

Series & RQPS

Set – 4



प्रश्न-पत्र कोड  
Q.P. Code

62

अनुक्रमांक

Roll No.

--	--	--	--	--	--	--	--	--	--

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.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 19 हैं।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 35 प्रश्न हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।
- 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।
- Please check that this question paper contains 19 printed pages.
- Please check that this question paper contains 35 questions.
- 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.
- Please write down the serial number of the question in the answer-book before attempting it.
- 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.



समाजशास्त्र  
SOCIOLOGY



निर्धारित समय : 3 घण्टे

अधिकतम अंक : 80

Time allowed : 3 hours

Maximum Marks : 80

62-11

Page 1 of 19

P.T.O.





### सामान्य निर्देश:

निम्नलिखित निर्देशों को ध्यान से पढ़िए और उनका सख्ती से पालन कीजिए :

- (i) यह प्रश्न-पत्र चार खण्डों में विभाजित किया गया है — खण्ड क, ख, ग तथा घ ।
- (ii) इस प्रश्न-पत्र में कुल 35 प्रश्न हैं । सभी प्रश्न अनिवार्य हैं ।
- (iii) खण्ड क में प्रश्न संख्या 1 – 16 हैं । ये वस्तुनिष्ठ प्रश्न हैं । प्रत्येक प्रश्न के लिए 1 अंक निर्धारित है । प्रश्न के आधार पर, सिर्फ एक ही उत्तर हो सकता है ।
- (iv) खण्ड ख में प्रश्न संख्या 17 – 25 हैं । ये अति लघु-उत्तरीय प्रश्न हैं । प्रत्येक प्रश्न के लिए 2 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर अधिकतम 30 शब्दों में दीजिए ।
- (v) खण्ड ग में प्रश्न संख्या 26 – 32 हैं । ये लघु-उत्तरीय प्रश्न हैं । प्रत्येक प्रश्न के लिए 4 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर अधिकतम 80 शब्दों में दीजिए ।
- (vi) खण्ड घ में प्रश्न संख्या 33 – 35 हैं । ये दीर्घ-उत्तरीय प्रश्न हैं । प्रत्येक प्रश्न के लिए 6 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर अधिकतम 200 शब्दों में दीजिए ।
- (vii) रेखाचित्र की सहायता से प्रश्न संख्या 33 का उत्तर दीजिए । दिए गए अनुच्छेद की सहायता से प्रश्न संख्या 34 का उत्तर दीजिए ।

### खण्ड क

1. अभिकथन (A) : पूँजीवाद को प्रारंभ से ही इसकी गतिशीलता, वृद्धि की संभावनाएँ, प्रसार, नवीनीकरण, तथा तकनीक और श्रम के बेहतर उपयोग के लिए जाना गया ।

कारण (R) : पूँजीवाद ऐसी आर्थिक व्यवस्था है जिसमें बाज़ार व्यवस्था में ज़्यादा से ज़्यादा लाभ कमाने पर ज़ोर दिया जाता है ।

- (A) अभिकथन (A) तथा कारण (R) दोनों सही हैं तथा कारण (R), अभिकथन (A) की सही व्याख्या है ।
- (B) अभिकथन (A) तथा कारण (R) दोनों सही हैं, लेकिन कारण (R), अभिकथन (A) की सही व्याख्या नहीं है ।
- (C) अभिकथन (A) सही है, लेकिन कारण (R) ग़लत है ।
- (D) अभिकथन (A) ग़लत है, लेकिन कारण (R) सही है ।

2. संस्कृतीकरण के बहुआयामी प्रभाव हैं । इसका प्रभाव निम्नलिखित में से किसमें देखा जा सकता है ?

- (A) केवल भाषा
- (B) केवल साहित्य
- (C) केवल नाटक
- (D) भाषा, साहित्य, नाटक





### General Instructions :

Read the following instructions carefully and follow them :

- (i) The question paper is divided into **four** sections — **Section A, B, C and D**.
- (ii) There are **35** questions in all. **All** questions are **compulsory**.
- (iii) **Section A** includes questions no. **1 – 16**. These are **Objective Type Questions**, carrying **1** mark each. As per the question there can be one answer.
- (iv) **Section B** includes questions no. **17 – 25**. These are **Very Short Answer type** questions, carrying **2** marks each. Answer to each question should not exceed **30** words.
- (v) **Section C** includes questions no. **26 – 32**. These are **Short Answer type** questions, carrying **4** marks each. Answer to each question should not exceed **80** words.
- (vi) **Section D** includes questions no. **33 – 35**. They are **Long Answer type** questions, carrying **6** marks each. Answer to each question should not exceed **200** words each.
- (vii) Question no. **33** is to be answered with the help of given graphics. Question no. **34** is to be answered with the help of given passage.

### SECTION A

1. Assertion (A) : What marked capitalism from the very beginning was its dynamism, its potential to grow, expand, innovate, and use technology and labour in the best possible way.

Reason (R) : Capitalism is an economic system organised to accumulate profits within a market system.

- (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
- (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is **not** the correct explanation of Assertion (A).
- (C) Assertion (A) is true, but Reason (R) is false.
- (D) Assertion (A) is false, but Reason (R) is true.
2. The impact of Sanskritisation is many sided. Its influence can be seen in :
- (A) Language only (B) Literature only
- (C) Drama only (D) Language, Literature, Drama





3. निम्नलिखित में से हरित क्रांति के लिए कौन-सा कथन सही **नहीं** है ?
- (A) हरित क्रांति कृषि आधुनिकीकरण का एक सरकारी कार्यक्रम था ।  
(B) इसके लिए बड़े पैमाने पर आर्थिक सहायता अंतर्राष्ट्रीय संस्थाओं द्वारा दी गई थी ।  
(C) हरित क्रांति पैकेज की प्रथम लहर बिहार, पूर्वी उत्तर प्रदेश तथा तेलंगाना में चली ।  
(D) हरित क्रांति मुख्य रूप से गेहूँ तथा चावल उत्पाद करने वाले क्षेत्रों पर लक्षित थी ।
4. निम्नलिखित में से कौन-सी पारिस्थितिकीय आंदोलनों की विशेषता(एँ) है/हैं ?
- I. पहचान की राजनीति  
II. प्राकृतिक संसाधनों का अत्यधिक दोहन  
III. सांस्कृतिक चिंताएँ  
IV. सामाजिक असमानता
- (A) केवल I और II (B) केवल II  
(C) केवल III (D) I, II, III और IV
5. कोविड-19 महामारी के कारण सैकड़ों और हज़ारों कर्मचारियों ने घर से काम किया । निम्नलिखित में से कौन घर से काम करने की अनुमति दे सकता है ?
- I. आईटी सेक्टर  
II. बीड़ी उद्योग  
III. मारुति उद्योग  
IV. सभी सरकारी कंपनियाँ
- (A) I और II (B) I और IV  
(C) II और III (D) I, II, III और IV
6. ऐतिहासिक तौर पर, संपूर्ण विश्व में यह पाया गया है कि अधिकांश देशों में स्त्रियों की संख्या पुरुषों की अपेक्षा थोड़ी अधिक होती है । निम्नलिखित में से किन कारकों ने इसे संभव बनाया ?
- I. महिलाएँ जीवन चक्र के दूसरे छोर पर पुरुषों से अधिक जीवित रहती हैं ।  
II. शिशु अवस्था में लड़कियाँ लड़कों के प्रति प्रतिरोधी होती हैं ।  
III. बेटे को प्राथमिकता देने वाले लिंग आधारित परिवार ।  
IV. लिंग तटस्थ व्यवहार ।
- (A) I, II और III (B) I और III  
(C) III और IV (D) I और II





3. Which of the following statements is **not** true for Green Revolution ?
- (A) Green Revolution was a government programme of agricultural modernisation.
- (B) It was largely funded by international agencies.
- (C) The first wave of the Green Revolution package was received by Bihar, Eastern Uttar Pradesh and Telangana.
- (D) Green Revolution was targeted mainly at the wheat and rice growing areas.
4. Which of the following is/are the characteristics of Ecological movements ?
- I. Identity politics  
II. Greater exploitation of natural resources  
III. Cultural anxieties  
IV. Social inequality
- (A) Only I and II (B) Only II  
(C) Only III (D) I, II, III and IV
5. Due to COVID-19 pandemic hundreds and thousands of workers worked from home. Which of the following can allow work from home ?
- I. IT sector  
II. Bidi Industry  
III. Maruti factory  
IV. All Government firms
- (A) I and II (B) I and IV  
(C) II and III (D) I, II, III and IV
6. Historically, all over the world, it has been found that there are slightly more females than males in most countries. Which of the following factors made this possible ?
- I. Women tend to outlive men at the other end of the life cycle.  
II. Girl babies are resistant to boy babies in infancy.  
III. Gender-based families with preference for sons.  
IV. Gender neutral behaviour.
- (A) I, II and III (B) I and III  
(C) III and IV (D) I and II



7. उपनिवेशवाद ने जाति संस्था में अनेक महत्वपूर्ण परिवर्तन किए ।  
इस कथन से संबंधित सही कथन चुनिए :
- (A) 1903 में हरबर्ट रिज़ले के निर्देशन में जनगणना कराई गई ।  
(B) इस जनगणना में जाति के सामाजिक अधिक्रम के बारे में कोई जानकारी इकट्ठी नहीं हुई ।  
(C) प्रशासन ने पिछड़े वर्ग के कल्याण में भी रुचि ली ।  
(D) 1950 का भारत सरकार अधिनियम पारित किया गया जिसने राज्य द्वारा विशेष व्यवहार के लिए निर्धारित जातियों तथा जनजातियों की सूचियों या अनुसूचियों को वैध मान्यता प्रदान कर दी ।
8. अकेले सरकारी कार्रवाई सामाजिक परिवर्तन सुनिश्चित नहीं कर सकती । सामाजिक परिवर्तन सुनिश्चित करने के लिए इसमें और क्या जोड़ने की आवश्यकता है ?
- (A) केवल नागरिक समाज संगठन  
(B) केवल साहित्य में योगदान  
(C) केवल संचार मीडिया  
(D) नागरिक समाज संगठन, साहित्य में योगदान, संचार मीडिया
9. *अभिकथन (A)* : विविधता शब्द असमानताओं के बजाय अंतरों पर बल देता है ।  
*कारण (R)* : सांस्कृतिक विविधता कठोर चुनौतियाँ प्रस्तुत कर सकती है ।
- (A) अभिकथन (A) तथा कारण (R) दोनों सही हैं तथा कारण (R), अभिकथन (A) की सही व्याख्या है ।  
(B) अभिकथन (A) तथा कारण (R) दोनों सही हैं, लेकिन कारण (R), अभिकथन (A) की सही व्याख्या **नहीं** है ।  
(C) अभिकथन (A) सही है, लेकिन कारण (R) ग़लत है ।  
(D) अभिकथन (A) ग़लत है, लेकिन कारण (R) सही है ।
10. कभी-कभी लोग शहरी जीवन को कुछ सामाजिक कारणों से भी पसंद करते हैं । निम्नलिखित में से कौन-सा कारण **नहीं** है ?
- (A) शहरों में गुमनामी की ज़िंदगी जी सकते हैं ।  
(B) नगरीय जीवन में अपरिचितों से संपर्क होता रहता है ।  
(C) तालाबों, वन प्रदेशों और गोचर भूमियों जैसे साड़ी संपत्ति के संसाधनों में बराबर कमी आती जा रही है ।  
(D) सामाजिक रूप से प्रभुत्वशाली ग्रामीण समूहों के अपेक्षाकृत गरीब लोग शहर में जाकर कोई भी काम करने से हिचकिचाते हैं ।



7. Colonialism brought about significant changes in the institution of caste. Choose the correct statement related to this statement.
- (A) The 1903 census was done under the direction of Herbert Risley.
  - (B) No information was collected on the social hierarchy of caste.
  - (C) The administration also took interest in the welfare of the downtrodden castes.
  - (D) The Government of India Act of 1950 was passed which gave legal recognition to the lists or schedules of castes and tribes marked out for special treatment by the state.
8. State action alone cannot ensure social change. What else does it need to be supplemented with to ensure social change ?
- (A) Civil society organisations only
  - (B) Contributions to literature only
  - (C) Mass media only
  - (D) Civil society organisations, Contributions to literature, Mass media
9. *Assertion (A) : Diversity emphasises differences rather than inequalities.*  
*Reason (R) : Cultural diversity can present tough challenges.*
- (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
  - (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is **not** the correct explanation of Assertion (A).
  - (C) Assertion (A) is true, but Reason (R) is false.
  - (D) Assertion (A) is false, but Reason (R) is true.
10. Sometimes cities may also be preferred by people for social reasons. Which of the following is **not** a reason ?
- (A) Cities offer relative anonymity.
  - (B) Urban life involves interaction with strangers.
  - (C) Continuous decline in common property resources like ponds, forests and grazing lands.
  - (D) The poorer sections of the socially dominant rural groups do not engage in low status work in cities.



11. निम्नलिखित में से कौन-सा एक दूसरे से संबंधित **नहीं** है ?
- (A) बिहार और उत्तर प्रदेश के यादव  
(B) कर्नाटक के वोक्कलिंगा  
(C) पंजाब के जाट  
(D) तमिलनाडु के खम्मा
12. **अभिकथन (A) :** पूर्वाग्रह एक समूह के सदस्यों द्वारा दूसरे समूह के बारे में पूर्वकल्पित विचार या व्यवहार होता है ।  
**कारण (R) :** अभिमत (राय) बिना विषय को जाने और बिना उसके तथ्यों को परखे शुरुआत में ही बना लिया जाता है ।
- (A) अभिकथन (A) तथा कारण (R) दोनों सही हैं तथा कारण (R), अभिकथन (A) की सही व्याख्या है ।  
(B) अभिकथन (A) तथा कारण (R) दोनों सही हैं, लेकिन कारण (R), अभिकथन (A) की सही व्याख्या **नहीं** है ।  
(C) अभिकथन (A) सही है, लेकिन कारण (R) ग़लत है ।  
(D) अभिकथन (A) ग़लत है, लेकिन कारण (R) सही है ।
13. **अभिकथन (A) :** धार्मिक और राजनीतिक सत्ता के पृथक्करण ने पश्चिम के सामाजिक इतिहास में एक बड़ा मोड़ ला दिया ।  
**कारण (R) :** यह पृथक्करण धर्मनिरपेक्षीकरण या जनजीवन से धर्म के उत्तरोत्तर पीछे हट जाने की प्रक्रिया से संबंधित था, क्योंकि अब धर्म को एक अनिवार्य दायित्व की बजाय स्वैच्छिक व्यक्तिगत व्यवहार के रूप में बदल दिया गया था ।
- (A) अभिकथन (A) तथा कारण (R) दोनों सही हैं तथा कारण (R), अभिकथन (A) की सही व्याख्या है ।  
(B) अभिकथन (A) तथा कारण (R) दोनों सही हैं, लेकिन कारण (R), अभिकथन (A) की सही व्याख्या **नहीं** है ।  
(C) अभिकथन (A) सही है, लेकिन कारण (R) ग़लत है ।  
(D) अभिकथन (A) ग़लत है, लेकिन कारण (R) सही है ।
14. उदारीकरण की नीति के अंतर्गत \_\_\_\_\_ में भागीदारी होती है, जिसका उद्देश्य अधिक मुक्त अंतर्राष्ट्रीय व्यापार व्यवस्था बनाना है ।
- (A) WTO (B) EPC  
(C) WHO (D) UNCTAD







11. Which of the following do **not** belong to each other ?
- (A) Yadavs of Bihar and Uttar Pradesh
  - (B) Vokkaligas of Karnataka
  - (C) Jats of Punjab
  - (D) Khammas of Tamil Nadu
12. *Assertion (A)* : Prejudices refer to pre-conceived opinions or attitudes held by members of one group towards another.
- Reason (R)* : An opinion is formed in advance of any familiarity with the subject, before considering any available evidence.
- (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
  - (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is **not** the correct explanation of Assertion (A).
  - (C) Assertion (A) is true, but Reason (R) is false.
  - (D) Assertion (A) is false, but Reason (R) is true.
13. *Assertion (A)* : The separation of religious and political authority marked a major turning point in the social history of the west.
- Reason (R)* : This separation was related to the process of secularisation or the progressive retreat of religion from public life, as it was converted from a mandatory obligation to a voluntary personal practice.
- (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
  - (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is **not** the correct explanation of Assertion (A).
  - (C) Assertion (A) is true, but Reason (R) is false.
  - (D) Assertion (A) is false, but Reason (R) is true.
14. The policy of liberalisation entails the participation in the \_\_\_\_\_, which aims to bring about a more free international trading system.
- (A) WTO
  - (B) EPC
  - (C) WHO
  - (D) UNCTAD





15. 'अलगाव' के लिए निम्नलिखित में से कौन-सी विशेषता *गलत* है ?
- (A) लोग अपने कार्य से प्रसन्न नहीं होते हैं ।  
(B) यह कार्य दोहराने और थकाने वाला होता है ।  
(C) लोग अपने कार्य का अंतिम रूप देख पाते हैं ।  
(D) उत्तरजीविता इस बात पर निर्भर करती है कि मशीनें मानवीय श्रम के लिए कितना स्थान छोड़ती हैं ।
16. नए आंदोलनों के लिए निम्नलिखित में से कौन-सा/से सत्य है/हैं ?
- I. वे प्रकृति में वैश्विक हैं ।  
II. वे केवल वर्ग आधार पर संगठित होते हैं ।  
III. पहचान की राजनीति, सांस्कृतिक चिंताएँ तथा अभिलाषाएँ नए सामाजिक आंदोलनों की रचना करने के लिए आवश्यक तत्त्व हैं ।  
IV. वे राजनीतिक दलों के दायरे में नहीं हैं ।
- (A) केवल I (B) I और II  
(C) I, III और IV (D) II और III

### खण्ड ख

17. (क) कृषि के भूमंडलीकरण का एक अन्य तथा अधिक प्रचलित पक्ष बहुराष्ट्रीय कंपनियों का इस क्षेत्र में कृषि मर्दों जैसे बीज, कीटनाशक तथा खाद के विक्रेता के रूप में प्रवेश है । पिछले दशक के आसपास से सरकार ने अपने कृषि विकास कार्यक्रमों में कमी की है तथा 'कृषि विस्तार' एजेंटों का स्थान गाँव में बीज, खाद तथा कीटनाशक कंपनियों के एजेंटों ने ले लिया है ।

उपर्युक्त अनुच्छेद के आधार पर, नीचे दिए गए प्रश्न का उत्तर दीजिए :

कृषि कैसे अधिक व्यावसायिक होती जा रही है ?

2

अथवा



~~~~~

15. Which of the following features is ***incorrect*** for alienation ?

- (A) People do not enjoy their work.
- (B) Work is repetitive and exhausting.
- (C) People see the end result of their work.
- (D) Survival depends on whether technology has room for any human labour.

16. Which of the following is/are true for New Movements ?

- I. They are global in nature.
  - II. They are organised along class lines alone.
  - III. Identity politics, cultural anxieties and aspirations are essential elements for these movements.
  - IV. They are not within the framework of political parties.
- (A) Only I                                                  (B) I and II
- (C) I, III and IV                                          (D) II and III

**SECTION B**

17. (a) The more widespread aspect of the globalisation of agriculture is the entry of multinationals into this sector as sellers of agricultural inputs such as seeds, pesticides and fertilisers. Over the last decade or so, the government has scaled down its agricultural development programmes and ‘agricultural extension’ agents have been replaced in the villages by agents of seed, fertiliser and pesticide companies.

Based on the given passage, answer the following question :

How is agriculture becoming more commercialised ?

2

**OR**



(ख) राज्य सरकार ने ग्रामीण अधिसंरचना जैसे सिंचाई सुविधाएँ, सड़कें, बिजली तथा कृषि संबंधी ग्रामीण अधिसंरचना में निवेश किया। नियमित रूप से कृषि उत्पाद में वृद्धि के लिए बिना किसी अवरोध के बिजली सप्लाई भी ग्रामीण भारत के लिए आवश्यक है। उपर्युक्त अनुच्छेद के आधार पर, नीचे दिए गए प्रश्न का उत्तर दीजिए :

भारत सरकार की हाल ही में प्रारम्भ की गई योजना इस दिशा में एक महत्वपूर्ण प्रयास है। योजना का नाम लिखिए। इस योजना का समग्र परिणाम क्या है ? 1+1=2

18. रोज़गार और स्व-रोज़गार सम्भव करने के लिए भारत सरकार ने कई कार्यक्रमों को प्रारम्भ किया है। किन्हीं दो कार्यक्रमों के नाम बताइए। इन कार्यक्रमों का सकारात्मक परिणाम क्या है ? 1+1=2
19. सामाजिक परिवर्तन और सामाजिक आंदोलन के बीच अंतर बताइए। 1+1=2
20. संविदा खेती का समाजशास्त्रीय महत्त्व है। इस कथन के समर्थन में दो बिंदु लिखिए। 1+1=2
21. “खान अधिनियम, 1952” की दो विशेषताएँ बताइए। 2
22. कभी-कभी कुछ समाजों को ‘ऋणात्मक संवृद्धि दर’ की स्थिति से भी गुज़रना पड़ता है। ‘ऋणात्मक संवृद्धि दर’ क्या है ? इसका अनुभव करने वाले किन्हीं दो देशों के नाम बताइए। 1+1=2
23. राज्य के विकास संबंधी कार्यकलाप और निजी उद्योग की संवृद्धि ने अप्रत्यक्ष रूप से जाति संस्था को प्रभावित किया। कोई दो तरीके बताइए जिनसे यह स्पष्ट होता है। 1+1=2
24. (क) सामुदायिक पहचान की कोई दो विशेषताएँ लिखिए। 2

#### अथवा

- (ख) भारतीय संदर्भ में ‘क्षेत्रवाद’ क्या है ? 2
25. अध्ययनों से ज्ञात हुआ है कि विभिन्न समाजों में विविध प्रकार के परिवार पाए जाते हैं। आवास के नियम के अनुसार परिवार के दो प्रकार लिखिए। 1+1=2





- (b) The state invested in the development of rural infrastructure, such as irrigation facilities, roads and electricity and on the provision of agricultural inputs. For regular agricultural growth, uninterrupted power supply to rural India is one of the necessities.

Based on the given passage, answer the following question :

A recently launched scheme is an effort of the Indian Government in this direction. Name the scheme. State the overall result of this scheme. 1+1=2

18. To generate employment and self-employment the Government of India floated many schemes. Name any two schemes. What is the positive outcome of these schemes ? 1+1=2
19. Differentiate between social change and social movement. 1+1=2
20. Contract farming has sociological significance. Give two points to support this statement. 1+1=2
21. Mention two features of "The Mines Act, 1952". 2
22. Sometimes societies can experience a 'negative growth rate'. What is 'negative growth rate' ? Name any two countries that have experienced it. 1+1=2
23. The development activity of the state and the growth of private industry affected caste indirectly. State any two ways in which this is evident. 1+1=2
24. (a) Write any two features of community identity. 2

**OR**

- (b) What is 'regionalism' in the Indian context ? 2
25. Studies have shown how diverse family forms are found in different societies. With regard to rules of residence, write two forms of family. 1+1=2

## खण्ड ग

26. जनजातियों को ऐसे 'आदिम' (pristine) अर्थात् मौलिक अथवा विशुद्ध समाज, जो सभ्यता से अछूते रहे हों, मानने का कोई सुसंगत आधार नहीं है। यह आम धारणा है कि जनजातीय समुदाय उन प्रस्तर युगीन आखेटक और संग्राहक समाजों के समान हैं जो सामाजिक परिवर्तनों से अछूते रहे हैं अभी भी सामान्य तौर पर विद्यमान है हालाँकि, काफी लंबे समय से यह सच नहीं रहा है।  
उपर्युक्त परिच्छेद के आधार पर चार कारण बताते हुए स्पष्ट कीजिए कि जनजातियों के अछूते रहने का विचार क्यों असत्य है। 4
27. (क) ब्रिटिश उपनिवेशवाद अब भी हमारे जीवन का एक जटिल हिस्सा है। कैसे? 4  
अथवा  
(ख) चार उदाहरणों की सहायता से बताइए कि भारत में अंग्रेज़ी भाषा का प्रभाव किस प्रकार बहुआयामी और विरोधात्मक रहा है? 4
28. आधुनिक भारत में स्त्रियों की स्थिति का प्रश्न उन्नीसवीं सदी के मध्यवर्गीय सामाजिक सुधार आंदोलनों के एक हिस्से के रूप में उदित हुआ। इन आंदोलनों का स्वरूप सभी क्षेत्रों में एक जैसा नहीं था।  
स्त्रियों की स्थिति को संबोधित करने वाले किन्हीं दो सामाजिक सुधार आंदोलनों की व्याख्या कीजिए। 4
29. "मैं एक अदृश्य व्यक्ति हूँ, समझे, केवल इसलिए कि लोग मुझे देखना ही नहीं चाहते। आप सर्कस के तमाशों में कभी-कभी धड़हीन सिर देखा करते हैं मेरी स्थिति भी लगभग वैसी ही है। ऐसा लगता है मानो मैं कड़े विद्रूपकारी दर्पणों से घिरा हूँ। जब लोग मेरे पास आते हैं तो मेरा परिवेश ही देखते हैं जो उनकी अपनी कल्पनाओं से बना है। दरअसल, वे मुझे छोड़कर बाकी सब कुछ देख सकते हैं।" (ऐलिसन, 1952 : 3)  
विश्वभर में 'निर्योग्यता/अक्षमता' का जो तात्पर्य समझा जाता है उनके कुछ आम लक्षण बताइए। 4
30. 'संस्कृतीकरण' शब्द की उत्पत्ति किस समाजशास्त्री द्वारा की गई? संस्कृतीकरण व गैर-संस्कृतीकरण में अंतर बताइए। 1+3=4
31. औपनिवेशिक भारत में अंग्रेज़ों द्वारा शुरू की गई ज़मीन के टैक्स की दो प्रणालियों की व्याख्या कीजिए। 2+2=4
32. सेवा क्षेत्र के बढ़ते आकार के बावजूद, भारत अभी भी काफी हद तक एक कृषि प्रधान देश है। कारण बताइए। 4





### SECTION C

26. Some scholars have argued that there is no coherent basis for treating tribes as 'pristine' – i.e., original or pure – societies uncontaminated by civilisation. The idea that tribes are like stone age hunting and gathering societies that have remained untouched by time is still common, even though this has not been true for a long time.  
Based on the above passage, justify with four reasons why this idea of tribes having remained untouched is untrue. 4
27. (a) British colonialism is still a complex part of our lives. How ? 4
- OR**
- (b) With the help of four examples, show how the impact of the English language has been many sided and paradoxical in India. 4
28. The women's question arose in modern India as part of the nineteenth century middle class social reform movements. The nature of these movements varied from region to region. 4  
Explain any two social reform movements that addressed the women's question.
29. "I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in the circus sideshows, it is as though I have been surrounded by mirrors of hard distorting glass. When they approach me they see only my surroundings i.e., themselves or figments of their imagination. Indeed everything and anything except me."  
(Ellison, 1952 : 3)  
Mention some of the common features central to the public perception of 'disability' all over the world. 4
30. Which sociologist coined the term 'Sanskritisation' ? Differentiate between Sanskritisation and de-Sanskritisation. 1+3=4
31. Explain two land revenue administrative systems introduced by the British in colonial India. 2+2=4
32. Despite the increasing size of the services sector, India still is largely an agricultural country. Give reasons. 4



खण्ड घ

33.

भारत की जनसंख्या की आयु संरचना, 1961 – 2026

| वर्ष              | आयु वर्ग    |              |                 | जोड़ |
|-------------------|-------------|--------------|-----------------|------|
|                   | 0 – 14 वर्ष | 15 – 59 वर्ष | 60 वर्ष से अधिक |      |
| 1961              | 41          | 53           | 6               | 100  |
| 1971              | 42          | 53           | 5               | 100  |
| 1981              | 40          | 54           | 6               | 100  |
| 1991              | 38          | 56           | 7               | 100  |
| 2001              | 34          | 59           | 7               | 100  |
| 2011              | 29          | 63           | 8               | 100  |
| 2026 (प्रक्षेपित) | 23          | 64           | 12              | 100  |

उपर्युक्त सारणी के आधार पर, निम्नलिखित प्रश्नों के उत्तर दीजिए :

- (क) जनसांख्यिकीय लाभांश से क्या अभिप्राय है ? 2
- (ख) उपर्युक्त सारणी के आधार पर, वर्ष 1961 और 2026 के आँकड़ों की तुलना कीजिए और अपना निष्कर्ष बताइए । 2
- (ग) गिरता हुआ पराश्रितता अनुपात आर्थिक संवृद्धि और समृद्धि का स्रोत कैसे बन सकता है ? उल्लेख कीजिए । 2

**नोट:** निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र. सं. 33 के स्थान पर हैं:

आँकड़े दर्शाते हैं कि देश की संपूर्ण जनसंख्या में 15 वर्ष से कम आयु वाले वर्ग का हिस्सा जो 1961 में 41% के सर्वोच्च स्तर पर था घटकर 2026 में 23% के स्तर पर आ जाएगा । 15 – 59 के आयु वर्ग का हिस्सा 53% से कुछ बढ़कर 64% हो जाएगा जबकि 60 वर्ष से अधिक की आयु वाले वर्ग का हिस्सा बहुत छोटा है लेकिन वह उसी अवधि के दौरान बढ़ना (6% से 12% तक) शुरू हो गया है । आँकड़े दर्शाते हैं कि 0 – 14 आयु वर्ग का हिस्सा लगभग 18% घट जाएगा (1961 में 41% से घटकर 2026 में 23%) जबकि 60 वर्ष से अधिक के आयु वर्ग में लगभग 6% की वृद्धि होगी (1961 में 6% से बढ़कर 2026 में 12%) ।

दिए गए आँकड़ों के आधार पर, निम्नलिखित प्रश्नों के उत्तर दीजिए :

- (क) जनसांख्यिकीय लाभांश से क्या अभिप्राय है ? 2
- (ख) उपर्युक्त अनुच्छेद के आधार पर, वर्ष 1961 और 2026 के आँकड़ों की तुलना कीजिए और अपना निष्कर्ष बताइए । 2
- (ग) गिरता हुआ पराश्रितता अनुपात आर्थिक संवृद्धि और समृद्धि का स्रोत कैसे बन सकता है ? उल्लेख कीजिए । 2



**SECTION D**

**33.** *Age Composition of the Population of India 1961 – 2026*

| Year             | Age groups   |               |           | Total |
|------------------|--------------|---------------|-----------|-------|
|                  | 0 – 14 years | 15 – 59 years | 60+ years |       |
| 1961             | 41           | 53            | 6         | 100   |
| 1971             | 42           | 53            | 5         | 100   |
| 1981             | 40           | 54            | 6         | 100   |
| 1991             | 38           | 56            | 7         | 100   |
| 2001             | 34           | 59            | 7         | 100   |
| 2011             | 29           | 63            | 8         | 100   |
| 2026 (Projected) | 23           | 64            | 12        | 100   |

Based on the above table, answer the following questions :

- (a) What is meant by demographic dividend ? 2
- (b) Based on the data given in the above table, compare the data of the years 1961 and 2026 and state your inferences. 2
- (c) A falling dependency ratio can be a source of economic growth and prosperity. State how. 2

**Note :** *The following question is for the **Visually Impaired candidates** only lieu of Q. No. 33.*

Data shows that the share of the under 15 age group in the total population will come down from its highest level of 41% in 1961 to 23% in 2026. The share of the 15 – 59 age group will increase slightly from 53% to 64% while the share of the 60 plus age group is very small but it has begun to increase (6% to 12%) over the same period. Data shows the 0 – 14 age group will reduce its share by about 18% (in 1961 – 41% to 23% in 2026) while the 60 plus age group will increase its share by about 6% (in 1961 – 6% to 12% in 2026).

Based on the given data, answer the following questions :

- (a) What is meant by demographic dividend ? 2
- (b) Based on the data given in the passage, compare the data of the years 1961 and 2026 and state your inferences. 2
- (c) A falling dependency ratio can be a source of economic growth and prosperity. State how. 2





34. देश में पहले अथवा अभी कोई एक संगठित दलित आंदोलन नहीं हुआ है। विभिन्न आंदोलनों ने दलितों से संबंधित विभिन्न मुद्दों को विभिन्न विचारधाराओं के आसपास उभारा है। दलित आंदोलनों की प्रकृति तथा पहचान के अर्थ में भिन्नता के बावजूद उनमें समानता, आत्मसम्मान तथा अस्पृश्यता उन्मूलन के लिए एक समानता की खोज हो रही है। (शाह 2001 : 194)

अनुच्छेद के आधार पर, निम्नलिखित प्रश्नों के उत्तर दीजिए :

(क) दलित आंदोलन के कोई दो उदाहरण लिखिए।

2

(ख) दलित आंदोलनों द्वारा उजागर किए गए विभिन्न मुद्दों पर चर्चा कीजिए।

4

35. राष्ट्र एक अनूठे किस्म का समुदाय होता है जिसका वर्णन तो आसान है पर इसे परिभाषित करना कठिन है। ऐसा क्यों ?

6





**34.** There has not been a single, unified Dalit movement in the country, now or in the past. Different movements have highlighted different issues related to the Dalits, around different ideologies. Notwithstanding differences in the nature of Dalit movements and the meaning of identity, there has been a common quest for equality, self-dignity and eradication of untouchability. (Shah 2001 : 194).

Based on the given passage, answer the following questions :

- (a) Write any two examples of Dalit Movement. 2
- (b) Discuss the various issues highlighted by the Dalit Movements. 4

**35.** A nation is a peculiar sort of community that is easy to describe but hard to define. Why ? 6

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Certificate Examination, 2024**  
**SUBJECT NAME SOCIOLOGY (Q.P. CODE 62)**

**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  | <b>“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 the 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 News Paper/Website etc. may invite action under various rules of the Board and IPC.”</b>                                                                                                                                                                                              |
| 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. The Marking Scheme should be strictly adhered to and religiously followed. <b>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 due marks be awarded to them. In class-XII, while evaluating competency-based questions, please try to understand the given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b> |
| 4  | The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5  | 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. If there is any variation, the same should be zero after deliberation and discussion. 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.                                                                                                                                                                                                                        |
| 6  | Evaluators will mark(√ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 8  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9  | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 11 | A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past: -</p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul> |
| 14 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 15 | Any unassessed portion, non-carrying over of marks to the title page, or totaling 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 17 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 18 | The candidates are entitled to obtain a photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



MARKING SCHEME  
SOCIOLOGY

| SECTION A |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 1         | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 2         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 3         | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 4         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 5         | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 6         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 7         | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 8         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 9         | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 10        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 11        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 12        | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 13        | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 14        | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 15        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| 16        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                                        |
| SECTION B |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |
| 17        | <p>(a) How is agriculture becoming more commercialised?</p> <p>'Agricultural extension' agents have been replaced in the villages by agents of seed, fertiliser, and pesticide companies. These agents are sole source of information for farmers about new seeds or cultivation practices. These agents have an interest in selling their products which indicates that agriculture is becoming more commercialised.</p> <p>(Any other relevant point)</p> <p>OR</p> <p>(b) A recently launched scheme is an effort of the Indian Government in this direction. Name the scheme. What is the positive outcome of these schemes?</p> <p>Scheme - Deen Dayal Upadhyaya Gram Jyoti Yojana.</p> <p>The overall outcome was not only to transform the rural economy and agriculture, but also the agrarian structure and the rural society itself.</p> | 2<br><br><br><br><br><br><br><br><br><br><br>1<br>+<br>1 |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 18 | <p>To generate employment and self-employment the Government of India floated many schemes. Name two schemes. What is the positive outcome of these schemes?</p> <p>I. MUDRA<br/> II. Atmanirbhar Bharat<br/> III. Make in India</p> <p style="text-align: center;"><b>(any two)</b></p> <p>Positive Outcomes:</p> <p>-For creating economic potential amongst the demographic dividend of India.</p> <p>-These schemes are helpful to people of the marginalised sections of the society like SC, ST, and OBCs.</p> <p style="text-align: center;"><b>(any one)</b></p> | <p>1/2+1/2</p> <p>+</p> <p>1</p> |
| 19 | <p>Differentiate between social change and social movement.</p> <p><b>Social Change:</b><br/> It is continuous and ongoing</p> <p><b>Social Movement:</b><br/> It is directed towards some specific goals.</p>                                                                                                                                                                                                                                                                                                                                                           | <p>1</p> <p>+</p> <p>1</p>       |
| 20 | <p>Contract farming has sociological significance. Give two points to support this statement.</p> <p>-Disengages many people from the production process.</p> <p>-It makes their own indigenous knowledge of agriculture irrelevant.</p> <p>-It caters primarily to the production of elite items like flowers, fruits, etc.</p> <p>-It is not ecologically sustainable</p> <p style="text-align: center;"><b>(Any two)</b></p>                                                                                                                                          | <p>1+1</p>                       |
| 21 | <p>Mention the features of "The Mines Act, 1952".</p> <p>-Specifies the maximum number of hours a person can be made to work in a week.</p> <p>-Need to pay overtime for any extra hours worked.</p> <p>-Safety rules</p> <p style="text-align: center;"><b>(Any two)</b></p>                                                                                                                                                                                                                                                                                            | <p>1+1</p>                       |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 22 | <p>Sometimes societies can experience a 'negative growth rate'. What is negative growth rate. Name two countries that have experienced it</p> <p><b>Negative growth rate</b> implies that fertility level is below the replacement level.</p> <p>e.g. Japan, Russia, Italy and Eastern Europe</p> <p style="text-align: right;"><b>(Any two countries)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>1</p> <p>+</p> <p>1</p> |
| 23 | <p>The development activity of the states and the growth of private industry affected caste indirectly. State any two ways in which this is evident.</p> <ul style="list-style-type: none"> <li>-Speeding up and intensification of economic change.</li> <li>-It created all kinds of new jobs for which there were no caste rules.</li> <li>-Urbanisation and collective living in cities made it difficult for the caste-segregated patterns of social interaction to survive.</li> <li>-Modern educated Indians attracted to the liberal ideas of individualism and meritocracy abandoned the more extreme caste practices.</li> <li>-Industrialisation leads to greater equality, at least in some spheres. For example, caste distinctions do not matter anymore on trains, buses or in cyber cafes.</li> <li>-Even as social inequalities are reducing, economic or income inequality is growing in the world. Often social inequality and income inequality overlap, for example, in the domination of upper caste men in well-paying professions like medicine, law or journalism.</li> </ul> <p style="text-align: right;"><b>(Any two) (Any other relevant point)</b></p> | 1+1                        |
| 24 | <p>(a) Write any two features of community identity.</p> <ul style="list-style-type: none"> <li>-It is Ascriptive.</li> <li>-It is based on birth and belonging rather than on some form of acquired qualification or accomplishment.</li> <li>-Deep sense of security and satisfaction.</li> <li>-Universal</li> <li>-Accidental and unconditional.</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1+1                        |

OR



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                  | <p>(b) What is 'regionalism' in the Indian context?</p> <p>It is rooted in India's diversity of languages, cultures, tribes and religions. It is encouraged by the geographical concentration of these identity markers in particular regions and fuelled by a sense of regional deprivation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2       |
| 25               | <p>Studies have shown how diverse family forms are found in different societies. With regard to rules of residence, write two forms of family.</p> <p>Matrilocal – The newly married couple stays with the woman's parents.</p> <p>Patrilocal – The couple lives with the man's parents.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1+1     |
| <b>SECTION C</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| 26               | <p>Based on the above passage, justify with four reasons why this idea of tribes having remained untouched is untrue.</p> <p>-Adivasis were not always the oppressed groups – there were several Gond kingdoms in Central India such as that of Garha Mandla or Chanda.</p> <p>-Many of the so-called Rajput kingdoms of Central and Western India actually emerged through a process of stratification among adivasi communities themselves.</p> <p>-Adivasis often exercised dominance over the plains people through their capacity to raid them, and through their services as local militias.</p> <p>-They also occupied a special trade niche, trading forest produce, salt and elephants.</p> <p>-Moreover, the capitalist economy's drive to exploit forest resources and minerals and to recruit cheap labour has brought tribal societies in contact with mainstream society a long time ago.</p> <p style="text-align: center;"><b>(Any four)</b></p> | 1+1+1+1 |
| 27               | <p>(a) British colonialism is still a complex part of our lives. How?</p> <p>-We have a parliamentary and a legal system, a police and educational system built very much on the British model.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1+1+1+1 |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|    | <p>-We drive on the left side of the road like the British.</p> <p>-We have 'bread-omlette' and 'cutlets' as menu offered in many roadside eateries and canteens.</p> <p>-A very popular manufacturer of biscuits is actually named after Britain.</p> <p>-Many school uniforms include neck- ties.</p> <p style="text-align: center;"><b>(Any four)(Any other relevant point)</b><br/><b>OR</b></p> <p>(b) With the help of four examples, show how the impact of English language has been many sided and paradoxical in India.</p> <p>-English is not only widely used in India, but we now have an impressive body of literary writings by Indians in English.</p> <p>-This knowledge of English has given Indians an edge in the global market.</p> <p>-English continues to be a mark of privilege.</p> <p>-Not knowing English is a disadvantage that tells in the job market.</p> <p>-Knowledge of English may open doors of opportunities that were formerly closed for traditionally deprived communities like Dalits.</p> <p style="text-align: center;"><b>(Any four)</b></p> | 1+1+1+1 |
| 28 | <p>Explain any two social reform movements that addressed the women's question.</p> <ul style="list-style-type: none"> <li>• <b>Raja Ram Mohan Roy</b> in Bengal led the anti-Sati campaign. <ol style="list-style-type: none"> <li>1. He established Brahma Samaj in 1828.</li> <li>2. He undertook campaign against Sati-the first women's issue.</li> <li>3. His ideas represented a mix of western rationality and assertion of Indian traditionality.</li> </ol> </li> <li>• <b>Ranade :</b> <ol style="list-style-type: none"> <li>1. Ranade's writings: 'The Texts of Hindu Law on the Lawfulness of the Remarriage of Widows, and 'Vedic Authorities for Widow Marriage', elaborated the shastric sanction for remarriage of widows .</li> </ol> </li> </ul>                                                                                                                                                                                                                                                                                                                      | 2+2     |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                  | <p>2. Led the Widow Remarriage Movement in the Bombay Presidency.</p> <ul style="list-style-type: none"> <li>• <b>Jyotiba Phule:</b> <ol style="list-style-type: none"> <li>1. Founded the Satyashodhak Samaj, emphasis on 'truth seeking'.</li> <li>2. Attacked caste and gender discrimination.</li> </ol> </li> <li>• <b>Sir Syed Ahmed Khan:</b> <ol style="list-style-type: none"> <li>1. He started reform movement in Islam.</li> <li>2. He wanted girls to be educated within the precincts of their home.</li> <li>3. He sought a curriculum that included instructions in religious principles, training in the arts of housekeeping, handicrafts and rearing of children.</li> </ol> </li> </ul> <p style="text-align: center;"><b>(Any two Reformers)</b></p> |             |
| 29               | <p>Mention some of the common features central to the public perception of 'disability' all over the world.</p> <ol style="list-style-type: none"> <li>1. Disability is understood as a biological given.</li> <li>2. Whenever a disabled person is confronted with problems, it is taken for granted that the problems originate from his/her impairment.</li> <li>3. The disabled person is seen as a victim.</li> <li>4. It is supposed to be linked with the disabled individual's self-perception.</li> <li>5. The very idea of disability suggests that they are in need of help.</li> </ol> <p style="text-align: center;"><b>(Any four)</b></p>                                                                                                                   | 1+1+1+1     |
| <b>SECTION C</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
| 30               | <p>Which sociologist coined the term 'Sanskritisation'? Differentiate between Sanskritisation and de-Sanskritisation.</p> <ol style="list-style-type: none"> <li>(i) M.N. Srinivas</li> <li>(ii) Sanskritisation refers to a process whereby members of an usually middle or lower caste attempt to raise their own social status by adopting the ritual, domestic and social practices of a caste of higher status.</li> </ol>                                                                                                                                                                                                                                                                                                                                           | 1<br>+<br>3 |



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                  | <p><b>De-sanskritisation</b> – In regions where the non-Sanskritic castes were dominant, it was their influence that was stronger. For example, in the third quarter of 19<sup>th</sup> century the Persian influence was the dominant one.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| 31               | <p>Explain two land revenue administrative systems introduced by the British in colonial India.</p> <p>When the British colonised India, many areas were ruled by the local zamindars. They granted property rights to the zamindars. Zamindars were given more control over land than before. Result of zamindari system was agricultural production stagnated or declined during much of the period of British rule. This was because they extracted heavy land revenue from cultivators.</p> <p>Raiyatwari system of land settlement, raiyat means cultivator in Telugu. In this system, the ‘actual cultivators’ (who were themselves often landlords and not cultivators) rather than zamindars were responsible for paying the tax. Burden of taxation was less and cultivators had more incentive to invest in agriculture.</p> <p style="text-align: center;"><b>(any other relevant system like Mahalwari)</b></p>                                                                                                                     | 2+2     |
| 32               | <p>Despite the increasing size of the services sector, India still is largely an agricultural country. Give reasons.</p> <ol style="list-style-type: none"> <li>1. Very few people in India have access to secure jobs.</li> <li>2. Even the small number in regular salaried employment become insecure due to the rise in contract labour.</li> <li>3. Government employment is coming down.</li> <li>4. The majority of India’s people live in rural areas (69 per cent, according to the 2011 Census).</li> <li>5. They make their living from agriculture or related occupations.</li> <li>6. This means that agricultural land is the most important productive resource for a great many Indians.</li> <li>7. Land is not just a ‘means of production’ nor just a ‘form of property’.</li> <li>8. Agriculture is not just a form of livelihood. It is also a way of life.</li> <li>9. Many of our cultural practices and patterns can be traced to our agrarian backgrounds.</li> </ol> <p style="text-align: right;"><b>(Any 4)</b></p> | 1+1+1+1 |
| <b>SECTION D</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| 33               | <p>(a) What is meant by demographic dividend?</p> <p><b>Demographic Dividend</b> –It implies an increase in the proportion of workers relative to non-workers in the population.</p> <p>(b) Based on the data given in the above table, compare the data of the years 1961 and 2026 and state your inferences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2       |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2       |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2       |





(a) Many specific nations are founded on the basis of common cultural, historical and political institution.

(b) It is hard to come up with any defining features that a nation must possess.

(c) For every possible criterion there are exceptions and counter-examples.

(d) For example, there are many nations that do not share a single common language, religion, ethnicity and so on.

(e) On the other hand, there are many languages, religions or ethnicities that are shared across nations.

(f) But this does not lead to the formation of a single unified nation of say all English speakers or of all Buddhists

**(Any other relevant example)**

