

Series AB4CD/4

Set – 1



प्रश्न-पत्र कोड  
Q.P. Code

32/4/1

अनुक्रमांक

Roll No.

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परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Q.P. Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 25 + 1 मानचित्र हैं।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 37 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 25 printed pages +1 Map.
- Please check that this question paper contains 37 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.



## सामाजिक विज्ञान SOCIAL SCIENCE



निर्धारित समय : 3 घण्टे

अधिकतम अंक : 80

Time allowed : 3 hours

Maximum Marks : 80

32/4/1-14

Page 1 of 27

P.T.O.



## सामान्य निर्देश :

निम्नलिखित निर्देशों को ध्यानपूर्वक पढ़िए और उनका पालन कीजिए :

- (i) इस प्रश्न-पत्र में 37 प्रश्न हैं । सभी प्रश्न अनिवार्य हैं ।
- (ii) प्रश्न-पत्र छः खण्डों में विभाजित है – खण्ड क, ख, ग, घ, ङ एवं च ।
- (iii) खण्ड क – प्रश्न संख्या 1 से 20 बहुविकल्पीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 1 अंक का है ।
- (iv) खण्ड ख – प्रश्न संख्या 21 से 24 अति लघु-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 2 अंकों का है । इन प्रश्नों का उत्तर 40 शब्दों से अधिक नहीं लिखा जाना चाहिए ।
- (v) खण्ड ग – प्रश्न संख्या 25 से 29 लघु-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 3 अंकों का है । इन प्रश्नों का उत्तर 60 शब्दों से अधिक नहीं लिखा जाना चाहिए ।
- (vi) खण्ड घ – प्रश्न संख्या 30 से 33 दीर्घ-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न 5 अंकों का है । इन प्रश्नों का उत्तर 120 शब्दों से अधिक नहीं लिखा जाना चाहिए ।
- (vii) खण्ड ङ – प्रश्न संख्या 34 से 36 केस-आधारित/स्रोत-आधारित प्रश्न हैं जिनमें तीन उप-प्रश्न हैं । प्रत्येक प्रश्न 4 अंकों का है ।
- (viii) खण्ड च – प्रश्न संख्या 37 मानचित्र कौशल-आधारित प्रश्न है जिसमें दो भाग हैं – 37(a) इतिहास (2 अंक) और 37(b) – भूगोल (3 अंक) । इस प्रश्न के कुल 5 अंक हैं ।
- (ix) इसके अतिरिक्त, ध्यान दें कि दृष्टिबाधित परीक्षार्थियों के लिए फोटो तथा मानचित्र आदि आधारित प्रश्नों के स्थान पर एक अन्य प्रश्न दिया गया है । इन प्रश्नों के उत्तर केवल दृष्टिबाधित परीक्षार्थी ही लिखें ।

### खण्ड क

(बहुविकल्पीय प्रश्न)

(20×1=20)

1. निम्नलिखित घटनाओं को कालक्रमानुसार व्यवस्थित कीजिए और सही विकल्प का चयन कीजिए ।

1

- I. फ्रांस की क्रांति
- II. नेपोलियन का इटली पर हमला
- III. इटली का एकीकरण
- IV. वियना शांति संधि

विकल्प :

- |                    |                    |
|--------------------|--------------------|
| (A) I, II, IV, III | (B) II, IV, I, III |
| (C) II, III, I, IV | (D) I, III, II, IV |



### **General Instructions :**

Read the following instructions carefully and follow them :

- (i) This question paper contains **37** questions. **All** questions are **compulsory**.
- (ii) Question paper is divided into **six** sections – **Section A, B, C, D, E and F**.
- (iii) **Section A** – Questions no. **1 to 20** are Multiple Choice type questions. Each question carries **1** mark.
- (iv) **Section B** – Questions no. **21 to 24** are Very Short Answer type questions. Each question carries **2** marks. Answer to these questions should not exceed **40** words.
- (v) **Section C** – Questions no. **25 to 29** are Short Answer type questions. Each question carries **3** marks. Answer to these questions should not exceed **60** words.
- (vi) **Section D** – Questions no. **30 to 33** are Long Answer (LA) type questions. Each question carries **5** marks. Answer to these questions should not exceed **120** words.
- (vii) **Section E** – Questions no. **34 to 36** are Case-based/Source-based questions with three sub-questions. Each question carries **4** marks.
- (viii) **Section F** – Question no. **37** is Map skill-based question with two parts – **37(a)** from History (**2** marks) and **37(b)** from Geography (**3** marks). This question carries total **5** marks.
- (ix) In addition to this, **NOTE** that a separate question has been provided for Visually Impaired candidates in lieu of questions having visual inputs, map etc. Such questions are to be attempted by Visually Impaired candidates only.

### **SECTION A**

#### **(Multiple Choice Questions)**

(20×1=20)

1. Arrange the following incidents in chronological order and choose the correct option.

1

- I. French Revolution
- II. Napoleon's invasion of Italy
- III. Unification of Italy
- IV. Vienna Peace Treaty

#### **Options :**

- (A) I, II, IV, III
- (B) II, IV, I, III
- (C) II, III, I, IV
- (D) I, III, II, IV





2. रिक्त स्थान की पूर्ति के लिए सही विकल्प का चयन कीजिए । 1  
‘रेशम मार्ग’ (सिल्क रूट) से भारत व दक्षिण-पूर्व एशिया के \_\_\_\_\_ दुनिया के दूसरे भागों में पहुँचते थे ।  
(A) सोने व चाँदी के आभूषण  
(B) कपड़े व मसाले  
(C) अनाज व दालें  
(D) लोहा व अन्य धातुएँ
3. कांग्रेस के भीतर ‘स्वराज पार्टी’ के संस्थापकों से संबंधित सही विकल्प का चयन कीजिए । 1  
(A) सुभाष चंद्र बोस व जवाहरलाल नेहरू  
(B) आचार्य कृपलानी व जयप्रकाश नारायण  
(C) सी.आर. दास व मोतीलाल नेहरू  
(D) महात्मा गाँधी व सरदार पटेल
4. निम्नलिखित में से किसने कहा कि – “मुद्रण ईश्वर की दी हुई महानतम देन है, सबसे बड़ा तोहफ़ा ।” ? 1  
(A) मार्टिन लूथर  
(B) महात्मा गाँधी  
(C) जोहान गुटेनबर्ग  
(D) रशसुंदरी देवी
5. नीचे दो कथन दिए गए हैं । ये अभिकथन (A) और कारण (R) हैं । दोनों कथनों को पढ़िए और सही विकल्प का चयन कीजिए । 1  
**अभिकथन (A) :** हिमालय में प्रसिद्ध ‘चिपको आंदोलन’ कई क्षेत्रों में वन कटाई रोकने में कामयाब रहा ।  
**कारण (R) :** इसके द्वारा स्थानीय पौधों की जातियों का प्रयोग करके सामुदायिक वनीकरण अभियान को सफल बनाया गया ।  
**विकल्प :**  
(A) (A) और (R) दोनों सही हैं, लेकिन (R), (A) की सही व्याख्या **नहीं** है ।  
(B) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है ।  
(C) (A) सही है, लेकिन (R) ग़लत है ।  
(D) (A) ग़लत है, लेकिन (R) सही है ।



2. Choose the correct option to fill in the blank. 1  
\_\_\_\_\_ from India and Southeast Asia travelled through 'Silk Route' to other parts of the world.  
(A) Gold and silver ornaments  
(B) Clothes and spices  
(C) Grain and pulses  
(D) Iron and other metals
3. Choose the correct option, related to the founders of the 'Swaraj Party' within the Congress. 1  
(A) Subhas Chandra Bose and Jawaharlal Nehru  
(B) Acharya Kripalani and Jayaprakash Narayan  
(C) C.R. Das and Motilal Nehru  
(D) Mahatma Gandhi and Sardar Patel
4. Who among the following said – "Printing is the ultimate gift of God and the greatest one." ? 1  
(A) Martin Luther  
(B) Mahatma Gandhi  
(C) Johannes Gutenberg  
(D) Rashsundari Devi
5. Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option. 1  
*Assertion (A)* : The famous 'Chipko Movement' in the Himalayas successfully resisted deforestation in several areas.  
*Reason (R)* : Through this, community afforestation campaign with indigenous species was made enormously successful.
- Options :**
- (A) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A).  
(B) Both (A) and (R) are true and (R) is the correct explanation of (A).  
(C) (A) is true, but (R) is false.  
(D) (A) is false, but (R) is true.





6. स्तंभ I का मिलान स्तंभ II से कीजिए और सही विकल्प का चयन कीजिए ।

1

स्तंभ I (बाँध)	स्तंभ II (नदी)
i. सरदार सरोवर	a. सतलुज
ii. हीराकुड	b. कृष्णा
iii. भाखड़ा नांगल	c. नर्मदा
iv. नागार्जुन सागर	d. महानदी

**विकल्प :**

- (A) i-a, ii-b, iii-c, iv-d  
(B) i-b, ii-a, iii-d, iv-c  
(C) i-c, ii-d, iii-b, iv-a  
(D) i-c, ii-d, iii-a, iv-b

7. भारत में 'मैंगनीज़' के उत्पादन में निम्नलिखित राज्यों के अंश (प्रतिशत में) के लिए अधिकतम से न्यूनतम क्रम वाले सही विकल्प का चयन कीजिए ।

1

- (A) मध्य प्रदेश, महाराष्ट्र, कर्नाटक, ओडिशा  
(B) मध्य प्रदेश, महाराष्ट्र, ओडिशा, कर्नाटक  
(C) महाराष्ट्र, मध्य प्रदेश, कर्नाटक, ओडिशा  
(D) महाराष्ट्र, ओडिशा, मध्य प्रदेश, कर्नाटक

8. सत्ता के बँटवारे के पक्ष में दिए गए तर्कों को पढ़िए और सही विकल्प का चयन कीजिए ।

1

- I. पक्षपात की संभावना को कम करता है ।  
II. निर्णय लेने की प्रक्रिया को अवरुद्ध करता है ।  
III. विविधताओं में सामंजस्य स्थापित करता है ।  
IV. सत्ता में लोगों की भागीदारी को बढ़ाता है ।

**विकल्प :**

- (A) केवल I, II व III सही हैं ।  
(B) केवल II, III व IV सही हैं ।  
(C) केवल I, III व IV सही हैं ।  
(D) केवल I, II व IV सही हैं ।





6. Match Column I with Column II and choose the correct option. 1

<i>Column I</i> (Dams)	<i>Column II</i> (Rivers)
i. Sardar Sarovar	a. Sutlej
ii. Hirakud	b. Krishna
iii. Bhakra Nangal	c. Narmada
iv. Nagarjuna Sagar	d. Mahanadi

**Options :**

- (A) i-a, ii-b, iii-c, iv-d
- (B) i-b, ii-a, iii-d, iv-c
- (C) i-c, ii-d, iii-b, iv-a
- (D) i-c, ii-d, iii-a, iv-b

7. Choose the correct option for the following States' share (in percentage) in the production of 'manganese' in India from the highest to the lowest order. 1

- (A) Madhya Pradesh, Maharashtra, Karnataka, Odisha
- (B) Madhya Pradesh, Maharashtra, Odisha, Karnataka
- (C) Maharashtra, Madhya Pradesh, Karnataka, Odisha
- (D) Maharashtra, Odisha, Madhya Pradesh, Karnataka

8. Read the arguments given in the favour of power sharing and choose the correct option. 1

- I. Reduces the likelihood of bias.
- II. Barricades the decision-making process.
- III. Accommodates diversities.
- IV. Increases the participation of people in power.

**Options :**

- (A) Only I, II and III are correct.
- (B) Only II, III and IV are correct.
- (C) Only I, III and IV are correct.
- (D) Only I, II and IV are correct.



9. भारतीय संविधान में वर्णित 'शिक्षा' निम्नलिखित में से किस सूची के अंतर्गत आती है ? 1
- (A) संघ सूची  
(B) राज्य सूची  
(C) समवर्ती सूची  
(D) बाकी बचे विषय

10. 1992 में भारत में संविधान संशोधन करके निम्नलिखित में से किस संस्था में महिलाओं के लिए आरक्षण की व्यवस्था की गई ? 1
- (A) लोक सभा  
(B) राज्य सभा  
(C) विधान परिषद  
(D) पंचायत

11. नीचे दो कथन दिए गए हैं। ये अभिकथन (A) और कारण (R) हैं। दोनों कथनों को पढ़िए और सही विकल्प का चयन कीजिए। 1

अभिकथन (A) : आधुनिक लोकतंत्र राजनीतिक दलों के बिना नहीं चल सकता है।

कारण (R) : निर्वाचित प्रतिनिधि केवल अपने-अपने निर्वाचन-क्षेत्रों के प्रति जवाबदेह होंगे, देश के प्रति नहीं।

**विकल्प :**

- (A) (A) सही है, लेकिन (R) ग़लत है।  
(B) (A) ग़लत है, लेकिन (R) सही है।  
(C) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है।  
(D) (A) और (R) दोनों सही हैं, लेकिन (R), (A) की सही व्याख्या **नहीं** है।
12. निम्नलिखित देशों में से किसमें द्विदलीय व्यवस्था है ? 1
- (A) चीन (B) पाकिस्तान  
(C) संयुक्त राज्य अमेरिका (D) फ़्रांस





9. 'Education' falls under which one of the following lists given in the Indian Constitution ? 1
- (A) Union List  
(B) State List  
(C) Concurrent List  
(D) Residuary Subjects
10. In which one of the following institutions in India was a system of reservation for women made by amending the Constitution in 1992 ? 1
- (A) Lok Sabha  
(B) Rajya Sabha  
(C) Legislative Council  
(D) Panchayat
11. Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option. 1
- Assertion (A)* : Modern democracy cannot function without political parties.
- Reason (R)* : Elected representatives will be accountable only to their constituencies, not towards the country.
- Options :**
- (A) (A) is true, but (R) is false.  
(B) (A) is false, but (R) is true.  
(C) Both (A) and (R) are true and (R) is the correct explanation of (A).  
(D) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A).
12. Which one of the following countries has a two-party system ? 1
- (A) China (B) Pakistan  
(C) United States of America (D) France





13. निम्नलिखित में से किस क्षेत्र में महिलाओं का अपनी राष्ट्रीय संसदों (2018) में प्रतिनिधित्व सबसे अधिक था ?

1

- (A) नॉर्डिक देश
- (B) अमेरिका (उत्तरी व दक्षिणी)
- (C) यूरोप
- (D) एशिया

14. लोकतंत्र की निम्नलिखित विशेषताओं को पढ़िए और सही विकल्प का चयन कीजिए ।

1

- I. स्वतंत्र एवं निष्पक्ष चुनाव
- II. कानून के समक्ष समानता
- III. व्यक्ति की गरिमा
- IV. बहुसंख्यकों का शासन

**विकल्प :**

- (A) केवल I, II व III सही हैं ।
- (B) केवल II, III व IV सही हैं ।
- (C) केवल I, III व IV सही हैं ।
- (D) केवल I, II व IV सही हैं ।

15. ऋण के संबंध में निम्नलिखित परिस्थिति को पढ़िए और ऋण के सकारात्मक प्रभाव की पहचान कीजिए ।

1

सलीम उत्पादन के लिए कार्यशील पूँजी की ज़रूरत को ऋण के द्वारा पूरा करता है । ऋण उसे उत्पादन के कार्यशील खर्चों तथा उत्पादन को समय पर पूरा करने में मदद करता है ।

**प्रभाव :**

- (A) सलीम पर ऋण का भार बढ़ जाएगा ।
- (B) सलीम की कमाई बढ़ जाएगी ।
- (C) उत्पादन में कमी आएगी ।
- (D) सलीम ऋण के दुष्चक्र में फँस सकता है ।





13. In which of the following regions was women representation the highest in their respective National Parliaments (2018) ? 1
- (A) Nordic countries
  - (B) America (North and South)
  - (C) Europe
  - (D) Asia

14. Read the following characteristics of democracy and choose the correct option. 1
- I. Free and fair elections
  - II. Equality before law
  - III. Dignity of a person
  - IV. Majority rule

**Options :**

- (A) Only I, II and III are correct.
  - (B) Only II, III and IV are correct.
  - (C) Only I, III and IV are correct.
  - (D) Only I, II and IV are correct.
15. Read the following situation regarding credit and identify the positive impact of credit. 1
- Salim obtains credit to meet the working capital needs of production. The credit helps him to meet the ongoing expenses and complete production on time.
- Impacts :**
- (A) The burden of credit will increase on Salim.
  - (B) Salim's income will increase.
  - (C) The production will decrease.
  - (D) Salim may get stuck in a debt trap.





16. निम्नलिखित चित्र का अध्ययन कीजिए । चित्र में होने वाला कार्य अर्थव्यवस्था के निम्नलिखित में से किस क्षेत्रक के अंतर्गत आता है ?

1



- (A) प्राथमिक
- (B) द्वितीयक
- (C) तृतीयक
- (D) चतुर्थक

**नोट :** निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 16 के स्थान पर है ।

निम्नलिखित में से किस क्षेत्रक की हिस्सेदारी भारत के सकल घरेलू उत्पाद (जी.डी.पी.) में सर्वाधिक है ?

1

- (A) प्राथमिक
- (B) द्वितीयक
- (C) तृतीयक
- (D) चतुर्थक





16. Study the following picture. The work done in the picture comes under which one of the following sectors of the economy ?

1



- (A) Primary
- (B) Secondary
- (C) Tertiary
- (D) Quaternary

**Note :** The following question is for the **Visually Impaired Candidates** only, in lieu of Q. No. 16.

Which one of the following sectors has the maximum share in the Gross Domestic Product (GDP) of India ?

1

- (A) Primary
- (B) Secondary
- (C) Tertiary
- (D) Quaternary





17. नीचे दो कथन दिए गए हैं। ये अभिकथन (A) और कारण (R) हैं। दोनों कथनों को पढ़िए और सही विकल्प का चयन कीजिए।

1

अभिकथन (A) : भारत में कोई भी व्यक्ति कानूनी तौर पर रुपये में अदायगी को अस्वीकार नहीं कर सकता है।

कारण (R) : भारत में रुपये को राज्य सरकारें प्राधिकृत करती हैं।

**विकल्प :**

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

18. निम्नलिखित में से कौन-सा कथन 'वैश्वीकरण' के आशय का सही वर्णन करता है ?

1

- (A) व्यापार पर कर संबंधी अवरोधों को हटाना
- (B) उच्च जीवन स्तर को प्रदान करना
- (C) देशों के बीच तीव्र गति से एकीकरण करना
- (D) विदेशी कंपनियों को आकर्षित करने के लिए विशेष कदम उठाना

19. संयुक्त राष्ट्र विकास कार्यक्रम (यू.एन.डी.पी.) निम्नलिखित में से किस आधार पर 'मानव विकास रिपोर्ट' प्रकाशित करता है ?

1

- (A) विनिर्माण, अवसंरचना और स्वास्थ्य
- (B) शिक्षा, स्वास्थ्य और प्रति व्यक्ति आय
- (C) राष्ट्रीय आय, स्वास्थ्य और बैंकिंग
- (D) सकल घरेलू उत्पाद, प्रौद्योगिकी और नवाचार

20. नीचे दो कथन दिए गए हैं। ये अभिकथन (A) और कारण (R) हैं। दोनों कथनों को पढ़िए और सही विकल्प का चयन कीजिए।

1

अभिकथन (A) : बैंक कुछ कर्जदारों को कर्ज देने के लिए तैयार नहीं होते हैं।

कारण (R) : कुछ लोगों के पास ऋणाधार नहीं होता है।

**विकल्प :**

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



17. Two statements are given below. They are Assertion (A) and Reason (R).  
Read both the statements and choose the correct option. 1  
*Assertion (A)* : No individual in India can legally refuse a payment made in rupees.  
*Reason (R)* : In India the rupee is authorized by the State Governments.
- Options :**
- (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
  - (B) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A).
  - (C) (A) is true, but (R) is false.
  - (D) (A) is false, but (R) is true.
18. Which one of the following statements best describes the meaning of 'Globalization' ? 1
- (A) Removal of tax barriers on trade
  - (B) Providing higher standard of living
  - (C) Process of rapid integration between countries
  - (D) Taking special steps to attract foreign companies
19. On which of the following basis does the United Nations Development Programme (UNDP) publish the 'Human Development Report' ? 1
- (A) Manufacturing, Infrastructure and Health
  - (B) Education, Health and Per Capita Income
  - (C) National Income, Health and Banking
  - (D) Gross Domestic Product, Technology and Innovation
20. Two statements are given below. They are Assertion (A) and Reason (R).  
Read both the statements and choose the correct option. 1  
*Assertion (A)* : Banks are not ready to lend money to certain borrowers.  
*Reason (R)* : Some people do not have collateral.
- Options :**
- (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
  - (B) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A).
  - (C) (A) is true, but (R) is false.
  - (D) (A) is false, but (R) is true.



**खण्ड ख**  
**(अति लघु-उत्तरीय प्रश्न)**

(4×2=8)

21. “उन्नीसवीं सदी तक यूरोप में गरीबी और भूख का ही साम्राज्य था।” इस कथन का विश्लेषण कीजिए। 2
22. देश के आर्थिक विकास के लिए ऊर्जा किस प्रकार एक आधारभूत आवश्यकता है ? उदाहरणों सहित स्पष्ट कीजिए। 2
23. (a) भारत की संघात्मक व्यवस्था में संविधान की भूमिका का परीक्षण दो बिन्दुओं में कीजिए। 2×1=2
- अथवा**
- (b) भारत की संघात्मक व्यवस्था में सर्वोच्च न्यायालय की भूमिका का परीक्षण दो बिन्दुओं में कीजिए। 2×1=2
24. प्रौद्योगिकी किस प्रकार वैश्वीकरण का एक महत्त्वपूर्ण कारक है ? उदाहरणों सहित स्पष्ट कीजिए। 2

**खण्ड ग**  
**(लघु-उत्तरीय प्रश्न)**

(5×3=15)

25. (a) राष्ट्रीय आंदोलन में विभिन्न समुदायों, क्षेत्रों या भाषाओं से संबद्ध अलग-अलग समूहों ने सामूहिक अपनेपन का भाव कैसे विकसित किया ? उदाहरणों सहित स्पष्ट कीजिए। 3
- अथवा**
- (b) “महात्मा गाँधी के विचारों और ‘स्वराज’ की अवधारणा के बारे में मज़दूरों की अपनी समझ थी।” उदाहरणों सहित इस कथन की व्याख्या कीजिए। 3
26. भारत में मोटे अनाज की कृषि की किन्हीं तीन विशेषताओं का वर्णन कीजिए। 3×1=3
27. जनमत-निर्माण में राजनीतिक दलों की भूमिका का विश्लेषण कीजिए। 3
28. “संघीय शासन व्यवस्था एकात्मक शासन व्यवस्था से ठीक उलट है।” इस कथन की व्याख्या कीजिए। 3
29. देश के विकास के विषय में विभिन्न लोगों की धारणाएँ भिन्न क्यों हो सकती हैं ? उदाहरणों सहित व्याख्या कीजिए। 3





SECTION B

(Very Short Answer Type Questions)

(4×2=8)

21. “Until the nineteenth century, poverty and hunger were common in Europe.” Analyse the statement. 2
22. How is energy a basic requirement for economic development of a country ? Explain with examples. 2
23. (a) Examine the role of the Constitution in the Federal System of India in two points. 2×1=2
- OR**
- (b) Examine the role of the Supreme Court in the Federal System of India in two points. 2×1=2
24. How is technology an important factor of globalisation ? Explain with examples. 2

SECTION C

(Short Answer Type Questions)

(5×3=15)

25. (a) How did people belonging to different communities, regions or language groups develop a sense of collective belonging in the National Movement ? Explain with examples. 3
- OR**
- (b) “Workers had their own understanding of Mahatma Gandhi and the notion of ‘Swaraj’.” Explain the statement with examples. 3
26. Describe any three features of cultivation of millets in India. 3×1=3
27. Analyse the role of political parties in shaping public opinion. 3
28. “Federal form of government is in direct contrast to the Unitary form of government.” Explain the statement. 3
29. Why could different persons have different notions of a country’s development ? Explain with examples. 3



खण्ड घ  
(दीर्घ-उत्तरीय प्रश्न)

(4×5=20)

30. (a) “फ्रांसीसी क्रांति ने फ्रांसीसी लोगों में एक सामूहिक पहचान की भावना पैदा की।”  
उपयुक्त तर्कों सहित इस कथन की व्याख्या कीजिए। 5

अथवा

- (b) “यूनान के स्वतंत्रता संग्राम ने पूरे यूरोप में शिक्षित अभिजात वर्ग में राष्ट्रीय भावनाओं का संचार किया।” उपयुक्त तर्कों सहित इस कथन की व्याख्या कीजिए। 5

31. (a) देश के आर्थिक विकास में विनिर्माण उद्योग की भूमिका का वर्णन कीजिए। 5

अथवा

- (b) औद्योगिक प्रदूषण से स्वच्छ जल को बचाने के लिए उठाए गए किन्हीं पाँच कदमों का वर्णन कीजिए। 5

32. (a) सामाजिक विविधता में सामंजस्य के लिए लोकतंत्र के महत्त्व का विश्लेषण कीजिए। 5

अथवा

- (b) गरीबी और असमानता को कम करने में लोकतंत्र के महत्त्व का विश्लेषण कीजिए। 5

33. (a) “असंगठित क्षेत्रक में श्रमिकों को संरक्षण और सहायता की आवश्यकता है।”  
उदाहरणों सहित इस कथन की परख कीजिए। 5

अथवा

- (b) “निजी क्षेत्रक की गतिविधियों का ध्येय लाभ अर्जित करना होता है।” उदाहरणों सहित  
इस कथन की परख कीजिए। 5



**SECTION D**  
**(Long Answer Type Questions)**

(4×5=20)

- 30.** (a) “The French Revolution created a sense of collective identity amongst the French people.” Explain the statement with suitable arguments. 5

**OR**

- (b) “The Greek war of independence mobilised nationalist feelings among the educated elite across Europe.” Explain the statement with suitable arguments. 5

- 31.** (a) Describe the role of manufacturing industries in the economic development of a country. 5

**OR**

- (b) Describe any five steps taken to save fresh water from industrial pollution. 5

- 32.** (a) Analyse the importance of democracy in accommodation of social diversity. 5

**OR**

- (b) Analyse the importance of democracy in reducing poverty and inequality. 5

- 33.** (a) “There is a need for protection and support of the workers in the unorganised sector.” Examine the statement with examples. 5

**OR**

- (b) “Activities in the private sector are guided by the motive to earn profits.” Examine the statement with examples. 5



खण्ड ड

(केस-आधारित/स्रोत-आधारित प्रश्न)

(3×4=12)

34. दिए गए स्रोत को पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

1857 के विद्रोह के बाद प्रेस की स्वतंत्रता के प्रति रवैया बदल गया। क्रुद्ध अंग्रेजों ने 'देसी' प्रेस का मुँह बंद करने की माँग की। ज्यों-ज्यों भाषाई समाचार-पत्र राष्ट्रवाद से समर्थन में मुखर होते गए, त्यों-त्यों औपनिवेशिक सरकार में कड़े नियंत्रण के प्रस्ताव पर बहस तेज़ होने लगी। आइरिश प्रेस कानून के तर्ज पर 1878 में वर्नाक्यूलर प्रेस ऐक्ट लागू कर दिया गया। इससे सरकार को भाषाई प्रेस में छपी रपट और संपादकीय को सेंसर करने का व्यापक हक़ मिल गया। अब से सरकार ने विभिन्न प्रदेशों से छपने वाले भाषाई अखबारों पर नियमित नज़र रखनी शुरू कर दी। अगर किसी रपट को बागी करार दिया जाता था तो अखबार को पहले चेतावनी दी जाती थी, और अगर चेतावनी की अनसुनी हुई तो अखबार को ज़ब्त किया जा सकता था और छपाई की मशीनें छीन ली जा सकती थीं।

(34.1) 'वर्नाक्यूलर प्रेस ऐक्ट' किस नियम पर आधारित था ? 1

(34.2) 1857 के विद्रोह के बाद प्रेस की स्वतंत्रता के प्रति अंग्रेजों का रवैया क्यों बदल गया ? स्पष्ट कीजिए। 1

(34.3) 'वर्नाक्यूलर प्रेस ऐक्ट' लागू होने के किन्हीं दो प्रभावों की व्याख्या कीजिए। 2×1=2

35. दिए गए स्रोत को पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

**संसाधनों का संरक्षण :** संसाधन किसी भी तरह के विकास में महत्वपूर्ण भूमिका निभाते हैं। परंतु संसाधनों का विवेकहीन उपभोग और अति-उपयोग के कारण कई सामाजिक-आर्थिक और पर्यावरणीय समस्याएँ पैदा हो सकती हैं। इन समस्याओं से बचाव के लिए विभिन्न स्तरों पर संसाधनों का संरक्षण आवश्यक है। भूतकाल से ही संसाधनों का संरक्षण बहुत से नेताओं और चिंतकों के लिए चिंता का विषय रहा है। उदाहरणार्थ, गाँधीजी ने संसाधनों के संरक्षण पर अपनी चिंता इन शब्दों में व्यक्त की है – “हमारे पास हर व्यक्ति की आवश्यकता पूर्ति के लिए बहुत कुछ है, लेकिन किसी के लालच की संतुष्टि के लिए नहीं। अर्थात् हमारे पास पेट भरने के लिए बहुत है, लेकिन पेट भरने के लिए नहीं।” उनके अनुसार विश्व स्तर पर संसाधन हास के लिए लालची और स्वार्थी व्यक्ति तथा आधुनिक प्रौद्योगिकी की शोषणात्मक प्रवृत्ति जिम्मेदार है। वे अत्यधिक उत्पादन के विरुद्ध थे और इसके स्थान पर अधिक बड़े जनसमुदाय द्वारा उत्पादन के पक्षधर थे।

(35.1) 'संसाधन नियोजन' को परिभाषित कीजिए। 1

(35.2) संसाधनों के संरक्षण की आवश्यकता को स्पष्ट कीजिए। 1

(35.3) गाँधीजी ने क्यों कहा कि – 'हमारे पास हर व्यक्ति की आवश्यकता पूर्ति के लिए बहुत कुछ है, लेकिन किसी के लालच की संतुष्टि के लिए नहीं' ? किन्हीं दो कारणों का विश्लेषण कीजिए। 2×1=2



**SECTION E**  
**(Case-Based/Source-Based Questions)**

(3×4=12)

**34.** Read the given source and answer the questions that follow :

After the Revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the ‘native’ press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.

(34.1) On which rule was the ‘Vernacular Press Act’ based ? 1

(34.2) Why did the attitude of the British change towards the freedom of press after the Revolt of 1857 ? Explain. 1

(34.3) Explain any two impacts of passing the ‘Vernacular Press Act.’ 2×1=2

**35.** Read the given source and answer the questions that follow :

*Conservation of Resources* : Resources are vital for any developmental activity. But irrational consumption and over-utilisation of resources may lead to socio-economic and environmental problems. To overcome these problems, resource conservation at various levels is important. This had been the main concern of the leaders and thinkers in the past. For example, Gandhiji was very apt in voicing his concern about resource conservation in these words: “There is enough for everybody’s need and not for any body’s greed.” He placed the greedy and selfish individuals and exploitative nature of modern technology as the root cause for resource depletion at the global level. He was against mass production and wanted to replace it with the production by the masses.

(35.1) Define the term ‘Resource Planning’. 1

(35.2) Explain the need for conservation of resources. 1

(35.3) Why did Gandhiji say – “There is enough for everybody’s need and not for any body’s greed ?” Analyse any two reasons. 2×1=2

36. दिए गए स्रोत को पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर दीजिए :

### सहकारी समितियों से ऋण

बैंकों के अलावा ग्रामीण क्षेत्रों में सस्ते ऋण का एक अन्य स्रोत सहकारी समितियाँ हैं। सहकारी समिति के सदस्य अपने संसाधनों को कुछ क्षेत्रों में सहयोग के लिए एकत्र करते हैं। कई प्रकार की सहकारी समितियाँ संभव हैं, जैसे – किसानों, बुनकरों एवं औद्योगिक मज़दूरों इत्यादि की सहकारी समितियाँ। कृषक सहकारी समिति सोनपुर के नज़दीक एक गाँव में काम करती है। इसके 2300 किसान सदस्य हैं। यह अपने सदस्यों से जमा प्राप्त करती हैं। इस जमा पूँजी को ऋणाधार मानते हुए, इस सहकारी समिति ने बैंक से बड़ा ऋण प्राप्त किया है। इस पूँजी का इस्तेमाल सदस्यों को कर्ज़ देने के लिए किया जाता है। यह ऋण लौटाने के बाद कर्ज़ का दूसरा दौर शुरू किया जा सकता है।

कृषक सहकारी समिति कृषि उपकरण खरीदने, खेती तथा कृषि व्यापार करने, मछली पकड़ने, घर बनाने और अन्य विभिन्न प्रकार के खर्चों के लिए ऋण मुहैया कराती है।

- (36.1) 'सहकारी समिति' 'ऋण' के किस स्रोत का उदाहरण है ? 1
- (36.2) ग्रामीण विकास में सहकारी समितियों के योगदान की व्याख्या कीजिए। 1
- (36.3) स्वयं-सहायता समूहों की पूँजी के किन्हीं दो स्रोतों का उल्लेख कीजिए। 2×1=2

### खण्ड च

#### (मानचित्र कौशल-आधारित प्रश्न)

(2+3=5)

37. (a) भारत के दिए गए राजनीतिक रेखा-मानचित्र (पृष्ठ 27 पर), में दो स्थानों को 'A' और 'B' के रूप में अंकित किया गया है। निम्नलिखित जानकारी की सहायता से उन्हें पहचानिए और उनके सही नाम उनके समीप खींची गई रेखाओं पर लिखिए :

- A. वह स्थान जहाँ गाँधीजी ने नील की खेती करने वाले किसानों के लिए सत्याग्रह किया था। 1
- B. वह स्थान जहाँ गाँधीजी ने नमक कानून तोड़ा था। 1

(b) भारत के इसी राजनीतिक रेखा-मानचित्र में, निम्नलिखित में से किन्हीं **तीन** को उपयुक्त चिह्नों से दर्शाइए और उनके नाम लिखिए : 3×1=3

- (i) नहरकटिया – तेल क्षेत्र
- (ii) तलचर – प्रमुख कोयला खानें
- (iii) नरोरा – परमाणु ऊर्जा संयंत्र
- (iv) तूतीकोरिन – प्रमुख समुद्री पत्तन





36. Read the given source and answer the questions that follow :

### Loans from Cooperatives

Besides banks, the other major source of cheap credit in rural areas are the cooperative societies (or cooperatives). Members of a cooperative pool their resources for cooperation in certain areas. There are several types of cooperatives possible such as farmers cooperatives, weavers cooperatives and industrial workers cooperatives, etc. Krishak Cooperative functions in a village not very far away from Sonpur. It has 2300 farmers as members. It accepts deposits from its members. With these deposits as collateral, the Cooperative has obtained a large loan from the bank. These funds are used to provide loans to members. Once these loans are repaid, another round of lending can take place.

Krishak Cooperative provides loans for the purchase of agricultural implements, loans for cultivation and agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses.

- (36.1) 'Cooperative society' is an example of which source of 'credit' ? 1
- (36.2) Explain the contribution of Cooperative Societies in rural development. 1
- (36.3) Mention any two sources of capital for Self-Help Groups. 2×1=2

### SECTION F

#### (Map Skill-Based Questions)

(2+3=5)

37. (a) Two places 'A' and 'B' have been marked on the given political outline map of **India** (on page 27). Identify them with the help of the following information and write their correct names on the lines drawn near them :
- A. The place where Gandhiji started Satyagraha for indigo peasants. 1
- B. The place where Gandhiji broke the Salt Law. 1
- (b) On the same political outline map of **India**, locate and label any **three** of the following with suitable symbols : 3×1=3
- (i) Naharkatiya – Oil field
- (ii) Talcher – Major Coal Mines
- (iii) Narora – Atomic Power Plant
- (iv) Tuticorin – Major Sea Port





**नोट:** निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 37 के स्थान पर हैं ।

किन्हीं पाँच प्रश्नों के उत्तर दीजिए ।

5×1=5

- (37.1) उस स्थान का नाम लिखिए जहाँ गाँधीजी ने नील की खेती करने वाले किसानों के लिए 'सत्याग्रह' किया था ।
- (37.2) उस स्थान का नाम लिखिए जहाँ गाँधीजी ने नमक कानून तोड़ा था ।
- (37.3) नहरकटिया तेल क्षेत्र किस राज्य में स्थित है ?
- (37.4) उस राज्य का नाम लिखिए जहाँ तलचर प्रमुख कोयले की खानें स्थित हैं ।
- (37.5) उस राज्य का नाम लिखिए जहाँ नरोरा नाभिकीय ऊर्जा संयंत्र स्थित है ।
- (37.6) तूतीकोरिन समुद्री पत्तन किस राज्य में स्थित है ?







**Note :** The following questions are for the **Visually Impaired Candidates** only, in lieu of Q. No. 37.

Attempt any **five** questions.

5×1=5

- (37.1) Name the place where Gandhiji started 'Satyagraha' for indigo peasants.
- (37.2) Name the place where Gandhiji broke the Salt Law.
- (37.3) In which state is Naharkatia oil field located ?
- (37.4) Name the state where Talcher major coal mines are located.
- (37.5) Name the state where Narora Nuclear Power Plant is located.
- (37.6) In which state is Tuticorin sea port located ?







प्रश्न सं. 37 के लिए

For question no. 37



<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Secondary School Examination March - 2024</b> <b>SUBJECT NAME: SOCIAL SCIENCE      SUBJECT CODE 087      PAPER CODE-32/4/1</b>	
	<b><u>General Instructions: -</u></b>
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 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. 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-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, 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 _____80_____ (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).
13.	Ensure that you do not make the following common types of errors committed by the Examiner in the past:- Giving more marks for an answer than assigned to it.



	<ul style="list-style-type: none"> <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>● Leaving answer or part thereof unassessed in an answer book.</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 un assessed 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 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**  
**Class X -Social Science (087)**  
**SET-32/4/1**

**SET -1**

**MM-80**

Q. No.	Values Points	Page No.	Marks
	<b>Section A</b> <b>Multiple Choice Question</b>		<b>(20X1=20)</b>
1	(A) I, II, IV, III	8 H	1
2	(B) Clothes and spices	54 H	1
3	(C) C. R. Das and Motilal Nehru	38 H	1
4	(A) Martin Luther	112 H	1
5	(B) Both (A) and (R) are true and (R) is the correct explanation of (A)	16 G	1
6	(D) i-c, ii-d, iii-a, iv-b	24 G	1
7	(B) Madhya Pradesh, Maharashtra, Odisha, Karnataka	53 G	1
8	(C) Only I, III and IV are correct	8-9 P	1
9	(C) Concurrent List	16-17 P	1
10	(D) Panchayat	24 P	1
11	(C) Both (A) and (R) are true and (R) is the correct explanation of (A)	48-49 P	1
12	(C) United States of America	51 P	1
13	(A) Nordic countries	34 P	1
14	(A) Only I, II and III are correct	64 P	1
15	(B) Salim's income will increase	42-44 E	1
16	(C) Tertiary For Visually Impaired Candidates Question (C) Tertiary	20 E  20 E	1  1
17	(C) (A) is true but (R) is false	40 E	1
18	(C) Process of rapid integration between countries	62 E	1
19	(B) Education, Health and Per Capita Income	13 E	1
20	(A) Both (A) and (R) are true and (R) is the correct explanation of (A)	42 E	1

<b>Section B</b>			<b>(4X2=8)</b>
<b>Very Short Answer Type Questions</b>			
<b>21</b>	<p><b>“Until the nineteenth century, poverty and hunger were common in Europe”.</b> <b>Analyse the statement.</b></p> <p>(i) Cities were crowded due to overpopulation.  (ii) Shortage of food grains.  (iii) Deadly diseases were widespread.  (iv) Religious issues were common.  (v) Any other relevant point.  <b>(Any two points to be analysed.)</b></p>	<b>56 H</b>	<b>2X1=2</b>
<b>22</b>	<p><b>How is energy a basic requirement for economic development of a country?</b> <b>Explain with examples.</b></p> <p>(i) Every sector of the national economy- agriculture, industry, transport, commercial and domestic needs inputs of energy.  (ii) The economic development plans implemented since independence necessarily required increasing amount of energy to remain operational.  (iii) Energy is used for manufacturing of products.  (iv) Any other relevant point.  <b>(Any two points to be explained.)</b></p>	<b>58 G</b>	<b>2X1=2</b>
<b>23</b>	<p><b>(a) Examine the role of the Constitution in the Federal System of India in two points.</b></p> <p>(i) The jurisdictions of the respective tiers of government are specified in the Constitution.  (ii) The existence and authority of each tier of government is constitutionally guaranteed.  (iii) Constitution provides the rules for coordination between Centre and States.  (iv) Any other relevant point.  <b>(Any two points to be examined.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the role of the Supreme Court in the Federal System of India in two points.</b></p> <p>(i) The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures.  (ii) In case of any dispute about the division of powers, the high court and the Supreme Court make a decision.</p>	<b>15 P</b>	<b>2X1=2</b>
		<b>17 P</b>	<b>2X1=2</b>



	<p>(iii) It acts as the interpreter of the Constitution.</p> <p>(iv) Any other relevant point.</p> <p><b>(Any two points to be examined.)</b></p>		
24	<p><b>How is technology an important factor of globalisation? Explain with examples.</b></p> <p>(i) Telecommunication facilities</p> <p>(ii) Transport system</p> <p>(iii) Information technology</p> <p>(iv) Examples: Computers, Telephone, Internet, voicemail, email etc.</p> <p>(v) Any other relevant points.</p> <p><b>(Any two points to be explained.)</b></p>	62 E	2X1=2
	<p><b>Section C</b></p> <p><b>Short Answer Type Questions</b></p>		(5X3=15)
25	<p><b>(a) How did people belonging to different communities, regions or language groups develop a sense of collective belonging in the National Movement? Explain with examples.</b></p> <p>(i) Language that promoted nationalism.</p> <p>(ii) Use of allegories (images).</p> <p>(iii) Creation of hymns in the praise of nation.</p> <p>(iv) Preparation of national flag.</p> <p>(v) Exploration and preservation of common folklore.</p> <p>(vi) Reinterpretation of history.</p> <p>(vii) Connecting the idea of nation with motherland and fatherland.</p> <p>(viii) Emphasising the notion of united community.</p> <p>(ix) Glorification of nation.</p> <p>(x) Any other relevant point.</p> <p><b>(Any three points to be explained.)</b></p> <p><b>Note: Nationalist movement of any country may be considered for explanation. Example- Indian folklore, Anandmath etc....</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Workers had their own understanding of Mahatma Gandhi and the notion of ‘Swaraj’.” Explain the statement with examples.</b></p> <p>(i) For plantation workers in Assam freedom meant the right to move freely in and out of the confined space in which they were enclosed.</p> <p>(ii) It meant retaining a link with the village from which they had come.</p>	46-47 H	3X1=3
	<p>(i) For plantation workers in Assam freedom meant the right to move freely in and out of the confined space in which they were enclosed.</p> <p>(ii) It meant retaining a link with the village from which they had come.</p>	36 H	3X1=3



	<p>(iii) When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities.</p> <p>(iv) They believed that Gandhi Raj was coming and everyone would be given land in their own village.</p> <p>(v) Workers defied 'Inland Immigration Act'.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three points to be explained.)</b></p>		
<b>26</b>	<p><b>Describe any three features of cultivation of millets in India.</b></p> <p>(i) Jowar, Bajra, Ragi are few important millets grown in India.</p> <p>(ii) It is a rain-fed crop mostly grown in the moist areas, which hardly need irrigation.</p> <p>(iii) Major jowar producing states are Maharashtra, Karnataka, Andhra Pradesh and Madhya Pradesh.</p> <p>(iv) Bajra grows well on sandy soils and shallow black soil. Major bajra producing states are Rajasthan, Uttar Pradesh, Maharashtra and Gujarat.</p> <p>(v) Ragi is a crop of dry seasons and grows well on red, black, sandy loamy soils.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three points to be described.)</b></p>	<b>38 G</b>	<b>3X1=3</b>
<b>27</b>	<p><b>Analyse the role of political parties in shaping public opinion.</b></p> <p>(i) Political parties raise and highlight issues.</p> <p>(ii) Parties have lakhs of members and activists spread all over the country.</p> <p>(iii) Many of the pressure groups are the extensions of political parties among different sections of society.</p> <p>(iv) Parties sometimes also launch movements for the resolution of problems faced by people.</p> <p>(v) Opinions in the society crystallise on the lines parties take.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three points to be analysed.)</b></p>	<b>49 P</b>	<b>3X1=3</b>
<b>28</b>	<p><b>"Federal form of government is in direct contrast to the Unitary form of Government". Explain the statement.</b></p> <p>(i) Under the unitary system, either there is only one level of government or the sub-units are subordinate to the central government.</p> <p>(ii) The central government can pass on orders to the provincial or the local government.</p> <p>(iii) But in a federal system, the central government cannot order the state government to do something.</p> <p>(iv) State government has powers of its own for which it is not answerable to the central government.</p>	<b>14-16 P</b>	<b>3X1=3</b>

	<p>(v) Both these governments are separately answerable to the people.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three points to be explained.)</b></p>		
<b>29</b>	<p><b>Why could different persons have different notions of a country's development? Explain with examples.</b></p> <p>(i) Different people may have different perspectives of development which might be in contrast to each other.</p> <p>(ii) Each one seeks different things. They seek things that are most important for them.</p> <p>(iii) To get more electricity industrialists may want more dams.</p> <p>(iv) This may submerge the land and disrupt the lives of people who are displaced, such as tribes.</p> <p>(v) They might reason this and may prefer small check dams or tanks to irrigate their land.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three examples to be explained.)</b></p>	<b>4-5 E</b>	<b>3X1=3</b>
<p><b>Section D</b></p> <p><b>Long Answer Type Questions</b></p>			<b>(4X5=20)</b>
<b>30</b>	<p><b>(a) "The French Revolution created a sense of collective identity among the French people." Explain the statement with suitable arguments.</b></p> <p>(i) France was a full-fledged territorial state in 1789 under the rule of an absolute monarch.</p> <p>(ii) The political and constitutional changes came in the wake of the French Revolution.</p> <p>(iii) It led to the transfer of sovereignty from the monarchy to a body of french citizens.</p> <p>(iv) The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.</p> <p>(v) The French introduced various measures and practises which emphasized the notion of united community, enjoying equal rights under the constitution.</p> <p>(vi) The idea of <i>la patrie</i> (the Fatherland) and <i>le citoyen</i> (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.</p> <p>(vii) New hymns were composed, oaths taken and martyrs commemorated.</p> <p>(viii) French became the common language of the nation.</p> <p>(ix) Any other relevant point.</p> <p><b>(Any five points to be explained.)</b></p> <p style="text-align: center;"><b>OR</b></p>	<b>5-6 H</b>	<b>5X1=5</b>



	<p><b>(b) “The Greek war of independence mobilised nationalist feelings among the educated elite across Europe.” Explain the statement with suitable arguments.</b></p> <ul style="list-style-type: none"> <li>(i) Greece had been part of the Ottoman Empire since the fifteenth century.</li> <li>(ii) The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks, which begin in 1821.</li> <li>(iii) Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.</li> <li>(iv) Poets and artists lauded Greece as the cradle of European civilization.</li> <li>(v) Public opinion was mobilised to support its struggle against a Muslim empire.</li> <li>(vi) The English poet Lord Byron organised funds and later went to fight in the war.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>(Any five points to be explained.)</b></p>	<b>13 H</b>	<b>5X1=5</b>
<b>31</b>	<p><b>(a) Describe the role of manufacturing industries in the economic development of a country.</b></p> <ul style="list-style-type: none"> <li>(i) Over the last two decades, GDP of the country has been improved due to the manufacturing sector.</li> <li>(ii) Helped in the modernization of agriculture.</li> <li>(iii) Helped in the reduction of unemployment and poverty.</li> <li>(iv) Helped in bridging down the regional disparity.</li> <li>(v) Helped in the expansion of trade and commerce.</li> <li>(vi) Helped in raising foreign exchange.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>(Any five points to be described.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe any five steps taken to save fresh water from industrial pollution.</b></p> <ul style="list-style-type: none"> <li>(i) Minimising the use of water for processing by reusing and recycling it in two or more successive stages.</li> <li>(ii) Harvesting of rainwater to meet water requirements.</li> <li>(iii) Treating hot water and effluents before releasing them in rivers and ponds. Treatment of industrial effluents can be done in three phases-</li> <li>(iv) Primary treatment by mechanical means. This involves screening, grinding, flocculation and sedimentation.</li> </ul>	<b>66 G</b>	<b>5X1=5</b>
		<b>78 G</b>	<b>5X1=5</b>



	<ul style="list-style-type: none"> <li>(v) Secondary treatment by biological process.</li> <li>(vi) Tertiary treatment by biological, chemical and physical processes.</li> <li>(vii) This involves recycling of wastewater.</li> <li>(viii) Providing green belts for nurturing ecological balances.</li> <li>(ix) Any other relevant point.</li> </ul> <p><b>(Any five points to be described.)</b></p>		
32	<p><b>(a) Analyse the importance of democracy in accommodation of social diversity.</b></p> <ul style="list-style-type: none"> <li>(i) It will be a fair expectation that democracy should produce a harmonious social life.</li> <li>(ii) Belgium has successfully negotiated differences among ethnic populations.</li> <li>(iii) Democracies usually develop a procedure to conduct their competition. This reduces the possibility of these tensions becoming explosive or violent.</li> <li>(iv) No society can completely and permanently resolve conflicts between different groups, but we can learn to respect these differences and develop ways of negotiating harmony between them.</li> <li>(v) Democracy is best suited to produce a more harmonious outcome.</li> <li>(vi) Ability to handle social differences, divisions and conflicts is thus a definite advantage of democratic regimes.</li> <li>(vii) Majority works with minority.</li> <li>(viii) Democracy develops procedures to conduct competition which ensures equality.</li> <li>(ix) Any other relevant point.</li> </ul> <p><b>(Any five points to be analyzed.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Analyse the importance of democracy in reducing poverty and inequality.</b></p> <ul style="list-style-type: none"> <li>(i) Promotes political equality by supporting universal adult franchise</li> <li>(ii) Enhances the dignity of individuals by recognizing them as citizens and not subjects.</li> <li>(iii) Improves the quality of decision making through debate and discussion.</li> <li>(iv) Allows room to correct mistakes.</li> <li>(v) Many steps have been taken to reduce disparity through various Central and State government schemes.</li> <li>(vi) Reservation has also helped to uplift the marginalized sections.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>(Any five points to be analyzed.)</b></p>	70 P	5x1=5
		69 P	5x1=5



33	<p><b>(a) “There is a need for protection and support of the workers in the unorganised sector.” Examine the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) There are rules and regulations but unorganized sectors hardly follows these.</li> <li>(ii) Jobs are low paid.</li> <li>(iii) Jobs are not regular.</li> <li>(iv) There is no provision for overtime.</li> <li>(v) There is no provision for paid leaves and leave due to sickness.</li> <li>(vi) Employment is not secure.</li> <li>(vii) Ensuring the protection of workers in this sector is a matter of economic and social justification and for inclusive development.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any five points to be examined.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Activities in private sector are guided by motive to earn profits”. Examine the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Ownership of assets and delivery of services are in the hands of private individuals.</li> <li>(ii) They charge money for the services.</li> <li>(iii) The facilities are based on earning and for profit making.</li> <li>(iv) Activities are based on market approach and analysis.</li> <li>(v) Even for primary facilities like health, education etc they charge heavy amount.</li> <li>(vi) They seek competitive advantage.</li> <li>(vii) There are several things needed by the society as whole, which the private sector will not provide at a reasonable cost.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any five points to be examined.)</b></p>	32 E	5X1=5
	<p><b>Section E</b> <b>(Case-Based/ Source Based Questions)</b></p>		3X4=12
34	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p><b>After the revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the ‘native’ press. As vernacular newspapers became assertively nationalists, the colonial government began debating measures to stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From</b></p>	127 H	1+1+2=4

	<p>now on, the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.</p> <p><b>(34.1) On which rule was the ‘Vernacular Press Act’ based? (1)</b> - Irish Press Law</p> <p><b>(34.2) Why did the attitude of the British change towards the freedom of press after the Revolt of 1857? Explain. (1)</b> - Because vernacular newspapers became assertively nationalists.</p> <p><b>(34.3) Explain any two impacts of passing the ‘Vernacular Press Act.’ (2X1=2)</b></p> <p>(i) It provided the government with extensive rights to censor reports. (ii) The government kept regular track of the vernacular newspapers published in different provinces. (iii) Any other relevant point. <b>(Any two points to be explained.)</b></p>		
35	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;"><b><u>Conservation of Resources</u></b></p> <p>Resources are vital for any developmental activity. But irrational consumption and over-utilization of resources may lead to socio-economic and environmental problems. To overcome these problems, resource conservations at various levels is important. This had been the main concern of the leaders and thinkers in the past. For example Gandhiji was very apt in voicing his concern about resource conservation in these words: “There is enough for everybody’s need, and not for anybody’s greed.” He plays the greedy and selfish individuals and exploitative nature of modern technology as the root cause for the resource depletion at the global level. He was against mass production and wanted to replace it with the production by the masses.</p> <p><b>(35.1) Define the term ‘Resource Planning’. (1)</b> - Resource planning is a complex process which involves identification and inventory of resources across the regions of the country.</p> <p><b>(35.2) Explain the need for conservation of resources. (1)</b> - Irrational consumption and over utilisation of resources may lead to socio economic and environmental problems.</p>	3 G	1+1+2= 4

	<p><b>(35.3) Why did Gandhiji say – “There is enough for everybody’s need and not for any body’s greed?” Analyse any two reasons (2X1=2)</b></p> <p>(i) He placed the greedy and selfish individuals and exploitative nature of modern technology as the root cause for resource depletion.</p> <p>(ii) He was against mass production and wanted to replace it with the production by the masses.</p> <p>(iii) Any other relevant point.</p> <p><b>(Any two points to be mentioned.)</b></p>		
<p><b>36</b></p>	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b><u>Loan from Cooperatives</u></b></p> <p>Besides banks, the other major source of cheap credit in rural areas are the cooperative societies or cooperatives Members of a cooperative pool, their resources for cooperation in certain areas There are several types of cooperatives possible, such as farmers cooperatives, weavers cooperatives and industrial workers cooperatives, etc. Krishna Cooperatives functions in a village not very far away from Sonpur. It has 2300 farmers as members. It accepts deposits from its members. With these deposits as collateral, the cooperative has obtained a large loan from the bank. These funds are used to provide loans to members. Once these loans are repaid, another round of lending can take place. Krishna cooperative provides loans for the purchase of agriculture implements, loans for cultivation and agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses.</p> <p><b>(36.1) ‘Cooperative society’ is an example of which source of credit? (1)</b> - Formal source of credit.</p> <p><b>(36.2) Explain the contribution of Cooperative Societies in rural development. (1)</b> - Meets the requirements of rural people like purchase of agriculture implements, loans for cultivation and agricultural trade, etc.</p> <p><b>(36.3) Mention any two sources of capital for Self-Help Groups. (2X1=2)</b></p> <p>(i) Contribution of members (ii) Loans from banks, (iii) Interest on loans given by Self Help Groups (iv) Any other relevant point.</p> <p><b>(Any two points to be mentioned.)</b></p>	<p style="text-align: center;">47 E</p>	<p style="text-align: center;">1+1+2= 4</p>

**Section F**  
**Map Based Questions**

(2+3=5)

**37** (a) Two places 'A' and 'B' have been marked on the given political outline map of India. Identify them with the help of the following information and write their correct names on the lines drawn near them:

- A. The place where Gandhiji started Satyagraha for indigo peasants. (1)  
B. The place where Gandhiji broke the Salt Law. (1)

(Please see the attached map.)

(b) On the same political outline map of India, locate and label any three of the following with suitable symbols: (3X1=3)

- (i) Naharkatia- oil field  
(ii) Talchar- Major Coal Mines  
(iii) Narora- Atomic Power Plant  
(iv) Tuticorin- Major Sea Port

(Please see the attached map.)

**Questions For Visually Impaired Candidates only in lieu of Q. No. 37**  
**(Attempt any Five)**

5x1=5

(37.1) Name the place where Gandhiji started Satyagrah for indigo peasants.

- **Champan**

(37.2) Name the place where Gandhiji broke the Salt law.

- **Dandi**

(37.3) In which state is Naharkatia oilfield located?

- **Assam**

(37.4) Name the state where Talcher major coal mines are located.

- **Odisha**

(37.5) Name the state where Narora Nuclear Power Plant is located.

- **Uttar Pradesh**

(37.6) In which state is Tuticorin sea port located?

- **Tamil Nadu**



प्रश्न सं. 37 के लिए

For question no. 37

भारत का राजनीतिक रेखा-मानचित्र  
Political Outline Map of India  
32|4|1, 32|4|2, 32|4|3

