



### **Part B [Thought Provoking Questions]**

**Answer all the Questions. Each Question carries five marks. (6Qx5M=30M)**

11. Describe the salient features of the Charter Act of 1853.  
(C.O.NO.2) [Comprehension]
12. Explain the Administrative, Legislative, and Judicial Development in Calcutta beginning with the first Charter and ending with the Regulating Act.  
(C.O.NO.2) [Comprehension]
13. Explain the early judicial powers exercised by the Company between 1600 and 1623. Also describe the process by which these powers were acquired  
(C.O.NO.1) [Comprehension]
14. State and analyse the features of the Charter Act of 1813.  
(C.O.NO.1) [Comprehension]
15. "The early British Administration encouraged the traditional Panchayati system in India". Express your support and / or differences with this statement in a brief note.  
(C.O.NO.1) [Comprehension]
16. Elucidate the features of the 1833 Charter Act and its impact on modern day India.  
(C.O.NO.2) [Comprehension]

### **Part C [Problem Solving Questions]**

**Answer all the Questions. Each Question carries ten marks. (2Qx10M=20M)**

17. Why was there a need for the 1858 Government of India Act? What were the features of this Act? According to you, did it have any impact on the future Constitution and administrative set up of India? Explain with reasons.  
(C.O.NO.3) [Comprehension]
18. Explain the Administrative and Judicial development in Bombay and Madras. Analyse the differences in the developments in these places.  
(C.O.NO.3) [Comprehension]



## SCHOOL OF LAW

**Semester:** 5<sup>th</sup> Semester

**Course Code:** LAW 601

**Course Name:** Constitutional  
History of India

**Date:**

**Time:** 2 Hours

**Max Marks:** 60

**Weightage:** 30%

### Extract of question distribution [outcome wise & level wise]

Q.NO	C.O.NO	Unit/Module Number/Unit /Module Title	Memory recall type [Marks allotted] Bloom's Levels			Thought provoking type [Marks allotted] Bloom's Levels			Problem Solving type [Marks allotted]			Total Marks
			K			C			A			
Q1 to Q3	CO1	Module I	1Mx3Q									3M
Q4 to Q08	CO1	Module II	1Mx5Q									5M
Q09 and Q10	CO1	Module III	1Mx2Q									2M
Q11, Q12, and Q16	CO2	Module II				5Mx3Q						15M
Q13, Q14, and Q15	CO1	Module I				5Mx3Q						15M



Q17	CO3	Module III								10Mx 1Q	10M
Q18	CO3	Module III								10Mx 1Q	10M

K =Knowledge Level C = Comprehension Level, A = Application Level

Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.



## Annexure- II: Format of Answer Scheme



### SCHOOL OF LAW

#### SOLUTION

**Semester:** 5<sup>th</sup> Semester

**Course Code:** LAW 601

**Course Name:** Constitutional  
History of India

**Date:**

**Time:** 2 Hours

**Max Marks:** 60 Marks

**Weightage:** 30%

#### Part A

(10Q x 1M = 10 Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
1	1664	One Mark for the Correct Answer.	1 Minute
2	1616	One mark for the Correct Answer.	1 Minute
3	Queen Elizabeth I	One Mark for the Correct Answer. Half mark for merely mentioning Elizabeth.	1 Minute
4	1773	One mark for the Correct Answer.	1 Minute
5	1774	One mark for the Correct Answer.	1 Minute
6	Pitt's India Act, 1784	One Mark for the Name and Year. Half a mark for just the name or just the year.	1 Minute
7	Charter Act of 1813	One Mark for the name and the year. Half for just the year.	1 Minute
8	Any one amongst CMS Cotyam, Hindu College, Serampore College	One Mark for any one of these names.	1 Minute
9	Government of India Act, 1858	One Mark for the name and year. Half for just the year	1 Minute
10	Mangal Pandey	One Mark for the correct answer.	1 Minute

#### Part B

(6Q x 5M = 30 Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
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11	<ul style="list-style-type: none"> <li>(i) The Act was for an indefinite period instead of the standard 20 years.</li> <li>(ii) Separation of Executive from Legislature</li> <li>(iii) Open competition in Civil Services implemented.</li> <li>(iv) Separate Governor for Bengal.</li> <li>(v) Court of Directors could create new provinces.</li> <li>(vi) Law member became a full member</li> </ul>	<p>Marks to be awarded on a pro-rata basis if at least four features are mentioned and explained in brief.</p> <p>Half mark to be awarded for every new point that is mentioned up to a maximum of 2.5 marks. The remaining marks will be awarded based on the quality of the explanation conveying the importance of each point mentioned.</p>	10 Minutes
12	<ul style="list-style-type: none"> <li>(i) Started off quite poorly.</li> <li>(ii) Admiralty court never materialised. Too unimportant for a Governor in Council and trials were happening in Madras till 1698.</li> <li>(iii) Changes seen from the 1700s. Minor Causes court established.</li> <li>(iv) Indians were administered better because as Zamindar of Sutanati, Govindpur, and Kalighatta, the Company had significant powers.</li> <li>(v) The 1726 and 1753 Charters made significant changes and brought parity between Bombay, Madras, and Calcutta.</li> <li>(vi) The Regulating Act centralised the powers to Calcutta. Established</li> </ul>	<p>The student will be awarded marks for clearly explaining the transition of Calcutta from an under-administered territory in the second half of the 17<sup>th</sup> Century to the Capital of India in the second half of the 18<sup>th</sup> Century. At least five points must be used to indicate this transition and must be briefly explained to convey this transition.</p> <p>Half mark to be awarded for every new point that is mentioned up to a maximum of 2.5 marks. The remaining marks will be awarded based on the quality of the explanation conveying the transition.</p>	10 Minutes



	the Supreme Court in 1774.		
13	<p>(i) Constitution of the Company of Merchants trading into the East Indies in 1600.</p> <p>(ii) 1601 - Royal Commission with the powers to try offences on board a ship given to the Captain.</p> <p>(iii) William Hawkins receives permission in 1605 from Jahangir.</p> <p>(iv) Lillington's case.</p> <p>(v) Subsequently Thomas Roe gets a firman with powers to the Company to administer themselves.</p> <p>(vi) Extension of Royal Commission to acts on landed in 1623. Significance of the firman and Lillington's case.</p>	<p>One mark awarded for each point mentioned. Provided however that there must be a link created between each of the points and the significance of these points must be conveyed while establishing this link.</p> <p>Mere mentioning of points will lead to the awarding of half mark for each point subject to a maximum of 3 marks.</p>	10 Minutes
14	<p>(i) Extended trading rights by another 20 years</p> <p>(ii) Ended Monopoly in all but tea, opium, and China due to Napoleon's continental system. Balance was struck by the license system</p> <p>(iii) Promotion of missionaries.</p> <p>(iv) Promotion of Education. Started colleges.</p> <p>(v) Separation of commercial and territorial accounts.</p> <p>(vi) Debt reduction. Dividend fixed at 10.5%</p>	<p>Mere mentioning of points will lead to the awarding of half mark for each point subject to a maximum of 3 marks.</p> <p>The remaining marks will be awarded based on the quality of the analysis of these features. The analysis must include its impact on modern day India, as well as the India of that period.</p>	10 Minutes



15	<p>(i) Recognition of Panchayats by Aungier in 1673-74.</p> <p>(ii) Caste based leadership groups recognised and empowered with watch and ward.</p> <p>(iii) Muslim equivalents of these groups seen in the form of Kazis and Chowgulas.</p> <p>(iv) Settlement of communal disputes within these caste and panchayati based leaderships.</p> <p>(v) Appeals and powers to reverse judgements with British Courts and authorities.</p>	<p>Mere mentioning of points will lead to the awarding of half mark for each point subject to a maximum of 2.5 marks.</p> <p>The students answer must contain the student's views arrived at based on an analysis of these points. The students must express whether they support the statement and whether the actions of the British can be treated as encouragement.</p>	10 Minutes
16	<p>(i) AKA St. Helena's Act.</p> <p>(ii) Act made India a market for British goods.</p> <p>(iii) Extended life by another 20 years. But trading rights were shut down and became a trust that held British properties.</p> <p>(iv) Governor General of India created, an office with all civil and military powers. Deprived Bombay and Madras of all legislative powers.</p> <p>(v) Lord Macaulay's Law Commission.</p>	<p>Mere mentioning of points will lead to the awarding of half mark for each point subject to a maximum of 3 marks.</p> <p>The answer must include the contribution of Lord Macaulay to Indian Laws. It must also mention how a lot of India's present day laws such as the IPC, the Evidence Act, etc. trace their origins back to the laws made by this Law Commission.</p>	10 Minutes

**Part C**

(2Q x 10M = 20Marks)



Q No	Solution	Scheme of Marking	Max. Time required for each Question
17	<p>(i) Post the 1857, the Company was liquidated.</p> <p>(ii) The Crown took over Indian administration and sovereignty was transferred to the Crown.</p> <p>(iii) Resentment of Company administration which was also mired in corruption.</p> <p>(iv) The Act was necessary to convey this transfer of authority.</p> <p>(v) Act was also necessary to convey that the Indian princes and kings would have independence to govern their territories, provided they accepted British suzerainty.</p> <p>(vi) Viceroy's office and Secretary of State for India's office was newly created.</p> <p>(vii) Secretary of State, a cabinet post exercised the duties that the directors performed earlier.</p> <p>(viii) Viceroy and provincial governor's appointed by the Crown. A Viceroy's executive Council was also created.</p> <p>(ix) This system impacted India because it created, for the first time a political unity</p>	<p>Introduction – 1 Mark</p> <p>Points pertaining to the need for the 1858 Act – 3 Marks</p> <p>Features of the Act – 3 Marks.</p> <p>Impact on the Indian Constitution – 3 Marks</p>	20 Minutes





	<p>among all India provinces and territories.</p> <p>(x) The system of having a separate head of state and a head of government was introduced to India. This rule would also lead to India adopting the Westminster style of government in India.</p>		
18	<p>(i) Bombay was first Indian Territory under British sovereignty. This gave the British much more freedom to govern.</p> <p>(ii) 1668 Charter gave the Company the power to legislate.</p> <p>(iii) Initially martial laws were applied, but then development seen in the form of a code and a jury trial.</p> <p>(iv) Encouragement to Panchayats and Caste Groups</p> <p>(v) Establishment of Mayor's Court in 1726. Communal matters decided solely on the basis of voluntary submission.</p> <p>(vi) In Madras the sovereignty issues prevented the admin from being as expansive as Bombay.</p> <p>(vii) A jury trial involving a mixed jury of Indians and Europeans was seen</p>	<p>(i) Each of these points will fetch a maximum of 7 Marks provided all of them and / or more are mentioned.</p> <p>(ii) The comparison need not be separate. The student may compare each point separately or a few points collectively. Provided however that the differences and the similarities must be clearly drawn out and indicated.</p>	20 Minutes



	<p>around 1665, post the 1661 Charter.</p> <p>(viii) 1688 – Establishment of Municipal Council to look after tax issues. Indian members present too.</p> <p>(ix) Admiralty Court establishment. Indian caste leaders demanded autonomy and received it too by 1754.</p>		
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Roll No

**PRESIDENCY UNIVERSITY  
BENGALURU**

**SCHOOL OF LAW**

**END TERM FINAL EXAMINATION**

**Semester:** Odd Semester: 2019 - 20

**Course Code:** LAW 601

**Course Name:** CONSTITUTIONAL HISTORY OF INDIA

**Program & Sem:** B.A.LL.B (Hons.) & V

**Date:** 24 December 2019

**Time:** 1:00 PM to 4:00PM

**Max Marks:** 80

**Weightage:** 40%

**Instructions:**

- (i) Read the all questions carefully and answer accordingly.  
(ii) Answer each question of Parts B and C in a fresh page

**Part A [Memory Recall Questions]**

**Answer all the Questions. Each Question carries 01 mark.**

**(10Qx1M=10M)**

1. When did the Portuguese first arrive in India? (C.O.No.1) [Knowledge]
2. The Governor General of Bengal became the Governor General of India pursuant to what act of what year? (C.O.No.1) [Knowledge]
3. The 'St. Helena's Act' is another name for the Charter Act of which year? (C.O.No.1) [Knowledge]
4. The Hindu College of Calcutta, was established pursuant to the Charter Act of 1833. Is this statement True or False? (C.O.No.1) [Knowledge]
5. What was the immediate cause of the revolt of 1857? (C.O.No.1) [Knowledge]
6. Who was the Viceroy of India when the Morley-Minto Reforms were passed? (C.O.No.2) [Knowledge]
7. Who was the Secretary of State for India when the Montagu-Chelmsford Reforms were passed? (C.O.No.2) [Knowledge]
8. \_\_\_\_\_ is celebrated as Constitution Day / Law Day in India. (C.O.No.1) [Knowledge]
9. The Indian Independence Act allowed the princely states to declare independence. Is this statement True or False? (C.O.No.3) [Knowledge]
10. The Government of India Act, 1935, was initially also applicable to Burma. Is this statement True or False? (C.O.No.4) [Knowledge]



## SCHOOL OF LAW

### END TERM FINAL EXAMINATION

#### Extract of question distribution [outcome wise & level wise]

Q.NO	C.O.NO (% age of CO)	Unit/Module Number/Unit /Module Title	Memory recall type	Thought provoking type	Problem Solving type [Marks allotted]	Total Marks
			[Marks allotted] Bloom's Levels K	[Marks allotted] Bloom's Levels C		
1 and 11	CO1	Module 1	1 Mark	8 Marks		9 Marks
2,4 and 3	CO1	Module 2	3 Mark			3 Marks
5	CO1	Module 3	1 Marks			1 Marks
6 and 7	CO2	Module 3	2 Marks			2 Marks
8	CO1	Module 4	1 Mark			1 Mark
9	CO3	Module 3	1 Mark			1 Mark
10	CO4	Module 4	1 Mark			1 Mark
12 and 15	CO2	Module 3		16 Marks		16 Marks
13 and 14	CO3	Module 3		16 Marks		16 Marks
16	CO4	Module 4			15 Marks	15 Marks
17	CO3	Module 4			15 Marks	15 Marks
	Total		10 Marks	40 Marks	30 Marks	80

6	Minto	1 Mark	1 Minute
7	Chelmsford	1 Mark	1 Minute
8	November 26	1 Mark	1 Minute
9	True	1 Mark	1 Minute
10	True	1 Mark	1 Minute

**Part B**

(5Q x 8M = 40 Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
11	<p>Started with Industrial Revolution and Renaissance.</p> <p>a) Portuguese: 1498. Francisco Almeida, Albuquerque, persecuted Muslims and fell out of favour with the Mughals. Marathas checked expansion.</p> <p>b) Dutch came in 1602. Dutch East India Company was an autonomous company with sovereign like powers. But losing the battle of Bidara to the British sounded the death knell. Danish came in 1616 Mainly pursued missionary activities. Sold everything to the British and left by 1845.</p>	Effective explanation of each point will attract marks on pro-rata basis	20 Minutes
12	<ul style="list-style-type: none"> <li>• The Act liquidated the Company and transferred Control of India to the British Crown. Sovereignty over India given to British crown</li> <li>• Act said that Indian princes and kings would have independence to govern their territories, provided they accepted British suzerainty.</li> <li>• Viceroy's office and Secretary of State for India's office was newly created.</li> <li>• Secretary of State, a cabinet post exercised the duties that the directors performed earlier.</li> <li>• Viceroy and provincial governors appointed by the Crown. A Viceroy's executive Council was also created.</li> </ul>	Marks awarded for each point mentioned and the structural construction of the answer	20 Minutes
13	<ul style="list-style-type: none"> <li>• Dufferin's Proposals</li> <li>• No Direct Elections. Accepted Direct Elections</li> <li>• Legislative Council Strength increased</li> <li>• Questions on Budget after 6 Days' notice</li> <li>• No supplementary questions</li> <li>• Universities, District Borads etc would indirectly elect</li> </ul>	5 Marks awarded for just these points. Effective comparison will lead to awarding of the remaining marks.	20 Minutes
14	<ul style="list-style-type: none"> <li>• Conversion of Presidency Supreme Courts to high Courts</li> <li>• Cal HC in 1862</li> <li>• 1 CJ + not more than 15 puisne judges</li> <li>• 1/3rd qualification based division</li> <li>• Judges increased to 20 in 1911</li> <li>• Additional judge appointment power for 2 year period with GG</li> <li>• Strength increased to 21 in 1911</li> </ul>	Each point under the 1861 Act will elicit a maximum of 5 Marks. 1911 and 1915 will attract the remaining 3 marks.	20 Minutes
15	<ul style="list-style-type: none"> <li>• AKA Montagu-Chelmsford Reforms</li> <li>• Diarchy in provinces.</li> <li>• Ministers accountable to legislature</li> </ul>	One mark for each point.	20 Minutes



Roll No																			
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**Max Marks:** 80

**Weightage:** 40%

**Instructions:**

- (i) Read the all questions carefully and answer accordingly.  
(ii) Answer each question of Parts B and C in a fresh page

**Part A [Memory Recall Questions]**

**Answer all the Questions. Each Question carries 01 mark.**

**(10Qx1M=10M)**

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2. The Governor General of Bengal became the Governor General of India pursuant to what act of what year? (C.O.No.1) [Knowledge]
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5. What was the immediate cause of the revolt of 1857? (C.O.No.1) [Knowledge]
6. Who was the Viceroy of India when the Morley-Minto Reforms were passed? (C.O.No.2) [Knowledge]
7. Who was the Secretary of State for India when the Montagu-Chelmsford Reforms were passed? (C.O.No.2) [Knowledge]
8. \_\_\_\_\_ is celebrated as Constitution Day / Law Day in India. (C.O.No.1) [Knowledge]
9. The Indian Independence Act allowed the princely states to declare independence. Is this statement True or False? (C.O.No.3) [Knowledge]
10. The Government of India Act, 1935, was initially also applicable to Burma. Is this statement True or False? (C.O.No.4) [Knowledge]



### **Part B [Thought Provoking Questions]**

**Answer all the Questions. Each Question carries 08 marks.**

**(5Qx8M=40M)**

11. Explain briefly (C.O.No.1) [Comprehension]
- a) The Portuguese authority over India. [4M]
  - b) The Dutch and Danish authority over India. [4M]
12. Describe the salient features of the Government of India Act of 1858. (C.O.No.2) [Comprehension]
13. Elucidate some important features of the Indian Councils Act 1892. Compare these features with today's Indian Constitution. (C.O.No.3) [Comprehension]
14. Trace the journey of the establishment and functioning of the High Courts in India. (C.O.No.3) [Comprehension]
15. Reflect upon the Government of India Act of 1919. (C.O.No.2) [Comprehension]

### **Part C [Problem Solving Questions]**

**Answer both the Questions. Each Question carries 15 marks.**

**(2Qx15M=30M)**

16. The Constituent Assembly of India had little room or time for Women.
- Analyse the correctness or incorrectness of this statement. Rely on the Constituent Assembly Debates surrounding women's rights as well as the features of the Indian Constitution to substantiate your answer.
- (C.O.No.4) [Application]
17. The federal structure of India is largely a product of the Government of India Act 1935. Explain the correctness or incorrectness of this statement by stating the salient features of the Government of India Act, 1935 and comparing them to modern India. (C.O.No.3) [Application]



## SCHOOL OF LAW

### END TERM FINAL EXAMINATION

#### Extract of question distribution [outcome wise & level wise]

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			[Marks allotted] Bloom's Levels	[Marks allotted] Bloom's Levels		
			K	C	A	
1 and 11	CO1	Module 1	1 Mark	8 Marks		9 Marks
2,4 and 3	CO1	Module 2	3 Mark			3 Marks
5	CO1	Module 3	1 Marks			1 Marks
6 and 7	CO2	Module 3	2 Marks			2 Marks
8	CO1	Module 4	1 Mark			1 Mark
9	CO3	Module 3	1 Mark			1 Mark
10	CO4	Module 4	1 Mark			1 Mark
12 and 15	CO2	Module 3		16 Marks		16 Marks
13 and 14	CO3	Module 3		16 Marks		16 Marks
16	CO4	Module 4			15 Marks	15 Marks
17	CO3	Module 4			15 Marks	15 Marks
	Total		10 Marks	40 Marks	30 Marks	80

	Marks					marks

K = Knowledge Level C = Comprehension Level, A = Application Level

Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.

I hereby certify that all the questions are set as per the above guidelines.

Faculty Signature:

Reviewer Comment:

### Format of Answer Scheme



## SCHOOL OF LAW

### SOLUTION

**Semester :** Odd Semester: 2019 - 20

**Course Code:** LAW 601

**Course Name:** Constitutional History of India

**Program & Sem:** B.A.LL.B (Hons.) & 5<sup>th</sup> Semester

**Date:** 24 Dec 2019

**Time:** 1 PM to 4PM

**Max Marks:** 80

**Weightage:** 40 %

### Part A

(10Q x 1M = 10Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
1	1498	1 Mark	1 Minute
2	Charter Act, 1833	1 Mark	1 Minute
3	Charter Act, 1833	1 Mark	1 Minute
4	False	1 Mark	1 Minute
5	Greased Cartridges	1 Mark	1 Minute

6	Minto	1 Mark	1 Minute
7	Chelmsford	1 Mark	1 Minute
8	November 26	1 Mark	1 Minute
9	True	1 Mark	1 Minute
10	True	1 Mark	1 Minute

**Part B**

(5Q x 8M = 40 Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
11	<p>Started with Industrial Revolution and Renaissance.</p> <p>a) Portuguese: 1498. Francisco Almeida, Albuquerque, persecuted Muslims and fell out of favour with the Mughals. Marathas checked expansion.</p> <p>b) Dutch came in 1602. Dutch East India Company was an autonomous company with sovereign like powers. But losing the battle of Bidara to the British sounded the death knell. Danish came in 1616 Mainly pursued missionary activities. Sold everything to the British and left by 1845.</p>	Effective explanation of each point will attract marks on pro-rata basis	20 Minutes
12	<ul style="list-style-type: none"> <li>• The Act liquidated the Company and transferred Control of India to the British Crown. Sovereignty over India given to British crown</li> <li>• Act said that Indian princes and kings would have independence to govern their territories, provided they accepted British suzerainty.</li> <li>• Viceroy's office and Secretary of State for India's office was newly created.</li> <li>• Secretary of State, a cabinet post exercised the duties that the directors performed earlier.</li> <li>• Viceroy and provincial governors appointed by the Crown. A Viceroy's executive Council was also created.</li> </ul>	Marks awarded for each point mentioned and the structural construction of the answer	20 Minutes
13	<ul style="list-style-type: none"> <li>• Dufferin's Proposals</li> <li>• No Direct Elections. Accepted Direct Elections</li> <li>• Legislative Council Strength increased</li> <li>• Questions on Budget after 6 Days' notice</li> <li>• No supplementary questions</li> <li>• Universities, District Boards etc would indirectly elect</li> </ul>	5 Marks awarded for just these points. Effective comparison will lead to awarding of the remaining marks.	20 Minutes
14	<ul style="list-style-type: none"> <li>• Conversion of Presidency Supreme Courts to high Courts</li> <li>• Cal HC in 1862</li> <li>• 1 CJ + not more than 15 puisne judges</li> <li>• 1/3rd qualification based division</li> <li>• Judges increased to 20 in 1911</li> <li>• Additional judge appointment power for 2 year period with GG</li> <li>• Strength increased to 21 in 1911</li> </ul>	Each point under the 1861 Act will elicit a maximum of 5 Marks. 1911 and 1915 will attract the remaining 3 marks.	20 Minutes
15	<ul style="list-style-type: none"> <li>• AKA Montagu-Chelmsford Reforms</li> <li>• Diarchy in provinces.</li> <li>• Ministers accountable to legislature</li> </ul>	One mark for each point.	20 Minutes

	<ul style="list-style-type: none"> <li>• Reserved and Transferred Lists</li> <li>• Governors Veto</li> <li>• Structure of Central Govt – 2 Houses. Executive Council</li> <li>• Questions on Budget</li> <li>• Governor General’s powers to disallow questions</li> </ul>		
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**Part C**

(2Q x 15M = 0Marks)

Q No	Solution	Scheme of Marking	Max. Time required for each Question
16	<ul style="list-style-type: none"> <li>• Explanation of what the CA is.</li> <li>• Explain the Lack of Women in the house.</li> <li>• Explain Article 15 (3)</li> <li>• Discussions around women and article 17</li> <li>• Marriage rights not allowed as FRs</li> <li>• Sexism and ridicule was common</li> </ul>	<p>The student will be awarded a total of 10 Marks for effectively explaining the meaning of CA and the role that women played in it, along with the constitutional provisions</p> <p>The remaining 5 Marks will be proportionately awarded for analysis</p>	35 Minutes
17	<ul style="list-style-type: none"> <li>• Federal Structure</li> <li>• Three lists</li> <li>• Provincial Autonomy</li> <li>• Limited but Direct Elections</li> <li>• Bicameral Legislature</li> </ul>	Student will be awarded 8 Marks for the features and the remaining marks will be based on the analysis and comparison of the statement.	35 Minutes