

Secondary School Examination

March ----- 2008

Marking Scheme ---- Social Science (Outside Delhi) 32/1, 32/2, 32/3

General Instructions

1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are suggested answers. The content is thus indicative. If a student has given any other answer which is different from the one given in the Marking Scheme but conveys the meaning, such answers should be given full weightage.
2. 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.
3. If a question has parts, please award marks in the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
4. If a question does not have any parts, marks be awarded in the left-hand margin.
5. If a child has attempted an extra choice question, answer of the question deserving more marks should be retained and the other answer scored out.
6. While evaluating the answer book it should be remembered that social Science course at this stage is a part of general education and therefore does not require a specialized study of the five subjects- History, Geography, Civics, Economics & Disaster Management which comprise it
7. Except for questions, which require recall of information, the responses of students should be evaluated in terms of the understanding that they reflect. Listing down of points without any explanation may not be proper indication of the examinee's understanding.

8. A mere listing of a large number of points should not be seen as a better answer than fewer points well explained. The answers of the latter type should be given credit.
9. Reference to the page number of the prescribed text books has been given for various questions. This is for the information of the examiners and a reading of these pages of the text books may be useful in assessing the answer scripts. Page number in the marking scheme refers to the N.C.E.R.T and CBSE books (Latest edition)
10. If a student attempts both the Geography and History map questions on one map only, it should be evaluated. Similarly, if a student has attempted History map on Geography part and vice versa, it should be evaluated.
11. A full scale of marks 0 to 80 has to be used. Please do not hesitate to award full marks if the answer deserves it.

Specific Instructions

12. The marking scheme carries only suggested value points for the answers. These are only Guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks should be awarded accordingly.
13. Some of the questions may relate to higher order thinking ability / skills (HOTS). These questions have been indicated separately by putting * on the question number. These questions are to be evaluated carefully and the students understanding / analytical ability may be judged

Secondary School Exam. 2008
Social Science
QUESTION PAPER CODE 32/1, 32/2, 32/3
(Outside Delhi)
Marking Scheme Set(32/1)

Q.	Expected Answers/value points	Distribution of Marks
1	For plantation workers, Sawraj meant the right to move freely in and out of the confined space in which they were enclosed and it meant retaining a link with the village from which they had come Page No. 60	1
2	(a) Growing period : October to December. ½ (b) Harvesting period : April to June ½ Page No. 36	½ + ½ = 1
3	Dam is a barrier across flowing water that obstructs, diverts or retards the flow often creating a reservoir lake or impoundment. Page No. 26	1
4	Agro based industries ½ Mineral based industries ½ Page No. 67	½ + ½ = 1
5	A society dominated by the male members Page No. 42	1
6	Woman or a man who believes in equal rights and opportunities for women and men Page No. 41	1
7	It involves applying the basic principles of democratic government across all the regions, different social groups and various institutions. / ensuring greater power to local government / extension of federal powers to all the units of federation / inclusion of women and other minority groups etc falls under this challenge. Page No. 102	1
8	Countries with a per capita income of Rs.45300 per annum & above are rich countries. ½ Countries with a per capita income of Rs.37000 and less: Low income countries ½ Page No. 8	½ + ½ = 1
9	State relief and rehabilitation department /Department of Disaster management Page No. 46	1

10	Providing the non-student rural youth avenues to take part in nation building activities and also to provide opportunity for the development of their own personality and skills.	
	Page No. 54	1
11*	<p>11.1 Mahatma Gandhi</p> <p>11.2 Physical force inflicts pain but soul force does not.</p> <ul style="list-style-type: none"> • Truth is the very substance of the soul force. • Soul force does not carry arms. • Soul force uses non-violence to achieve its goals. • Person using soul force does not seek others, destruction. • The British used physical force whereas Gandhi ji used soul force. <p>(Any two of the above point)</p>	<p>1</p> <p>2</p> <p>1 + 2 = 3</p>
	Page No. 55	
	GROUP A	
12	<p>Three types of Flows:-</p> <p>(a) The first is the flow of trade which in the 19th century referred largely to trade in goods e.g. clothes or wheat.</p> <p>(b) The second is the flow of labour- the migration of people in search of employment.</p> <p>(c) The third is the movement of capital – for short term or long term investment over long distance.</p>	
	Page No. 81	3 x 1 = 3
13	<p>a) The series of inventions that increased the efficiency were Carding, Twisting, Spinning and Rolling.</p> <p>b) These inventions enhanced the output per worker, enabling each worker to produce more and made possible the production of stronger threads and yarn</p> <p>c) Then Richard Arkwright invented the cotton mill. Till this time cloth production was spread all over the countryside and carried out with the households.</p> <p>d) Within the mill all the processes were brought together under one roof and management. This allowed a more careful supervision over the production process, watch over quality and the regulation of labour.</p> <p>(Explanation of any three points)</p>	
	Page No. 106	3 x 1 = 3
	GROUP B	
12	<p>Jobbers were trusted old workers employed by industrialists to work in mills.</p> <p>Functions:-</p> <ul style="list-style-type: none"> • They got new recruits for mills • They got people from their villages • They helped new recruits to settle in the city • They also provided them money in times of crisis 	<p>1</p> <p>2</p> <p>1+2=3</p>
	Page No. 120	

13	<p>Mumbai (Bombay) appears to many as a city of dreams or mayapuri:</p> <ul style="list-style-type: none"> a) Many Mumbai films deal with the arrival of new migrants and their encounter with the real pressures of daily life. b) Mumbai had become India's film capital producing films for national audience. c) The money invested in film industry was about 756 millions in 1947. By 1987 the film industry employed 520000 people. d) Most of the people in the film industry were themselves migrants and contributed to the national character of the industry. e) Bombay films have contributed in a big way to produce an image of the city as a blend of dream and reality, of slums and star bungalows. f) Any other relevant point <p>(Any three of the above)</p> <p>Page No. 145,46</p>	3 x 1 = 3
GROUP C		
12	<p>The value of exports higher than the value of imports British had a trade surplus with India. Britain used this surplus to balance its trade deficit with other countries. It allowed one country's deficit with another country to be settled by its surplus with a third country.</p> <p>(To be assessed as a whole)</p> <p>Page No. 91</p>	1 + 2 = 3
13	<p>Urban development everywhere occurred at the expense of ecology and environment. Natural features were flattened out or transformed in response to the growing demand for space for factories, housing and other institutions. Large quantities of refuse and waste products polluted air and water, while excessive noise became a feature of urban life. The widespread use of coal in homes and industries in the 19th century England raised serious problem. In industrial cities such as Leeds,, Bradford and Manchester hundreds of factory chimneys spewed black smoke into the skies.</p> <p>(To be assessed as a whole)</p> <p>Page No. 148</p>	3
14	<p>14.1 Gujarat, Karnataka, Goa, Orissa (Any three)</p> <p>14.2 Gujarat – Kandla Goa – Marmagao Karnataka – New Mangalore Orissa – Paradip</p> <p>(Any three of the above)</p>	<p>$\frac{1}{2} \times 3 = 1\frac{1}{2}$</p> <p>$\frac{1}{2} \times 3 = 1\frac{1}{2}$</p> <p>$1\frac{1}{2} + 1\frac{1}{2} = 3$</p>

	<p><u>FOR BLIND CANDIDATES ONLY IN LIEU OF Q.NO.14</u></p> <p>14.1 Northernmost – Raja Sansi - Amritsar Southernmost – Nedimbacherry - Tiruvanatapuram</p> <p>14.2 Easternmost – Kolkata, West Bengal Westernmost – Kandla, Gujarat</p> <p>Page No. 89</p>	<p>1</p> <p>2</p> <p>1+2 = 3</p>
15	<p>Democracy is superior because -</p> <p>a) It takes care of dignity of women</p> <p>b) Democracy has strengthened the claims of the disadvantaged and discriminated castes for equal status and opportunities.</p> <p>c) Any other relevant point</p> <p>(Any two points to be explained)</p> <p>Page No. 97,98</p>	<p>$1\frac{1}{2} + 1\frac{1}{2} = 3$</p>
16	<p>They guide consumers on how to file a case in the consumer court on many occasions. They also represent individual consumers in the consumer court. These voluntary organizations also receive financial support from the govt. for creating awareness among the people.</p> <p>(To be assessed as a whole)</p> <p>Page No. 84</p>	<p>3</p>
17	<p>a) Avoid residing on river banks and slopes on river sides and the sides of gorges.</p> <p>b) To build houses at least 250 meters away from the sea coast /river banks</p> <p>c) To build proper drainage system in all flood prone areas so that the water can be drained off quickly to prevent accumulation</p> <p>d) To construct the building with a plinth higher than the known high flood level.</p> <p>e) To construct the whole village or settlement on a raised platform higher than the high flood level</p> <p>f) To construct buildings on stilts or columns with wall free space at ground level promoting free flow of water (inundation or flowing), provided that columns are circular and strong.</p> <p>g) Any other relevant point</p> <p>(Any three points to be explained)</p> <p>Page No. 40</p>	<p>3 x 1 = 3</p>
18	<p>(1) Honesty</p> <p>(2) Emotionally sound</p> <p>(3) Professionally decisive</p> <p>(4) Demonstrate capacity</p> <p>(5) Willingness to work in emergency</p> <p>(6) Having good physical condition</p> <p>(7) Any other relevant point</p> <p>(Any six points)</p> <p>Page No. 15</p>	<p>$6 \times \frac{1}{2} = 3$</p>

19	<p>In 1789/ French Revolution</p> <p>From the very beginning the French revolutionaries introduced</p> <ol style="list-style-type: none"> (1) various measures and practices that could create a sense of collective identity among the French people. (2) The idea la patrie (the Fatherland) and le-citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution (3) A new French flag, was chosen to replace the former Royal standard. (4) The Estates general was elected by the body of active citizens. (5) Renamed the National Assembly (6) New hymns were composed, oaths taken and martyrs commemorated (7) A centralized administrative system was put in place. (8) Formulated uniform laws for all citizens within the territory (9) Internal custom duties and dues were allotted and a uniform system of weights and measures were adopted. (10) Regional dialects were discouraged and French as it was spoken and written in Paris, became common language of the nation (11) Any other relevant point <p>(Explanation of any three points)</p> <p style="text-align: right;">3 Page No. 5</p>	1 1+3=4
	<p style="text-align: center;"><u>OR</u></p> <ol style="list-style-type: none"> (1) The French tried to regain control by using the emperor as their puppet (2) Vietminh were forced to retreat to the hills (3) They fought for eight years for independence but were defeated (4) The Vietnamese were persuaded to accept the division of the country (5) The division set in motion a series of event that turned Vietnam into a battlefield (6) It brought death and destruction to its people as well as the environment (7) Any other relevant point <p>(Explanation of any four points)</p> <p style="text-align: right;">Page No. 43,44</p>	4 x 1 = 4
20	<ol style="list-style-type: none"> (1) India had a very rich and old tradition of handwritten manuscripts in Sanskrit, Arabic, Persian, as well as in various vernacular languages. (2) Manuscripts were copied on palm leaves or handmade paper. (3) Pages were sometimes beautifully illustrated. (4) Pressed between wooden covers and sewn together to ensure preservation. (5) Manuscripts continued to be produced till well after the introduction of prints, down to the late 19th century. <p>(Any two)</p> <p style="text-align: right;">2</p>	

	<p>Printing techniques in India</p> <ol style="list-style-type: none"> The printing press first came to Goa with the Portuguese missionaries in the mid 19th century. Jesuit priest learnt Konkani and printed several tracts. By 1674 about 50 books had been printed in the Konkani and in Kanara language. Catholic priest printed the first Tamil book in 1579 at Cochin. By 1710 Dutch protestant missionaries had printed 32 Tamil texts, many of them translations of older works. From 1780, James Augustus Hickey began to edit the <u>Bengal Gazette</u> a weekly magazine that described itself as a commercial paper open to all but influenced by name. It was private English enterprise, proud of its independence from colonial influence, that began English printing in India. <p>(Any two)</p> <p style="text-align: right;">2 Page No. 167,168</p> <p style="text-align: center;"><u>OR</u></p> <p>Colonial administrator found vernacular novels a valuable source of information on native life and customs :</p> <ol style="list-style-type: none"> Such information was useful for them in growing Indian society with its large variety of communities and castes. As outsiders the British knew little about life inside Indian households. The new novels in Indian language often has description of domestic life. They showed how the people dressed. Their forms of religious worship Their beliefs and practices and so on <p>(Explanation of any four points)</p> <p style="text-align: right;">Page No. 191</p>	<p>2+2=4</p>
21	<p>Classification of the resources:-</p> <ol style="list-style-type: none"> Potential Developed Stock Reserve <p style="text-align: right;">$\frac{1}{2} \times 4 = 2$</p> <p>The main features of each:-</p> <ol style="list-style-type: none"> Potential resources:- Resources which are found but have not been utilized. Developed resources:- which are surveyed and their quality and quantity have been determined for utilization. Development of these resources depend on technology and level of their flexibility. Stock:- Material in the environment which have the potential to satisfy human needs but human beings do not have appropriate technology to access. Reserves:- They are the subset of the stock but their use has not begun. These can be used for meeting future requirement. <p style="text-align: right;">$\frac{1}{2} \times 4 = 2$ Page No. 2,3</p>	<p>4 x 1 = 4</p> <p>2 + 2 = 4</p>

22	<p>COAL</p> <p>Three major forms—lignite, bituminous and anthracite</p> <p>Lignite :- Low grade brown coal. Soft with rich moisture content</p> <p>(Any one point)</p> <p>Anthracite:- high quality hard coal</p> <p>Bituminous :- It is most popular in commercial use . It is high grade coal</p> <p>(Any one point)</p>	<p>1</p> <p>1½</p> <p>1½</p> <p>1 + 1½ + 1½ = 4</p>
23*	<p>(a) Parties do not keep membership registers, do not hold organizational meetings and do not conduct internal elections regularly.</p> <p>(b) Ordinary members of the party do not get sufficient information on what is happening inside the party.</p> <p>(c) Leaders assume great power to make decision in the name of the party.</p> <p>(d) Those who disagree with the leader find it difficult to continue in the party.</p> <p>(e) More than loyalty to the party loyalty to the leader becomes more important.</p> <p>(f) Dynastic succession also affects internal democracy.</p> <p>(g) Any other relevant point</p> <p>(Any four points to be explained)</p>	<p>Page No. 58</p> <p>4</p>
24*	<p>(1) Democracy involves competition among various political parties. Their competition tends to decide any society.</p> <p>(2) If they start competing in terms of some existing social division it can convert social division into political divisions and lead to conflict, violence and even disintegration of a country. This has happened in many countries.</p> <p>(3) Northern Ireland :- its population is divided into two major sectors of christianity: Protestants (53%) and Roman Catholics (44%)</p> <p>(4) Yugoslavia : where political competition along religious and ethnic lines led to disintegration into 6 independent countries</p> <p>(5) Srilanka : ethnic and commercial clashes led to civil wars.</p> <p>(Any two points to be argued)</p>	<p>Page No. 83</p> <p>4</p>
25	<p>(1) There are two or more levels (or tiers) of govt.</p> <p>(2) Different tiers of govt. govern the same citizens. but each tier has its own jurisdiction</p> <p>(3) The fundamental provision of the constitution cannot be unilaterally changed by one level of govt. Such changes require the consent of both the levels of govt.</p> <p>(4) Courts have power to interpret the constitution and the powers of different levels of govt. in the exercise of their respective powers</p> <p>(5) Sources of revenue for each level of govt. are clearly specified to ensure financial autonomy</p> <p>(6) The federal system thus has dual objectives to safeguard and</p>	<p>Page No. 34</p> <p>2+2=4</p>

	<p>promote unity of the country, while at the same time accommodate regional diversity. (Any four points to be described)</p> <p style="text-align: right;">Page No. 15</p>	4x1=4
26	<p>(1) Money lenders and co-operative societies 1</p> <p>(2) Money lenders 1</p> <p>(3) (a) No need to provide collateral security. (b) They know the borrower personally and are willing to give loan. (c) Borrowers can borrow money at any time and get money immediately. (d) Any other relevant point</p> <p style="text-align: right;">2</p> <p style="text-align: right;">(Any two reasons)</p> <p style="text-align: right;">Page No. 50, 51</p> <p>FOR BLIND CANDIDATES ONLY IN LIEU OF Q. NO.26</p> <p>Two main group of credit for rural households in India :</p> <p>a. Moneylenders b. Cooperative Societies</p> <p style="text-align: right;">$\frac{1}{2} + \frac{1}{2} = 1$</p> <p><u>Features :</u></p> <p><u>Moneylenders</u></p> <p>(1) 30% source of credit (2) No need to provide collateral security (a) Borrowers can borrow money at any time and get money immediately.</p> <p><u>Cooperative Societies</u></p> <p>(1) 27% loans are provided. (2) Require proper documents and collateral security. (3) Provide loans on lower interest. (4) Any other relevant point.</p> <p style="text-align: right;">(Any two points) $\frac{1}{2} + \frac{1}{2} = 1$</p> <p style="text-align: right;">Page 48</p>	<p>1 + 1 + 2 = 4</p> <p>1 + 2 = 3</p>
27	<p>Primary Sector</p> <p>(a) When goods are produced by exploiting natural resources, it is an activity of primary sector. (b) It includes agriculture related sector consisting of dairy, fishing, forestry etc (c) The share of the primary sector in terms of GDP has decreased. (d) Primary sector employed almost half of the workers in the country.</p> <p>Secondary Sector</p> <p>(a) It covers activities in which natural products are changed in to</p>	

	<p>other forms.</p> <p>(b) This sector is also called the manufacturing sector which includes industries, construction activities etc.</p> <p>(c) The share of secondary sector has remained constant in terms of GDP.</p> <p>(d) The secondary sector employs less no. of population, thus it still lags behind the primary sector.</p> <p>(e) Any other relevant point (Any four points to be distinguished)</p> <p style="text-align: right;">Page No. 20</p>	4 x 1 = 4
28 *	<p>Tax on imports is called trade barrier because some restrictions are put on imports.</p> <p>Reasons:-</p> <p>a) To protect local industries</p> <p>b) Indian industries were just coming up in the 1950's 1960's</p> <p>c) Govt. can increase or decrease foreign trade and decide what kind of goods and how much of each should come into the country.</p> <p>d) Any other relevant point (Any three points)</p> <p style="text-align: right;">Page No. 64</p>	1 + 3 = 4
29	Filled in map attached	1 + 1 = 2
30	Filled in map attached	4 x 1 = 4
	<p style="text-align: center;">OR</p> <p><u>FOR BLIND CANDIDATE ONLY IN LIEU OF Q. NO. 30</u></p> <p>(1) Madras</p> <p>(2) Bihar</p> <p>(3) Uttarakhand</p> <p>(4) Chattisgarh</p> <p>(5) Tamilnadu</p> <p>(6) Maharashtra</p>	6 x 1 = 6

Set(32/2)

Q.	Expected Answers/value points	Distribution of Marks
1	Same as Answer No.10 of set 1	
2	(a) Rice & Wheat	
3	Same as Answer No.9 of set 1	
4	Same as Answer No.8 of set 1	
5	Same as Answer No.6 of set 1	
6	Same as Answer No.5 of set 1	
7	The suggestions or proposals about various challenges to democracy are called democratic reforms	
8	Same as Answer No.4 of set 1	
9	Same as Answer No.3 of set 1	
10	Same as Answer No.1 of set 1	
11. *	<p>11.1 It was quoted in Sarvapalli. Gopal, Jawarharlal Nehru : A Biography, Vol - 1</p> <p>11.2 Nehru for a moment had forgotten non-violence and his blood was up But the thought of great leader Gandhi ji who was sent by God's goodness to lead him changed his feelings and he started speaking to Kisans in all humility on non-violence</p> <p>(Any two of the above point to be explained)</p>	1
	Page No. 59	2 1+2 =3
	<u>GROUP A</u>	
12	Same as Answer No.3 of set 1	
13	Same as Answer No.12 of set 1	
	<u>GROUP B</u>	
12	Same as Answer No.13 of set 1	
13	Same as Answer No.12 of set 1	
	<u>GROUP C</u>	
12	Same as Answer No.13 of set 1	
13	Same as Answer No.12 of set 1	
14	Same as Answer No.14 of set 1	
15	Same as Answer No.17 of set 1	
16	Same as Answer No.15 of set 1	
17	Same as Answer No.16 of set 1	
18	<p>(1) Establishes links among govt. authorities at various levels (2) Links among voluntary organizations (3) Links the affected population (4) Ensures the rapid movement of the right resources at the right place at the right time (5) Any other relevant point</p> <p>(Any four to be explained)</p>	4 x 1=4
	Page No. 29	
19	<p><u>Political</u></p> <p>(a) Liberalism emphasized the concept of govt. by consent. (b) Since French Revolution it stood for the end of autocracy and</p>	

	<p>clerical privileges, a constitution and a representative govt. through Parliament</p> <p>(c) It also stressed the inviolability of private property</p> <p><u>Economic</u></p> <p>(a) It stood for freedom of market</p> <p>(b) Abolition of state - imposed restrictions on the movement of goods and capital</p> <p>(Any two from each to be explained)</p> <p style="text-align: right;">Page No. 9,10</p> <p style="text-align: center;"><u>OR</u></p> <p>(1) The French built canals and draining lands in the Mekong delta to increase cultivation.</p> <p>(2) The cast system of irrigation works increased rice production and allowed the export of rice to the international market.</p> <p>(3) The area under rice cultivation went up from 274000 hectares in 1873 to 2.2 million hectares in 1930</p> <p>(4) Vietnam exported 2/3rd of its rice production. By 1931 it had become the third largest exporter of rice in the world.</p> <p>(5) Any other relevant point</p> <p>(Any four points to be explained)</p> <p style="text-align: right;">Page No. 32</p>	<p>2+2=4</p> <p>4 × 1 = 4</p>
20*	Same as Answer No.28 of set 1	
21	Same as Answer No.26 of set 1	
22	<p>Petroleum</p> <p style="text-align: right;">1</p> <p>(a) It provides fuel for heat and lighting.</p> <p>(b) It provides lubricants.</p> <p>(c) Provides raw material for a number of manufacturing industries.</p> <p>(d) Any other suitable advantage</p> <p style="text-align: right;">3</p> <p>(Any three point)</p> <p style="text-align: right;">Page No. 60</p>	<p>1 + 3 = 4</p>
23*	Same as Answer No.24 of set 1	
24*	Same as Answer No.23 of set 1	
25	<p>(1) Our constitution did not give the status of national language to any one language</p> <p>(2) Hindi is identified as the official language.</p> <p>(3) There were 21 other languages recognized as scheduled languages by the constitution.</p> <p>(4) States to have their own official languages</p> <p>(5) Much of the official work takes place in the official languages of the concerned state</p> <p>(Any four points)</p> <p style="text-align: right;">Page No. 20</p>	<p>4×1=4</p>
26	Same as Answer No.21 of set 1	
27	<p>(a) By providing transport and communication</p> <p>(b) By giving cheap agricultural credits to farmers through banks</p> <p>(c) By importing education and technical skill</p> <p>(d) By providing health services</p> <p>(e) Any other relevant point</p> <p>(Any four points to be explained)</p> <p style="text-align: right;">Page No. 20</p>	<p>4 × 1 = 4</p>

28	Same as Answer No.20 of set 1	
29	Same as Answer No.29 of set 1	
30	Same as Answer No.30 of set 1	

Set(32/3)

[illegible]

- nations of the islands
- (d) The English parliament seized power from the monarchy in 1688 after a prolonged conflict

(Any four points to be explained)

Page No. 22 4 x 1 = 4

OR

Two visions in opposing French domination in Vietnam were

- (1) Strengthen Vietnamese traditions
- (a) Was very often led by Confucian scholar – activists
- (b) Educated in the Confucian tradition, Phan Bội Châu De as the head
- (c) He wanted to drive the foreign enemy out with the help of monarchy and wanted to discuss other things after independence
- (d) Any other relevant point

2

(2) Vietnam had to learn from the west

- (a) On the other hand nationalist like Phan Chu Trinh was intensely hostile to the monarchy.
- (b) They opposed the idea of resisting France with the help of the court
- (c) Their desire was to establish a republic
- (d) They were influenced by the democratic ideas of the west and accepted the French revolutionary ideal of liberty.
- (e) Any other relevant point

(Any two points from each to be explained)

2

Page No. 41

2+2=4

20 Same as Answer No.26 of set 1

21 * Same as Answer No.24 of set 1

22 Conventional sources of energy:

- (1) These sources have been used since the early times.
- (2) These sources cause environmental pollution.
- (3) All conventional sources of energy except hydroelectricity are exhaustible.
- (4) Coal, petroleum, natural gas, hydroelectricity, thermal power are the commercial sources of energy

Non-conventional sources of energy.

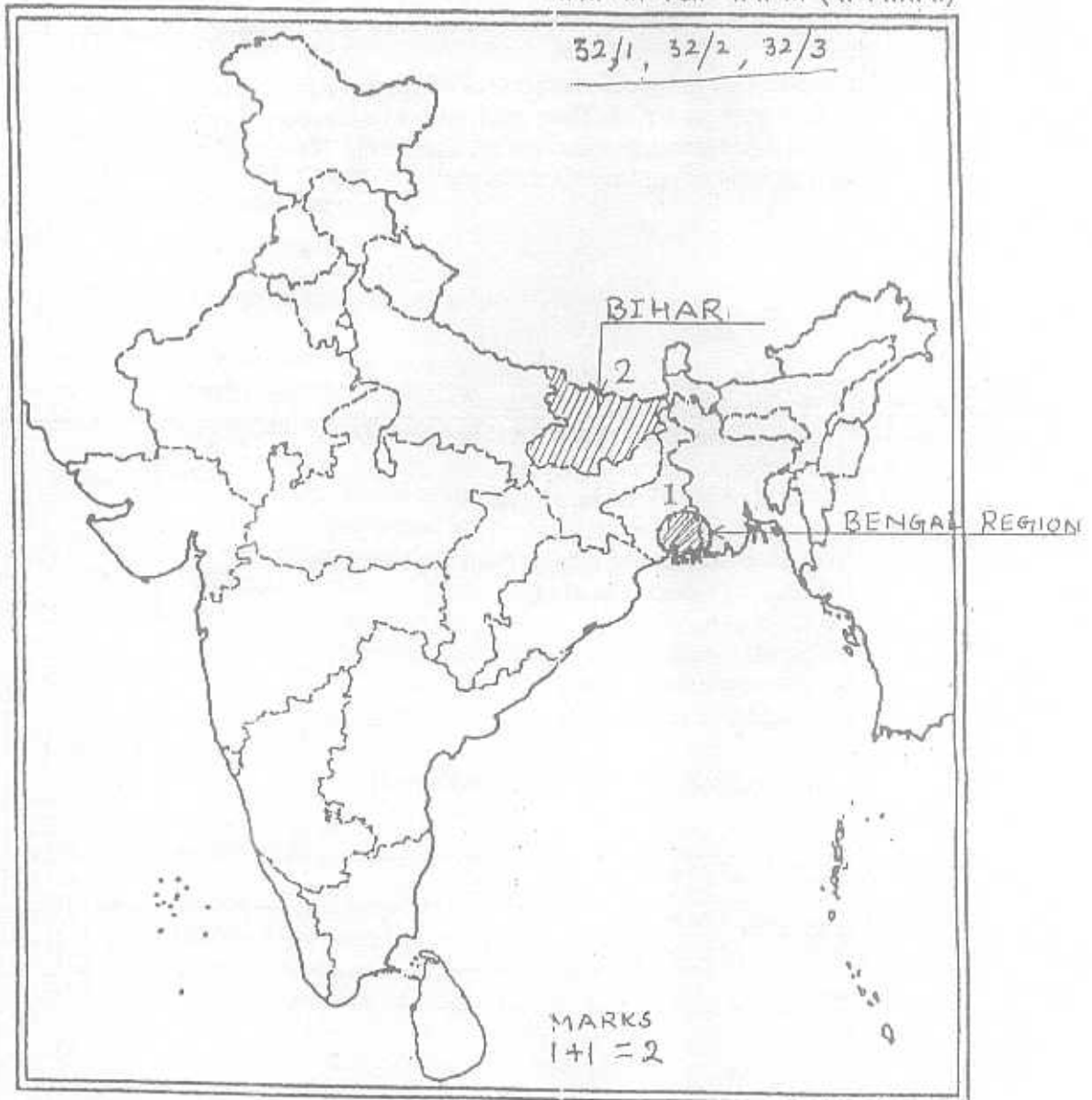
- (1) These sources of energy have come into use only recently.
- (2) These sources do not cause environment pollution.
- (3) Most of the non-conventional sources of energy are inexhaustible.
- (4) Wind energy, Solar energy, Biogas, etc are examples of these sources of energy
- (5) Any other relevant point of distinction

Page No. 58,62 4 x 1 = 4

23*	Same as Answer No.23 of set I	
24	Same as Answer No.21 of set I	
25	<p>Federalism</p> <p>(1) Union List :- includes subjects of national importance like defence, foreign affairs etc.. They are included because we need a uniform policy throughout the country. The union govt. alone can make laws relating to these subjects.</p> <p>(2) State List :- contains subjects of states and local importance such as police, trade etc; state alone can make laws on these subjects.</p> <p>(3) Concurrent List :- includes subjects of common interest to both the Union govt. as well as State govt. such as education, forests etc. Both govt. can make laws on these subjects. If their laws clash with each other, Union Law prevails.</p> <p style="text-align: right;">3 Page No. 16,17</p>	<p>1</p> <p>1+3=4</p>
26	Same as Answer No.20 of set I	
27	<p>(a) It is a type of unemployment where more number of people are employed than required</p> <p>(b) Agricultural sector /Primary sector</p> <p>Reasons:-</p> <p>(a) lack of alternative employment opportunities</p> <p>(b) Lack of industrialization</p> <p>(c) Over population</p> <p>(d) Small land holdings</p> <p>(e) Economic backwardness</p> <p>(f) Any other suitable point</p> <p style="text-align: right;">2 Page No. 26</p>	<p>1</p> <p>1</p> <p>1+1+2=4</p>
28*	Same as Answer No.28 of set I	
29	Same as Answer No.29 of set I	
30	Same as Answer No.30 of set I	

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



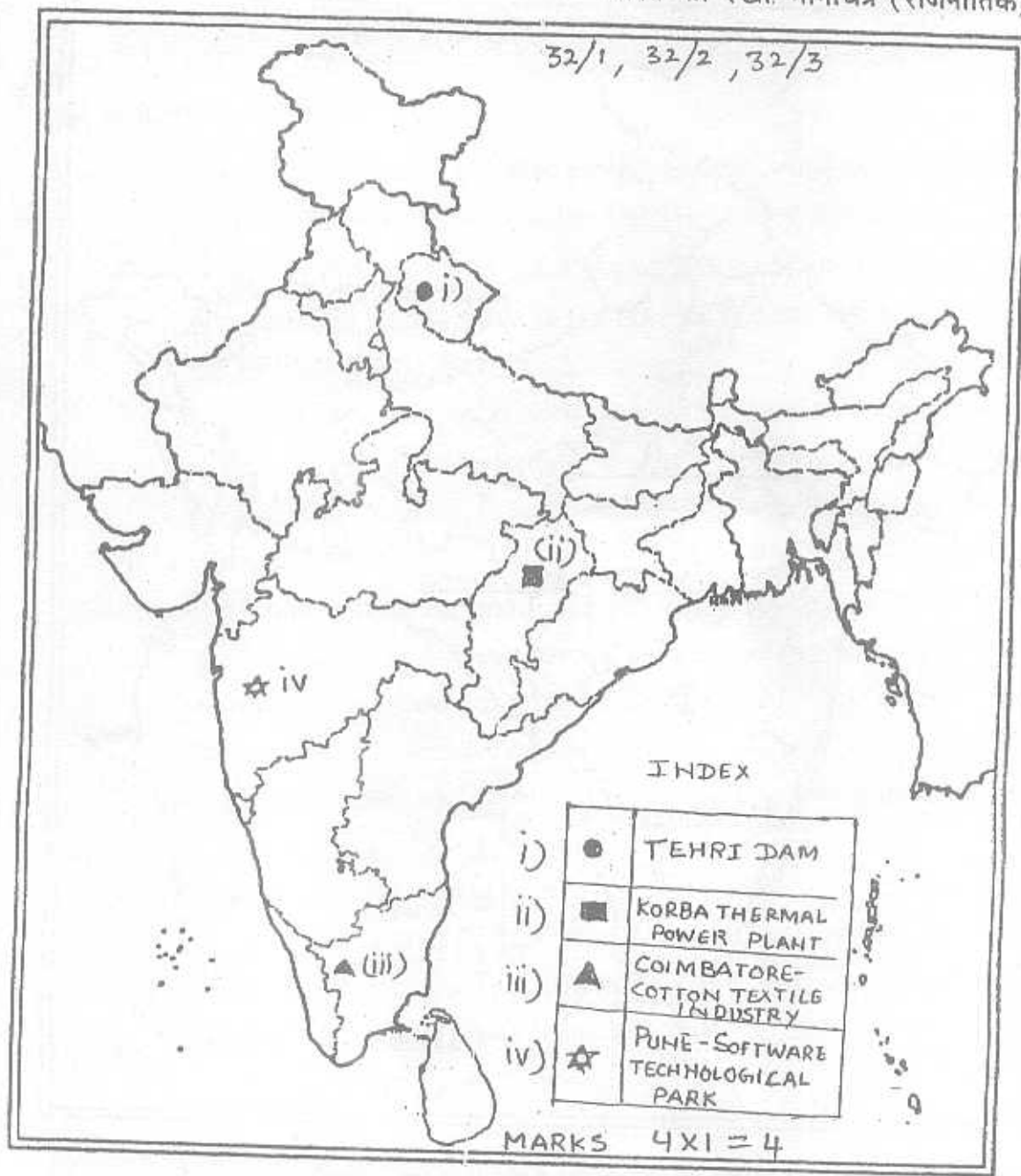
For question no. 30 OR

प्रश्न सं. 30 अथवा के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)

32/1, 32/2, 32/3



Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)

32/1, 32/2, 32/3

