

<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>Very Short Answer Type Questions</b>		<b>(4X2=8)</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>		
<b>24</b>	<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>	<b>62 E</b>	<b>2X1=2</b>
	<p><b>Section C</b></p> <p><b>Short Answer Type Questions</b></p>		<b>(5X3=15)</b>
<b>25</b>	<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>	<b>46-47 H</b>	<b>3X1=3</b>
	<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>	<b>36 H</b>	<b>3X1=3</b>

	<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>		
<b>32</b>	<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>	<b>70 P</b>	<b>5x1=5</b>
		<b>69 P</b>	<b>5x1=5</b>

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> <p>(i) There are rules and regulations but unorganized sectors hardly follows these.</p> <p>(ii) Jobs are low paid.</p> <p>(iii) Jobs are not regular.</p> <p>(iv) There is no provision for overtime.</p> <p>(v) There is no provision for paid leaves and leave due to sickness.</p> <p>(vi) Employment is not secure.</p> <p>(vii) Ensuring the protection of workers in this sector is a matter of economic and social justification and for inclusive development.</p> <p>(viii) Any other relevant point.</p> <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> <p>(i) Ownership of assets and delivery of services are in the hands of private individuals.</p> <p>(ii) They charge money for the services.</p> <p>(iii) The facilities are based on earning and for profit making.</p> <p>(iv) Activities are based on market approach and analysis.</p> <p>(v) Even for primary facilities like health, education etc they charge heavy amount.</p> <p>(vi) They seek competitive advantage.</p> <p>(vii) There are several things needed by the society as whole, which the private sector will not provide at a reasonable cost.</p> <p>(viii) Any other relevant point.</p> <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><b>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.</b></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;"><b>47 E</b></p>	<p style="text-align: center;"><b>1+1+2=4</b></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.

**- Champaran**

(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

