



# OSDAV Public School, Kaithal

Half yearly Exams (2024-25)

Class : XII

Subject : Sociology

SET- A

Time: 3 Hrs .


M.M. :

General Instructions:-

I. All questions are compulsory.

Q.N.	Questions	Marks
<b>Section- A</b>		
1.	Which policy was introduced by the Government of India that could increase the child sex ratio in the country? (a) Beti Bachao, Beti Padhao (b) Mahatama Gandhi National Rural Employment Guarantee Act (c) Sarva Shiksha Abhiyan (d) Mid-day Meal Programme	1
2.	The Population Policy (of 1952) took the concrete home of the_____. (a) National Family Welfare Programme (b) National Family Planning Programme (c) National Health Policy, 2017 (d) National Population Policy, 2000	1
3.	Assertion (A): Unlike the death rate the birth rate has not registered a sharp fall. Reason (R): by and large increased levels of prosperity exert a strong downward pull on the birth rate. (a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A). (b) Both Assertion (A) and Reason (R) are true but reason (R) is not the correct explanation of Assertion (A). (c) Assertion (A) is true but Reason is false. (d) Assertion (A) is false but Reason is true	1
4.	The _____ refers to the total number of live births that a hypothetical woman would have if she believed the rough the reproductive age group and had the average number of babies in each segment of this age group as determined by the age specific fertility rates for that area. (a) Fertility rate (b) Maternal mortality rate (c) Maternal fertility rate (d) Total fertility rate	1
5.	Considering from an urban point of view, the rapid growth in urbanisation shows that town or city has been ting as a magnet for the rural population.” Choose the incorrect statement about urbanisation in India. (a) Rural to urban migration has increased due to decline in common property resources. (b) Cities offer anonymity to the poor and the oppressed classes. (c) People go to the cities in search of work. (d) Urban areas are a decisive force in terms of political power dynamics.	1
6.	‘One Caste, One Religion, One God for all men’ is watchword given by_____. (a) Periyar (c) Sri Narayan Guru (b) Savitri Bai Phule (d) JyotiRao Govind Rao Phule	1
7.	Assertion (A): There is a corelation between disability and poverty. Reason (R): Public perception of disability is based on cultural conception.	1

	<p>(a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A).</p> <p>(b) Both Assertion (A) and Reason (R) are true but reason (R) is not the correct explanation of Assertion (A).</p> <p>(c) Assertion (A) is true but Reason is false.</p> <p>(d) Assertion (A) is false but Reason is true.</p>	
8.	<p>Which of the following is NOT a permanent trait of tribes in India?</p> <p>(a) Region (c) Ecological habitat</p> <p>(b) Mode of livelihood (d) Language</p>	1
9.	<p>Which of the following are not the changes brought by colonialism to the caste system?</p> <p>(a) Numbering and recording of caste through Census.</p> <p>(b) Land revenue settlements serving the upper castes' customary rights.</p> <p>(c) Linking castes to traditional occupations.</p> <p>(d) Marking of schedules of castes for special treatment by the state.</p>	1
10.	<p>“Sultana’s Dream” is a book written by:</p> <p>(a) Sir Syed Ahmed Khan (c) Tarabai Shinde</p> <p>(b) Begum Rokeya Sakhawat Hossain (d) Bishop Joseph Butler</p>	1
11.	<p>The First Backward Classes Commission headed by _____ submitted its report in _____.</p> <p>(a) Jawaharlal Nehru, 1953 (c) Kaka Kalekar, 1953</p> <p>(b) B.P. Mandal ,1979 (d) B.P. Mandal ,1990</p>	1
12.	<p>Identify the reason/ reasons for the OBCs are a much more diverse group than the Dalits or Adivasis?</p> <p>(a) There are members of other religions who belong to the backward castes.</p> <p>(b) The category comprises service and artisanal castes who occupied the lower rungs of the caste hierarchy.</p> <p>(c) Only (a) is true.</p> <p>(d) Both (a) and (b) are true.</p>	1
13. .	<p>Choose the correct option:</p> <p>(a) Language and religion have provided the most powerful instrument for the formation of ethno-national identity in India.</p> <p>(b) Language and tribal identity have provided the most powerful instrument for the formation of ethno-national identity in India.</p> <p>(c) Religion and tribal identity have provided the most powerful instrument for the formation of ethno-national identity in India.</p> <p>(d) All of the above.</p>	1
14.	<p>Which one of the following does not stand for secularism?</p> <p>(a) Separation of state and church</p> <p>(b) Not favouring a particular religion over the others</p> <p>(c) Progressive retreat of religion from the public life</p> <p>(d) Religious identity overriding everything else</p>	1
15.	<p>Religious minorities like the Parsis or Sikhs may be relatively well off economically but, they may still be disadvantaged in a _____ sense.</p> <p>(a) economic (b) sociological (c) historical (d) cultural</p>	1
16.	<p>_____ was planned and re-developed so that by 1900 over three –quarters of India's raw cotton were shipped through the city.</p> <p>(a) Bombay (b) Calcutta (c) Delhi (d) Madras</p>	1
<b>Section -B</b>		
17.	<p>The Family Planning Programme suffered a setback during the years of national emergency. Justify the statement.</p>	2
18.	<p>‘Literacy as a prerequisite to education is an instrument of empowerment.’</p>	1+1=2

	<b>Discuss.</b>																																																																		
19.	The institution of caste underwent changes during the colonial period through administrative intervention. Explain	1+1=2																																																																	
20.	Mention two factors behind the assertion of tribal identities today?	2																																																																	
21.	State any two constitutional provisions meant to protect minority rights.	1+1=2																																																																	
22.	Define OBCs? Enlist the criteria used for defining OBCs?																																																																		
23.	Identify the person who argued that invisibility of the disabled can be compared to the protagonist of the book 'invincible man'? Write any one common feature central to the public perception of 'disability' all over the world?	1+1=2																																																																	
24.	Nation- state became the dominant political form during the colony period. Explain	2																																																																	
25.	The industrialization take place in colonial period in India Justify the statement with two suitable arguments.	1+1=2																																																																	
<b>Section-C</b>																																																																			
26.	State how the declaration of the Karachi Session of INC committed itself to women's equality?	4																																																																	
27.	'Social reformers helped in the emancipation of women in India'. Justify it with two favourable comments.	4																																																																	
28.	Civil society makes the state accountable to the nation and its people. Explain with reference to the RTI act.	4																																																																	
29.	Highlight the main source of conflict between national development and tribal development.	4																																																																	
30.	Identify the picture. 	1+1+2 = 4																																																																	
	Which policy they are thinking about? What was the important objective of the policy? How did the policy objective failed?																																																																		
31.	Identify the reason for rising dependency ratio a cause for worry in countries that are facing ageing population. Also identify the reasons for different replacement levels found in the different states of India.	2+2=4																																																																	
32.	Read the table and answer the following questions;	2+2=4																																																																	
	<table border="1"> <thead> <tr> <th>Year</th> <th>Sex Ratio (all age groups)</th> <th>Variation Over Previous Decade</th> <th>Child Sex Ratio (0-6 year)</th> <th>Variation Over Previous Decade</th> </tr> </thead> <tbody> <tr> <td>1901</td> <td>972</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>1911</td> <td>964</td> <td>-8</td> <td>-</td> <td>-</td> </tr> <tr> <td>1921</td> <td>955</td> <td>-9</td> <td>-</td> <td>-</td> </tr> <tr> <td>1931</td> <td>950</td> <td>-5</td> <td>-</td> <td>-</td> </tr> <tr> <td>1941</td> <td>945</td> <td>-5</td> <td>-</td> <td>-</td> </tr> <tr> <td>1951</td> <td>946</td> <td>+1</td> <td>-</td> <td>-</td> </tr> <tr> <td>1961</td> <td>941</td> <td>-5</td> <td>976</td> <td>-</td> </tr> <tr> <td>1971</td> <td>930</td> <td>-11</td> <td>964</td> <td>-12</td> </tr> <tr> <td>1981</td> <td>934</td> <td>+4</td> <td>962</td> <td>-2</td> </tr> <tr> <td>1991</td> <td>927</td> <td>-7</td> <td>945</td> <td>-17</td> </tr> <tr> <td>2001</td> <td>933</td> <td>+6</td> <td>927</td> <td>-18</td> </tr> <tr> <td>2011</td> <td>943</td> <td>+10</td> <td>919</td> <td>-8</td> </tr> </tbody> </table>	Year	Sex Ratio (all age groups)	Variation Over Previous Decade	Child Sex Ratio (0-6 year)	Variation Over Previous Decade	1901	972	-	-	-	1911	964	-8	-	-	1921	955	-9	-	-	1931	950	-5	-	-	1941	945	-5	-	-	1951	946	+1	-	-	1961	941	-5	976	-	1971	930	-11	964	-12	1981	934	+4	962	-2	1991	927	-7	945	-17	2001	933	+6	927	-18	2011	943	+10	919	-8	
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i.	Give two reasons for declining sex ratio.	
ii.	In your opinion what steps should be taken to deal with this bias against the girl-child?	
<b>Section- D</b>		
33.	How can we say that adivasis were not always the oppressed groups?	6
34.	<p>State action alone cannot ensure social change. In any case, no social group howsoever weak or oppressed is only a victim. Human beings are always capable of organising and acting on their own – often against very heavy odds—to struggle for justice and dignity. Dalits too have been increasingly active on the political, agitational, and cultural fronts. From the pre-Independence struggles and movements launched by people like Jyotiba Phule, Iyotheddas, Periyar, Ambedkar and others (See Chapter 3) to contemporary political organisations like the Bahujan Samaj Party in Uttar Pradesh or the Dalit Sangharsh Samiti of Karnataka, Dalit political assertion has come a long way. Dalits have also made significant contributions to literature in several Indian languages, specially Marathi, Kannada, Tamil, Telugu and Hindi. Dfor Dalit, D for Defiance</p> <p>Gohana is a small, dusty town on the Sonapat-Rohtak highway of Haryana with billboards promising progress... Past the town square, Gohana’s largest dalit neighbourhood, Valmiki Colony, has risen from the ashes. On 31 August 2005, it was looted and burnt by a mob of Jats after a Jat youth was killed in a scuffle with some dalit youngsters. Dalits had fled their homes fearing attacks by Jats after the murder; The patrolling police had chosen not to stop the mobs from torching 54 dalit houses. “The arson was the Jats’ way of teaching the dalits a lesson,” said Vinod Kumar, whose house was burnt. “The police, administration and the government are dominated by Jats; they simply watched our houses burn.”</p> <p>Read the passage and answer the following questions: (2 marks each)</p> <p>i. What is totem? ii. Who established Satya Shodhak Samaj and why? iii. Define prejudice?</p>	6
35.	‘Secularism can be understood in its two forms.’ Explain.	6

Q.N.	Questions	Marks
1.	<p>Which policy was introduced by the Government of India that could increase the child sex ratio in the country?</p> <p>(a) Beti Bachao, Beti Padhao</p>	1
2.	<p>The Population Policy (of 1952) took the concrete home of the_____.</p> <p>(b) National Family Planning Programme</p>	1
3.	<p>Assertion (A): Unlike the death rate the birth rate has not registered a sharp fall. Reason (R): by and large increased levels of prosperity exert a strong downward pull on the birth rate.</p> <p>(b) Both Assertion (A) and Reason (R) are true but reason (R) is not the correct explanation of Assertion (A).</p>	1
4.	<p>The _____ refers to the total number of live births that a hypothetical woman would have if she believed the rough the reproductive age group and had the average number of babies in each segment of this age group as determined by the age specific fertility rates for that area.</p> <p>(d) Total fertility rate</p>	1

5.	Considering from an urban point of view, the rapid growth in urbanisation shows that town or city has been ting as a magnet for the rural population.” Choose the incorrect statement about urbanisation in India. (d) Urban areas are a decisive force in terms of political power dynamics.	1
6.	‘One Caste, One Religion, One God for all men’ is watchword given by_____ (c) Sri Narayan Guru	1
7.	Assertion (A): There is a corelation between disability and poverty. Reason (R): Public perception of disability is based on cultural conception. (e) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A).	1
8.	Which of the following is NOT a permanent trait of tribes in India? (c) Ecological habitat	1
9.	Which of the following are not the changes brought by colonialism to the caste system? (c) Linking castes to traditional occupations.	1
10.	“Sultana’s Dream” is a book written by: (f) Begum Rokeya Sakhawat Hossain	1
11.	The First Backward Classes Commission headed by _____ submitted its report in _____. (c) Kaka Kalekar, 1953	1
12.	Identify the reason/ reasons for the OBCs are a much more diverse group than the Dalits or Adivasis? (d) Both (a) and (b) are true.	1
13.	Choose the correct option: (b) Language and tribal identity have provided the most powerful instrument for the formation of ethno-national identity in India.	1
14.	Which one of the following does not stand for secularism? (d) Religious identity overriding everything else	1
15.	Religious minorities like the Parsis or Sikhs may be relatively well off economically but, they may still be disadvantaged in a _____ sense. (d) cultural	1
16.	_____ was planned and re-developed so that by 1900 over three –quarters of India's raw cotton were shipped through the city. (b) Bombay	1
<b>Section -B</b>		
17.	ANS:- <b>LESSON 2</b> During the time of emergency government tried to intensify the efforts to bring down the growth rate by introducing coercive programme of mass sterilisation, i.e. Vasectomy and Tubectomy.	2
18.	ANS. <b>LESSON 2</b> A rising dependency ratio is a cause for worry in countries that are facing an ageing population since it becomes difficult for a relatively smaller proportion of working age people to carry the burden of providing resources for a relatively larger proportion of dependents. A source of economic growth and prosperity: i. Due to larger proportion of workers relative to non workers or dependents. ii. When ratio is low it is beneficial; when high it is a cause for worry	1+1=2
19.	Ans. <b>LESSON 3</b>	1+1=2
20.	Ans. <b>LESSON 3</b> Ans. The positive impact of success- such as the achievement of statehood for	2

	<p><b>Jharkhand and Chhattisgarh after a long struggle is moderated by continuing problems many of the states of the NE. Interactional process are now forming tribal identities</b></p> <p><b>Many tribal identities are based on thoughts of resistance and opposition to the overpowering force of the non-tribal world because this interactional process has not favoured the tribes.</b></p> <p><b>The positive influence of achievements, like as Jharkhand and Chhattisgarh gaining statehood, is tented by ongoing issues. Many people in the northeastern states have been subjected to unique regulations that restrict their civil liberties the vicious spiral of armed rebellion prompting official repression, which then drives more rebellions has taken a toll on the culture economics and Society of these northeastern states.</b></p>	
21.	<p><b>Lesson 6</b>  <b>Refer pg 132</b>  <b>Article 29</b></p> <ol style="list-style-type: none"> <li><b>i. Any section of the citizens residing in the territory of India or any thereof having a distinct language, script or culture of its own shall have the right to conserve the same.</b></li> <li><b>ii. No citizen shall be denied admission into any educational institutions maintained by the state or received out of state funds on grounds only of religion, caste, race, language or any of them.</b></li> </ol> <p><b>Article 30</b></p> <ol style="list-style-type: none"> <li><b>i. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.</b></li> <li><b>ii. The state shall not in granting aid to educational institutions, discriminate against any educational institution on the ground that is under the management of a minority, whether based on religion or language.</b></li> </ol>	<b>1+1=2</b>
22.	<p><b>( lesson 5)</b>  <b>Term used by the Indian government to describe communities that are socially or educationally disadvantaged.</b></p> <ol style="list-style-type: none"> <li><b>i. Social and educational backwardness.</b></li> <li><b>ii. General identification by caste.</b></li> <li><b>iii. Neither part of forward castes, nor of the Dalits</b></li> </ol>	<b>1+1=2</b>
23.	<p><b>L 5 (Refer pg 107)</b>  <b>Anita Ghai .</b></p> <ol style="list-style-type: none"> <li><b>i. Disability is understood as a biological given.</b></li> <li><b>ii. The disabled person is seen as victim.</b></li> <li><b>iii. Disability is supposed to be linked with the disabled individual's self perception.</b></li> </ol>	<b>1+1=2</b>
24.	<p><b>(Lesson 6)</b>  <b>Nation- state became the dominant political form:</b></p> <ol style="list-style-type: none"> <li><b>i. Initially use of passports was not common for international travel.</b></li> <li><b>ii. Pertains to particular state, characteristic of the modern world.</b></li> <li><b>iii. A community of communities sharing a desire to be a part of the same political collectivity.</b>  <b>( any two)</b></li> </ol>	<b>2</b>
25.	<p><b>Yes, India experienced industrialization during the British colonial period, which led to the establishment of factories and mills, urbanization, and the decline of Indian</b></p>	<b>1+1=2</b>

	<p>textiles:</p> <ul style="list-style-type: none"> <li>British policies</li> </ul> <p>The British government promoted industrialization by setting up factories and mills, and by importing cheap raw materials from India and exporting finished products back.</p> <ul style="list-style-type: none"> <li>Textile industry</li> </ul> <p>The first major industries were textile mills, which were able to take advantage of India's abundant raw materials.</p> <ul style="list-style-type: none"> <li>Decline of Indian textiles</li> </ul> <p>Two trade policies led to the decline of Indian textiles, which helped British cotton industries prosper. Thousands of weavers lost their jobs and some turned to agriculture.</p> <ul style="list-style-type: none"> <li>Other industries</li> </ul> <p>The British also set up jute and tea plantations, taking advantage of India's geographical diversity.</p> <ul style="list-style-type: none"> <li>Lopsided growth</li> </ul> <p>The British rulers did not encourage the growth of industries, and the result was an unbalanced industrial structure.</p> <p><b>( lesson 8)</b></p>	
	<b>Section-C</b>	
26.	<p><b>Ans lesson 5</b></p> <p><b>IN 1931 Indian National Congress in 1931 the Karachi session of the Indian National Congress declared the fundamental rights of citizenship in India whereby if committed itself to women's equality.</b></p> <p><b>The declaration reads as follows:</b></p> <ol style="list-style-type: none"> <li><b>All cities are equal before the law, irrespective of religion, caste, creed or sex.</b></li> <li><b>No disability attaches to any citizen by reason of his or her religion cast creed or sex in regard to public employment office of power or honour and in the exercise of any trade or calling.</b></li> <li><b>Women shall have the right to vote, to represent and the right to hold public offices</b></li> </ol>	<b>4</b>
27.	<p><b>Ans: 1 6</b></p> <ol style="list-style-type: none"> <li><b>Rajaram Mohan Roy Campaign against the practise of sati 19<sup>th</sup> century Bengal. He founded the Samaj in 1828.</b></li> <li><b>MG Ramali let the movement of widow remarriage efforts. Writing are titled as The Text of The Hindu Law on The Lawfulness of The Remarriage of Widows And Vedic Authorities For Widow Marriage</b></li> <li><b>Jyotiba Phule attacked both caste and gender discrimination.</b></li> <li><b>Sir Syed Ahmed Khan wanted Muslim girls to be educated within the vicinity of their homes</b></li> <li><b>Dayanam Saraswati stood for women's education.</b></li> <li><b>Tarabhi Shinde through her writings attack the double standard of male dominated society. Her book is called Stree Purush Tulana.</b></li> <li><b>Begum Rukhaya Hussain wrote a science fiction call Sultana's dream.</b></li> </ol>	<b>4</b>
28.	<p><b>ANS. L6</b></p> <p><b>Refer pg no. 137, 138</b></p> <ol style="list-style-type: none"> <li><b>It is the sphere of active citizenship where individuals take up social issue, try to influence the state vor make demands on it, pursue their collective interests or seek support for a variety of causes.</b></li> <li><b>The right to information act 2005 gvidesv Indian an access to</b></li> </ol>	<b>4</b>

	<p>government records.</p> <p>iii. The act specifies that citizens have right to:</p> <ol style="list-style-type: none"> <li>Request any information.</li> <li>Take copies of documents</li> <li>Inspector documents works and records</li> <li>Take certified samples of materials work.</li> </ol>	
29.	<p>Refer L3</p> <ol style="list-style-type: none"> <li>National Development started in European Iraq involving the building of large times, factories and mines were undertaken at the cost of dispossessing tribes of their land</li> <li>The loss of forests, community based collective ownership on which tribal communities dependent has been a major blow.</li> <li>Heavy immigration of non tribal threatened to disrupt their culture and further marginalize and exploit the tribes.</li> </ol>	4
30.	<p>Refer lesson 2</p> <p>They are talking about National Family Planning Policy.</p> <p>The broad objectives of this programme have remained the same – to try to influence the rate and pattern of population growth in socially desirable directions. In the early days, the most important objective was to slow down the rate of population growth through the promotion of various birth control methods, improve public health standards, and increase public awareness.</p> <p>The Family Planning Programme suffered a setback during the years of the National Emergency (1975–76). Normal parliamentary and legal procedures were suspended during this time and special laws and ordinances issued directly by the government (without being passed by Parliament) were in force. During this time the government tried to intensify the effort to bring down the growth rate of population by introducing a coercive programme of mass sterilisation. Here sterilisation refers to medical procedures like vasectomy (for men) and tubectomy (for women) which prevent conception and childbirth. Vast numbers of mostly poor and powerless people were forcibly sterilised and there was massive pressure on lower level government officials (like school teachers or office workers) to bring people for sterilisation in the camps that were organised for this purpose.</p>	1+1+2 = 4
31.	<p>Rising dependency ratio a cause for worry in countries that are facing ageing population.since it becomes difficult for a relatively smaller proportion of working age people to carry the burden of proiding resources for a relatively larger proportion of dependents.</p> <p>Reasons:</p> <ol style="list-style-type: none"> <li>Increased leels of prosperity eert a strong pull on birth rate</li> <li>Increased literacy rate</li> <li>Growing awareness</li> <li>Increase in the level of education</li> <li>Acceptance of small family size.</li> </ol>	2+2=4
32.	<p>Read the table and answer the following qestions;</p> <ol style="list-style-type: none"> <li>Give two reasons for declining sex ratio. Illiteracy, neglect of the girl child , female foeticide</li> <li>In your opinion what steps should be taken to deal with this bias against the girl-child?</li> </ol>	2+2=4



	Awareness related to balance sex ratio, education , improve medical facilities , strict rules related to infanticide	
	<b>Section- C</b>	
33.	<p><b>Refer Lesson 3</b></p> <p>We can say that Adivasis were not always the oppressed groups as :</p> <ol style="list-style-type: none"> <li>i. There were several Gond kingdoms in central India such as that of Garha Mandala or Chanda.</li> <li>ii. Many of the so called Rajput kingdoms of Central and Western India actually emerged through a process of stratification among Adivasi communities themselves.</li> <li>iii. Adivasi is often exercised dominance over the plains and people through their capacity to raid them and through their services as local militias.</li> <li>iv. They also occupied a special trade niche, trading forest produce, salt and elephants.</li> </ol>	<b>6</b>
34.	<p>Read the passage and answer the following questions: (2 marks each)</p> <p>iii. What are reserved seats? The seats which are reserved for the weaker sections like women, schedule caste and schedule tribes for their social and economic upliftment.</p> <p>iv. Who established Satya Shodhak Samaj and why? Jyotiba Phule</p> <ol style="list-style-type: none"> <li>i. Improve the lives of women and Dalits</li> <li>ii. Increase political access and social rights for underprivileged groups</li> <li>iii. Promote education</li> <li>iv. Create a new social order where no one would be subordinate to the upper-caste Brahmans</li> <li>v. Fight for women's rights</li> <li>vi. Establish schools for children of lower castes and girls.( any other relevant point)</li> </ol> <p>iii. Define prejudice? Prejudice is defined as an unfavorable attitude or feeling towards a person or group based on their perceived membership in a social group. It can be based on a person's race, ethnicity, gender, religion, language, nationality, or other perceived characteristics.</p>	<b>6</b>
35.	<p><b>Refer Lesson 6</b></p> <p>India is a state recognising all religions to be equal.</p> <ol style="list-style-type: none"> <li>i. It does not favour any particular religion over the others.</li> <li>ii. Opposite of religious chauvinism implies equal respect for all religion.</li> <li>iii. Example India as a secular state declares public holidays to mark the festivals of all religions.</li> </ol> <p>Secularism in the western context</p> <ol style="list-style-type: none"> <li>i. It refers to separation of church and the state.</li> <li>ii. It means distancing of religion and political authority.</li> <li>iii. Example Great Britain etc</li> </ol>	<b>6</b>



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M.M. : 80

General Instructions:-

II. All questions are compulsory.

Q.N.	Questions	Marks
<b>Section- A</b>		
1.	<p>'Famines were also a major and recurring source of increased mortality'. Which of the following is not the cause of famines?</p> <p>(a) Continuing poverty and malnutrition in Agro climate environment. (b) Inadequate means of Transportation and communication. (c) Failure of entitlements. (d) Increasing birth rate.</p>	1
2.	<p>The Pyramid for 2026 shows the estimated future size of the relevant age groups based on data on the past rates of growth of each age group. Such estimates are also called _____</p> <p>(a) Projections (b) Age pyramid (c) Demographic dividend (d) Rate of natural decrease</p>	1
3.	<p>Assertion (A): The problem of selective abortion is not due to poverty or ignorance or lack of resources. Reason (R): We find the sex ratio to be the lowest in the most prosperous regions.</p> <p>(a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A). (b) Both Assertion (A) and Reason (R) are true but reason (R) is not the correct explanation of Assertion (A). (c) Assertion (A) is true but Reason is false. (d) Assertion (A) is false but Reason is true</p>	1
4.	<p>Which of the following is not a critic of Malthusian theory?</p> <p>(a) Food production continued to rise despite rapid population growth. (b) Standard of living continued to rise despite rapid population growth. (c) Poverty and starvation were caused by the unequal distribution of resources rather than by population growth. (d) Humanity is condemned to live in poverty forever because the growth of agricultural production will always be overtaken by population growth.</p>	1
5.	<p>What does Amartya Sen mean by failure of entitlements?</p> <p>(a) The inability of people to buy or otherwise obtain food. (b) Vulnerability to variations in rainfall (c) Lack of adequate means of Transportation and communication. (d) Famines.</p>	1
6.	<p>"The argument for a caste distinction was founded on an assumed cultural difference between Hindu castes with their beliefs in purity and pollution and in hierarchical integration and 'animist' tribal with their more egalitarian and kinship based modes of social organisation." Which of the following is not a characteristic of tribal communities?</p>	1

	(a) Animist (c) Kinship based modes of social organisation	(b) Egalitarian organisation (d) Organised religion	
7.	<p><b>Assertion (A):</b> Family is the site of bitter conflicts, injustice and violence.  <b>Reason (R):</b> The family is a space of great warmth and care with stories of compassion, sacrifice and care.</p> <p>(a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A).  (b) Both Assertion (A) and Reason (R) are true but reason (R) is not the correct explanation of Assertion (A).  (c) Assertion (A) is true but Reason is false.  (d) Assertion (A) is false but Reason is true.</p>		1
8.	<p>Which of the following is NOT a permanent trait of tribes in India?</p> <p>(a) Region (b) Mode of livelihood</p> <p>(c) Ecological habitat (d) Language</p>		1
9.	<p>The land reforms took away rights from the erstwhile claimants, The upper caste who were _____ In the sense that they played no part in agricultural economy other than claiming their rent.</p> <p>(a) Tenants (b) Dominant caste</p> <p>(c) Absentee landlord (d) Political leaders</p>		1
10.	<p>‘Stree Purush Tulana’ is a book written by:</p> <p>(a) Sir Syed Ahmed Khan (b) Begum Rokeya Sakhawat Hossain</p> <p>(c) Tarabai Shinde (d) Bishop Joseph Butler</p>		1
11.	<p>The Second Backward Classes Commission headed by _____ submitted its report in _____.</p> <p>(a) Jawaharlal Nehru, 1953 (b) B.P. Mandal ,1979</p> <p>(c) Kaka Kalekar, 1953 (d) B.P. Mandal ,1990</p>		1
12.	<p>Adivasi and their struggles are different from the Dalit struggle because?</p> <p>(a) Adivasi’s were concentrated in contagious areas and could demand statehood.  (b) They were not discriminated against like the Dalits.  (c) They did not face social exclusion like the Dalits.  (d) Their social and economic conditions were better than the Dalits.</p>		1
13. .	<p>What are the laws that allow citizens of a particular state to also – simultaneously- be citizens of another state called?</p> <p>(a) Cross border citizenship laws. (b) Dual citizenship laws</p> <p>(c) Multiple citizenship laws (d) None of the above</p>		1
14.	<p>Which of the following statements is not true about communalism in India?</p> <p>(a) There were no communal rights in the pre independence times.  (b) Communalism is recurrent source of violence and tension in India.  (c) Religious identity overrides every other identity in communalism  (d) Communalists believe in a political identity based on religion.</p>		1
15.	<p>Which of these is not a key area of focus by Indian National Congress?</p> <p>(a) Agriculture (b) industries (c) human factor (d) federal structure</p>		1
16.	<p>The National Planning Committee started by Indian National Congress was started in the year</p> <p>(a) 1919 (b) 1939 (c) 1924 (d) 1946</p>		1
<b>Section -B</b>			
17.	<p>Despite the decline in birth rate the growth rate of India’s population is increasing. Explain the reason.</p>		2
18.	<p>State any two constitutional provisions meant to protect minority rights.</p>		1+1=2
19.	<p>The institution of caste underwent changes during the colonial period through administrative intervention. Explain</p>		1+1=2

20.	'Adivasi experiences of marginalization and their sense of injustice were the mobilized to create shared Jharkhandi identity.' Mention the issues against which leaders of Jharkhand agitated.	2
21.	'Literacy as a prerequisite to education is an instrument of empowerment.' Discuss.	1+1=2
22.	Define OBCs? What makes the OBCs difficult political category to work with?	1+1=2
23.	Identify the person who argued that invisibility of the disabled can be compared to the protagonist of the book 'invincible man'? Write any one common feature central to the public perception of 'disability' all over the world?	1+1=2
24.	Discuss any two points that shows the plight of the labourers during colonial period.	2
25.	Nation- state became the dominant political form during the colony period. Explain.	2
<b>Section-C</b>		
26.	Discuss the social and economic problems of Adivasi in India. What steps have been taken by the government to uplift their status.	4
27.	'Social reformers helped in the emancipation of women in India'. Justify it with two favourable comments.	4
28.	'The Indian people had a brief experience of authoritarian rule during emergency'. Justify.	4
29.	Highlight the main source of conflict between national development and tribal development.	4
30.	Read the table and answer the following questions; i. Give two reasons for declining sex ratio. ii. In your opinion what steps should be taken to deal with this bias against the girl-child?	2+2 = 4
31.	Identify the reason for rising dependency ratio a cause for worry in countries that are facing ageing population. Also identify the reasons for different replacement levels found in the different states of India.	2+2=4
32.	Identify the picture.  Which policy they are thinking about? What was the important objective of the policy? How did the policy objective failed?	1+1+2 = 4
<b>Section- D</b>		
33.	How can we say that adivasis were not always the oppressed groups?	6
34.	Read the passage and answer the following questions: (2 marks each) i. What is reserved seats? ii. Who established Satya Shodhak Samaj and why? iii. Define prejudice?	6
35.	Explain the politics of assimilation and integration used to establish national identity.	6

Q.No.	Answers	Marks
<b>Section- A</b>		
1.	(d) Increasing birth rate.	1
2.	(a) Projections	1
3.	(a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A).	1
4.	(d) Humanity is condemned to live in poverty forever because the growth of agricultural production will always be overtaken by population growth.	1
5.	(a) The inability of people to buy or otherwise obtain food.	1
6.	(d) Organised religion	1
7.	(a) Both Assertion (A) and Reason (R) are true and reason (R) is the correct explanation of Assertion (A).	1
8.	(b) Mode of livelihood	1
9.	(c) Absentee landlord	1
10.	(c) Tarabai Shinde	1
11.	(b) B.P. Mandal ,1979	1
12.	(c) Adivasi's were concentrated in contiguous areas and could demand statehood.	1
13. .	(b) Dual citizenship laws	1
14.	(a) There were no communal rights in the pre independence times.	1
15.	(d) federal structure	1
16.	(b) 1939	1
<b>Section -B</b>		
17.	Lesson 2 (Refer pg 19 last paragraph)	2
18.	Refer Lesson 6 (page no. 132) Art. 29 and 30 iii. Any section of the citizens residing in the territory of India or any thereof having a distinct language, script or culture of its own shall have the right to conserve the same. iv. No citizen shall be denied admission into any educational institutions maintained by the state or received out of state funds on grounds only of religion, caste, race, language or any of them. Article 30 iii. All minorities whether based on religion shall have the right to establish and administer educational institutions of their choice. iv. The state shall not in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.	1+1=2
19.	Lesson 3 ( refer pg no. 45 and 46)	1+1=2
20.	The issues against which the leaders of Jharkhand agitated were: 1.Acquisition of land for large irrigation projects and fitting ranges. 2. Survey and settlement operations, which were held up, camps closed down etc. 3. Collection of loans, rent, dues which were resisted. 4. Nationalisation of forest produce which they boycotted.	2
21.	Refer lesson 2	1+1=2

	<b>Literacy as a prerequisite to education is an instrument of empowerment. The more literate the population the greater the consciousness of career options, as well as participation in the knowledge economy. Further, literacy can lead to health awareness and fuller participation in the cultural and economic well being of the community. Literacy levels have improved considerably after independence, and almost two-thirds of our population is now literate. But improvements in the literacy rate have to struggle to keep up with the rate of growth of the Indian population, which is still quite high.</b>	
22.	<b>Refer lesson 5</b> <b>Term used by the Indian government to describe communities that are socially or educationally disadvantaged.</b> <b>i. Social and educational backwardness.</b> <b>ii. General identification by caste.</b> <b>iii. Neither part of forward castes, nor of the Dalits</b>	<b>1+1=2</b>
23.	<b>L 5 (Refer pg 107)</b> <b>Anita Ghai .</b> <b>i. Disability is understood as a biological given.</b> <b>ii. The disabled person is seen as victim.</b> <b>iii. Disability is supposed to be linked with the disabled individual’s self perception.</b>	
24.	<b>Refer lesson 8</b> <b>1. The British retained some villages in the forest called 'forest villages' to cut, transport, and protect trees.</b> <b>2. Villager’s endured famines while paying high land rents and providing free labour for colonial officials.</b> <b>3. The livelihoods of people in Bastar were destroyed as many depended on the forests.</b>	<b>2</b>
25.	<b>Refer Lesson 6</b> <b>Nation- state became the dominant political form:</b> <b>i. Initially use of passports was not common for international travel.</b> <b>ii. Pertains to particular state, characteristic of the modern world.</b> <b>iii. A community of communities sharing a desire to be a part of the same political collectivity.</b> <b>( any two)</b>	<b>2</b>
<b>Section-C</b>		
26.	<b>Refer Lesson 5</b> <b>Problems of Adivasi’s upliftment:</b> <b>i. Adivasis in India live under impoverished and exploited circumstances.</b> <b>ii. Accelerated resources extraction started during colonial. In the post independence period has worsened their situation.</b> <b>iii. They have been denied access to forests and land for cultivation.</b> <b>iv. Adivasi lands are acquired for new mining and dam projects in the name of “National Development”.</b> <b>Steps taken by government for their upliftment:</b> <b>i. Reservation of seats for the scheduled tribes in government services, central and state legislatures and educational institutions.</b> <b>ii. Special laws to protect them. Example the schedule tribes and schedule castes (Prevention of Atrocities) act of 1989.</b> <b>iii. Schemes for development – five year plans, tribal sub plans, tribal welfare blocks, special multipurpose schemes.</b>	<b>4</b>
27.	<b>i. Rajaram Mohan Roy Campaign against the practise of sati 19<sup>th</sup></b>	<b>4</b>

	<p>century Bengal. He founded the Samaj in 1828.</p> <p>ii. MG Ramali led the movement of widow remarriage efforts. Writing are titled as The Text of The Hindu Law on The Lawfulness of The Remarriage of Widows And Vedic Authorities For Widow Marriage</p> <p>iii. Jyotiba Phule attacked both caste and gender discrimination.</p> <p>iv. Sir Syed Ahmed Khan wanted Muslim girls to be educated within the vicinity of their homes</p> <p>v. Dayanand Saraswati stood for women's education.</p> <p>vi. Tarabhi Shinde through her writings attack the double standard of male dominated society. Her book is called Stree Purush Tulana.</p> <p>vii. Begum Rukeya Hussain wrote a science fiction call Sultana's dream.</p>	
28.	<p>Refer lesson 6</p> <p>i. Suspension of Parliament: The Emergency suspended Parliament and revoked most of the rights given to citizens by the constitution.</p> <p>ii. Arrests and detentions: A large number of politically active people were arrested and jailed without trial.</p> <p>iii. Civil liberties violations: The Emergency violated civil liberties and people were detained without any reason.</p> <p>iv. Arbitrary laws: The Emergency was characterized by arbitrary laws, where nothing was followed according to set rules and regulations.</p> <p>v. Media censorship: The Emergency imposed censorship on the media.</p> <p>vi. Forced sterilization: People were forcefully sterilized.</p> <p>vii. Slums demolished: Slums were demolished</p>	4
29.	<p>Refer Lesson 3</p> <p>i. National Development started in European Iraq involving the building of large times, factories and mines were undertaken at the cost of dispossessing tribes of their land</p> <p>ii. The loss of forests, community based collective ownership on which tribal communities dependent has been a major blow.</p> <p>iii. Heavy immigration of non tribal threatened to disrupt their culture and further marginalize and exploit the tribes.</p>	4
30.	<p>Read the table and answer the following questions;</p> <p>i. Give two reasons for declining sex ratio. Illiteracy, neglect of the girl child , female foeticide.</p> <p>ii. In your opinion what steps should be taken to deal with this bias against the girl-child? Awareness related to balance sex ratio, education , improve medical facilities , strict rules related to infanticide</p>	2+2= 4
31.	<p>Refer Lesson 2</p> <p>Rising dependency ratio a cause for worry in countries that are facing ageing population.since it becomes difficult for a relatively smaller proportion of working age people to carry the burden of providing resources for a relatively larger proportion of dependents.</p> <p>Reasons:</p> <p>i. Increased levels of prosperity exert a strong pull on birth rate</p> <p>ii. Increased literacy rate</p> <p>iii. Growing awareness</p> <p>iv. Increase in the level of education</p>	2+2=4
32.	<p>Identify the picture.</p> <p>Refer lesson 2</p> <p>They are talking about National Family Planning Policy.</p>	1+1+2 = 4

	<p>The broad objectives of this programme have remained the same – to try to influence the rate and pattern of population growth in socially desirable directions. In the early days, the most important objective was to slow down the rate of population growth through the promotion of various birth control methods, improve public health standards, and increase public awareness.</p> <p>The Family Planning Programme suffered a setback during the years of the National Emergency (1975–76). Normal parliamentary and legal procedures were suspended during this time and special laws and ordinances issued directly by the government (without being passed by Parliament) were in force. During this time the government tried to intensify the effort to bring down the growth rate of population by introducing a coercive programme of mass sterilisation. Here sterilisation refers to medical procedures like vasectomy (for men) and tubectomy (for women) which prevent conception and childbirth. Vast numbers of mostly poor and powerless people were forcibly sterilised and there was massive pressure on lower level government officials (like school teachers or office workers) to bring people for sterilisation in the camps that were organised for this purpose.</p>	
	<b>Section- D</b>	
33.	<p>Refer lesson 3 for other points</p> <p>We can say that Adivasis were not always the oppressed groups as :</p> <ol style="list-style-type: none"> <li>i. There were several Gond kingdoms in central India such as that of Garha Mandala or Chanda.</li> <li>ii. Many of the so called Rajput kingdoms of Central and Western India actually emerged through a process of stratification among Adivasi communities themselves.</li> <li>iii. Adivasi is often exercised dominance over the plains and people through their capacity to raid them and through their services as local militias.</li> <li>iv. They also occupied a special trade niche, trading forest produce, salt and elephants.</li> </ol>	6
34.	<p>Read the passage and answer the following questions: (2 marks each)</p> <ol style="list-style-type: none"> <li>i. What are reserved seats? The seats which are reserved for the weaker sections like women, schedule caste and schedule tribes for their social and economic upliftment.</li> <li>ii. Who established Satya Shodhak Samaj and why? <ol style="list-style-type: none"> <li>i. Jyotiba Phule</li> <li>ii. Improve the lives of women and Dalits</li> <li>iii. Increase political access and social rights for underprivileged groups</li> <li>iv. Promote education</li> <li>v. Create a new social order where no one would be subordinate to the upper-caste Brahmans</li> <li>vi. Fight for women's rights</li> <li>vii. Establish schools for children of lower castes and girls.( any other relevant point)</li> </ol> </li> <li>iv. Define prejudice? Prejudice is defined as an unfavorable attitude or feeling towards a person or group based on their perceived membership in a social group. It can be based on a person's race, ethnicity, gender, religion, language, nationality, or other perceived characteristics.</li> </ol>	6



35.	<p><b>Refer Lesson 6 (pg 120-121)</b></p> <p><b>Assimilationist and integrationist strategies try to establish singular national identities through various interventions like:</b></p> <ol style="list-style-type: none"> <li><b>i. Centralising all powers to forums where the dominant group constitutes a majority and eliminating the autonomy of local or minority groups.</b></li> <li><b>ii. Imposing a unified legal and judicial system based on the dominant group's traditions and abolishing alternative systems used by other groups.</b></li> <li><b>iii. Adopting the dominant group's language and the only official national language and making its use mandatory in all public institutions.</b></li> <li><b>iv. Promotion of dominant groups language and culture through national institutions including state controlled media and educational institutions.</b></li> <li><b>v. Adoption of state symbols celebrating the dominant group's history, heroes and culture reflected in such things as choice of national holidays or naming of streets, etc.</b></li> <li><b>vi. Seizure of lands forest and fisheries from minority groups and indigenous people and declaring them national resources.</b></li> </ol>	6
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