

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

**SUBJECT NAME: Social Science**

**SUBJECT CODE 087**

**PAPER CODE 32/5/2**

**General Instructions: -**

<b>1.</b>	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.
<b>2.</b>	<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>
<b>3.</b>	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>
<b>4.</b>	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.
<b>5.</b>	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.
<b>6.</b>	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>
<b>7.</b>	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.
<b>8.</b>	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.
<b>9.</b>	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> .
<b>10.</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>11.</b>	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.
<b>12.</b>	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).
<b>13.</b>	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> </ul> Wrong question wise totaling on the title page. <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>●</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> </ul>

	<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>
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-32/5/2**

**SET -2**

**MM-80**

S.No.	Values Points	Page No.	Marks-
	<b>Section A</b> <b>(Multiple Choice Questions)</b>		<b>(20X1=20)</b>
1	(C) Meghalaya	28 G	1
2	(D) i-b, ii-c, iii-d, iv-a	15 G	1
3	(B) Rashesundari Devi	124 H	1
4	(C) I, II, IV, III	32 H	1
5	(C) Buddhism	54 H	1
6	(A) Chancellor Duke Metternich	10 H	1
7	(C) Only 1 and III	48 E	1
8	(A) Primary	25 E	1
9	(B) Removing trade barriers	64 G	1
10	(A) Both (A) and (R) are true and (R) is the correct explanation of (A)	48 E	1
11	(D) The bank saves the farmer from debt trap	46 E	1
12	(C) Statements I and II are true and II is the correct explanation of I	30-31 P	1
13	(C) Nepali	22 P	1
14	(A) Both (A) and (R) are true and (R) is the correct explanation of (A)	51 P	1
15	(D) It has been made mandatory for all parties to conduct organizational elections and file income tax returns	60 P	1
16	(C) Tertiary <i>Note: The following question is for the Visually Impaired Candidates only, in lieu of Q. No. 16</i> (A) Primary	21-25E	1
17	(B) Only I, II and IV are correct	37-38 P	1
18	(B) State List- Police and Agriculture	16 P	1
19	(C) Statements I and II are true and II is the correct explanation of I.	6 P	1
20	(D) Odisha	47 G	1
	<b>Section B</b> <b>(Very Short Answer Type Questions)</b>		<b>(4X2=8)</b>
21	<b>Why did people flee Europe for America in the nineteenth century? Explain.</b>	56 H	2X1=2

	<ul style="list-style-type: none"> <li>(i) Until the nineteenth century, poverty and hunger were common in Europe.</li> <li>(ii) Overcrowded cities</li> <li>(iii) Deadly diseases were widespread</li> <li>(iv) Religious conflicts were common.</li> <li>(v) Religious dissenters were persecuted</li> <li>(vi) By the eighteenth century, plantations worked by slaves captured in Africa were growing cotton and sugar for European markets. Many fled Europe to America.</li> <li>(vii) Economic opportunities</li> <li>(viii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be explained.</b></p>		
<b>22</b>	<p><b>How have the developments in information and communication technology been the major factor to enable globalization? Explain</b></p> <ul style="list-style-type: none"> <li>(i) Telecommunication facilities (telephone, mobile, fax) are used to contact one another around the world to access information instantly and to communicate from remote areas.</li> <li>(ii) Through the internet one can share information.</li> <li>(iii) Internet also allows us to send instant email and voice mail across the world at negligible cost.</li> <li>(iv) Any other relevant point</li> </ul> <p style="text-align: center;"><b>Any two points to be explained.</b></p>	<b>63E</b>	<b>2X1=2</b>
<b>23</b>	<p><b>Mention the formation of the Zilla Parishad.</b></p> <ul style="list-style-type: none"> <li>(i) The local government goes right up to the district level.</li> <li>(ii) A few gram panchayats are grouped together to form a Panchayat Samiti or Block or Mandal.</li> <li>(iii) The members of this representative body are elected by all the panchayat members in that area.</li> <li>(iv) All Panchayat Samitis or Mandals in a district together constitute the Zilla Parishad.</li> <li>(v) Most members of the Zilla Parishad are elected.</li> <li>(vi) Members of the Lok Sabha and MLAs of the district level bodies are also its members.</li> <li>(vii) The Zilla Parishad chairperson is the political head of the Zilla Parishad.</li> <li>(viii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be explained.</b></p>	<b>25 P</b>	<b>2X1=2</b>
<b>24</b>	<p><b>(a) “Minerals occur in igneous and metamorphic rocks.” Explain the statement with example.</b></p> <ul style="list-style-type: none"> <li>(i) Minerals may occur in the cracks, crevices, faults or joints.</li> <li>(ii) The smaller occurrences are called veins and the larger are called lodes.</li> </ul>	<b>43G</b>	<b>2X1=2</b>

	<p>(iii) In most cases they are formed when minerals in liquid/molten and gaseous forms are forced upward through cavities towards the earth's surface. Eg, tin, copper, zinc and lead.</p> <p>(iv) Any other relevant points.</p> <p style="text-align: center;"><b>Any two points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) "The ocean waters contain vast quantities of minerals." Explain the statement with example</b></p> <p>(i) Most of the minerals are too widely diffused to be of economic significance.</p> <p>(ii) Common salt, magnesium and bromine are largely derived from ocean water.</p> <p>(iii) The ocean beds, too, are rich in manganese nodule.</p> <p>(iv) Any other relevant points.</p> <p style="text-align: center;"><b>Any two points to be explained.</b></p>	<b>44 G</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>Describe any three characteristics of the Indian federal system.</b></p> <p>(i) There are two or more tiers of government. India has a government at the centre and at the states.</p> <p>(ii) The different tiers of government govern the same citizens, but each tier has its own jurisdiction in specific matters of legislation, taxation and administration.</p> <p>(iii) The jurisdictions of the respective levels or tiers of government are specified in the Constitution.</p> <p>(iv) Fundamental provisions of the Constitution cannot be changed unilaterally by only one level of the government.</p> <p>(v) Courts have the power to interpret the Constitution and the highest courts act as an umpire in case of a dispute between the different levels of government.</p> <p>(vi) Sources of revenue for each level of government are clearly specified.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be described</b></p>	<b>16 P</b>	<b>3X1=3</b>
<b>26</b>	<p><b>Describe any three features of Rabi crop season.</b></p> <p>(i) Rabi crops are sown in winter from October to December and harvested in summer from April to June.</p> <p>(ii) Some of the important rabi crops are wheat, barley, peas, gram and mustard.</p> <p>(iii) These crops are grown in large parts of India.</p>	<b>32 G</b>	<b>3X1=3</b>

	<p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be described.</b></p>		
27	<p><b>Analyse the role of political parties in shaping the outcomes of democracy.</b></p> <p>(i) Political parties put forward different policies and programmes for voters to choose from. This gives them meaningful choice.</p> <p>(ii) Parties play a decisive role in making laws for a country. This helps to maintain law and order.</p> <p>(iii) Parties form and run governments which are accountable, responsive and transparent.</p> <p>(iv) Parties shape public opinion.</p> <p>(v) Political parties provide people access government machinery and welfare schemes.</p> <p>(vi) The notion of a united community enjoying equal rights under a Constitution was emphasized.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be described.</b></p>	48 P	3X1=3
28	<p><b>(a) Explain the role of women in the Civil Disobedience Movement with examples.</b></p> <p>(i) During Gandhiji's salt march, thousands of women came out of their homes to listen to him.</p> <p>(ii) They participated in protest marches, manufactured salt.</p> <p>(iii) Women picketed foreign cloth and liquor shops.</p> <p>(iv) Many went to jail.</p> <p>(v) In urban areas these women were from high caste families; in rural areas they came from rich peasant households.</p> <p>(vi) Moved by Gandhi's call, they began to see service to the nation as a sacred duty of women.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be described.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How did Indian folklore and symbols strengthen the idea of nationalism during the twentieth century? Explain with examples.</b></p> <p>(i) The idea of nationalism developed through a movement to revive Indian folklore.</p> <p>(ii) In the late nineteenth century India, nationalists began recording folk tales sung by bards and they toured villages to gather folk songs and legends.</p> <p>(iii) These tales they believed gave a true picture of traditional culture that had been corrupted by outside forces.</p> <p>(iv) 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.</p>	43 H	3X1=3
		47-48 H	

	<p>(v) Rabindranath Tagore collected ballads, nursery rhymes and myths.</p> <p>(vi) In Madras. Natesa Sastri published a four-volume collection of Tamil tales called The Folklore of Southern India.</p> <p>(vii) As the national movement developed leaders became aware of icons and symbols to unify the people.</p> <p>(viii) During the swadeshi movement in Bengal, a tri colour flag (red. Green and yellow) was designed.</p> <p>(ix) It had eight lotuses representing the eight provinces of British India and a crescent moon, representing the Hindus and Muslims.</p> <p>(x) By 1921 Gandhiji had designed the swaraj flag which was a tri colour with a charkha in the middle.</p> <p>(xi) Carrying the flag during the marches became a symbol of defiance</p> <p>(xii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be described.</b></p>		
29	<p><b>Analyse the development of Punjab, Kerala and Bihar on the basis of literacy.</b></p> <p>(i) Variation in the net attendance ratio due to different factors.</p> <p>(ii) Dropout rate varies</p> <p>(iii) Societal priorities are different</p> <p>(iv) Difference in enrolment rate.</p> <p>(v) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be analysed.</b></p>	10 E	3X1=3
	<p><b>Section D</b></p> <p><b>(Long Answer Type Questions)</b></p>		(4X5=20)
30	<p><b>(a) “The first clear expression of nationalism came with the French Revolution.” Evaluate the statement.</b></p> <p><b>The measures introduced by the French revolutionaries to create a sense of collective identity amongst the people during the people during the French Revolution were</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 that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French Citizens.</p> <p>(iii) The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.</p> <p>(iv) French revolutionaries created various practices to create a sense of collective identity.</p>	5 H	5X1=5

	<p>(v) A new French flag was designed, new hymns were composed and martyrs commemorated.</p> <p>(vi) Regional dialects were discouraged and French spoken and written in Paris became the language of France.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any Five points to be evaluated.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism.” Evaluate the statement.</b></p> <p>(i) Conservatives believed that established, traditional institutions of state and society should be preserved.</p> <p>(ii) Most conservatives, however, did not propose a return to the society of pre-revolutionary days.</p> <p>(iii) However, they realized from the changes initiated by Napoleon, that modernization could in fact strengthen traditional institutions like monarchy.</p> <p>(iv) It could make the state power more effective and stronger</p> <p>(v) A modern army, an efficient bureaucracy, a dynamic economy could strengthen the autocratic monarchies of Europe.</p> <p>(vi) The conservatives did not tolerate dissent and criticism and sought to curb the activities that questioned the legitimacy of an autocratic government.</p> <p>(vii) Censorship laws were introduced, curtailing freedom of speech and expression</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;"><b>Any Five points to be Evaluated.</b></p>	<b>11 H</b>	<b>5X1=5</b>
<b>31</b>	<p><b>(a) Explain with example the role of democracy in the reduction of inequality and poverty.</b></p> <p>(i) Promotes political equality by supporting universal adult franchise.</p> <p>(ii) Enhances the dignity of individuals by recognizing them as citizens not subjects.</p> <p>(iii) Improves the quality of decision making through debate and discussion.</p> <p>(iv) Provides a method to resolve conflicts through an independent and unbiased judiciary.</p> <p>(v) We find growing inequalities in democracies the world over. A small number of the ultra- rich enjoy a highly disproportionate share of wealth and incomes.</p> <p>(vi) Their share in the total income has been increasing. Those at the bottom of the society has been declining. Sometimes they find it difficult to meet their basic needs of life.</p> <p>(vii) The Central and State governments have taken many steps to reduce disparity through different welfare schemes of the central and state government.</p>	<b>71 P</b>	<b>5X1=5</b>

	<p>(viii) Reservation has also helped to uplift the marginalised sections (ix) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How is democracy a legitimate government? Explain with examples.</b></p> <p>(i) A legitimate government is a lawful government formed on the basis of the consent of the people. (ii) Citizens participate in decision making (iii) Regular, free and fair elections. (iv) This government is acceptable to the people as they elect the government. (v) Open public debates on policies and legislations. (vi) This government is also answerable to the people and is responsive to its needs. (vii) Citizens have right to get information about the government and its functioning. (viii) Democracy ensure that decision making is based on norms and procedures. (ix) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be Justified.</b></p>	<b>72 P</b>	<b>5X1=5</b>
<b>32</b>	<p><b>(a) “Manufacturing sector is considered the backbone of development of the country.” Justify the statement.</b></p> <p>(i) Manufacturing industries not only help in modernizing agriculture, which forms the backbone of our economy, they also reduce the heavy dependence of people on agricultural income by providing them jobs in the secondary and tertiary sectors. (ii) Industrial development is also a pre-condition for eradication of unemployment and poverty from our country. This was the main philosophy behind public sector industries and joint sector ventures in India. (iii) It also helps in bringing down regional disparities by establishing industries in tribal and backward industries. (iv) Export of manufactured goods expands trade and commerce and brings in much needed foreign exchange. (v) Manufacturing contributes to the GDP and increase in per capita income (vi) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Agriculture and industry move hand in hand.” Justify the statement.</b></p> <p>(i) The agro industries in India have given a major boost to agriculture by raising its productivity.</p>	<b>58 G</b>	<b>1x5=5</b>
		<b>58-59 G</b>	<b>5X1=5</b>

	<ul style="list-style-type: none"> <li>(ii) They depend on the latter for raw materials.</li> <li>(iii) They sell their products such as irrigation pumps, fertilisers, insecticides, pesticides, plastic and PVC pipes, machines and tools to the farmers.</li> <li>(iv) Development and competitiveness of manufacturing industry has not only assisted agriculturalists in increasing their <b>production</b> but also made the production process very efficient.</li> <li>(v) Both sectors have created job markets in agriculture, manufacturing and service sector</li> <li>(vi) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any five points to be explained.</b></p>		
<b>33</b>	<p><b>(a) Examine the significance of the tertiary sector in the Indian economy.</b></p> <ul style="list-style-type: none"> <li>(i) These are activities that help in the development of the primary and secondary sectors.</li> <li>(ii) These activities by themselves do not produce a good but they are an aid or support for the production.</li> <li>(iii) Goods that are produced in the primary or secondary sector would need to be transported by trucks or trains.</li> <li>(iv) Goods needed to market for sale and purchase.</li> <li>(v) It may be necessary to store these goods in godowns.</li> <li>(vi) Since tertiary activities generate services, they can be called the service sector.</li> <li>(vii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the contribution of the primary sector in the context of employment in India.</b></p> <ul style="list-style-type: none"> <li>(i) The primary sector continues to be the largest employer.</li> <li>(ii) More than half of the workers in the country are working in the primary sector.</li> <li>(iii) Agriculture produces only quarter of the GDP whereas secondary and tertiary sectors produce three-fourth of the produce.</li> <li>(iv) Underemployment is the main characteristic of primary produce</li> <li>(v) Landless workers are also engaged in primary sector.</li> <li>(vi) MNERGA 2005 is another scheme to give jobs</li> <li>(vii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any five points to be explained.</b></p>	<b>20 E</b>	<b>5X1=5</b>
	<p><b>Section E</b></p> <p><b>(Case Based / Source Based Questions)</b></p>		<b>3X4=12</b>
<b>34</b>	<b>Read the following source carefully and answer the questions that follow:</b>	<b>46-48E</b>	<b>1+1+2=4</b>

### 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, 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 How do 'Krishak Cooperatives' secure funds for providing loans to their members? 1**

- (i) It has 2300 farmers as its members. It accepts deposits from its members.
- (ii) They use as collateral and obtain large loans from the bank.

**36.2 What are the different types of loans that "Krishak Cooperatives" offers to their members? 1**

- (i) 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.

**36.3 Why are such cooperatives desirable in the rural areas? 2**

- (i) They offer cheap credit in rural areas.
- (ii) Once these loans are repaid, another round of loan is offered.
- (iii) Dependence on informal sources of credit reduces.
- (iv) They obtain loans from the bank without much documentation.
- (v) Any two points to be mentioned.

35

Read the given source and answer the question that follow:

120 H

1+1+2=4

### Print Comes to India

From 1780, James Augustus Hickey began to edit the Bengal Gazette, a weekly magazine that described itself as ‘a commercial paper open to all, influenced by none’. So, it was private English enterprise, proud of its independence from colonial influence, that began English printing in India. Hickey published a lot of advertisements, including those that related to the import and sale of slaves. But he also published a lot of gossip about the Company’s senior officials in India. Enraged by this, Governor General Warren Hastings persecuted Hickey, and encouraged the publication of officially sanctioned newspapers that could counter the flow of information that damaged the image of the colonial government. By the close of the eighteenth century, a number of newspapers and journals appeared in print. There were Indians too, who began to publish Indian newspapers. The first to appear was the weekly Bengal Gazette, brought out by Gangadhar Bhattacharya who was close to Raja Rammohan Roy.

**34.1 In which language was ‘Bengal Gazette’ edited by James Augustus Hickey Published? 1**

English

**34.2 Why was James Augustus Hickey persecuted? 1**

He published a lot of gossip about the Company’s senior officials.

**34.3 Which newspapers were encouraged during the 1780s? Why were they encouraged? 1+1=2**

(i) They encouraged the publication of officially sanctioned papers.

(ii) to counter the flow of information that damaged the image of the colonial government.

<b>36</b>	<b>Read the following source carefully and answer the questions that follow:</b> <b>Conservation of Resources</b> At the international level, the Club of Rome advocated resource conservation for the first time in a more systematic way in 1968. Subsequently, in 1974, Gandhian philosophy was once again interpreted by Schumacher in his book Small is beautiful. The seminal contribution with respect to resource conservation at the global level	<b>2 G</b>	<b>1+1+2=4</b>
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	<p>was made by the Brundtland Commission Report, 1987. This report introduced the concept of ‘Sustainable Development’ and advocated it as a means for resource conservation, which was subsequently published in a book entitled Our Common Future. Another significant contribution was made at the Earth Summit at Rio de Janeiro, Brazil in 1992.</p> <p><b>35.1 Explain the meaning of sustainable development. 1</b>  Development should take place without damaging the environment and development in the present should not compromise with the needs of the future generations.</p> <p><b>35.2 In which international conference was ‘Agenda-21’ accepted? 1</b>  Rio de Janeiro Earth Summit, 1992</p> <p><b>35.3 Explain any two outcomes of the Summit. 2</b></p> <ul style="list-style-type: none"> <li>(i) Global cooperation on common interests.</li> <li>(ii) Mutual needs</li> <li>(iii) Shared responsibilities</li> <li>(iv) Creation of the commission on sustainable development.</li> <li>(v) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be mentioned</b></p>		
	<b>Section F</b> <b>(Map Skill-Based Question)</b>		<b>(2+3=5)</b>

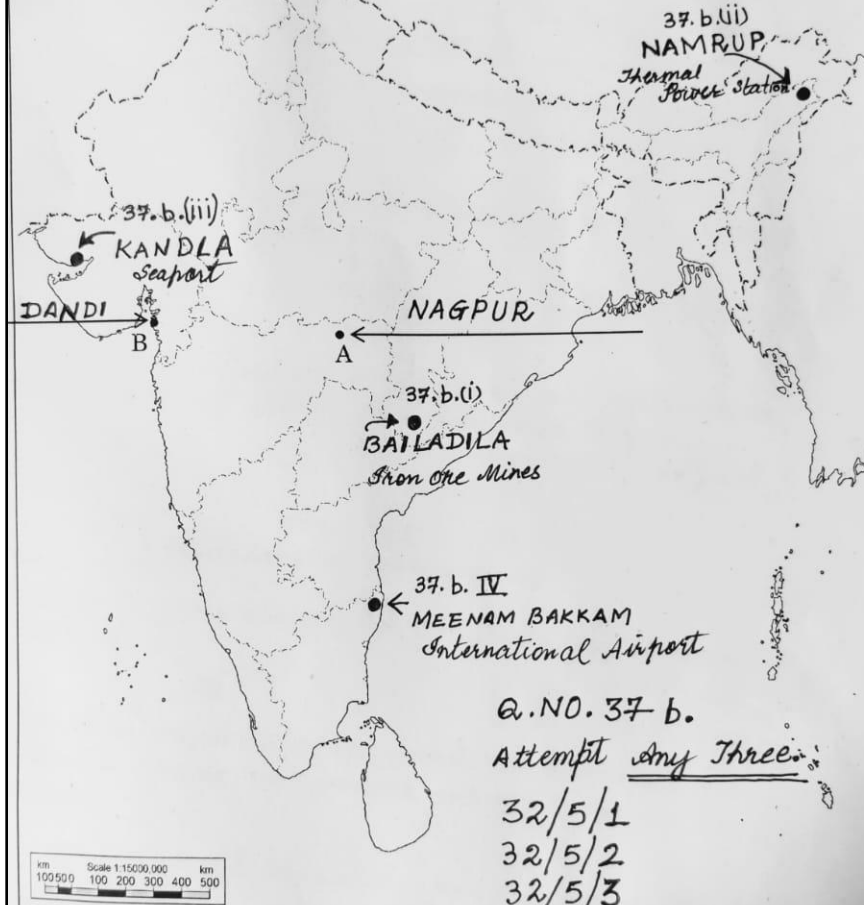
<b>37</b>	<p>(a) Two places 'A' and 'B' have been marked on the given political outline map of <b>India (on page 27)</b>. Identify them with the help of the following information and write their correct names on the lines drawn near them.</p> <p>A. The place where the session of the Indian National Congress was held in 1920</p> <p>B. The place where Gandhiji broke the salt law.</p> <p>(b) On the same political outline map of <b>India</b>, locate and label any three of the following with suitable symbols:</p> <p>(i) Bailadila-Iron ore mines</p> <p>(ii) Namrup- Thermal Power Plant</p> <p>(iii) Kandla- Major Sea Port</p> <p>(iv) Meenam Bakkam- International Airport</p>		<p><b>1</b></p> <p><b>1</b></p> <p><b>1x3=3</b></p>
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सं. 37 के लिए

For question no. 37

भारत का राजनीतिक रेखा-मानचित्र  
Political Outline Map of India

Q. NO. 37



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

**Attempt any five questions.**

**(37.1) Name the state where the session of Indian National Congress was held in 1927.**

Madras/Tamil Nadu

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

Dandi

**(37.3) Name the state where Bailadila iron ore mines are located.**

Chhattisgarh

**(37.4) In which state is Namrup Thermal Power Plant located?**

1x5=5

Assam

**(37.5) Name the state where Kandla sea port is located.**

Gujarat

**(37.6) Name the state where Meenam Bakkam international airport is located.**

Tamil Nadu