

**Marking Scheme**  
**Strictly Confidential**  
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**Secondary School Examination March -2024**

**SUBJECT NAME: Social Science**      **SUBJECT CODE 087 PAPER CODE 32/2/2**

**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.** **“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.”**
- 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. **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.**
- 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. **This is most common mistake which evaluators are committing.**
- 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 **“Extra Question”**.
- 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.
  - Wrong totaling of marks awarded on an answer.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.Wrong question wise totaling on the title page.
  - Leaving answer or part thereof unassessed in an answer book.
  - 
  - Wrong totaling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying/not same.
  - Wrong transfer of marks from the answer book to online award list.
  - 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.)

	<ul style="list-style-type: none"><li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li></ul>
	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.
<b>14.</b>	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.
<b>15.</b>	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.
<b>16.</b>	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.
<b>17.</b>	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-32/2/2**

**SET -2**

**MM-80**

S.No.	Values Points	Page No.	Marks-
	<b>Section A</b> <b>Multiple Choice Question</b>		<b>(20X1=20)</b>
1	(D) China	50, P	1
2	(D) I, II and III	4,P	1
3	(A)Union List Subjects- Communications (C)Concurrent List Subject-Adoption (Both options to be considered.)	16- 17, P	1
4	(D)Secular	37, P	1
5	(C) I-c, II-a, III-b, IV-d	34- 35, G	1
6	(D)Alluvial Soil	7, G	1
7	(A)Natural Gas	52, G	1
8	(B) Sudarshan Chakra Sachhi Kavitayen (D) Kashi Baba-Chhote Bade Sawal (Both options to be considered.)	126, H	1
9	(C) IV, I, II &III		1
10	(C) Romanticist	14, H	1
11	(C) Assessment of Body Composition	13, E	1
12	(B) I-c, II-d, III-a, IV-b	64, E	1
13	(D)To support economic growth	42, E	1
14	(C)Unorganized Sector For V.I. Candidate- (B)Multinational Corporations	31, E	1
15	(C)Tertiary Sector-Astronaut	21, E	1
16	(A)Rs.4,000	9, E	1
17	(B)7	7, E	1
18	(D)Odia	22, P	1

19	(C)Rule of people with freedom		1
20	(A)Both (A) and (R) are true and (R) is the correct explanation of (A)	22, H	1
	<b>Section B</b> <b>Very Short Answer Type Questions</b>		(4X2= 8)
21	<p><b>How is horizontal power sharing different from vertical? Explain.</b></p> <p><b>Horizontal power sharing</b></p> <p>(i) Power is shared among different organs of the government such as legislature, executive and judiciary.</p> <p>(ii) It allows different organs of government placed at the same level to exercise different powers.</p> <p>(iii) Such a separation ensures that none of the organ exercises unlimited powers.</p> <p><b>Vertical Power Sharing</b></p> <p>(i) Powers is shared among governments at different levels such as General or Union Government for the entire country and government at provincial or regional level.</p> <p>(ii) The constitution clearly lays down the powers of different levels of government. This is called federal division of power.</p> <p>(iii) Different level exercise their powers independent of each other.</p> <p>(iv) Any other relevant point of difference.</p> <p><b>Any two points to be explained.</b></p>	8, P	2X1=2
22	<p><b>Conservative regimes setup in Europe in 1815 were autocratic. Support the statement by giving any two arguments.</b></p> <p>(i) Conservatives wanted to restore traditional institutions of state and society.</p> <p>(ii) Conservative regimes did not tolerate criticism and dissent.</p> <p>(iii) They sought to curb activities that questioned the legitimacy of these governments.</p> <p>(iv) Most of them imposed censorship laws to control what was said in newspaper, books etc.</p> <p>(v) Any other relevant point.</p> <p>Any two arguments to be mentioned.</p>	11, H	2X1=2
23	<p><b>(a) Differentiate between Intensive Subsistence and Plantation Farming.</b></p> <p><b>Intensive subsistence farming:</b></p> <p>(i) This type of farming is practised in areas of high population pressure on land.</p> <p>(ii) It is labour –intensive.</p>	35, G	2X1=2

- (iii) Biochemical inputs and irrigation are used for obtaining higher production.
- (iv) Farmers take maximum output from the limited land in the absence of alternative sources.
- (v) Enormous pressure on land.
- (vi) Produce is used for their local consumption.
- (vii) Any other relevant point to be considered.

**Plantation Farming:**

- (i) It is a type of commercial farming.
- (ii) In this type of farming single crop is grown on a large area.
- (iii) It is capital intensive
- (iv) Plantation has an interface of agriculture and industry. Chemicals and fertilisers are used.
- (v) Practised on large tracts of land.
- (vi) All the produce is used as raw material in respective industries.
- (vii) Any other relevant point to be considered.

Any two points of difference to be explained

OR

**(b) Differentiate between Kharif and Zaid cropping seasons.**

**(b) Kharif Cropping Season:**

- (i) Crops are grown with the onset of monsoon in different parts of the country and these are harvested in September-October.
- (ii) Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong, cotton, jute, groundnut and soyabean.
- (iii) Some of the most important rice-growing regions are Assam, West Bengal, coastal regions of Odisha, Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Maharashtra, particularly the (Konkan coast) along with Uttar Pradesh and Bihar.
- (iv) Kharif crops require hot weather and good rainfall.
- (v) Any other relevant point to be considered.

**Zaid Cropping Season:**

- (i) In between the rabi and the kharif cropping seasons, there is a short season during the summer months known as the Zaid season.
  - (ii) Some of the crops produced during Zaid season are watermelon, muskmelon, cucumber, vegetables and fodder crops. Sugarcane takes almost a year to grow.
  - (iii) Major crops, a variety of food and non- food crops, are grown in different parts of the country depending upon the variations in soil, climate and cultivation practices.
  - (iv) Any other relevant point to be considered.
- Any two points of difference to be explained.

36, G

24	<p><b>‘Different people have different notions of development. Explain the statement giving examples.</b></p> <ul style="list-style-type: none"> <li>(i) Different people have different notion of development because their</li> </ul>	4-5, E	2X1=2
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	<p>life situations are different.</p> <p>(ii) The development for one may not be development for the other.</p> <p>(iii) Some are rich and some are poor. They think about things which are important for them. Poor people will think about basic needs such as food, clothing etc.</p> <p>(iv) Developmental goal for a prosperous farmer may be assured high family income through higher support prices, whereas the developmental goal for a poor farmer who depends on rain for growing crops, irrigation facilities may be more important.</p> <p>(v) Any other relevant point to be considered.</p> <p>Any two points to be explained.</p>		
	<p><b>Section C</b></p> <p><b>Short Answer Type Questions</b></p>		(5X3=15)
25	<p><b>(a) How was the silk route an example of vibrant pre- modern trade? Explain.</b></p> <p>(i) There were several silk routes over land and sea, knitting together vast regions of Asia with Europe and Northern Africa.</p> <p>(ii) West bound Chinese silk cargoes passed through these routes.</p> <p>(iii) Chinese pottery, textiles and spices from India and Southeast Asia travelled the silk routes.</p> <p>(iv) In return, Precious metals-gold and silver-flowed from Europe to Asia.</p> <p>(v) Any other relevant point.</p> <p><b>Any three points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(a) How did food promote long distance cultural contacts in the pre-modern world? Explain.</b></p> <p>(i) Traders and travelers introduced new foods/crops to the lands they travelled.</p> <p>(ii) Noodles travelled from China to western countries to become spaghetti.</p> <p>(iii) Arab traders took pasta to Sicily (now parts of Italy)</p> <p>(iv) Potatoes, tomatoes, soya, groundnuts, maize, chillies, sweet potatoes etc. were introduced in Europe and Asia after discovery of the Americas.</p> <p>(v) Many of our common foods came from America's original inhabitants-the American Indians.</p> <p>(vi) Any other relevant point.</p> <p><b>Any three points to be explained.</b></p>	54, H	3X1=3
		54-55, H	3X1=3
26	<p><b>‘Manufacturing sector is considered the backbone of an economic development.’ Justify the statement.</b></p> <p>Manufacturing sector is considered the backbone of development in general and economic development.</p>	65, G	3X1=3

	<ul style="list-style-type: none"> <li>(i) Manufacturing industries not only help in modernising agriculture, which forms the backbone of our economy.</li> <li>(ii) They reduce the heavy dependence of people on agriculture income by providing them jobs in secondary and tertiary sectors.</li> <li>(iii) Industrial development is a precondition for eradication of unemployment and poverty.</li> <li>(iv) It aims at bringing down regional disparities by establishing industries in tribal and backward areas.</li> <li>(v) Export of manufactured goods expands trade and commerce.</li> <li>(vi) Brings in much needed foreign exchange.</li> <li>(vii) Countries that transform their raw materials into a wide variety of finished goods of higher value are prosperous.</li> <li>(viii) Any other relevant point to be considered.</li> </ul> <p>Any three points to be explained.</p>		
27	<p><b>“Tertiary sector has a pivotal role in the economy of the country”. Support your answer with day-to-day examples.</b></p> <ul style="list-style-type: none"> <li>(i) Tertiary sector is the third category of activities after primary and secondary sectors.</li> <li>(ii) The activities of tertiary sector help in the development of the primary and tertiary sector.</li> <li>(iii) These activities by themselves do not produce a good but they are an aid or a support for the production process.</li> <li>(iv) Tertiary sector provides services like transport, banking, communication, storage, trade etc.</li> <li>(v) Since these activities generate services rather than goods, the tertiary sector is also called service sector. It includes some essential services that may not directly help in production of goods. For traders and doctors etc.</li> <li>(vi) Tertiary sector provides employment to a large number of people.</li> <li>(vii) The share of tertiary sector in GDP is the highest in our country.</li> <li>(viii) Tertiary sector also helps in bringing the much required foreign reserves.</li> <li>(ix) Any other relevant point.</li> </ul> <p><b>Any three examples to be explained.</b></p>	24-26, E	3X1=3
28	<p><b>Explain any three responsibilities carried out by the political parties in a democracy.</b></p> <ul style="list-style-type: none"> <li>(i) Political Parties contest elections.</li> <li>(ii) Parties put forward different policies and programmes and the voters choose from them.</li> <li>(iii) Parties play a decisive role in making laws for a country.</li> <li>(iv) Parties form and run the government.</li> <li>(v) Parties recruit and train the leaders.</li> <li>(vi) Parties play the role of opposition.</li> <li>(vii) Parties shape public opinion.</li> <li>(viii) Parties provide people access to government machinery and welfare schemes implemented by governments.</li> <li>(ix) Any other relevant point.</li> </ul> <p><b>Any three points to be explained.</b></p>	48-49, P	3X1=3

29	<p><b>Give any three suggestions to increase the employment in rural society and explain them.</b></p> <ul style="list-style-type: none"> <li>(i) Banks and Cooperatives should provide cheap and easy loans to farmers for buying inputs.</li> <li>(ii) Construction of Dams and Canals for irrigation</li> <li>(iii) By improving transportation and storage facilities.</li> <li>(iv) Setting up industries in semi-rural areas. Eg. dal mill, honey collection centres etc.</li> <li>(v) Developing schools and health centres.</li> <li>(vi) By promoting tourism and local crafts</li> <li>(vii) Any other relevant point.</li> </ul> <p>Any three points to be explained.</p>	27-29 E	3X1=3
<p><b>Section D</b></p> <p><b>Long Answer Type Questions</b></p>			(4X5=20)
30	<p><b>(a) The Gandhian idea of Satyagraha emphasize the power of truth and struggle against injustice. Explain the statement with example.</b></p> <ul style="list-style-type: none"> <li>(i) The idea of satyagraha highlighted the power of truth and the need to search for the truth.</li> <li>(ii) Satyagraha was a novel method of mass agitation,</li> <li>(iii) It stressed the principle of truth, tolerance, non-violence and peaceful protests.</li> <li>(iv) Satyagraha according to Gandhiji is not physical force but requires intense activity.</li> <li>(v) The idea was to resist injustice without use of force.</li> <li>(vi) Gandhiji made people aware of their rights and encouraged them to fight for them without using violence.</li> <li>(vii) He organized Satyagrahas against oppressive plantation system in Champaran.</li> <li>(viii) Organised satyagraha to help people in Kheda adversely affected by crop failure who were demanding relaxation of revenue collection.</li> <li>(ix) Organised satyagraha movement to help cotton mill workers in Ahmedabad.</li> <li>(x) Later, he extended the practice of satyagraha in all major movements like Rowlatt Satyagraha, Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.</li> <li>(xi) Any other relevant point.</li> </ul> <p>Any five points to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How did people belonging to different communities, regions and language group developer science of collective belonging in the late 19th century India? Explain with examples.</b></p>	31, H	5X1=5
		47-48, H	

- (i) With the growth of nationalism, the identity of India was associated with the image of Bharat Mata.
  - (ii) The image was first created by Bankim Chandra Chattopadhyay. In the 1870s he wrote 'Vande Mataram' as a hymn to the motherland. Later it was included in his novel Anandmath and widely sung during the Swadeshi movement in Bengal.
  - (iii) During Swadeshi movement, Abanindranath Tagore painted his famous image of Bharat Mata. In this painting Bharat Mata is portrayed as an ascetic figure; she is calm, composed, divine and spiritual.
  - (iv) Ideas of nationalism also developed through a movement to revive Indian folklore.
  - (v) In late-nineteenth-century India, nationalists like Rabindra Nath Tagore and Natesa Sastri began recording folk tales sung by bards and they toured villages to gather folk songs and legends.
  - (vi) It was essential to preserve this folk tradition in order to discover one's national identity and restore a sense of pride in one's past.
  - (vii) During the Swadeshi movement in Bengal, a tricolour flag was designed. It had eight lotuses representing eight provinces of British India, and a crescent moon, representing Hindus and Muslims.
  - (viii) Gandhiji designed a Swaraj flag. It was a tricolour flag with a spinning wheel in the centre.
  - (ix) Another means of creating a feeling of nationalism was through reinterpretation of History. By the end of the nineteenth century, many Indians began feeling, that to instil a sense of pride in the nation; Indian history had to be thought about differently and began looking into the past to discover India's great achievement.
  - (x) Any other relevant point.
- Any five points to be explained.**

**31 (a) How is energy a basic requirement for economic development? Explain with examples.**

- (i) Every sector of national economy needs inputs of energy.
  - (ii) The economic development plans implemented since independence necessarily required energy to remain operational.
  - (iii) As a result, consumption of energy in all forms has been steadily rising.
  - (iv) Industries cannot run without energy
  - (v) Transport also needs energy.
  - (vi) Any other relevant point.
- Any five points to be explained.**

**56, G**

**5X1=5**

	<p style="text-align: center;">OR</p> <p><b>(b) How do minerals occur? Explain with examples.</b></p> <p>(i) Minerals are usually found in ores. The term ore is used to describe an accumulation of any mineral mixed with other elements.</p> <p>(ii) Minerals are found in Igneous and Metamorphic rocks: Minerals may occur in the cracks, cervices, faults or joints. The smaller occurrences are called veins and the larger are called lodes. Major metallic minerals like tin, zinc and lead etc. are obtained from veins and loads.</p> <p>(iii) Sedimentary rocks: In these rocks a number of minerals occur in beds or layers. They have been formed as a result copper of deposition, accumulation and concentration in horizontal strata. Eg. coal and some forms of iron ore.</p> <p>(iv) Occur as alluvial deposits: Certain minerals may occur as alluvial deposits in sands of valley floors and the base of hills. These deposits are called ‘placer deposits’. Gold, silver, tin and platinum are most important among such minerals.</p> <p>(v) The ocean waters contain vast quantities of minerals, but most of these are too widely diffused to be of economic significance. Common salt, magnesium and bromine are largely derived from ocean water.</p> <p>(vi) Any other relevant point</p> <p>Any five points to be explained.</p>	<p>49- 50,G</p>	
<p>32</p>	<p><b>(a) How are democratic governments accountable, responsive and legitimate? Explain.</b></p> <p>(i) Decision making is based on deliberation and negotiation for better decision making.</p> <p>(ii) Follows norms and procedures.</p> <p>(iii) Citizens provided rights and means to examine the process of decision making.</p> <p>(iv) Open public debates on major policies .</p> <p>(v) Government is attentive to the needs of people.</p> <p>(vi) People have right to choose their representatives through regular, free and fair elections.</p> <p>(vii) People have control over the rulers.</p> <p>(viii) Any other relevant point</p> <p>Any five points to be explained.</p> <p style="text-align: center;">OR</p> <p><b>(b) How does democracy promote social justice and equality?</b></p> <p>Democracy tries to promote social justice and equality:</p> <p>(i) Democracies develop a procedure to conduct their competition.</p> <p>(ii) This reduces the possibility of discrimination and better accommodates various social divisions.</p> <p>(iii) Majority works with minority to represent the general view.</p> <p>(iv) Democracies are better able to evolve mechanisms to handle and negotiate the social differences, divisions and conflicts.</p> <p>(v) Democracy recognises the principle of equality.</p> <p>(vi) Equality before law again ensures equality and social justice.</p> <p>(vii) Equality of opportunities and equal right to vote irrespective of class,</p>	<p>65- 66, P</p>	<p>1x5=5</p>

	<p>caste, gender etc.</p> <p>(viii) Any other relevant point Any five points to be explained.</p>		
33	<p><b>(a) Rapid improvement in technology has been one major factor that has stimulated the globalisation process. Explain the statement with examples.</b></p> <ol style="list-style-type: none"> <li>i. Rapid improvement in technology has been one major factor that has stimulated the globalisation process.</li> <li>ii. For instance, the past fifty years have seen several improvements in transportation technology.</li> <li>iii. This has made much faster delivery of goods across long distances possible at lower costs.</li> <li>iv. Even more remarkable have been the developments in information and communication technology. In recent times, technology in the areas of telecommunications, computers, Internet has been changing rapidly.</li> <li>v. Telecommunication facilities (telegraph, telephone including mobile phones, fax) are used to contact one another around the world.</li> <li>vi. Any other relevant point.</li> </ol> <p><b>Any five points to be explained</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Foreign trade and foreign investment policies are the aspects of liberalization and globalisation. Explain the statement with examples.</b> Foreign Trade and Foreign investment are main channels of connecting countries.</p> <ol style="list-style-type: none"> <li>(i) Foreign Trade creates opportunities for producers to reach beyond domestic markets and invest outside for better returns.</li> <li>(ii) Gives consumers more choices at less cost across the countries.</li> <li>(iii) Liberal policies of government i.e. removing barriers on imports and exports facilitate foreign trade and foreign investment.</li> <li>(iv) Liberalisation leads to expansion of foreign trade resulting in connecting of markets of various countries.</li> <li>(v) Multinational Corporations expand their production and invest capital in various countries and produce the goods globally.</li> <li>(vi) For operating smoothly they need favourable government policies(liberalisation).</li> <li>(vii) Any other relevant point.</li> </ol> <p><b>Any five points to be explained.</b></p>	62-63, E	5X1=5
	<p style="text-align: center;"><b>Section E</b></p> <p style="text-align: center;"><b>CASE BASED QUESTIONS</b></p> <p style="text-align: center;"><b>(4X5=20)</b></p>		3X4=12

34	<p><b>Read the following source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Linguistic diversity of India</b></p> <p><b>How many languages do we have in India? The answer depends on how one counts it. The latest information that we have is from the Census of India held in 2011. This census recorded more than 1300 distinct languages were grouped together under some major languages. For example, languages like Bhojouri, Magadhi, Bundelkhandi, Chhattisgarhi, Rajasthani and many others were grouped together under ‘Hindi’, Even after this grouping, the Census found 121 major languages. Of these, 22 languages are now included in the Eighth Schedule’. Others are called ‘Non-Scheduled Languages,’ In terms of languages, India is perhaps the most diverse country in the world.</b></p> <p><b>34.1 How many languages were recorded as mother tongues in the 2011 Census of India? (1)</b> The census of India recorded more than 1300 distinct languages as mother tongues.</p> <p><b>34.2 How were the languages grouped together in the Census report?(1)</b> The languages like Bhojpuri, Magadhi, Bundelkhandi, Chhattisgarhi, Rajasthani were grouped under the category of “Hindi”.</p> <p><b>34.3 How does the inclusion of languages in the Eighth Schedule of the Indian Constitution contribute to linguistic diversity? Explain.(2)</b> (i) It recognizes their cultural and linguistic significance. (ii) It helps protect and promote these languages, ensuring that speakers have access to education and government services in their native languages. (iii) Most of these languages are also the official languages of their respective states. (iv) Any other relevant point. <b>Any two points to be mentioned</b></p>	22,P	1+1+2=4
35	<p><b>Read the following source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Print and Censorship</b></p>	127, H	1+1+2=4

The power of the printed word is most often seen in the way governments seek to regulate and suppress print. The colonial government kept continuous track of all books and newspapers published in India and passed numerous laws to control press.

During the First World War, under the Defense of India Rules, 22 newspapers had to furnish securities. Of these, 18 shut down rather than comply with government orders. The Sedition Committee Report under Rowlatt in 1919 further strengthened control that led to imposition of penalties on various newspapers. At the outbreak of the Second World War, the Defense of India Act was passed, allowing censoring of reports of war-related topics. All reports about Quit India Movement came under its purview. In August 1942, about 90 newspapers were suppressed.

**35.1 What method did the colonial government employ to keep track of Indian newspapers?**

- (i) Colonial Government passed Vernacular Press Act and other rules to control the press.
- (ii) Imposition of penalties.
- (iii) Government kept regular track of the vernacular newspapers.
- (iv) Censoring of reports of war related topics.
- (v) Any other relevant point.

**Any one point to be mentioned**

**35.2 How did the colonial government’s laws affect the press?**

- (i) During the First World War, under the Defence of India Rules 22 newspapers had to furnish securities and 18 of these shut down.
- (ii) There were strong protest by Indians.
- (iii) Liberty of Press was lost.
- (iv) Many people were imprisoned when they broke these laws.
- (v) Any other relevant point.

**Any one point to be mentioned.**

**35.3 Analyse the impact of ‘Sedition Committee’ on Newspapers. (2)**

- (i) When a report was judged as seditious, the newspaper was warned.
- (ii) If the warning was ignored, the press was liable to be seized and the printing machinery to be confiscated.
- (iii) Any other relevant point.

**36**

**Read the following source carefully and answer the questions that follow:**

**14, G**

**1+1+2=4**

**Project Tiger**

**Tiger is one of the key wildlife species in the faunal web. In 1973, the**

authorities realized that the tiger population had dwindled to 1,827 from an estimated 55,000 at the turn of the 20<sup>th</sup> century. The major threats to tiger population are numerous, such as poaching for trade, shrinking habitat, depletion of prey base species, growing human population, etc. The trade of tiger skins and the use of their bones in traditional medicines, especially in the Asian countries left the tiger population on the verge of extinction. Since India and Nepal provide habitat to about two-thirds of the surviving tiger population in the world, these two nations become prime targets for poaching and illegal trading.

“Project Tiger”, one of the well published wildlife campaigns in the world, was launched in 1973. Tiger conservation has been viewed not only as an effort to save and endangered species but with equal importance as a means of preserving biotypes of sizeable magnitude. Corbett National Park in Uttarakhand, Sunderbans National Park in West Bengal, Bandhavgarh National Park in Madhya Pradesh, Sariska Wildlife Sanctuary in Rajasthan, Manas Tiger Reserve in Assam and Periyar Tiger Reserve in Kerala are some examples of the tiger reserves in India.

### **36.1 Why was ‘Project Tiger’ considered a significant step for Tiger Conservation?**

- (i) ‘Project Tiger’ is an effort to save a single species on a large scale.
- (ii) Project aimed to address the decline in tiger numbers caused by threats like poaching, habitat loss, depletion of prey species and human encroachment.
- (iii) Played vital role in safeguarding the tiger population while indirectly protecting entire ecosystems.
- (iv) Any other relevant point.

**Any one point to be mentioned**

### **36.2 What role did India play in the global tiger population?**

- (i) Wildlife Protection Act for protecting Habitat
- (ii) Ban on hunting
- (iii) Restriction on trade in wildlife
- (iv) National Parks and Wildlife Sanctuary
- (v) India and Nepal provide habitat to about two-third of the surviving tiger

	<p>population in the world.</p> <p>(vi) Project Tiger was launched to protect tigers and their habitats.</p> <p>(vii) There are 39 tiger reserves in India.</p> <p>(viii) Any other relevant point.</p> <p><b>Any one point to be mentioned</b></p> <p><b>36.3 Mention any two major threats to the wildlife species. (2)</b></p> <p><b>(i) Poaching for trade:</b> Illegal hunting of tigers for their valuable skin and bones used in traditional medicines.</p> <p><b>(ii) Habitat Loss:</b> Human activities like deforestation, urban expansion and agricultural activities etc.</p> <p><b>(iii) Depletion of prey base species:</b> Reduction in the number of animals that tiger prey upon, resulting in food scarcity.</p> <p>(iv) Any other relevant point.</p> <p><b>Any two points to be mentioned.</b></p>		
	<p><b>Section F</b></p> <p><b>Map Based Questions</b></p>		<p><b>(2+3=5)</b></p>
<p><b>37</b></p>	<p><b>(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 correct names on the lines drawn near them:</b></p> <p><b>(i) The place where Gandhiji broke Salt Law.</b></p> <p><b>(ii) The place where the Indian National Congress Session was held in 1920.</b></p> <p><b>(b) On the same political outline map of India, locate and label any three of the following with suitable symbols:</b></p> <p><b>(i) Salal-Dam</b></p> <p><b>(ii) Kalpakkam- Nuclear Power Plant</b></p> <p><b>(iii) Bengaluru -Software Technology Park</b></p> <p><b>(iv) Mormugao-Major Sea Port</b></p>		<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>1x3=3</b></p>
	<p><b>Note: The following questions are for Visually Impaired Candidates only in</b></p>		<p><b>1x5=5</b></p>

lieu of Q. No. 37.

**Attempt any five questions:**

**(37.1) Name the place where Gandhiji broke salt law.**

Dandi

**(37.2) Name the place where Indian National Congress Session was held in 1920.**

September-1920-Nagpur

December-1920-Kolkata (Calcutta)

**(37.3) Name the State where Tehri dam is located.**

Uttarakhand

**(37.4) Name the State where Kalpakkam Nuclear Power Plant is located.**

Tamilnadu

**(37.5) Name the State where Mormugao Sea Port is located.**

Goa

**(37.6) Name the State where Bengaluru Software Technology Park is located.**

Karnataka

प्रश्न सं. 37 के लिए मानचित्र  
Map for Q. No. 37

भारत का राजनीतिक मानचित्र  
POLITICAL MAP OF  
INDIA

Q. 37



Q. 37. b. (attempt any  
three)  $3 \times 1 = 3$   
32/2/1  
32/2/2  
32/2/3  
 $2+3 = 5$

