century British policy in India was governed by thoughts of Utilitarianism. William Bentick was biggest proponent of this who focused that just laws will result in just society.

Steps for legislative reforms in India

- Sati Abolition Act 1829
- Widow remarriage Act 1856
- Indian Penal Code 1860
- Child marriage regulation 1891 etc.

But as opposite to the utilitarian theory, these laws brought limited results because.

* Top to Bottom approach: Larger society was not consulted before enacting them. They were forced upon people.

* Insensitivity to cultural norms: By judging anything Indian as bad.

* No strict implementation mechanism. Thus despite these changes, social evils like sati, ban on widow remarriage, kulin polygamy, female infanticide continued.

Thus the reforming through legislation brought limited reforms. After 1857, British altogether abandoned their religious supremacy.

despite all reforms in social life the prospect too still many factors these act continued

3e

42

The religious division and rise of communism in India since second half of 19th century was result of many diverse reasons and the major party Congress had a part to play.

Responsibility of Congress for alienation of Muslims from mainstream movement

1) Allowing radical trends: when Tilak's Shivaji and Ganesh Mahotsav got popular as symbol of Hindu revival; Muslims got apprehensive.

↳ Congress made no serious attempt to address this.

2) Lack of outreach: It did not reach out to prominent Muslim leaders like Sir Syed Ahmed known to include them in their fold.

3) Skewed leadership: Major leadership was dominated by Hindu community. Muslims had little share.

↳ some leaders like Lala Lajpat Rai, openly took radical Hindu stance.

4) Mismanagement: of various events of Khilafat-Non Cooperation movement; like religious

violence in Moplah movement

↳ The lack of efforts created further divide.

Thus among other factors; longers too had role in alienation of Muslims which ultimately created sharp religious divide.

With prosperity

2. (a) "The Swadeshi movement had all the elements of a Gandhian movement". Critically analyse. (15 Marks)
- (b) "Post 1813, the Christian Missionary doctrine was more insensitive and wounding than healing and responsive". Comment. (15 Marks)
- (c) "Commercialization had different meanings for different people, in different places and at different times". Evaluate. (20 Marks)

2a

Swadeshi Movement was started in 1905-06 in response to the British decision to divide Bengal. It had innovative methods to resist British rule.

Elements of swadeshi movement similar to Gandhian

① Boycott: Bengal and later allude too; boycott of foreign items was observed.

↳ Boycott of foreign clothes, British goods.

↳ large scale burning of British clothes.

↳ adoption of Indian things.

② Indigenisation: Of education, so nationalist schools and colleges were opened.

↳ people left government jobs

↳ left government colleges, lawyers left practices.

③ Constructive work: To help poor, and vulnerable class. food distribution, cloth distribution, famine relief.

④ focus on Inner strength: Atmashakti was emphasised.

↳ Unity among people was promoted

↳ people traded Rakhi

↳ focus on Indian art and culture

↳ painting of Abanindranath Tagore

Above features, later became integral part

of Gandhian movement too. For eg. Boycott,

focus on khadi cloths, religious unity etc.

But; there were elements of Gandhian
movements which were missing in Swadeshi
Movement. These were;

a) civil disobedience:

This meant peaceful
protest to laws of government and
refusal to follow them.

↳ swadeshi movement didn't include
this.

good

aspect

b) Mass participation:

Gandhian movement was essentially a mass movement with people as bedrock.

↳ But in Suadishi movement mass participation was limited to educated class in urban areas. Participation of peasants was less.

c) Strength - Trench model:

Gandhian movement was well planned with phases of high force activity and then a lull or break. This strategy helped in longevity of movement and strengthening morale.

↳ Suadishi movement had no such strategy

↳ so when British did forceful clampdown; the movement dissipated.

Thus it is true that Suadishi movement had some of the elements of Gandhian movement but missed many. Gandhiji improved upon earlier learnings to give national movement a formidable role.

Ullal toraj

2b

After enacting Charter's Act 1813, Christian missionaries were allowed to pursue their activities in India. This was done under dominance of Evangelical forces in British parliament.

Rationale behind Christian Missionary doctrine:

1) White Man's Burden:

As per this evangelical concept; oriental population was uncivilised and Britain the leader of west, had a duty to civilise the orient.

↳ Christian missionary were a tool for this providential mission.

2) Evangelical aspiration:

This was the time when evangelical leaders dominated British politics.

↳ They wanted to spread christianity to colonies via these missionaries.

3) Westernisation: To spread western values and education and thus assimilate colonies. Another aim was to make

them favourable consumers of British goods.

Negative aspects / harms of Christian Missionary doctrine:

1) Destruction of aboriginal culture:

These mission-
aries expanded their activities in tribal
areas. They demonished tribal systems and
forced christianity on them.

↳ This led to destruction of tribal culture

↳ eg. Kaliparaj movement in tribal Gujarat

2) Exclusion of Indian:

Their providential bias of high status of British; resulted
in British government excluding Indians
from active partnership in governance

3) Division on society: Due to fear of
christianity; Hinduism and Islam adopted
conservative outlook. This resulted in
radicalism and conflict.

4) Capture of lands: The alienated indigenous people of land rights by spreading their missionary infrastructure.

Some positive impact of missionary doctrine

- * spread of english education
- * some welfare activities like nursing

But overall, as we can see, the doctrine did more harm and hurt than benefit.

Call tried

(2C)

Commercialisation means the process of spread of commercial activities, trade, monetisation etc. Under it value is put on all transactions.

Commercialisation for Indians

Before the advent of British commercialisation did exist in India. It had following aspects:

- a) State's patronage: The rulers gave patronage to trade and crafts. Mughals adopted institutions of Karkhanas for this purpose.
- b) Indigenous nature: Wealth of nation was kept within. Indigenous craft, traders were dominant.
- c) Controlled foreign trade: Rulers kept a rigid eye on the external trade through permissions (farmans) and dastaks. Thus preventing exploitation.
- d) No imperial goals via commercialisation

a) Handicraft based ~~than~~ machine based

Commercialisation of British

* In 17th and upto mid 18th century:

1) For profit:

To earn great margin on Indian trade by buying from India and selling at high price in Britain.

2) Sought concessions from rulers, asked for and largely suspected permissions.

* Post mid 18th century:

- Rise of industrial revolution in Britain, boosted Mercantilist philosophy. This changed nature of commercialisation by.

a) To expand empire: Use political activities along with commercial activities.

b) Use of force: To satisfy commercial interest

c) Destruction of native market and spread of their own markets.

d) Use of political power to boost commerce

Thus the commercialisation's interpretation changed from person to person, time to time, place to place

Remarks

good
strength and
wealth
→ →

3. (a) Tribal uprisings in India did not maintain the same characteristics throughout the 19th century. Elaborate. (15 Marks)
- (b) How far do you believe that the peasantry community in India had started handling the issues related to them by their own from the second decade of 20th century. (15 Marks)
- (c) Assessing the Quit India Movement as a 'Spontaneous Revolution' would be an incomplete interpretation; it would be to look up at it as the climax point of Gandhian Satyagraha movements. Discuss. (20 Marks)

Remarks

Remarks

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Remarks

4. (a) Birth of Hindu fundamentalist ideology was a crude reality of India in the third decade of 20th century. Critically analyse. (15 Marks)
- (b) Do you think that the partition of India was unavoidable? (20 Marks)
- (c) "The emergency of 1975 was the outcome of a systematic failure in the time of social, economic, and political crisis that prevailed in India". Discuss. (15 Marks)

Remarks

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Remarks

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Remarks

Remarks

Section - B

5. Critically examine the following statements in about 150 words: (10 × 5 = 50 Marks)
- Critically examine the essence of the idea of progress espoused by the enlightenment thinkers? (10 Marks)
 - Examine the salient features of the Russian socialist industrialisation. Compare and contrast it with capitalist industrialization? (10 Marks)
 - The peace settlements ending the first-world war ushered in what came to be known as the "Twenty-year crisis" leading to the Second World War. Critically analyse. (10 Marks)
 - Discuss the different paths of Britain and Germany to industrialisation. (10 Marks)
 - Explain the main features of the US Federal Constitution. (10 Marks)

5a

Enlightenment was a socio-cultural movement started in England and Netherlands in late 17th century and spread in whole Europe in 18th century

Major progressive ideas of enlightenment are:

- Supremacy of Nature: Understand natural laws to understand world. To not blindly believe in religious laws
- Logic & Reason: Every practice and institution should be subject to idea of logicalness.
- Constitutionalism: No absolute power. A system of check on power of ruler.
- Liberalism: Reducing control of state on ideas, people and society.

5) Individualism: State and society to serve individual and not vice versa

6) Spirit of reform: ~~Benef~~ Benevolent despotism to reform existing practices.

But the progressive nature was limited

because:

1) Lack of gender equality: Women's rights, their challenges, deplorable conditions were not address.

2) Too mechanical: Too much focus on logic and reason made it very rigid and lack of emotion.

↳ this weakness later resulted in Romanticism

3) Limited reforms: By and large, reforms were limited to socio-cultural aspect and no political.

Enlightenment despite its limitation

was a milestone of modern history. It

doomed fate of medieval age and modern

age commenced.

For book draw the approach of Karish

2b

5) Russian industrialisation although started in late 19th century; really arrived after 1920s i.e. post the Russian revolution of 1917

Salient features of Russian Socialist Industrialisation:

a) State's control: State took full control of industries. It decided their management, personnel, policies etc.

b) Focus on heavy industries: For quick progress and more income. Heavy industries were thought to boost scientific research.

c) Cooperative farming: Industrialisation of farm sector, using promotion of cooperative farms called kulaks.

d) No free market: Demand and supply were controlled by government.

↳ state decided what to produce, how much to produce.

Similarities between socialist and capitalist industrialisation:

a) focus on machines:

To replace the handicraft. Achieve larger production.

b) large scale capital investment

Differences:

a) Russia: state control

~~Britain~~
Capitalist: least protection/intervention

b) Socialist: Heavy industry focus

Capitalist: No such focus; free market

c) Socialist: control on demand & supply

Capitalist: free market

Thus the ideological differences of socialism and communism gave different character to their industrialisation.

elaborate this aspect

22

After end of first world war in 1918, a peace treaty of Versailles was signed. But this peace treaty itself caused another war after 20 years.

Treaty of Versailles as reason of Second World War:

1) Unjust nature: It did not base itself on principles of fairness. Germany was very harshly treated.
↳ indemnity of £ 6600 million was put on it.

2) Breaking of German resources:
↳ Alsace-Lorraine was taken back by France.
↳ Coal rich Saar area was leased to others for 15 years.

3) Military constraint: forced to demilitarise and keep forces only 100,000 - not even enough for law & order.

↳ Ban on raising military.

Due to above terms; the treaty caused huge ~~any~~ embarrassment and feeling of ~~surry~~ surry, with Germany.

Nice
through

But Treaty of Versailles was not sole reason
for second world war. as;

① policy of appeasement: By most European
powers led to strengthening militarisation
of Germany.

~~② Serb slav nationalism~~

② Fascism and Nazism: Allowed Germany and
Italy to carry on radical nationalism

③ No destruction of Germany: Treaty of
Versailles weakened Germany but not enough.

↳ it could regroup for revenge

Thus though treaty of Versailles was
foremost important ~~reason~~ for second
world war; ~~it wasn't the only reason.~~

Call brief

- 2d) Industrialisation in Britain started in mid 18th century; while in Germany it started in 1830s but in real sense after 1870s.

Difference in path of industrialisation between Germany and Britain

<u>Britain</u>	<u>Germany</u>
① <u>Fuelled by imperialism and colonialism.</u>	① Based on <u>domestic demand</u> . ↳ eg. <u>Zollverein</u> .
② <u>Diverse industries.</u>	② Focus on <u>iron, steel and military industry</u> .
③ <u>Capital goods produced within home</u>	③ Large percentage of machines and capital goods were imported.
④ Based on concepts of free market	④ State played important regulatory role

Thus, though there were path differences both required fast economic advantage by industrialisation. The pace of industrialisation in Germany was very fast.

Mix approach to

cost diff

easy

47
2e US federal constitution was adopted in 1787 by American Union. It was very progressive and unique document.

Main features of US federal constitution

- 3
a) First written constitutions of world: Rules, procedures and powers were clearly delineated.
- b) Separation of power: Between different organs like legislature, executive, judiciary
- c) Independent judiciary: With power of judicial review based on due process of law.
- d) Federal powers: Non-destructible federation with wide powers to state.
↳ all residual powers with state
- e) Dual citizenship: of Nation and state both.
- f) Presidential form of governance: more stability
- h) Liberty: freedom of speech, of life, of private property.

Thus US federal constitution is an landmark document in the democratic history of world.

6. (a) "The French Revolution was the outcome of conspiracy against the 'legitimate' authorities". In the context of this statement, examine how the fear of revolution led to the theory of revolutionary conspiracy in other parts of the world for the future generation. (15 Marks)
- (b) There are different types of colonies rather than one single colonialism. In this context, compare and contrast British and French imperialism regarding things such as governing philosophies and their impact upon the colonial population. (20 Marks)
- (c) What is the concept of total war? Trace its roots historically. How has the coming of total war led to large scale changes in the making of our society? Discuss briefly. (15 Marks)

6a

French revolution of 1789 was the most important revolution of history which gave way to modern age.

French Revolution as revolutionary conspiracy

① The 'old order' — the monarchy feared the revolution. They created this concept of conspiracy.

② The revolutionary ideas of constitutionalism, liberty, freedom, republicanism threatened old order.

③ Due to this old order got fear of spread of revolution.

Remarks

Critically analyse the old legitimate authorities

Fear of revolution

① After the overthrow of Louis XVI in 1792, the neighbouring monarchies of France, i.e. ^{Prussia} ~~Germany~~, Spain, Austria feared similar uprising.

② They formed first coalition in 1792 and attacked France.

③ This war continued for five years from 1792-97.

↳ Ended in victory of revolutionaries in Treaty of Campoformio.

Impact of fear of revolution

① Imperial powers got aware of revolutionaries.

↳ Britain adopted stronger stance in colonies.

↳ eg Cornwallis surrenders.

② Revolutions were violently suppressed.

② Till now in 2010; in case of Arab Spring; Revolutionaries are seen as conspirators.

This theory of conspiracy was created by old regimes who feared their outthrowing.

great fact analysis

⑥ Total war is an all encompassing

war affecting every aspect of life in belligerent countries and beyond.

Historical roots

↳ first proposed by German general Ludendorff in 1935 in context of World War I

↳ Expanded in nuclear age post World War II by Bernard Baruch advisor of US president Roosevelt.

Changes made by total war on society

① Women's status: It improved as more women assumed responsibility outside home due to death of male soldiers in total wars.

↳ eg. sufrage movement of 1920s.

② Institutional development: of League of Nations, United Nations to prevent future war.

③ Decolonisations: ~~As imperial ambition resulted in large scale destruction.~~

Thus Total wars not only brought destruction but also wide spread changes in world as we see today.

Approach is good

Substantial with more fact

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Remarks

Remarks

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Remarks

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Remarks

7. (a) The system of capitalism that produced development in the western world created underdevelopment in the colony. In this sense imperialism and colonialism are two sides of the same coin. Examine. (20 Marks)
- (b) "The UN was not created to take mankind to heaven, but to save humanity from hell". In the context of this statement, evaluate the role of the UN. (15 Marks)
- (c) Analyse the factors for the collapse of soviet communism and the Soviet Union. Did perestroika cause the fall of the USSR? (15 Marks)

7a) 18th Capitalism as a theory developed mainly with advent of industrial revolution. The free market economist Adam Smith gave it a concrete shape in his book 'wealth of nations'.

Capitalism brought development in west by

- ① Faster industrialisation
- ② More per capita income
- ③ Better living conditions
- ④ Freedom.

But this capitalism got fuelled by ideology of imperialism and colonialism.

Concept of Imperialism:

- 1) Extend power and prestige of nation by expanding the territorial boundaries
- 2) Generate more resources for crown by subjugation of new territories.

3) Further national interest and wealth
at cost of others

↳ Becoming the sole ruler

Concept of Colonialism

- ① Aquiring countries for commercial benefit.
- ② Exploit the resources of colonies to fuel domestic growth.
- ③ Create new markets for domestic industries

Thus colonialism and imperialism are two sides of same coin. While imperialism is a theory; colonialism is its practical manifestation.

Capitalism along with imperialism and colonialism created underdevelopment in colony by

- ① Destroying domestic industry of colonies.

- ② changing consumption pattern on line of acquiring power
- ③ Ruthless exploitation of indigenous resources
- ④ Drain of capital and profit to imperial power

Thus capitalism produced diverse results for the imperial powers and their colonies.

good
abject
and
abject
Carry

7b) United Nation was created on 24th October 1945 in aftermath of World War II; to prevent world from another war.

Positive role of UN :

- 1) Prevention of large scale conflict : since its inception; no wars on scale of world wars has happened.
- 2) Development Cooperation :
 - ↳ Reconstruction effort after 1945
 - ↳ efforts for underdeveloped nations.
 - ↳ U.N. D.P.
- 3) Resolving conflict : By effective mediation between nations.
 - ↳ eg. Greece - Macedonia conflict.
 - ↳ I.C.J. as an adjudicating body
- 4) Institutional framework of governance:
 - ↳ consensus based and rule based order.

Limitation on role of UN

① Diminishing scale in conflicts:

Though large-scale conflict have been prevented but bilateral conflicts have continued.

↳ eg. Iraq War, Afghan war

② Failed disarmament: It had not achieved any progress in nuclear and other kind of disarmament.

↳ Rather militarisation is increasing.

③ Lack of reforms: Post war victorious powers have hegemonised the institution.

↳ No effective reforms in institutions in face of changed geopolitics.

Thus the goal of UN to prevent the world from 'hell' of world war has been a success; but new threats have emerged which threaten peace. UN needs to reinvent itself

Label tried

7C) USSR collapsed on 25th december 1991
and with this Soviet style communism
ended.

Factors for collapse of Soviet Communism

① Economic woes: High inflation, low living standards, poor wages created discontent.

↳ 25% of GDP was spent on militarisation

↳ Lack of production of consumer goods,
high prices.

② Internal dissent: specially in Balkan region in Poland & Yugoslavia.

↳ They wanted to move out of Soviet control.

③ Authoritarianism: Lack of liberty and freedom to citizens.

④ Policy of Glasnost: Making protests and demonstrations regular feature.

Perestroika was a policy of economic and political restructuring. This also played role in collapse by:

① Political restructuring: Soviet Supreme which was broken down in smaller form of 450 representatives.

↳ Due to this cracks developed within communist party

② Economic restructuring: "Law on State Enterprises" created skewed production. Worker's wages were related to production in terms of

Rubels

↳ so they produced more capital goods.

↳ consumer goods reduced; inflation rose.

Thus, these combined factor doomed soviet unity and largest dream of communism shattered.

Substantive with
More fact and
analysis

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Remarks

8. (a) What do we broadly understand by decolonization? What are the different theoretical models to understand decolonisation? (20 Marks)
- (b) Before the First World War, the USA was primarily a debtor nation; however, it emerged from the war as a creditor country. Explain. (15 Marks)
- (c) Define unipolarity and in brief discuss the challenges in a unipolar world. (15 Marks)

Remarks

Remarks

Remarks

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Remarks

Remarks

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Remarks