

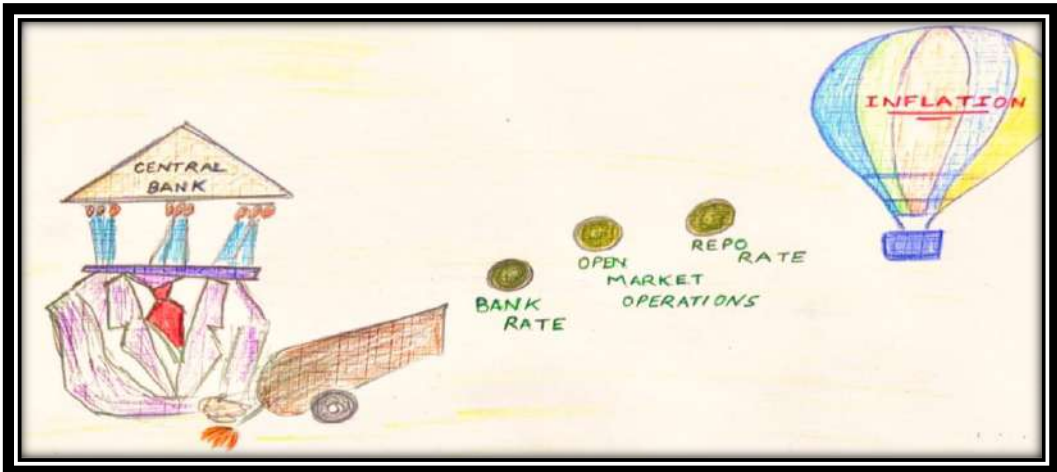
## ECONOMICS (030) CLASS 12

**M.M. – 80**

- I. This question paper contains two sections:  
Section A – Macro Economics  
Section B – Indian Economic Development
- II. This paper contains 20 Multiple Choice Type Questions of 1 mark each.
- III. This paper contains 4 Short Answer Type Questions of 3 marks each to be answered in 60 to 80 words.
- IV. This paper contains 6 Short Answer Type Questions of 4 marks each to be answered in 80 to 100 words.
- V. This paper contains 4 Long Answer Type Questions of 6 marks each to be answered in 100 to 150 words.



| <b>9</b>      | <p>Read the following statements: Assertion (A) and Reason (R). Choose the correct option from those given below:</p> <p><b>Assertion (A):</b> External Assistance is recorded in the Current Account of the Balance of Payments of a nation.</p> <p><b>Reason (R):</b> External Assistance includes bilateral and multilateral loans received/extended by a nation.</p> <p>Options:</p> <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 (R) is false.</p> <p>D. Assertion (A) is false, but Reason (R) is true.</p> | <b>1</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
|---------------|---|------------------------|-------|------------------------|-----|---------------------------|-------|------|---------------------------------|-----|-------|-------------------|-----|------|---------------------------------|-----|-----|------------------------------|-----|----------|
| <b>10</b>     | <p>Reserve Bank of India (RBI) was established in the year ____.</p> <p>(Choose the correct option to fill up the blank)</p> <p>A. 1934<br/>B. 1935<br/>C. 1936<br/>D. 1937</p>   | <b>1</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>11</b>     | <p>For a hypothetical economy, assuming there are only two firms (A and B) with equal Gross Value Added (GVA).</p> <p>On the basis of the following data, estimate the value of Domestic Sales of Firm A:</p> <table border="1"> <thead> <tr> <th>S. No.</th><th>Items</th><th>Amount<br/>(in ₹ crore)</th></tr> </thead> <tbody> <tr> <td>(i)</td><td>Value of Output of Firm B</td><td>1,000</td></tr> <tr> <td>(ii)</td><td>Purchases by Firm A from Firm B</td><td>300</td></tr> <tr> <td>(iii)</td><td>Exports by Firm A</td><td>200</td></tr> <tr> <td>(iv)</td><td>Purchases by Firm B from Firm A</td><td>250</td></tr> <tr> <td>(v)</td><td>Additions to stock of Firm A</td><td>150</td></tr> </tbody> </table>                           | S. No.                 | Items | Amount<br>(in ₹ crore) | (i) | Value of Output of Firm B | 1,000 | (ii) | Purchases by Firm A from Firm B | 300 | (iii) | Exports by Firm A | 200 | (iv) | Purchases by Firm B from Firm A | 250 | (v) | Additions to stock of Firm A | 150 | <b>3</b> |
| S. No.        | Items   | Amount<br>(in ₹ crore) |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| (i)           | Value of Output of Firm B   | 1,000                  |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| (ii)          | Purchases by Firm A from Firm B   | 300                    |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| (iii)         | Exports by Firm A   | 200                    |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| (iv)          | Purchases by Firm B from Firm A   | 250                    |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| (v)           | Additions to stock of Firm A  | 150                    |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>12 (A)</b> | <p>"The statutory requirement of the Reserve Ratio (RR) acts as a limit to the amount of credit that banks can create."</p> <p>Justify the given statement with the valid explanation.</p> <p style="text-align: center;"><b>OR</b></p>   | <b>3</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>12 (B)</b> | <p>"The Reserve Bank of India (RBI) provides several banking services to the Government."</p> <p>Do you agree with the given statement? Give valid explanation in support of your answer.</p>   | <b>3</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>13 (A)</b> | <p>Ms. Sarika is a retired government employee. Every month, she earns rental income from a property she owns. She has also invested in fixed deposit, which provide her with interest income. Occasionally, she receives cash transfers from her family members abroad.</p> <p>Classify, Ms. Sarika's income as factor income or transfer income, giving valid reasons in support of your answer.</p> <p style="text-align: center;"><b>OR</b></p>   | <b>4</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>13 (B)</b> | <p>"Under the Expenditure Method, the value of Gross Domestic Product (GDP) can be estimated by adding the final expenditure incurred by all the sectors of an economy."</p> <p>In the light of the given statement, explain the expenditure incurred by any two sectors.</p>   | <b>4</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |
| <b>14</b>     | <p>"Mr. Spector, a normal resident of XYZ country, took a \$1 million loan from an overseas bank to expand his manufacturing business. During the same year, the Government of XYZ country borrowed \$5 billion from an international financial institution to cover the Balance of Payments (BoP) deficit prevailing in the country."</p>  | <b>4</b>               |       |                        |     |                           |       |      |                                 |     |       |                   |     |      |                                 |     |     |                              |     |          |

|           | <p>Mishika, an economics student, read the above information and identified both the transactions cited, as autonomous transactions in the BoP account of XYZ country.</p> <p>Do you agree with Mishka's identification of the underlying concept? Give valid arguments in support of your answer.</p>  |                                    |   |                                     |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
|-----------|---|------------------------------------|---|-------------------------------------|---|-------------------------------------|---|-------|-------|-----|-----|----|--|-----|-----|-----|-----|--|-----|-----|-----|-----|--|-----|-----|-----|--|--|-----|------|-------|---|
| 15        | <p>Refer to the given image carefully:</p> <div></div> <p>Explain any two indicated measures taken by the Central Bank to control the highlighted macroeconomic issue.</p> <p><b>Note: The following question is for the Visually Impaired Candidates only, in lieu of Q.15</b></p> <p>State and explain any two measures that can be taken by the Central Bank to control the situation of inflation.</p>  | 4                                  |   |                                     |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| 16<br>(A) | <p>(I) Suppose in an economy, the Marginal Propensity to Consume (MPC) is 0.8. The government introduced an investment project of ₹ 1,000 crore which led to a manyfold increase in National Income (Y) and Consumption Expenditure (C). Estimate:</p> <p>(a) Value of Investment Multiplier (k)</p> <p>(b) Missing Values of (i) and (ii)</p> <table><tr><th>Rounds</th><th>Change in Investment<br/>(<math>\Delta I</math>)</th><th>Change in Income<br/>(<math>\Delta Y</math>)</th><th>Change in Consumption<br/>(<math>\Delta C</math>)</th><th>Change in Savings<br/>(<math>\Delta S</math>)</th></tr><tr><td>I</td><td>1,000</td><td>1,000</td><td>800</td><td>200</td></tr><tr><td>II</td><td></td><td>800</td><td>640</td><td>160</td></tr><tr><td>...</td><td></td><td>...</td><td>...</td><td>...</td></tr><tr><td>...</td><td></td><td>...</td><td>...</td><td>...</td></tr><tr><td></td><td></td><td>(i)</td><td>(ii)</td><td>1,000</td></tr></table> <p>(II) "Sum of the Average Propensity to Consume (APC) and Average Propensity to Save (APS) is always equal to one."<br/>Justify the given statement with the help of a suitable argument.</p> <p style="text-align: center;"><b>OR</b></p> <p>(I) Suppose in a hypothetical economy, people save 20% of their additional income. Ex-Ante Investments equals ₹ 100 and the equilibrium level of income stands at ₹ 700. Calculate dissavings at zero level of income.</p> <p>(II) Define Effective Demand. Explain the adjustment mechanism to attain the level of Effective Demand, if ex-ante Aggregate Demand is more than ex-ante Aggregate Supply.</p> | Rounds                             | Change in Investment<br>( $\Delta I$ )  | Change in Income<br>( $\Delta Y$ )  | Change in Consumption<br>( $\Delta C$ ) | Change in Savings<br>( $\Delta S$ ) | I | 1,000 | 1,000 | 800 | 200 | II |  | 800 | 640 | 160 | ... |  | ... | ... | ... | ... |  | ... | ... | ... |  |  | (i) | (ii) | 1,000 | 3 |
| Rounds    | Change in Investment<br>( $\Delta I$ )  | Change in Income<br>( $\Delta Y$ ) | Change in Consumption<br>( $\Delta C$ ) | Change in Savings<br>( $\Delta S$ ) |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| I         | 1,000   | 1,000                              | 800                                     | 200                                 |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| II        |   | 800                                | 640                                     | 160                                 |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| ...       |   | ...                                | ...                                     | ...                                 |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| ...       |   | ...                                | ...                                     | ...                                 |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
|           |   | (i)                                | (ii)                                    | 1,000                               |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| 16<br>(B) | <p>(I) Suppose in a hypothetical economy, people save 20% of their additional income. Ex-Ante Investments equals ₹ 100 and the equilibrium level of income stands at ₹ 700. Calculate dissavings at zero level of income.</p> <p>(II) Define Effective Demand. Explain the adjustment mechanism to attain the level of Effective Demand, if ex-ante Aggregate Demand is more than ex-ante Aggregate Supply.</p>   | 2<br>4                             |   |                                     |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |
| 17        | <p>Refer to the given text carefully:</p> <p>Revenue receipts of the Union Government of India, consisting of tax revenue and non-tax revenue increased year-on-year by 14.5% in the financial year 2023-24, with robust growth in both tax and non-tax revenues.</p>   |                                    |   |                                     |   |                                     |   |       |       |     |     |    |  |     |     |     |     |  |     |     |     |     |  |     |     |     |  |  |     |      |       |   |



| 21  | <p>Read the following statements: Assertion (A) and Reason (R). Choose the correct option from those given below:</p> <p><b>Assertion (A):</b> Indian rural credit system was significantly transformed with the implementation of technological reforms in agriculture sector.</p> <p><b>Reason (R):</b> Green Revolution led to the diversification of the portfolio of rural credit towards production-oriented lending.</p> <p>Options:</p> <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 (R) is false.</p> <p>D. Assertion (A) is false, but Reason (R) is true.</p>   | 1   |  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
|-----|--|-----|--|--|-----------|-----|------------------|---|-----------------------|-----|-----------|----|-------------------------------------|-----|--------------|-----|--|-----|--------------------------|----|-------------------------|---|
| 22  | <p>Owing to the efforts of the _____, the Indian government initiated modernisation of informal sector enterprises.</p> <p>(Choose the correct option to fill up the blank)</p> <p>A. World Trade Organisation                      B. International Labour Organisation</p> <p>C. Central Statistical Office                      D. International Monetary Fund</p>  | 1   |  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| 23  | <p>Read the following text carefully:</p> <p>All economic activities can be categorized into eight different industrial divisions as:</p> <div><div>CLASSIFICATION OF ECONOMIC ACTIVITIES INTO EIGHT INDUSTRIAL DIVISIONS</div><div><div>(i) AGRICULTURE</div><div>(ii) MINING AND QUARRYING</div><div>(iii) MANUFACTURING</div><div>(iv) ELECTRICITY, GAS AND WATER SUPPLY</div><div>(v) CONSTRUCTION</div><div>(vi) TRADE</div><div>(vii) TRANSPORT AND STORAGE</div><div>(viii) SERVICES</div></div></div> <p>For simplicity, all the working persons engaged in these divisions can be clubbed into three major sectors primary, secondary and tertiary sector.</p> <p>In the light of the given text, primary sector includes _____.</p> <p>(Choose the correct option to fill up the blank)</p> <p>Options:</p> <p>A. Only (i)    B. (i) and (ii)</p> <p>C. (iii), (iv) and (v)                              D. (vi), (vii) and (viii)</p> | 1   |  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| 24  | <p>The population explosion and advent of Industrial Revolution led to the ____.</p> <p>(Choose the correct option to fill up the blank)</p> <p>A. reversal of supply-demand relationship of environmental resources</p> <p>B. decrease in demand for environmental resources</p> <p>C. decrease in the average temperature of the earth’s lower atmosphere</p> <p>D. increase in the environmental quality</p>  | 1   |  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| 25  | <p>From the set of terms given in Column I and corresponding facts given in Column II, choose the correct pair of statements:</p> <table><tr><th></th><th>Column I</th><th></th><th>Column II</th></tr><tr><td>(a)</td><td>Animal Husbandry</td><td>i</td><td>Instability in income</td></tr><tr><td>(b)</td><td>Fisheries</td><td>ii</td><td>Mixed crop-livestock farming system</td></tr><tr><td>(c)</td><td>Horticulture</td><td>iii</td><td>India is the second-largest producer of fruits and vegetables in the world</td></tr><tr><td>(d)</td><td>Agro-processing industry</td><td>iv</td><td>Iron and steel industry</td></tr></table> <p>Options:</p> <p>A. (a)-i    B. (b)-ii</p> <p>C. (c)-iii    D. (d)-iv</p>  |     | Column I   |  | Column II | (a) | Animal Husbandry | i | Instability in income | (b) | Fisheries | ii | Mixed crop-livestock farming system | (c) | Horticulture | iii | India is the second-largest producer of fruits and vegetables in the world | (d) | Agro-processing industry | iv | Iron and steel industry | 1 |
|     | Column I   |     | Column II  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| (a) | Animal Husbandry   | i   | Instability in income  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| (b) | Fisheries  | ii  | Mixed crop-livestock farming system  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| (c) | Horticulture   | iii | India is the second-largest producer of fruits and vegetables in the world |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |
| (d) | Agro-processing industry   | iv  | Iron and steel industry  |  |           |     |                  |   |                       |     |           |    |                                     |     |              |     |  |     |                          |    |                         |   |

|                                  |   |                          |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
|----------------------------------|---|--------------------------|---|---------|---|---------------------------------|---------------------------|--------------------------|----------------------|----------------------------------|--------------------------|----------|----------------------|-------------|
| 26                               | _____ is the measure being taken to create orderly and transparent marketing conditions. (Choose the correct option to fill up the blank)<br>Options:<br>A. Cooperative marketing<br>B. Assurance of Minimum Support Price (MSP)<br>C. Provision of infrastructural development<br>D. Regulation of markets   | 1                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 27                               | Read the following statements carefully:<br><b>Statement 1:</b> Great Leap Forward (GLF) campaign met with many problems like severe drought, conflict with Russia etc.<br><b>Statement 2:</b> Under agricultural reforms, commune lands were allocated to individual households for ownership, who were allowed to keep all post-tax income.<br>In light of the given statements, choose the correct option from the following:<br>A. Statement 1 is true and Statement 2 is false.<br>B. Statement 1 is false and Statement 2 is true.<br>C. Both Statements 1 and 2 are true.<br>D. Both Statements 1 and 2 are false.   | 1                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 28                               | “Pakistan was maintaining a healthy economic growth momentum of 6.3% till 1990s, however it lost its track of economic growth falling to 5.3% between 2015-17.”<br>Do you agree with the given statement? Justify your answer with valid arguments.   | 3                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 29<br>(A)                        | “Edward Barbier defined Sustainable Development as a strategy which is directly concerned with increasing the material standard of living of the poor at the grass root level.”<br>Elaborate the given statement.   | 3                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 29<br>(B)                        | <b>OR</b>   | 3                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 30<br>(A)                        | “The introduction of Railways affected the structure of the Indian economy in two important ways.”<br>Justify the given statement, with valid explanation.  | 4                        |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 30<br>(B)                        | Refer to the given information carefully:<br><table><tr><td></td><td>1921–30</td><td>1941–50</td><td>Increase in<br/>expectation of life<br/>during 20 years</td></tr><tr><td>Expectation of life<br/>at birth</td><td>26 years and<br/>11 months</td><td>32 years and<br/>5 months</td><td>5 years and 6 months</td></tr><tr><td>Expectation of life<br/>at age 10</td><td>36 years and<br/>5 months</td><td>39 years</td><td>2 years and 7 months</td></tr></table><br><b>Source: Census of India 1951</b><br>Answer the following questions on the basis of the given information and common understanding:<br>(I) Identify and define the demographic indicator given in the above table.<br>(II) List any two such demographic indicators.<br>(III) State the stage of demographic transition India entered in 1921. |                          | 1921–30   | 1941–50 | Increase in<br>expectation of life<br>during 20 years | Expectation of life<br>at birth | 26 years and<br>11 months | 32 years and<br>5 months | 5 years and 6 months | Expectation of life<br>at age 10 | 36 years and<br>5 months | 39 years | 2 years and 7 months | 2<br>1<br>1 |
|                                  | 1921–30   | 1941–50                  | Increase in<br>expectation of life<br>during 20 years |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| Expectation of life<br>at birth  | 26 years and<br>11 months   | 32 years and<br>5 months | 5 years and 6 months                                  |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| Expectation of life<br>at age 10 | 36 years and<br>5 months  | 39 years                 | 2 years and 7 months                                  |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |
| 31                               | (I) “India has been a part of many regional and global economic groupings such as G20, SAARC, BRICS etc.”<br>In the light of the given statement, briefly explain the importance of regional and global economic groupings.<br><br>(II) Define ‘Special Economic Zone’.   | 3<br><br>1               |   |         |   |                                 |                           |                          |                      |                                  |                          |          |                      |             |

|                                 |   |   |
|---------------------------------|---|---|
| <p><b>32</b></p>                | <p>Refer to the given image carefully:</p> <div data-bbox="237 136 1311 517"> <div data-bbox="237 304 384 356" style="position: absolute; left: 149px; top: 136px;">Panel A</div> <div data-bbox="1157 304 1311 356" style="position: absolute; left: 725px; top: 136px;">Panel B</div> </div> <p>Answer the following questions on the basis of the given image:</p> <p>(I) Identify the type of farming in Panel A and Panel B.</p> <p>(II) Explain any one advantage and disadvantage of the type of farming in Panel B over Panel A.</p> <p><b>Note: The following question is for the Visually Impaired Candidates only, in lieu of Q.32</b></p> <p>Explain any one advantage and disadvantage of a whole system of farming that restores, maintains and enhances the ecological balance over conventional farming.</p>  | <p><b>1</b></p> <p><b>3</b></p> <p><b>4</b></p>                 |
| <p><b>33</b><br/><b>(A)</b></p> | <p>(I) "Government made a fresh statement of policy on the 30th April, 1956 which will help speeding up industrialisation and, in particular, to develop heavy industries and machine making industries, to expand the public sector, and to build up a large and growing co-operative sector".</p> <p><b>Source:</b> <a href="http://164.100.161.239/plans/planrel/fiveyr/index2.html">http://164.100.161.239/plans/planrel/fiveyr/index2.html</a> (Planning Commission)</p> <p>In the light of the given text and common understanding, comment upon the classification of industries under the revised policy.</p> <p>(II) "The implementation of land ceiling legislation in India encountered several challenges that hindered its effectiveness."</p> <p>Do you agree with the given statement? Give valid reasons in support of your answer.</p> <p style="text-align: center;"><b>OR</b></p> <p>(I) "The process of globalisation through liberalisation and privatisation has produced positive, as well as, negative results for India."</p> <p>Do you agree with the given statement? Give valid explanation in support of your answer.</p> <p>(II) "The Government of India was compelled to introduce the economic reforms of 1991."</p> <p>State any two reasons behind the introduction of Economic Reforms of 1991.</p> | <p><b>3</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>2</b></p> |
| <p><b>34</b></p>                | <p>Read the following text carefully:</p> <p>The National Education Policy (NEP) 2020, asserts that education is fundamental for achieving full human potential, providing universal access to quality education and leadership on the global stage in terms of economic growth, social justice and equality. Thus, it presents the best way forward for developing and optimising India's resources.</p> <p>To attain the goals of education, NEP 2020 unequivocally endorses a substantial increase in public investment in education by both the Central government and all State governments. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future progress and growth. To achieve this, they need to</p>   |   |

|  |   |  |
|--|---|--|
|  | <p>increase the public investment in Education sector to reach 6% of GDP at the earliest.</p> <p>One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. With a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030, it will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out. For the same, two initiatives that will be undertaken are to provide:</p> <ul style="list-style-type: none"> <li>• effective and sufficient infrastructure, so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.</li> <li>• regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support.</li> </ul> <p><b>Source:</b> <a href="https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf</a><br/>(adapted and modified)</p> <p>On the basis of the given text and common understanding, answer the following questions:</p> <p>(I) “Education is considered fundamental for achieving full human potential”.<br/>Justify the given statement with valid arguments. <b>2</b></p> <p>(II) Discuss the importance of increasing public expenditure in education. <b>2</b></p> <p>(III) State any two main initiatives that may be implemented to tackle school dropouts and avert additional students from leaving school. <b>2</b></p> |  |
|--|---|--|

**MARKING SCHEME (2025-26)**

**ECONOMICS (030) CLASS 12**

| <b>S.NO.</b>  | <b>SECTION A – MACRO ECONOMICS</b>  | <b>MARKS</b>   |
|---------------|---|--|
| <b>1</b>      | D. Average Propensity to Consume = 1<br><b>Note: The following answer is for the Visually Impaired Candidates only, in lieu of Ans.1</b><br>D. Average Propensity to Consume = 1  | <b>1</b><br><br><b>1</b>   |
| <b>2</b>      | C. 169.92   | <b>1</b>   |
| <b>3</b>      | A. Store of Value   | <b>1</b>   |
| <b>4</b>      | B. Statement 1 is false and Statement 2 is true.  | <b>1</b>   |
| <b>5</b>      | A. Factor<br><b>Note: The following answer is for the Visually Impaired Candidates only, in lieu of Ans.5</b><br>A. Factor  | <b>1</b>   |
| <b>6</b>      | B. ex-post Aggregate Demand   | <b>1</b>   |
| <b>7</b>      | C. Both Statements 1 and 2 are true.  | <b>1</b>   |
| <b>8</b>      | A. 580  | <b>1</b>   |
| <b>9</b>      | D. Assertion (A) is false, but Reason (R) is true.  | <b>1</b>   |
| <b>10</b>     | B. 1935   | <b>1</b>   |
| <b>11</b>     | Gross Value Added of Firm B = (i) – (iv)<br>= 1,000 – 250 = ₹ 750 crore<br>Gross Value Added of Firm A = Gross Value Added of Firm B = ₹ 750 crore<br>Domestic Sales of Firm A = Gross Value Added of Firm A – (iii) – (v) + (ii)<br>= 750 – 200 – 150 + 300<br>= ₹ 700 crore   | $\frac{1}{2}$<br>$\frac{1}{2}$<br><br><b>1</b><br>$\frac{1}{2}$<br>$\frac{1}{2}$ |
| <b>12 (A)</b> | Reserve Ratio is the percentage of deposits that every commercial bank must keep as reserves and rest of the deposits can be used to give loans. Reserve Ratio is fixed by the Central Bank to avoid 'over lending' by commercial banks. This is legally binding to all commercial banks.<br>Hence, the statutory requirement of the Reserve Ratio acts as a limit to the amount of credit that banks can create.<br><b>OR</b>                          | <b>3</b>   |
| <b>12 (B)</b> | Yes. The Reserve Bank of India (RBI) serves as the Government's banker, managing its accounts, receiving deposits, and processing payments. Exchanges, remittances and various banking operations are facilitated by the RBI on behalf of the government.<br>In addition to this, during any financial crisis, RBI provides credit to the government to ensure its smooth functioning and to support the state in managing its obligations effectively. | <b>3</b>   |
| <b>13 (A)</b> | The income earned by Ms. Sarika in the form of rent and interest can be classified as factor income, as it is the income earned by the factors of production for rendering their services.<br>Whereas;<br>Cash transfers received by Ms. Sarika from her family members abroad can be classified as transfer income as it is the income received without rendering any productive service in return.  | <b>2</b><br><br><b>2</b>   |

|                                       |  |   |
|---------------------------------------|--|---|
| <b>13</b><br><b>(B)</b>               | <p style="text-align: center;"><b>OR</b></p> <p>The final expenditure incurred by the sectors of an economy can be:</p> <ul style="list-style-type: none"> <li>• <b>Private Final Consumption Expenditure:</b> It is the expenditure incurred by households and non-profit institutions serving households on final consumption of goods and services.</li> <li>• <b>Net Exports:</b> It refers to the excess of value of exports of goods and services over the value of imports of goods and services, during an accounting year.</li> </ul>   | <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>2</b></p>   |
| <b>14</b>                             | <p>No. The loan taken by Mr. Spector, can be classified as an autonomous transaction. Such international economic transactions are independent of the state of Balance of Payments (BoP) and generally take place with an economic motive.</p> <p>However, loan taken by the Government in this case can be classified as an accommodating transaction. Such transactions are those international economic transactions which are undertaken (by competent authorities) to cover the surplus or deficit in BoP and are independent of any economic motive.</p>   | <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>2</b></p>   |
| <b>15</b>                             | <p>To deal with the situation of highlighted macroeconomic issue i.e. inflation, the Central Bank may use the following measures:</p> <ul style="list-style-type: none"> <li>• <b>Repo Rate:</b> A rise in repo rate will force the commercial banks to increase the lending rates, making the credit dearer for the general public, discouraging the borrowings. Consequently, Aggregate Demand will fall thus correcting the problem of inflation in the economy.</li> <li>• <b>Open Market Operations:</b> The Central Bank can sell government securities in the open market, thereby, reducing the availability of funds with the commercial banks for lending. Consequently, Aggregate Demand will fall thus correcting the problem of inflation in the economy.</li> </ul> <p><b>Note: The following answer is for the Visually Impaired Candidates only, in lieu of Ans.15</b></p> <p>To deal with the situation of inflation, the Central Bank may use the following measures:</p> <ul style="list-style-type: none"> <li>• <b>Repo Rate:</b> A rise in repo rate will force the commercial banks to increase the lending rates making the credit dearer for the general public, discouraging the borrowings. Consequently, Aggregate Demand will fall thus correcting the problem of inflation in the economy.</li> <li>• <b>Open Market Operations:</b> The Central Bank can sell government securities in the open market, thereby, reducing the availability of funds with the commercial banks for lending. Consequently, Aggregate Demand will fall thus correcting the problem of inflation in the economy.</li> </ul> | <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><math>\frac{1}{2} + 1 \frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2} + 1 \frac{1}{2}</math></p>   |
| <b>16</b><br><b>(A)</b><br><b>(I)</b> | <p>(a) Investment Multiplier (k) = <math>\frac{1}{1-MPC}</math><br/> <math>= \frac{1}{1-0.8} = 5</math></p> <p>(b) (i) Change in Income (<math>\Delta Y</math>) = <math>k \times \Delta I</math><br/> <math>= 5 \times 1,000 = ₹ 5,000</math> crore</p> <p>(ii) Change in Consumption (<math>\Delta C</math>) = <math>MPC \times \Delta Y</math><br/> <math>= 0.8 \times 5,000 = ₹ 4,000</math> crore</p>  | <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> |

|  |  |  |
|--|--|--|
| (II)   | <p>Income is either consumed or saved, i.e.;</p> $Y = C + S \quad \text{----- (i)}$ <p>Dividing both sides of the equation (i) by Y</p> $\frac{Y}{Y} = \frac{C}{Y} + \frac{S}{Y}$ $1 = APC + APS$ <p>Thus, sum of the Average Propensity to Consume (APC) and Average Propensity to Save (APS) is always equal to one.</p> <p style="text-align: center;"><b>OR</b></p>  | <b>3</b>   |
| <p><b>16</b><br/>(B)<br/>(I)</p>               | <p>Given, Marginal Propensity to Save (MPS) = 20% = 0.2</p> <p>Ex-Ante Investments (I) = ₹ 100</p> <p>Equilibrium level of Income (Y) = ₹ 700</p> <p>As we know, at Equilibrium level of Income; S = I</p> $-\bar{C} + (MPS) Y = I$ $-\bar{C} + (0.2) 700 = 100$ $-\bar{C} = -40$ <p>Thus, dissavings at zero level of income = ₹ 40</p>   | <p><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math></p> |
| (II)   | <p>Effective Demand refers to that level of Aggregate Demand, which can be met by the corresponding Aggregate Supply in the economy.</p> <p>If ex-ante Aggregate Demand is more than ex-ante Aggregate Supply, it means that the households and firms are planning to consume more than what the firms intend to produce. Thus, the inventories will fall below the desired level. To restore the desired level of inventories, producers may increase output and employment in the economy. This mechanism will continue till the equilibrium is reinstated and effective demand can be restored.</p> | <p><b>1</b><br/><br/><br/><br/><br/><b>3</b></p>   |
| <p><b>17</b><br/>(I)</p>                       | <p><b>Tax revenue</b> receipts refer to the receipts of the government through taxes. These are the compulsory transfer payments imposed by the government on individuals, corporations, and other entities.</p> <p style="text-align: center;">Whereas;</p> <p><b>Non-tax revenue</b> receipts refers to those revenue receipts of the government from sources other than taxes. These mainly consist of interest, dividends, fees etc.</p>   | <p><b>1 ½</b><br/><br/><br/><br/><br/><b>1 ½</b></p>   |
| (II)   | <p>The fiscal deficit declined due to robust growth in direct and indirect taxes, driven by resilient economic activities and improved tax compliance.</p>   | <b>3</b>   |
| <b>SECTION B - INDIAN ECONOMIC DEVELOPMENT</b> |  |  |
| <b>18</b>                                      | B. Financial   | <b>1</b>   |
| <b>19</b>                                      | C. Britain   | <b>1</b>   |
| <b>20</b>                                      | D. (i), (ii) and (iii)   | <b>1</b>   |
| <b>21</b>                                      | A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).  | <b>1</b>   |
| <b>22</b>                                      | B. International Labour Organisation   | <b>1</b>   |
| <b>23</b>                                      | B. (i) and (ii)  | <b>1</b>   |
| <b>24</b>                                      | A. reversal of supply-demand relationship of environmental resources   | <b>1</b>   |

|                  |   |              |
|------------------|---|--------------|
| <b>25</b>        | C. (c)-iii  | <b>1</b>     |
| <b>26</b>        | D. Regulation of markets  | <b>1</b>     |
| <b>27</b>        | A. Statement 1 is true and Statement 2 is false.  | <b>1</b>     |
| <b>28</b>        | <p>Yes. Pakistan maintained healthy growth rate till 1990s owing to the introduction of various policies such as Green Revolution and import substitution-based industrialisation.</p> <p>However, later it faced slowdown to the magnitude of 5.3 % between 2015-17, due to several interconnected factors such as agricultural growth and food supply which were largely dependent on favourable harvest rather than a systematic process of technological advancement. Moreover, political instability, excessive reliance on remittances, and dependence on foreign aid, significantly hindered Pakistan's economic progress.</p>   | <b>3</b>     |
| <b>29 (A)</b>    | <p>Sustainable Development, seeks to meet the basic needs of the present generation without compromising the needs of the future generations. As per Edward Barbier, it must be used to increase the standard of living of the poor through measurable increase in income, educational and health services, sanitation, etc. The aim of Sustainable Development should be to reduce absolute poverty by creating livelihoods while minimizing resource depletion, environmental harm, cultural disruption, and social instability.</p> <p style="text-align: center;"><b>OR</b></p> <p>People, who own and operate an enterprise to earn their livelihood are known as self-employed workers. For example, a cement shop owner.</p> <p style="text-align: center;">Whereas;</p> <p>A hired worker is someone who is employed by another person/organization and receives compensation in the form of a salary/wage. For example, an employee working as a graphic designer at a marketing agency.</p> | <b>3</b>     |
| <b>29 (B)</b>    |   | <b>1 + ½</b> |
| <b>30 (A)</b>    | <p>The introduction of railways affected the structure of the Indian economy in two important ways:</p> <ul style="list-style-type: none"> <li>• It enabled people to undertake long distance travel and thereby breaking geographical and cultural barriers.</li> <li>• It fostered commercialisation of Indian agriculture which adversely affected the self-sufficiency of the village economies in India.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>The demographic indicator given in the table is Life Expectancy. Life Expectancy refers to the average number of years a person is expected to live.</p>   | <b>2</b>     |
| <b>30 (B)(I)</b> |   | <b>2</b>     |
| <b>(II)</b>      | <p>Two demographic indicators are:</p> <ul style="list-style-type: none"> <li>• Infant Mortality Rate</li> <li>• Literacy Rate</li> </ul>   | <b>1</b>     |
| <b>(III)</b>     | India entered the second stage of demographic transition in 1921.   | <b>1</b>     |
| <b>31 (I)</b>    | Regional and global economic groupings like G-20, SAARC, BRICS etc., play a vital role for developing nations like India as they help them to understand the developmental processes pursued by their neighbouring nations to better comprehend their own strengths and weaknesses vis-à-vis their neighbours.  | <b>3</b>     |

|                  |  |   |
|------------------|--|---|
|                  | Moreover, in the unfolding process of globalisation, as developing nations face competition not only from developed nations but also amongst themselves such groupings help them to flourish well in a shared environment.   |   |
| (II)             | Special Economic Zone is a geographical region that has economic laws different from a country's typical economic laws.  | 1   |
| 32<br>(I)        | The type of farming indicated in Panel A is Conventional Farming, whereas, the type of farming in Panel B is Organic Farming.  | $\frac{1}{2} + \frac{1}{2}$   |
| (II)             | <p>Advantage of Organic Farming over Conventional Farming:</p> <ul style="list-style-type: none"> <li>Organic farming is the system of farming that relies upon the use of organic inputs for cultivation such as organic manures and composts. Its chemical free nature helps in soil conservation.</li> </ul> <p>Disadvantage of Organic Farming over Conventional Farming:</p> <ul style="list-style-type: none"> <li>Yields from organic farming are lesser than the conventional farming. Therefore, small and marginal farmers may find it difficult to adapt to large scale production.</li> </ul> <p><b>Note: The following answer is for the Visually Impaired Candidates only, in lieu of Ans.32</b></p> <p>Advantage of Organic Farming over Conventional Farming:</p> <ul style="list-style-type: none"> <li>Organic farming is the system of farming that relies upon the use of organic inputs for cultivation such as organic manures and composts. Its chemical free nature helps in soil conservation.</li> </ul> <p>Disadvantage of Organic Farming over Conventional Farming:</p> <ul style="list-style-type: none"> <li>Yields from organic farming are lesser than the conventional farming. Therefore, small and marginal farmers may find it difficult to adapt to large scale production.</li> </ul> | <p>1 <math>\frac{1}{2}</math></p> <p>1 <math>\frac{1}{2}</math></p> <p>2</p> <p>2</p> |
| 33<br>(A)<br>(I) | <p>The industries were classified under three heads as per Industrial Policy Resolution 1956:</p> <ul style="list-style-type: none"> <li>The <b>first category</b>, comprised industries which would be exclusively owned by the government.</li> <li>The <b>second category</b>, private sector could supplement the efforts of the public sector, with the government taking the sole responsibility for starting new units.</li> <li>The <b>third category</b> consisted of the remaining industries which were left in the hands of private sector.</li> </ul>   | <p>1</p> <p>1</p> <p>1</p>  |
| (II)             | <p>Yes. A few former Zamindars, used legislative loopholes to continue to own large areas of land. Tenants were evicted and the landowners claimed to be self-cultivators. The big landlords delayed its implementation; by challenging it in the courts. They used this delay to register their lands in the name of close relatives, thereby escaping from the legislation. Consequently, creating hindrances in the successful implementation of land ceiling reforms.</p> <p style="text-align: center;"><b>OR</b></p>   | 3   |
| 33<br>(B)<br>(I) | <p>Yes, the process of globalisation has yielded both positive, as well as, negative results for India. It is argued that globalization serves as an opportunity for</p>   | 4   |

|  |  |   |
|--|--|---|
| (II)   | <p>developing countries like India to access the capital and technology of the global markets.</p> <p>However, some critics argue that globalisation primarily benefits developed nations, and undermines the welfare of people in underdeveloped countries thereby exacerbating economic disparities. In the context of India, the reforms of the 1990's mainly benefited high-income groups and select service sectors instead of crucial areas like agriculture and industry.</p> <p>Two reasons behind the introduction of Economic Reforms of 1991 were:</p> <ul style="list-style-type: none"> <li>• High rate of inflation</li> <li>• Huge Balance of Payments Deficit</li> </ul>   | <p><b>1</b></p> <p><b>1</b></p>                                 |
| <p><b>34</b></p> <p>(I)</p> <p>(II)</p> <p>(III)</p> | <p>The education is fundamental for achieving full human potential providing universal access to quality education and leadership on the global stage in terms of economic growth, social justice and equality. Thus, it presents the best way forward for developing and optimising India's resources.</p> <p>To create a high-quality and equitable public education system essential for India's future development and growth, it is imperative to boost the public investment in education sector to 6% of GDP at the earliest.</p> <p>Two main initiatives which will be implemented to tackle school dropouts and avert additional students from leaving school are to provide:</p> <ul style="list-style-type: none"> <li>• effective and sufficient infrastructure, so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.</li> <li>• regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support.</li> </ul> | <p><b>2</b></p> <p><b>2</b></p> <p><b>1</b></p> <p><b>1</b></p> |

**ENGLISH CORE-Code No. 301  
SAMPLE QUESTION PAPER  
CLASS-XII-(2025-26)**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

**General Instructions**

Read the following instructions very carefully and follow them:

- i. This question paper has 13 questions. All questions are compulsory.
- ii. This question paper contains three sections:  
Section A: Reading Skills,  
Section B: Creative Writing Skills  
Section C: Literature.
- iii. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- iv. Separate instructions are given with each question/part, wherever necessary.
- v. Adhere to the prescribed word limit while answering the questions.

**SECTION A  
READING SKILLS**

**(22 marks)**

**1. Read the following passages.**

12

Ours was the marsh country, down by the river, within twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening. The low leaden line beyond was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

“Hold your noise!” cried a terrible voice, as a man started up from among the graves at the side of the bushes. “Keep still, or I’ll make you pay!”

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me.

“Tell us your name!” said the man. “Quick! Give it mouth!”

“Pip. Pip, sir.”

“Show us where you live,” said the man. “Point out the place!”

The man, after looking at me for a moment, emptied my pockets. There was nothing in them but a piece of bread which he ate ravenously.

"Now lookee here!" said the man. "Where's your mother?"

"There, sir!" said I.

He started, made a short run, and stopped and looked over his shoulder.

"Oh!" said he, coming back. "Who's that?" he asked, pointing.

"My sister, sir, —Mrs. Joe Gargery, —wife of Joe Gargery, the blacksmith, sir."

"Blacksmith, eh?" said he. And looked down at his leg.

After darkly looking at his leg, he came close to me, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

"Now lookee here," he said, "You know what a file and wittles is?"

"Yes, sir."

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.

"You get me a file." He tilted me again. "And wittles." He tilted me again. "You bring 'em both to me."

I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, "If you would kindly please to let me keep upright, sir, perhaps I shouldn't be sick, and perhaps I could attend more."

He did. Then, he held me by the arms, in an upright position, and went on with his terms.

*Source: Great Expectations by Charles Dickens / 448 words*

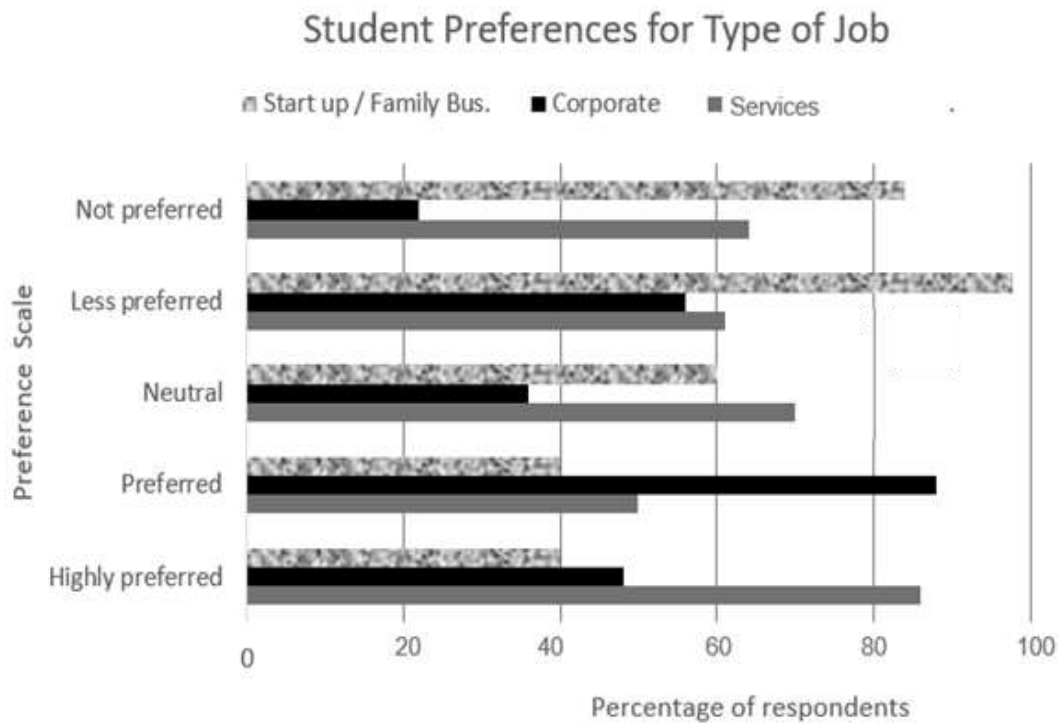
**Answer the following questions, based on the passage above.**

- |     |   |   |
|-----|---|---|
| I   | Which textual evidence tells us that Pip was trembling?   | 1 |
| II  | Complete the following with a suitable reason.<br>The writer refers to the sea as a 'savage lair' in order to tell the reader that ____.  | 1 |
| III | The writer emphasises Pip's vulnerability in all of the following ways EXCEPT —<br>A. through the description of the harsh landscape<br>B. via the behaviour of the frightening man<br>C. through Pip's helplessness and fear<br>D. via Pip's knowledge of the surrounding area | 1 |
| IV  | What type of statement is made in the phrase "Keep still, or I'll make you pay!"?<br>A. caution<br>B. threat<br>C. prediction<br>D. announcement  | 1 |

- V Based on his initial appearance, how can we say that the 'fearful man' was in a state of discomfort? (Any one reason) 1
- VI. Which one of the following statements best explains the phrase "Give it mouth!"? 1  
 A) Speak loudly B) Open your mouth wide C) Answer the question
- VII. The man ate the bread 'ravenously'. What does this suggest about his condition? 1
- VIII What does the man's question, "Where's your mother?" and his reaction when Pip points to her suggest about his intentions? (Answer in about 40 words) 2
- IX How does the man's action of forcing Pip to look up at him contribute to the tension in the scene? (Answer in about 40 words) 2
- X Complete the following with the most suitable option. 1  
 The main idea of the text is \_\_\_\_\_.  
 A. Pip's encounter with a frightening man who demands information  
 B. the harshness of Pip's environment and the fear it creates  
 C. Pip's struggle to understand the man's intentions and stay calm  
 D. the importance of family relationships in Pip's life

**2. Read the following carefully.** 10

- 1 A recent survey was conducted among 2,000 college students and young professionals to analyse preferences for different types of jobs, including corporate roles, personal start-ups or family businesses, and service professions (example - defense, nursing, police). The study aimed to identify trends in career aspirations, the factors influencing these preferences, and their implications for workforce planning and education systems. Participants were asked to rank their preferences on a five-point scale.
- 2 The study covered respondents across urban and semi-urban areas, representing diverse educational, economic, and cultural backgrounds. Researchers ensured diversity in gender, socioeconomic status, and career stages to make the findings representative of a broad spectrum of opinions. Data collection involved online questionnaires and in-person interviews, ensuring a comprehensive understanding of job preferences. The data was displayed as a bar graph given below.



- 3 Corporate jobs were commonly associated with financial stability, growth opportunities, and access to structured career paths. Start-ups and family businesses, on the other hand, appealed to those valuing autonomy, creativity, and the chance to work in more flexible environments. Service professions were perceived as fulfilling and prestigious, especially among individuals motivated by a sense of duty.
- 4 The survey also highlighted several challenges. Geographic variations were significant, with urban respondents gravitating more toward corporate roles, while semi-urban participants showed a stronger inclination for service professions and family businesses. Respondents indicated limited mentorship opportunities and a lack of clarity about the long-term prospects of non-corporate careers as barriers influencing their decisions.
- 5 The findings provide a foundation for further research into how cultural, regional, and generational influences shape career choices. Future studies could explore factors such as gender-based preferences, emerging industries, mentorship availability, and the role of technological advancements in shaping job markets. Additionally, longitudinal research could track how these preferences evolve as respondents advance in their careers. This could help educational institutions and employers develop tailored strategies to better align with the aspirations and values of young job seekers. Moreover, policies encouraging skill development and mentorship programmes may bridge the gaps identified in this survey, ensuring more informed career decisions among youth.

*Created for academic usage / 348 words*

**Answer the following questions, based on the given passage.**

I. What was the main purpose of the survey conducted among 2,000 college students and young professionals? 1

- A. To determine the popularity of specific jobs in rural areas versus urban areas
- B. To explore patterns in career aspirations and the factors influencing them
- C. To analyse the success rate of startups and family businesses
- D. To assess the salary expectations of young professionals opting for jobs

II. Fill in the blank with the correct option from those given in brackets. 1

The study ensured diversity in gender, socioeconomic status, and career stages to make the findings \_\_\_\_\_ (accurate / representative / specific).

III. Fill in the blank with reference to the given bar graph chart.

The profession preference for which policymakers primarily need to provide encouraging incentives is \_\_\_\_\_. 1

**For the Visually Impaired Candidates**

Complete the following suitably.

When the researcher uses the phrase 'a broad spectrum of opinions' in the line 'to make the findings representative of a broad spectrum of opinions', the researcher refers to \_\_\_\_\_. (Ref: Paragraph 2)

IV. Based on the bar graph, which of the following statements best reflects the correct trend in job preferences?

- A. Corporate jobs are more in the 'Least preferred' category than service professions. 1
- B. Service professions are less preferred than corporate jobs on the 'Neutral' scale.
- C. Service professions have a higher percentage of respondents marking them as 'Highly Preferred' compared to corporate jobs.
- D. Corporate jobs and service professions have an equal percentage of respondents marking them as 'Preferred.'

**For the Visually Impaired Candidates**

Why does the researcher associate start-ups and family businesses with individuals who value autonomy? (Ref: Paragraph 3)

- A. They allow individuals to independently make decisions and innovate.
- B. They guarantee long-term financial security and growth.
- C. They require minimal risk-taking and provide fixed schedules.
- D. They are managed by corporate guidelines ensuring stability.

- V. Riya wishes to have a regular salary and defined growth in her career. Why is a corporate job better suited for her compared to joining a start-up or family business? 2  
(Ref: Paragraphs 3 & 4)
- VI. When the researcher says 'Respondents indicated limited mentorship opportunities,' what does s/he mean by 'limited mentorship opportunities'? 1
- A. Lack of financial resources to hire mentors for jobs  
B. Absence of training programmes in semi-urban areas  
C. Reluctance of respondents to seek career advice from unknown people  
D. Difficulty in finding experienced professionals to guide career paths  
(Ref: Paragraph 4)
- VII. How might further studies in the understanding of emerging industries and technological advancements empower youth to make well-informed career decisions? 2  
(Ref: Paragraph 5)
- VIII. Select the option that is **NOT** addressed in this study. 1
- A. The purpose of the survey  
B. The impact of gender on career preferences  
C. Regional and demographic variations in preferences  
D. Challenges faced by respondents  
E. The methodology used for data collection

## SECTION B

### CREATIVE WRITING SKILLS (18 marks)

***All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.***

**3. Attempt any one of the two, (A) or (B), in about 50 words** 1x4=4

- A. You are Daljeet Kaur, a member of the Teen Well-Being Association, Chandigarh. The Association is planning to organise free pottery classes every Sunday morning at the community hall to encourage creativity among young residents. Write a notice in about 50 words, informing the residents of the event and inviting registrations. Include all the necessary details. Put your notice in a box.

**OR**

- B. You are Keerthi, the Secretary of the Environmental Club of ABC School, Madurai. Your school is organising an 'Eco-Fiesta' to raise awareness about environmental issues. Draft a notice in about 50 words, inviting students to participate in various activities and setting up of food stalls. Include all the necessary details. Put your notice in a box.

4. Attempt any one of the two, (A) or (B), in about 50 words.

1x4=4

- A. As the Cultural Secretary, Vignesh Kumar, of JKL School, Jamshedpur, draft an invitation for the Annual Music Festival, inviting Gajendra Hansda, an acclaimed local musician, to perform and judge the event. Provide the essential details in about 50 words.

OR

- B. You are Bina Bedekar, currently residing at 45, Ashok Vihar, Nagpur. You have been invited to inaugurate a science exhibition at your alma mater, National Public School, Mumbai. Write a formal reply in about 50 words, accepting the invitation and expressing your gratitude.

5. Attempt any one of the two, (A) or (B), in 120-150 words

1x5=5

- A. You are Pranab Chauhan, residing at 13-A, Gol Bazaar, Jaisalmer. Write a letter to the editor of *The Nation Today*, highlighting the need to assess sports talent at a young age by sports teachers and coaches to ensure that talent does not go unrecognised. Emphasise the importance of grooming young sportspersons to create a larger pool of talented athletes for the future. Draft the letter using your own ideas as well as the cues given.

- Spotting natural abilities during formative years.
- Building foundational skills early for long-term success.
- Instilling discipline, teamwork, and sportsmanship from a young age.
- Creating a larger pool of skilled athletes for the future.
- Building a strong sports culture and national pride.

OR

- B. You are Lakshmi Kapur from 51/A, second floor, Shalimar Vihar, Delhi. You have come across the following advertisement in *The Urban Echo* for the post of a Junior Marketing Executive at a leading marketing firm. Write a letter expressing your interest in the position. Include your bio-data along with the application.

**Join the Trendsetters Digital Agency**

We are a leading marketing firm looking for dynamic individuals with:

- Strong communication skills
- An understanding of digital marketing
- Ability to work well in a team

**Educational Requirements:** Graduate in Marketing, Communication, or related field

**Experience:** Not mandatory, but prior exposure to digital marketing is an advantage

Interested candidates should send their applications with a resume.

**Contact:**

*Trendsetters Digital Agency*

Address: 12-B, Green Street,

New Delhi, 110001

1x5=5

**6. Attempt any one of the two, (A) or (B), in 120-150 words**

- A. Digital communication tools have revolutionised the educational landscape. The introduction of online learning platforms, virtual classrooms, and interactive tools has made education more accessible and engaging. You are Nooran Sheikh. Write an article for the monthly magazine edition of *The Progressive Educator* and discuss the role of digital communication in education. Write the article using your own ideas as well as the cues given.

- Student engagement
- Accessibility of education
- Teachers and students' roles
- Learning outcomes

**OR**

- B. The cultural festival in LMN School, Kochi, was held recently to celebrate the school's achievements. As the senior editorial board member, Devaki Fernandes, write this report for the school magazine detailing various aspects of the festival. Write the report using your own ideas as well as the cues given.

- Organisation and significance
- Performances and exhibition
- Participant engagement
- Overall success.

**SECTION C  
LITERATURE**

(40 marks)

**7. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 1x6=6**

- A ... I saw my mother,  
beside me,  
doze, open mouthed, her face  
ashen like that  
of a corpse and realised with  
pain  
that she was as old as she  
looked but soon  
put that thought away, and  
looked out at Young Trees sprinting, the merry children spilling  
out of their homes...

(My Mother at Sixty-six)

- I. What does the imagery of the 'ashen face' of the mother suggest about her physical condition? 1
- II. Complete the following with the correct option. 1

The speaker's use of the word 'realised' suggests that her awareness was \_\_\_\_\_  
(delayed / expected / sudden).

- III. How does the phrase 'merry children spilling out of their homes' contribute to the tone of the passage? 1
- IV. Complete the sentence by filling in the blank with a suitable phrase. 1
- The primary theme highlighted in the extract is the \_\_\_\_\_, as the narrator reflects on her mother's frailty and aging.
- V. What can be inferred about the emotional state of the speaker in the extract? 1
- a) Distracted by the liveliness of the surroundings
  - b) Concerned about her mother's discomfort
  - c) Overwhelmed by a sense of anguish
  - d) Preoccupied with thoughts about life experiences
- VI. All of the following are true for the extract EXCEPT – 1
- a) The comparison to a 'corpse' highlights the speaker's fear of losing her mother.
  - b) The poet makes exclusive use of melancholic imagery in the given lines.
  - c) The speaker's internal conflict creates a relatable portrayal of human relationships.
  - d) The universality of themes makes the lines relevant to the readers.

**OR**

- B When Aunt is dead, her terrified hands will lie  
Still ringed with ordeals she was mastered by.  
The tigers in the panel that she made  
Will go on prancing, proud and unafraid (Aunt Jennifer's Tigers)
- I What does the phrase 'terrified hands' suggest about Aunt's life? 1
- II Complete the following suitably. 1
- The tigers' proud and playful movements reflect \_\_\_\_\_.
- III Examine briefly how the tigers in the panel contrast with Aunt's life experiences. 1
- IV. Fill in the blank with the correct option from those given in the brackets. 1
- The phrase 'still ringed' refers to both the literal \_\_\_\_\_ (shape of the embroidery panel / wedding band on her finger) and the figurative 'ring' of constraints and ordeals imposed by her marriage.

- V. If a student were to interpret the word 'prancing' in a real-world context, which of the following would it best represent? 1
- An employee working under the pressure of deadlines.
  - A soldier standing firm and ready for battle at the frontier.
  - A child playing freely in a park, unburdened by responsibilities.
  - A bird trapped in a cage, longing to be free and fly high.
- VI. What does the poet imply about the art in the line 'The tigers in the panel that she made will go on prancing'? 1
- Art is a timeless expression that outlives its creator, continuing to embody their spirit and desires.
  - The tigers symbolise Aunt Jennifer's fleeting empowerment, which will fade over time.
  - The panel is a temporary escape for Aunt Jennifer, offering solace only during her lifetime.
  - The permanence of the tigers in the panel contrasts with the transient nature of Aunt Jennifer's struggles.
- 8. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 4x1=4**
- A. My three hundred dollars bought less than two hundred in old-style bills, but I didn't care; eggs were thirteen cents a dozen in 1894.  
But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend...
- (The Third Level)
- I. What does Charley's indifference to the cost of old-style bills and his focus on the price of eggs in 1894 suggest about his view of the past? 1
- II. Complete the sentence suitably. 1
- Charley has been unsuccessful in finding the corridor to the third level despite \_\_\_\_.
- III. Where is the irony in Louisa's reaction to Charley's search for the third level in this extract? 1
- IV. Complete the following with a correct option based on the context in the extract. 1
- The phrase 'I went back to my stamps' suggests \_\_\_\_.
- finding comfort in a hobby that is familiar
  - choosing a new hobby to forget earlier pursuits
  - attempting to engage together in a new hobby
  - approaching a familiar hobby with enthusiasm

OR

B. Derry: What they think.

Mr Lamb: What do they think, then?

Derry: You think.... 'Here's a boy.' You look at me...and then you see my face and you think. 'That's bad. That's a terrible thing. That's the ugliest thing I ever saw.' You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror, and see it, I'm afraid of me.

Mr Lamb: No, Not the whole of you. Not of you.

Derry: Yes!

[Pause]

(On the Face of It)

I. What does Mr. Lamb mean when he says, "No. Not the whole of you. Not of you"? 1

II. What might Derry be thinking during the pause after he insists, "Yes!"? 1

Choose the most appropriate option:

A. "Why doesn't he understand me?"

B. "He's pretending to care like everyone else."

C. "Maybe he really sees more than just my face."

D. "I should leave. He doesn't get it."

III. Fill in the blank with a suitable word: 1

Mr. Lamb's response suggests that he sees Derry's face as only one \_\_\_\_\_ of who he is.

IV. What does this exchange reveal about the emotional distance Derry feels and Mr. Lamb's attempt to bridge it? 1

9. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 1x6=6

A. She said this in such a friendly manner that the rattrap peddler must have felt confidence in her.

'It would never have occurred to me that you would bother with me yourself, miss,' he said. 'I will come at once.'

He accepted the fur coat, which the valet handed him with a deep bow, threw it over his rags, and followed the young lady out to the carriage, without granting the astonished blacksmiths so much as a glance.

But while he was riding up to the manor house he had evil forebodings.

"Why the devil did I take that fellow's money?" he thought. "Now I am sitting in the trap and will never get out of it."

(The Rattrap)

- I. Which of the following best reflect the 'friendly manner' Edla exhibits toward the rattrap peddler as referred to in the extract? 1
1. Pay a compliment
  2. Show kindness
  3. Provide financial support
  4. Be respectful
  5. Speak in an excited tone

Select the most suitable option.

- A. 1 and 5
- B. 2 and 4
- C. 1, 2 and 3
- D. 3, 4 and 5

- II. Fill in the blank with a correct option from those given in the brackets, based on the information in the extract. 1

The peddler threw the fur coat over his rags and followed Edla out to the carriage, \_\_\_\_\_ (enthusiastically / silently / reluctantly).

- III. How did the peddler feel toward Edla after accepting the fur coat and making his statement? 1
- A. He decided to humour her gesture.
  - B. He felt obligated to trust her kindness.
  - C. He remained unsure about her true intentions.
  - D. He recognised and appreciated her compassion.

- IV. What might have been the most likely reason the blacksmiths were astonished when the peddler accepted the coat and left with Edla? 1

- V. Justify that guilt was the primary cause of the peddler's sense of evil foreboding, based on the information in the extract? 1

- VI. Complete the following suitably. 1

When the peddler says, "...I will never get out," his statement stems from his guilt over stealing 'that fellow's' money and his fear that \_\_\_\_\_ .

**OR**

- B. "She thinks money grows on trees, don't she, Dad?", said little Derek, hanging on the back of his father's chair.

Their mother sighed. Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings. The delicate-seeming bow and the crooked back.

The evening had already blacked in the windows and the small room was steamy from the stove and cluttered with the heavy-breathing man in his vest at the table and the dirty washing piled up in the corner. Sophie felt a tightening in her throat. She went to look for her brother Geoff.

(Going Places)

- I. Fill in the blank by choosing the correct option from those given in the brackets. 1

The literal meaning conveyed via the phrase 'the evening had already blacked in the windows' is the \_\_\_\_\_ (arrival of night / shadow over ambitions).

- II. What was mother most likely thinking when she sighed? 1

1. "Life would have been different if money did grow on trees!"
2. "I wish he would stop troubling my dear Sophie."
3. "We can only wish; we've never had enough anyway."
4. "I'm too tired to respond to such comments anymore."
5. "Our struggles will never end; no matter what Sophie dreams of."

Select the most suitable option.

- A. 1, 3 and 5
- B. 2, 4 and 5
- C. 1 and 4
- D. 2 and 3

- III. The delicate bow on Sophie's mother's apron and her crooked back highlights the theme of \_\_\_\_\_. 1

- A. appearance vs. reality
- B. resilience through hardship
- C. the fragility of youth
- D. the complexity of familial love

- IV. The line from the extract that correctly captures Sophie's emotional response to the contrast between her dreams and the limitations of her current circumstances is '\_\_\_\_\_'. 1

- V. What does the writer emphasise by associating the term 'cluttered' with 'heavy breathing'? 1

- VI. How does the setting of the room contribute to the mood of the extract? 1

10. **Answer any five of the following six questions in 40-50 words each :** 5x2=10
- I. What role does the French language played in 'The Last Lesson', in the context of the narrator's feelings towards it? 2
  - II. What lesson can individuals learn from Douglas's experience in overcoming his fear of water? 2  
(Deep Water)
  - III. Based on what Keats' suggests in 'A Thing of Beauty,' how can recognising the lasting value of beauty help someone in the real world cope with challenges or difficulties? 2
  - IV. What does the reference to fishermen not harming whales and the man gathering salt looking at his hurt hands signify in the poem? 2  
(Keeping Quiet)
  - V. How does Rudyard Kipling's refusal to be interviewed point towards the intrusive and unwelcome nature of interviews? 2  
(The Interview I & II)
  - VI. What is the significance of a narrator in 'Lost Spring' as opposed to a plain narrative? 2
11. **Answer any two of the following three questions in 40-50 words each :** 2x2=4
- I. How can participating in educational programmes like 'Students on Ice', which take students to places like Antarctica, help raise awareness about the impact of geological changes and environmental issues? 2  
(Journey to the End of the Earth)
  - II. What does Zitkala-Sa's description of being 'tossed about in the air like a wooden puppet' reveal about her feelings of powerlessness and cultural displacement? 2  
(The Memories of Childhood: The Cutting of My Long Hair)
  - III. What does Derry's remark, "Think, you might have been blinded, or born deaf, or have to live in a wheelchair..." reveal about his perspective on how people console others? 2  
(On the Face of It)
12. **Answer any one of the following two questions, in about 120-150 words.** 1x5=5
- A. How do 'Indigo' by Louis Fischer and 'The Roadside Stand' by Robert Frost, highlight the theme of exploitation, and what similarities do they reveal about the plight of marginalised communities?
- OR**
- B. How can the character of the office boy in 'Poets and Pancakes,' who harbours dreams, be compared to Sophie from 'Going Places,' who is quite aspirational? Consider their ambitions and the obstacles they face in their respective

environments.

13. Answer any one of the following two questions, in about 120-150 words

1x5=5

A Justify how Sadao's character arc is more central to the moral dilemma in the 'The Enemy' as opposed to Hana's.

**OR**

B Analyse how the narrative technique used in 'The Tiger King', enhances the impact of the story on the reader.

**ENGLISH CORE -Code No. 301**  
**MARKING SCHEME**  
**CLASS-XII-(2025-26)**

**General Instructions: -**

1. 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, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
3. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.

| <b>SECTION A: READING SKILLS (22 marks)</b>   |  |           |
|---|--|-----------|
| <b>1. Answer the following questions, based on the passage above.</b><br>(Literary Passage) |  | <b>12</b> |
| I   | '...the small bundle of shivers growing afraid of it all...'   | <b>1</b>  |
| II  | ...that the sea is a wild, untamed, and menacing force / contribute to the ominous atmosphere of the scene / amplifying the sense of danger that Pip feels   | <b>1</b>  |
| III   | D) Pip's knowledge of the surrounding area<br><br>[ a) speaks of a scene in a place that feels cold, oppressive, and dangerous, which heightens Pip's sense of fear and helplessness. b) creates a feeling of menace due to the man's appearance, reinforcing Pip's fear and powerlessness in the situation. c) shows his terror and helplessness. d) is the Key because it refers to qualities that would imply Pip is capable and confident, which contradicts the idea of vulnerability.] | <b>1</b>  |
| IV  | B) threat<br><br>[caution would be advice; prediction would involve stating what will happen in the future and an announcement would be a formal declaration. The Key is b) 'threat' as it directly communicates a potential consequence of harm or punishment.]   | <b>1</b>  |
| V   | (Any one)<br><ul style="list-style-type: none"> <li>▪ Being soaked in water and smothered in mud, which are physical conditions that typically cause discomfort)</li> <li>▪ Limping, which indicates possible injury or physical strain, contributing to discomfort.</li> <li>▪ Shivering and teeth chattering, which suggests cold or nervousness, both of which are associated with discomfort.</li> </ul>   | <b>1</b>  |
| VI  | C) Answer the question<br><br>[The phrase is not specifically asking for increased volume or referring to a physical action like opening the mouth. The phrase is urging Pip to give a verbal response.]   | <b>1</b>  |

|   |   |           |
|---|---|-----------|
| VII   | It suggests that the man was extremely hungry.  | 1         |
| VIII  | It suggests that he is trying to gather information about Pip's family. When he asks about Pip's mother and looks over his shoulder, it shows he is possibly evaluating his surroundings or considering where Pip's family might be, perhaps to assess if anyone is around to stop him and contemplating the best way to proceed without interference.  | 2         |
| IX  | It increases the tension by emphasising the power dynamic between them. Pip is physically tilted backward, which makes him feel small and defenseless. This action not only makes Pip vulnerable but also intensifies the fear he feels. The man's control over Pip's position enhances the sense of intimidation, creating a more fearful and uneasy atmosphere in the scene.  | 2         |
| X   | A) Pip's encounter with a frightening man who demands information<br><br>[a) directly addresses the core of the scene, where the man's aggressive behavior and questioning of Pip create tension and fear. b), though relevant to the setting, is more of a background detail than the main focus. c) could have been possible, but it is more of an internal reaction of Pip rather than the central idea of the extract. d), doesn't capture the primary conflict of the scene and the family context is just briefly mentioned.] | 1         |
| <b>2.</b>                                   | <b>Answer the following questions, based on given passage.</b>  | <b>10</b> |
| I   | B) To explore patterns in career aspirations and the factors influencing them   | 1         |
| II  | Representative  | 1         |
| III   | Start-ups/Family Business   | 1         |
| <b>For the Visually Impaired Candidates</b> |   |           |
|   | ...capturing diverse perspectives from individuals of varying genders, socio-economic statuses, educational backgrounds, and career stages.   | 1         |
| IV  | C) Service professions have a higher percentage of respondents marking them as 'Highly Preferred' compared to corporate jobs.   | 1         |
| <b>For the Visually Impaired Candidates</b> |   |           |
|   | A) They allow individuals to independently make decisions and innovate.   | 1         |
| V   | A corporate job is better suited for Riya because it provides financial stability through a steady salary and offers structured career paths with clear opportunities for growth. Start-ups, on the other hand, often involve higher risks, irregular income, and less defined progression, which may not align with her preference for stability and predictability.<br><br>(Response requires reason for corporate job -1 m + reason why start-up / family business is unsuitable- 1 m)   | 2         |
| VI  | D) Difficulty in finding experienced professionals to guide career paths  | 1         |
| VII   | Further studies on emerging industries would provide insights into new and evolving career opportunities, helping youth align their aspirations with market demands. Research on technological advancements could highlight tools like virtual training platforms, AI-driven career guidance, and remote work technologies, making career resources more accessible.<br><br>(Response requires explanation for emerging industries -1 m + technological advancements - 1 m)   | 2         |

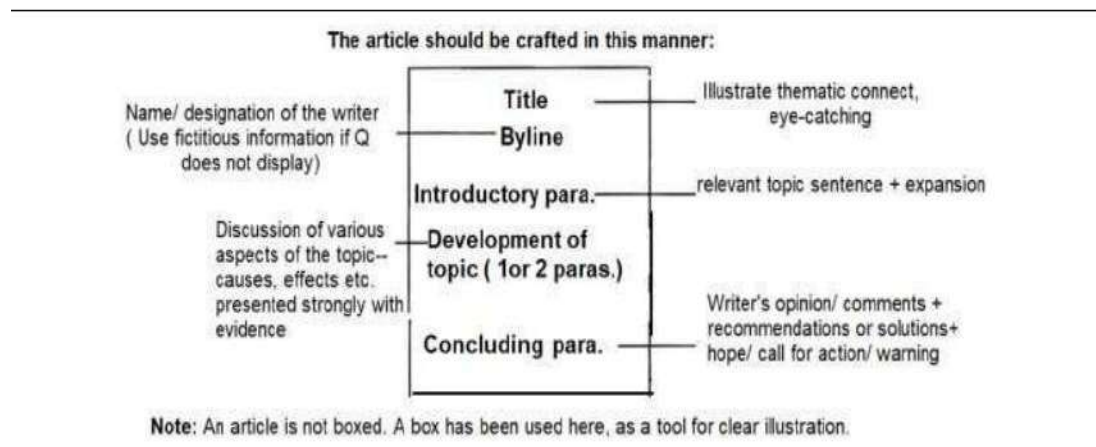
|   |  |   |
|---|--|---|
| VIII  | b) The impact of gender on career preferences  | 1 |
| <b>SECTION B-CREATIVE WRITING SKILLS (18 marks)</b> |  |   |
| 3.  | <ul style="list-style-type: none"> <li>Format :1</li> </ul> <p>Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left)<br/>           Authorisation name, designation &amp; signature (bottom left)</p> <p>NOTE-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.</p> <ul style="list-style-type: none"> <li>Content: 2</li> <li>Accuracy of Spelling and Grammar: 1</li> </ul>  | 4 |
| 4.  | <p>Format – 1      Content -2      Accuracy of spelling and grammar -1</p> <p>A-(Letter type formal / third person)<br/>           B-(Letter type formal, first/ third person)</p>   | 4 |
| 5.  | <p>A. Letter to the Editor</p> <ul style="list-style-type: none"> <li>Format: 1<br/>(Note -use of 'Yours truly' at close)</li> <li>Organisation of Ideas: 1</li> <li>Content: 2<br/>As per cues + ideas</li> <li>Accuracy of Spelling and Grammar :1</li> </ul> <p>B. Job Application</p> <ul style="list-style-type: none"> <li>Format: 1</li> <li>Organisation of Ideas: 1</li> <li>Content: 2               <ul style="list-style-type: none"> <li>→ Covering Letter                   <ul style="list-style-type: none"> <li>Reference to the advertisement</li> <li>Conveying suitability for the position (as advertised)</li> <li>Submission of application</li> </ul> </li> <li>→ Bio data as separate enclosure                   <ul style="list-style-type: none"> <li>Profile of self</li> <li>Educational Qualifications (include advertised requirements)</li> <li>Work experience/s (if relevant)</li> <li>References</li> <li>Any other relevant information</li> </ul> </li> </ul> </li> <li>Accuracy of Spelling and Grammar :1</li> </ul> | 5 |
| 6.  | Format: 1    Organisation of Ideas: 1    Content: 2    Accuracy of Spelling and Grammar :1   |   |

## Article Writing

### Format

- Title & By line

### Organisation & Content:



## Report Writing

### Format

- Headline & By line
- Reporting place and date

Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

### Organisation & Content:

| The report should answer these questions                                      |   |  |  |
|---|---|--|--|
| <b>WHO?</b><br>name of<br>event, sponsor/ organiser<br>special guests, if any | <b>WHERE &amp;<br/>WHEN?</b><br>date, time, place -<br>town/ city + venue | <b>WHAT &amp; HOW?</b><br>events/ programme<br>details | <b>WHAT DID THOSE<br/>PRESENT THINK?</b><br>observations/ comments |

## SECTION C-LITERATURE (40 marks)

|           |  |          |
|-----------|--|----------|
| <b>7</b>  | <b>Read the following extracts and solve ANY ONE of the given two, (A) or (B)</b>                                | <b>6</b> |
| <b>A</b>  |  |          |
| <b>I</b>  | (Any two)<br>she is frail, aged, in a declining physical condition, vulnerable, weakening health, lacks vitality | <b>1</b> |
| <b>II</b> | sudden   | <b>1</b> |

|           |  |   |
|-----------|--|---|
| III       | It introduces a contrast of vitality, joy and exuberance against the sombre and reflective mood created by the imagery of the mother's frailty.  | 1 |
| IV        | (Any one )<br><br>certainty of mortality / inevitability of death / transient nature of life   | 1 |
| V         | C) Overwhelmed by a sense of anguish   | 1 |
| VI        | B) The poet makes exclusive use of melancholic imagery in the given lines.<br>[a) True: The 'ashen face' compared to a 'corpse' suggests the speaker's fear of mortality and loss. b) False: While melancholic imagery ('ashen face' etc.) is present, the poet also uses vibrant imagery ('young trees sprinting' and 'merry children spilling') to create a contrast. Thus, melancholic imagery is not used exclusively. c) True: The internal conflict of hiding her sadness resonates deeply with human relationships. d) True: Universal themes such as aging, mortality, and the passage of time make the extract relatable to readers.] | 1 |
| <b>OR</b> |  |   |
| B         |  |   |
| I         | The phrase suggests that Aunt's life has been filled with struggles shaped by fear, anxiety, and oppression / The phrase signifies her emotional and psychological state, shaped by years of fear and oppression   | 1 |
| II        | ...the enduring power of Aunt Jennifer's creative spirit, even after her death   | 1 |
| III       | The tigers in the panel are bold, fearless, and free, symbolising strength, courage, and confidence. In contrast, Aunt's life is marked by fear, struggle, and oppression, which prevents her from living with the same power and freedom that her tigers represent.   | 1 |
| IV        | wedding band on her finger   | 1 |
| V         | C) A child playing freely in a park, unburdened by responsibilities.   | 1 |
| VI        | B) Art is a timeless expression that outlives its creator, continuing to embody their spirit and desires.<br>[a) is correct because the poet prevails upon the enduring nature of art in this line, as the tigers, symbolising fearlessness and freedom, will persist even after Aunt Jennifer's death. This highlights how art immortalises the creator's emotions, aspirations, and essence, transcending the limitations and constraints of their mortal life. Option b) - d) incorrectly focus on the transience of art or misinterpret the tigers' symbolism.]  | 1 |
| 8.        | <b>Read the following extracts and solve ANY ONE of the given two, (A) or (B)</b>  | 4 |
| A.        |  |   |
| I         | Charley's indifference to the cost of old-style bills and his focus on the cheap price of eggs in 1894 shows that he values the simplicity and affordability of the past, where things were less expensive and more relaxed.   | 1 |
| II        | frequent efforts at locating it  | 1 |

|            |   |          |
|------------|---|----------|
| <b>III</b> | The irony lies in the fact that Louisa initially worries and urges Charley to stop searching for the third level, but later, both of them end up looking for it together every weekend.<br>[Her initial worry about Charley's obsession with the third level contrasts with her eventual participation in the same quest, which creates an ironic shift in her behaviour]   | <b>1</b> |
| <b>IV</b>  | a) finding comfort in a hobby that is familiar  | <b>1</b> |
| <b>B</b>   |   |          |
| <b>I</b>   | Mr. Lamb means that Derry's appearance is not his whole identity. He sees beyond the scarred face to the person within and wants Derry to understand that he is more than what people see on the surface.   | <b>1</b> |
| <b>II</b>  | Correct option: c) "Maybe he really sees more than just my face."<br>The pause suggests Derry is processing Mr. Lamb's words, possibly reconsidering his belief that no one sees beyond his disfigurement.  | <b>1</b> |
| <b>III</b> | Mr. Lamb's response suggests that he sees Derry's face as only one aspect of who he is.   | <b>1</b> |
| <b>IV</b>  | The exchange reveals that Derry feels deeply misunderstood and defined by his appearance, while Mr. Lamb tries to connect with him on a human level by challenging Derry's belief that no one can see beyond his scar.  | <b>1</b> |
| <b>9.</b>  | <b>Read the following extracts and solve ANY ONE of the given two, (A) or (B)</b>   | <b>6</b> |
| <b>A</b>   |   |          |
| <b>I</b>   | B) 2 and 4<br><br>[b) is correct because Edla's entire demeanor toward the rattrap peddler is built on kindness (2) and she does not look down on him despite his being a vagabond, treating him with respect (4). Her tone is formal not casual / excited (5) , doesn't offer money(3) and there is no evidence of any compliment paid (1) hence a) , c) and d) are incorrect.]  | <b>1</b> |
| <b>II</b>  | silently  | <b>1</b> |
| <b>III</b> | D) He recognised and appreciated her compassion.<br><br>(This shows genuine appreciation and trust, not just politeness or obligation. His willingness to go with her and accept the fur coat without resistance indicates that he feels seen and valued—something he likely hasn't experienced in a long time.) (a) implies insincerity, which isn't supported by the extract ; (b) The extract doesn't suggest obligation; his response feels voluntary. (c) There is no sign of doubt or suspicion in his words or actions at that moment. | <b>1</b> |
| <b>IV</b>  | Because the peddler, a poor vagabond in rags, was treated with respect and generosity by Edla, which was an unusual gesture of kindness for someone of his status.  | <b>1</b> |
| <b>V</b>   | Because his thoughts explicitly reveal regret and anxiety about stealing the 'fellow's' money / show that his guilt over the theft is weighing heavily on him This self-awareness and fear of being caught clearly stem from his guilt, making it the primary driver of his forebodings.  | <b>1</b> |
| <b>VI</b>  | ...Edla's kindness and the situation at the manor house might lead to his exposure as a thief   | <b>1</b> |

|            |  |                   |
|------------|--|-------------------|
|            |  |                   |
| <b>B</b>   |  |                   |
| <b>I</b>   | arrival of the night   | <b>1</b>          |
| <b>II</b>  | <p>A) 1, 3 and 5</p> <p>[ Option a) is correct because (1) aligns with the tone of resignation and wistfulness in the mother's sigh. (3) is a direct reflection of their financial hardships. The mother's sigh likely conveys her acceptance of the reality that money has always been scarce for their family. (5) mother's awareness of the impracticality of Sophie's grand dreams given their circumstances.</p> <p>(2) doesn't fit as the context does not indicate the mother perceives Derek's remark as 'troubling Sophie.' (4) suggests irritation or fatigue but mother's sigh in this context appears more reflective of their financial struggles and her resignation ]</p> | <b>1</b>          |
| <b>III</b> | <p>A) appearance vs. reality</p> <p>[The delicate bow on Sophie's mother's apron symbolises grace and beauty, whereas her crooked back represents the harsh realities of her life, such as physical toil and hardship.]</p>  | <b>1</b>          |
| <b>IV</b>  | Sophie felt a tightening in her throat.  | <b>1</b>          |
| <b>V</b>   | <p>The writer emphasises the oppressive and suffocating environment of Sophie's household. The heavy breathing of her father is not just a physical sound but a metaphorical representation of the overwhelming weight of fatigue, labour, and monotony that dominates their lives.</p> <p>[The word 'cluttered' conveys a sense of overcrowding and disorder, suggesting that even intangible elements like exhaustion and hardship fill and overwhelm the small, confined space of their home.]</p>  | <b>1</b>          |
| <b>VI</b>  | The setting of the room, which is cluttered and steamy from the stove, creates a sense of discomfort and hardship. This contributes to the mood of weariness and tension in the family's daily life, which Sophie is acutely aware of.   | <b>1</b>          |
| <b>10.</b> | <p><b>Answer ANY FIVE of the following six questions in 40 50 words each:</b></p> <p><b>1 -Content      1- Expression      ½ -1 deducted from overall, for Accuracy</b></p>  | <b>5 x 2 = 10</b> |
| <b>I</b>   | <p>The narrator's feelings towards the French language shift from indifference to deep appreciation and respect when it is no longer allowed to be taught.</p> <p>Also, French, in the story, symbolises the loss of freedom and the imposition of foreign control over the region. Therefore, the narrator's sense of loss and regret reflects the emotional impact of this change.</p>   | <b>2</b>          |
| <b>II</b>  | Individuals can learn that fear can be overcome through perseverance, determination, and gradual exposure to the source of fear. Douglas's experience teaches that facing challenges step by step, with proper guidance and practice, allows one to conquer even the most deep-seated fears, leading to personal growth and freedom.   | <b>2</b>          |

|     |  |             |
|-----|--|-------------|
| III | <p>Keats portrays beauty as something that 'will never pass into nothingness,' implying that, unlike fleeting material comforts, beauty offers lasting emotional and psychological support. In the real world, during times of hardship, turning to the enduring beauty of nature, art, or meaningful experiences can provide a sense of peace and restoration</p> <p style="text-align: center;">OR</p> <p>Just as Keats speaks of beauty creating a 'bower quiet' and offering 'sweet dreams,' recognising beauty in our surroundings or lives can act as a refuge from stress, offering perspective and a sense of tranquility.</p> <p>This connection with beauty can help shift focus from negativity and provide hope, strength, and a reminder that there is always something uplifting to turn to, even in the toughest times.</p> | 2           |
| IV  | The reference signifies a pause in exploitative and destructive human activities. It reflects the poet's call for introspection and awareness of the harm humans cause to nature and themselves. By pausing, the fishermen and the salt gatherer are shown as reconnecting with their humanity and reflecting on their actions.  | 2           |
| V   | <p>Kipling's refusal highlights the invasion of privacy that often accompanies public life. The refusal shows that the value of an individual's work or thoughts should not be reduced to a commercial or public spectacle.</p> <p>Kipling's stance emphasises the discomfort and control that is often stripped away during the process of an interview.</p>  | 2           |
| VI  | The narrator in Lost Spring adds depth and empathy, offering critical insights into Saheb and Mukesh's struggles within systemic poverty. Unlike a plain narrative, the narrator reflects on social inequalities and privileges, making readers more emotionally engaged. Her observations contextualise the boys' lives within broader social issues, urging reflection and creating a more impactful critique of injustice.  | 2           |
| 11. | <p><b>Answer ANY TWO of the following three questions in 40 50 words each.</b></p> <p><b>1 -Content      1- Expression      ½ -1 deducted from overall, for Accuracy</b></p>   | 2 x 2<br>=4 |
| I   | Programmes like 'Students on Ice' provide hands-on experiences, allowing students to witness environmental changes firsthand. This immersive learning fosters a deeper understanding of geological shifts and the importance of addressing climate change, encouraging informed action and advocacy for the planet's future. It also inspires a sense of responsibility in young people to actively contribute to sustainability and environmental conservation.   | 2           |
| II  | The comparison to a puppet suggests that she is being manipulated by external forces, unable to act according to her own will. This metaphor points towards her feelings of being dehumanised and treated like an object rather than a person with free will. It also reflects the broader theme of cultural displacement, as she is forced into an environment where her Native American identity is undermined, and she must comply with the rigid rules of the boarding school.   | 2           |
| III | This remark reflects Derry's frustration with the way people console others by comparing struggles. He feels such comparisons dismiss his pain, highlighting his sensitivity and resentment toward invalidating his personal experiences. It shows his   | 2           |

|  |   |                     |
|--|---|---------------------|
|  | desire to be understood for his individual challenges rather than being generalised or pitied.                                |                     |
| <b>12.</b>   | <b>Answer ANY ONE of the following two questions, in about 120-150 words.</b><br><b>Content 2   Expression 2   Accuracy 1</b> |                     |
| <p><b>A.</b></p> <p>While 'Indigo' delves into the economic and systemic oppression of sharecroppers by British landlords, 'The Roadside Stand' highlights the plight of rural people exploited by urban elites and a neglectful system. Both works emphasise the imbalance of power and the struggles of those at the bottom of the societal hierarchy.</p> <p>In 'Indigo', the exploitation of Champaran's peasants is evident in the oppressive sharecropping system, where British landlords forced them to grow indigo on a portion of their land and unfairly profited from it. Similarly, 'The Roadside Stand' portrays a countryside inhabitant selling their goods by the roadside, hoping for a fair chance at economic survival. Their disappointment reflects the false promises of development, as urban buyers and authorities fail to address their needs, leaving them trapped in poverty.</p> <p>Both texts reveal a shared truth—exploitation persists when power dynamics remain unchecked, and progress often bypasses those who need it most. While Gandhi's efforts in 'Indigo' offer a path of hope through resistance, Frost's poem serves as a poignant reminder of the ongoing neglect faced by rural communities. Together, they highlight the importance of empathy, equity, and advocacy in combating exploitation.</p> |   |                     |
| <p><b>B.</b></p> <p>In both 'Poets and Pancakes' and 'Going Places', the characters of the office boy and Sophie share common traits of ambition and dreams that surpass their immediate realities.</p> <p>The office boy, like Sophie, dreams of achieving something greater—he aspires to be a star actor, director, or writer, but is stuck in a subordinate role in the make-up department. Similarly, Sophie dreams of running a boutique or becoming an actress, yet is constrained by financial limitations and family's expectations. Both characters, despite their seemingly humble positions, hold onto lofty dreams that offer them an escape from their current circumstances.</p> <p>However, while Sophie is often dismissive of the practicality of her ambitions, focusing instead on grand ideals, the office boy seems more realistic in his understanding of the obstacles he faces, despite his unfulfilled aspirations.</p> <p>Both characters represent dreams and ambitions constrained by their environments. While their pursuits are met with limitations, they reflect the universal desire to transcend one's current situation and achieve something greater.</p>  |   |                     |
| <b>13.</b>   | <b>Answer any one of the following two questions, in about 120-150 words.</b><br><b>Content 2   Expression 2   Accuracy 1</b> | <b>1 x 5<br/>=5</b> |
| <p><b>A.</b></p> <p>Sadao's character arc in 'The Enemy' is central to the moral dilemma of the story. Initially, Sadao is deeply loyal to his country and driven by a sense of patriotism, yet he is a doctor sworn to</p>  |   |                     |

preserve life. When the American prisoner washes ashore, Sadao's internal conflict emerges—should he help an enemy soldier, risking his own safety, or adhere to his nationalistic duty. As the story progresses, Sadao's arc moves from hesitation and reluctant duty to genuine compassion for the soldier. He goes beyond his initial patriotic impulses, deciding to save the life of the wounded man, showing his internal growth and moral courage. His arc symbolises the triumph of humanity over nationalism, as he eventually values the life of an individual over political allegiances.

In contrast, Hana's transformation is subtler. While she starts with fear and repulsion, her compassion grows, but she does not undergo the same profound transformation as Sadao. Her evolution is more passive, as she supports her husband's decision rather than leading it. Thus, Sadao's arc is more central to the story's moral conflict.

## **B.**

The satirical tone is central to the narrative, as Kalki uses humour and irony to critique the Maharaja's blind obsession with fulfilling a prophecy. Through exaggerated events, such as the Maharaja's declaration to kill 100 tigers or the astrologer's dramatic predictions, the narrative highlights the absurdity of human arrogance and misplaced priorities.

The detached third-person omniscient narrator adds to this effect, providing sardonic commentary on the Maharaja's actions, which invites readers to critically evaluate his decisions rather than empathise with him.

The use of foreshadowing and dramatic irony keeps the reader engaged. The prophecy of the 100th tiger causing the Maharaja's death looms over the narrative, creating anticipation and humour as the Maharaja ironically believes he can outwit fate.

The ultimate twist, where a wooden tiger indirectly causes his death, adds a layer of poignant irony. Additionally, Kalki critiques human folly and power through the dialogues, hyperbole, and absurdities of the plot, leaving readers entertained yet reflective.

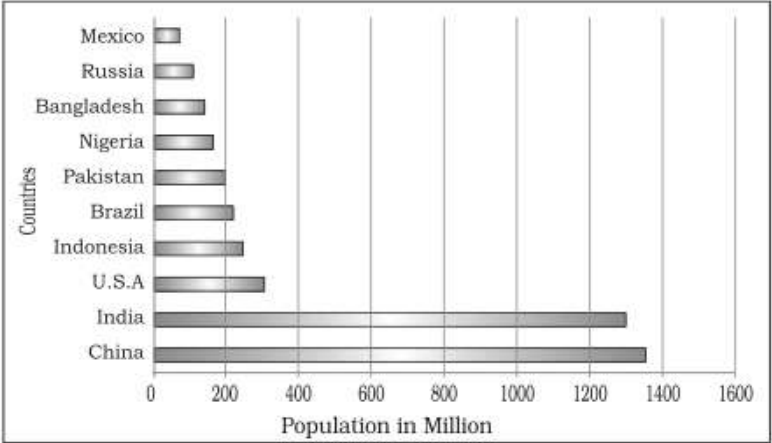
**GEOGRAPHY CODE- 029**  
**SAMPLE QUESTION PAPER\***  
**CLASS : XII (2025- 26)**

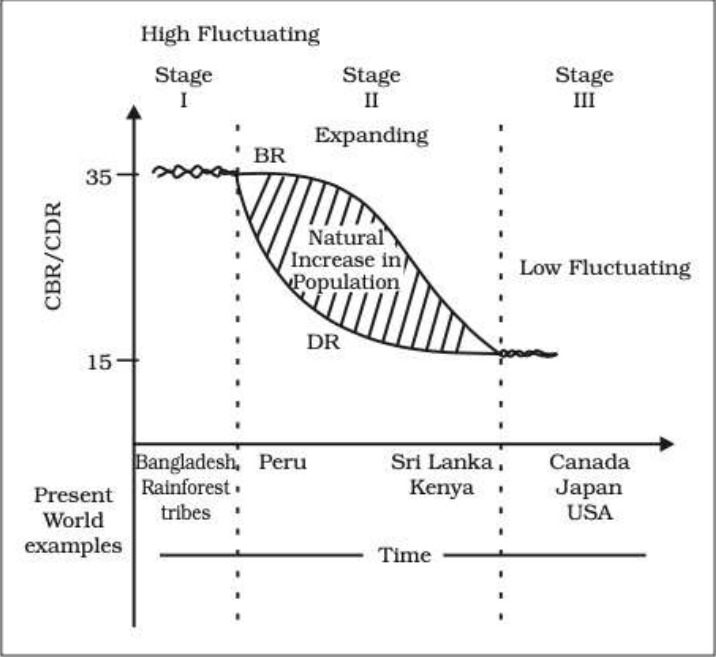
**Time allowed: 3 Hours**

**Maximum marks: 70**

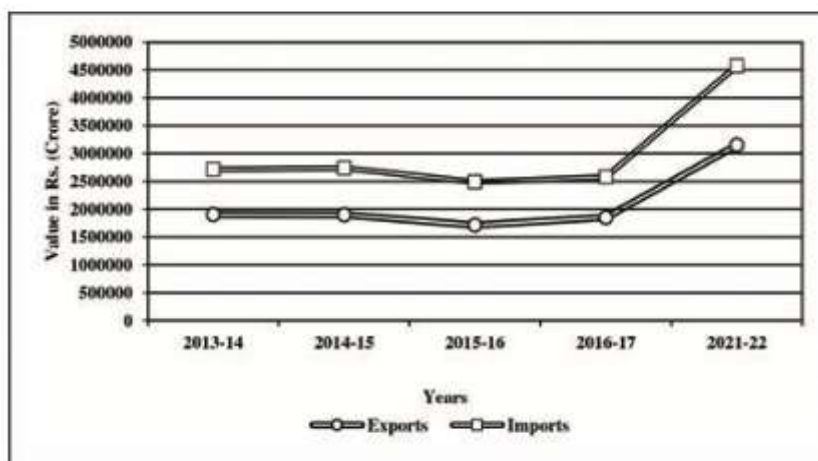
**General Instructions:**

1. This question paper contains **30** questions. **All** questions are **compulsory**.
2. This question paper is divided into **five** sections. **Sections-A, B, C, D and E.**
3. **Section A** - Question number **1 to 17** are Multiple Choice type questions carrying 1 mark each.
4. **Section B**- Question number **18 and 19** are Source based questions carrying 3 marks each.
5. **Section C**- Question number **20 to 23** are Short Answer type questions carrying 3 marks each. Answer to these questions shall be written in 80 to 100 words.
6. **Section D** Question number **24 to 28** are Long Answer type questions carrying 5 marks each. Answer to these questions shall be written in 120 to 150 words.
7. **Section E** Question number **29 and 30** are Map based questions carrying 5 marks each.

| S. No.           |   | Marks |
|------------------|---|-------|
| <b>Section-A</b> |   |       |
| 1.               | <p>Refer to the bar graph displaying the population of various countries. What is the approximate combined population of the three least populous countries shown in the graph?</p>  <p>(<a href="https://ncert.nic.in/textbook.php?legy1=2-8">https://ncert.nic.in/textbook.php?legy1=2-8</a>)</p> <p>A. 500 million<br/> B. 400 million<br/> C. 300 million<br/> D. 200 million</p> | 1     |

|    |  |   |
|----|--|---|
| 2. | <p>Study the graph given below and answer the following.</p>  <p>A country is currently experiencing low birth rates, low death rates, and a highly urbanized society with advanced healthcare and industrial infrastructure. Based on the Demographic Transition Theory, this country is most likely in which stage?</p> <p>A. Stage I: High Fluctuating<br/> B. Stage II: Expanding<br/> C. Stage III: Low Fluctuating<br/> D. Pre-Transition Phase</p>  | 1 |
| 3. | <p>Country Y has an HDI of 0.950 and is ranked among the highest in human development. Which of the following policies should it focus on to maintain this status?</p> <p>A. Increasing industrial output to boost GNI per capita<br/> B. Not investing on infrastructure for healthcare and education<br/> C. Reducing emphasis on education to focus on economic activities<br/> D. Strengthening policies on environmental sustainability and social equity.</p>  | 1 |
| 4. | <p><b>Assertion (A):</b> Population change in an area is an important indicator of economic development, social upliftment, and historical and cultural background of the region.</p> <p><b>Reason (R):</b> The population growth or population change refers to the change in the number of inhabitants of a territory during a specific period of time, which can be expressed in terms of absolute numbers or percentage.</p> <p>A. Both (A) and (R) are true, and (R) is the correct explanation of (A).<br/> B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).<br/> C. (A) is true, but (R) is false.<br/> D. (A) is false, but (R) is true.</p> | 1 |

| 5.  | <p>Which of the following activities is an example of a quaternary activity?</p> <p>A. Transporting coal from mines to factories via railways</p> <p>B. A lawyer drafting contracts for corporate clients</p> <p>C. A salesperson working at a local supermarket</p> <p>D. A scientist developing genetically modified crops in a research lab</p>  | 1                    |                             |   |                   |   |           |  |                 |   |                |   |
|---|---|----------------------|-----------------------------|---|-------------------|---|-----------|--|-----------------|---|----------------|---|
| 6.  | <p>Match the following policies with the pillar of human development they reflect:</p> <table><tr><th>Policies/Initiatives</th><th>Pillar of Human Development</th></tr><tr><td>1. Equal access to education for girls and boys</td><td>A. Sustainability</td></tr><tr><td>2. Availability of resources for future generations</td><td>B. Equity</td></tr><tr><td>3. Encouraging participation in local governance</td><td>C. Productivity</td></tr><tr><td>4. Skill development programs for higher efficiency</td><td>D. Empowerment</td></tr></table> <p>A. 1-A, 2-B, 3-C, 4-D<br/>B. 1-B, 2-A, 3-D, 4-C<br/>C. 1-C, 2-D, 3-B, 4-A<br/>D. 1-D, 2-C, 3-A, 4-B</p> | Policies/Initiatives | Pillar of Human Development | 1. Equal access to education for girls and boys | A. Sustainability | 2. Availability of resources for future generations | B. Equity | 3. Encouraging participation in local governance | C. Productivity | 4. Skill development programs for higher efficiency | D. Empowerment | 1 |
| Policies/Initiatives                                | Pillar of Human Development   |                      |                             |   |                   |   |           |  |                 |   |                |   |
| 1. Equal access to education for girls and boys     | A. Sustainability   |                      |                             |   |                   |   |           |  |                 |   |                |   |
| 2. Availability of resources for future generations | B. Equity   |                      |                             |   |                   |   |           |  |                 |   |                |   |
| 3. Encouraging participation in local governance    | C. Productivity   |                      |                             |   |                   |   |           |  |                 |   |                |   |
| 4. Skill development programs for higher efficiency | D. Empowerment  |                      |                             |   |                   |   |           |  |                 |   |                |   |
| 7.  | <p>What is the primary purpose of Regional Trade Blocs?</p> <p>A. To reduce global trade by limiting international exchanges between member nations.</p> <p>B. To encourage trade between countries with geographical proximity and similar or complementary trading items while reducing trade restrictions in the developing world.</p> <p>C. To replace global organizations and regulate all international trade activities globally.</p> <p>D. To enforce trade tariffs between member nations and prevent free trade agreements.</p>  | 1                    |                             |   |                   |   |           |  |                 |   |                |   |
| 8.  | <p>The given graph shows the trend of exports and imports (in Rs. Crores) over the years 2013-14 to 2021-22.</p>  | 1.                   |                             |   |                   |   |           |  |                 |   |                |   |



Source: Economic Survey 2022-23

Based on the graph, which of the following statements is correct?

- A. Imports consistently increased from 2013-14 to 2021-22.
- B. Exports and imports were nearly equal in 2016-17.
- C. There was no significant change in exports between 2013-14 and 2016-17.
- D. Exports showed a sharper increase compared to imports 2016-17 and 2021-22.

9.

Table 1.1 : Decadal Growth Rates in India, 1901-2011

| Census Years | Total Population | Growth Rate*    |             |
|--------------|------------------|-----------------|-------------|
|              |                  | Absolute Number | % of Growth |
| 1901         | 238396327        |                 |             |
| 1911         | 252093390        | (+) 13697063    | (+) 5.75    |
| 1921         | 251321213        | (-) 772117      | (-) 0.31    |
| 1931         | 278977238        | (+) 27656025    | (+) 11.60   |
| 1941         | 318660580        | (+) 39683342    | (+) 14.22   |
| 1951         | 361088090        | (+) 42420485    | (+) 13.31   |
| 1961         | 439234771        | (+) 77682873    | (+) 21.51   |
| 1971         | 548159652        | (+) 108924881   | (+) 24.80   |
| 1981         | 683329097        | (+) 135169445   | (+) 24.66   |
| 1991         | 846302688        | (+) 162973591   | (+) 23.85   |
| 2001         | 1028610328       | (+) 182307640   | (+) 21.54   |
| 2011**       | 1210193422       | (+) 181583094   | (+) 17.64   |

The percentage decadal growth rate of India's population declined significantly between 1991-2001 and 2001-2011. If a policymaker wants to maintain a steady growth rate, which of the following strategies would be most effective?

- A. Encourage higher birth rates to boost population growth.
- B. Focus on reducing investment in healthcare.
- C. Implement policies to encourage rural-to-urban migration.
- D. Promote balanced population growth through family planning and education initiatives.

1

10.

If a region has a high proportion of people aged below 15 years and above 65 years, what challenge is most likely to arise?

- A. High literacy rate
- B. Low dependency ratio

1

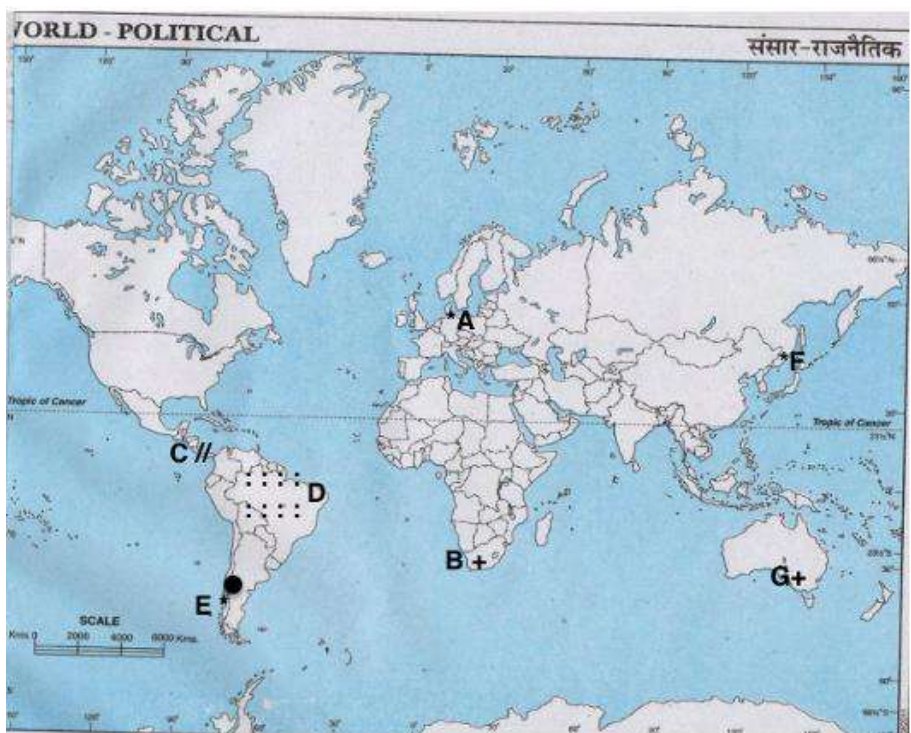
|                                  | C. Economic strain on the working-age population<br>D. High participation in the labour force  |                                  |  |         |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
|----------------------------------|--|----------------------------------|--|---------|--|--|---------|---------|---------|---------|-----------------------|-----|-----|------|-----|----------------------------------|-----|-----|------|-----|----------------|-----|-----|-----|-----|---------------|------|------|------|------|-----------------------|------|------|--------|--------|---|
| 11.                              | <p>Which of the following was not a measure adopted by the Government of India in the 1990s to promote liberalization and a free-market economy to influence the development of Indian agriculture?</p> <p>A. The creation of the Farmer’s Portal to assist with insurance, agricultural storage, crops, seeds, pesticides, market prices, and welfare schemes.</p> <p>B. Launch of the National Mission for Sustainable Agriculture to enhance productivity, sustainability, and resilience while conserving natural resources.</p> <p>C. Promotion of organic farming through schemes like Paramparagat Krishi Vikas Yojana (PKVY) and Rashtriya Krishi Vikas Yojana (RKVY).</p> <p>D. Introduction of high-yielding seed varieties of wheat (Mexico) and rice (the Philippines) in the 1960s and 1970s.</p>   | 1                                |  |         |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| 12.                              | <p>Which of the following statements about agricultural land use in India between 1950-51 and 2014-15 is correct based on the table?</p> <p>A. The percentage of culturable waste land as part of the reporting area decreased from 8.0% to 4.0%.</p> <p>B. The net area sown as a percentage of total cultivable land decreased from 78.4% to 70.0%.</p> <p>C. The percentage of current fallow land as part of the reporting area decreased from 4.9% to 3.7%.</p> <p>D. The total cultivable land as a percentage of the reporting area increased from 58.0% to 59.5%.</p> <table><tr><th rowspan="2">Agricultural Land-use Categories</th><th colspan="2">As a percentage of Reporting Area</th><th colspan="2">As a percentage of total cultivable land</th></tr><tr><th>1950-51</th><th>2014-15</th><th>1950-51</th><th>2014-15</th></tr><tr><td>Culturable Waste land</td><td>8.0</td><td>4.0</td><td>13.4</td><td>6.8</td></tr><tr><td>Fallow other than Current Fallow</td><td>6.1</td><td>3.6</td><td>10.2</td><td>6.2</td></tr><tr><td>Current Fallow</td><td>3.7</td><td>4.9</td><td>6.2</td><td>8.4</td></tr><tr><td>Net Area Sown</td><td>41.7</td><td>45.5</td><td>70.0</td><td>78.4</td></tr><tr><td>Total Cultivable Land</td><td>59.5</td><td>58.0</td><td>100.00</td><td>100.00</td></tr></table> | Agricultural Land-use Categories | As a percentage of Reporting Area        |         | As a percentage of total cultivable land |  | 1950-51 | 2014-15 | 1950-51 | 2014-15 | Culturable Waste land | 8.0 | 4.0 | 13.4 | 6.8 | Fallow other than Current Fallow | 6.1 | 3.6 | 10.2 | 6.2 | Current Fallow | 3.7 | 4.9 | 6.2 | 8.4 | Net Area Sown | 41.7 | 45.5 | 70.0 | 78.4 | Total Cultivable Land | 59.5 | 58.0 | 100.00 | 100.00 | 1 |
| Agricultural Land-use Categories | As a percentage of Reporting Area  |                                  | As a percentage of total cultivable land |         |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
|                                  | 1950-51  | 2014-15                          | 1950-51                                  | 2014-15 |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| Culturable Waste land            | 8.0  | 4.0                              | 13.4                                     | 6.8     |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| Fallow other than Current Fallow | 6.1  | 3.6                              | 10.2                                     | 6.2     |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| Current Fallow                   | 3.7  | 4.9                              | 6.2                                      | 8.4     |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| Net Area Sown                    | 41.7   | 45.5                             | 70.0                                     | 78.4    |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| Total Cultivable Land            | 59.5   | 58.0                             | 100.00                                   | 100.00  |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |
| 13.                              | <p><b>Which of the following statements correctly describe the objectives of the Pradhan Mantri Krishi Sinchayee Yojana (PMKSY)?</b></p> <p>1. To promote the exclusive use of traditional irrigation methods in rain-fed areas.</p> <p>2. To ensure access to protective irrigation for all agricultural farms and expand cultivable areas under assured irrigation.</p> <p>3. To integrate water resources, distribution, and efficient usage through technologies like "Per Drop More Crop."</p> <p>4. To introduce sustainable water conservation practices and improve on-farm water use efficiency.</p> <p>A. 1 and 3 only</p> <p>B. 2, 3, and 4 only</p> <p>C. 1, 2, and 4 only</p> <p>D. All of the above</p>  | 1                                |  |         |  |  |         |         |         |         |                       |     |     |      |     |                                  |     |     |      |     |                |     |     |     |     |               |      |      |      |      |                       |      |      |        |        |   |

| 14.                          | <p>As a policymaker, tasked with fostering behavioural changes in the community to shift from a prevailing attitude of consumption to one focused on conservation and smart water management, which of the following programs would you prioritize for implementation?</p> <p>A. ArvaryPani Sansad<br/>B. Atal Bhujal Yojana (Atal Jal)<br/>C. National Water Policy, 2012<br/>D. Jal Kranti Abhiyan</p>  | 1                            |                        |            |   |             |  |             |  |              |   |   |
|------------------------------|---|------------------------------|------------------------|------------|---|-------------|--|-------------|--|--------------|---|---|
| 15                           | <p><b>Assertion (A):</b> Bio-energy is a sustainable and versatile source of energy that can be converted into electrical energy, heat energy, or gas for cooking.</p> <p><b>Reason (R):</b> Bio-energy not only processes waste and garbage to produce energy but also reduces environmental pollution, enhances self-reliance, and improves the economic life of rural areas in developing countries.</p> <p><b>Options:</b></p> <p>A. Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).<br/>B. Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).<br/>C. Assertion (A) is true, but Reason (R) is false.<br/>Assertion (A) is false, but Reason (R) is true</p> | 1                            |                        |            |   |             |  |             |  |              |   |   |
| 16.                          | <p>Match the mode of transport with its description:</p> <table><tr><th>Column A (Mode of Transport)</th><th>Column B (Description)</th></tr><tr><td>a. Airways</td><td>1. Suitable for heavy goods over land but limited to connected regions.</td></tr><tr><td>b. Roadways</td><td>2. Capable of carrying large volumes of heavy goods at a lower cost.</td></tr><tr><td>c. Railways</td><td>3. Flexible setup and rapid delivery for high-value, low-volume goods.</td></tr><tr><td>d. Waterways</td><td>4. Widely accessible and easy to use for short-distance trade and delivery.</td></tr></table> <p>A. a-3, b-4, c-1, d-2<br/>B. a-2, b-3, c-4, d-1<br/>C. a-1, b-2, c-3, d-4<br/>D. a-4, b-1, c-2, d-3</p>  | Column A (Mode of Transport) | Column B (Description) | a. Airways | 1. Suitable for heavy goods over land but limited to connected regions. | b. Roadways | 2. Capable of carrying large volumes of heavy goods at a lower cost. | c. Railways | 3. Flexible setup and rapid delivery for high-value, low-volume goods. | d. Waterways | 4. Widely accessible and easy to use for short-distance trade and delivery. | 1 |
| Column A (Mode of Transport) | Column B (Description)  |                              |                        |            |   |             |  |             |  |              |   |   |
| a. Airways                   | 1. Suitable for heavy goods over land but limited to connected regions.   |                              |                        |            |   |             |  |             |  |              |   |   |
| b. Roadways                  | 2. Capable of carrying large volumes of heavy goods at a lower cost.  |                              |                        |            |   |             |  |             |  |              |   |   |
| c. Railways                  | 3. Flexible setup and rapid delivery for high-value, low-volume goods.  |                              |                        |            |   |             |  |             |  |              |   |   |
| d. Waterways                 | 4. Widely accessible and easy to use for short-distance trade and delivery.   |                              |                        |            |   |             |  |             |  |              |   |   |
| 17.                          | <p>UDAN (UdeDesh ka Aam Nagrik) is a first-of-its kind scheme globally, designed to jump- start the regional aviation market. Regional Connectivity Scheme (RCS) -UDAN was conceived by the Ministry of</p>   | 1                            |                        |            |   |             |  |             |  |              |   |   |

|                  |   |                     |
|------------------|---|---------------------|
|                  | <p>Aviation (MoCA) Govt. of India, to promote regional connectivity by making fly affordable for the common citizen.<br/>The central idea of UDAN is</p> <ol style="list-style-type: none"> <li>To encourage airlines to operate flights on regional and remote routes through enabling policies and extending incentives.</li> <li>To ensure the development of world-class international airports in metropolitan cities.</li> <li>To provide subsidies to private airlines for expanding their global flight operations.</li> <li>To improve air cargo infrastructure to support trade and export activities in rural areas.</li> </ol>  |                     |
| <b>Section-B</b> |   |                     |
| 18.              | <p>The concept of neo determinism was put forward by Griffith Taylor in 1920. The concept shows that neither is there a situation of absolute necessity (environmental determinism) nor is there a condition of absolute freedom (possibilism). It means that human beings can conquer nature by obeying it. They have to respond to the red signals and can proceed in their pursuits of development when nature permits the modifications. It means that possibilities can be created within the limits which do not damage the environment and there is no free run without accidents. The free run which the developed economies attempted to take has already resulted in the greenhouse effect, ozone layer depletion, global warming, receding glaciers and degrading lands. (source: <a href="https://ncert.nic.in/textbook.php?legy1=1-8">https://ncert.nic.in/textbook.php?legy1=1-8</a>)</p> <ol style="list-style-type: none"> <li>Who proposed the concept of neo-determinism?</li> <li>How did Taylor view the relationship between nature and a country's economic program?</li> <li>Why neo determinism has become quite relevant in the present-day context?</li> </ol>  | <p>1+1+1<br/>=3</p> |
| 19.              | <p><b>Read the given passage carefully and answer the questions that follows:</b></p> <p>The concept of human development was introduced by Dr Mahbub-ul-Haq. Dr Haq has described human development as development that enlarges people's choices and improves their lives. People are central to all development under this concept. These choices are not fixed but keep on changing. The basic goal of development is to create conditions where people can live meaningful lives.</p> <p>The human development index (HDI) ranks the countries based on their performance in the key areas of health, education and access to resources. These rankings are based on a score between 0 to 1 that a country earns from its record in the key areas of human development.</p> <p>The ways to measure human development are constantly being refined and newer ways of capturing different elements of human development are being researched. Researchers have found links between the level of corruption or political freedom in a particular region. India ranks 132 out of 191 countries in the Human Development Index (HDI) 2021, after registering a decline in its score over two consecutive years for the first time in two decades.</p> | <p>1+1+1<br/>=3</p> |

|                   |   |   |
|-------------------|---|---|
|                   | <p>(<a href="https://ncert.nic.in/textbook.php?legy1=3-8">https://ncert.nic.in/textbook.php?legy1=3-8</a>)</p> <p>The 2023 HDI stands at a new high following steep decline during 2020 and 2021 due to the COVID-19 pandemic, according to the 2023-24 Human Development Report released by the United Nations Development Programme (UNDP) on March 13, 2024.</p> <p>The report found that rich countries experienced unprecedented development. But half of the world's poorest nations continued to languish below their pre-COVID crisis levels.</p> <p>The 2023-24 Human Development Report identified Switzerland, Norway, and Iceland as leading the national human development indices, while the Central African Republic, South Sudan, and Somalia lagged the furthest behind.</p> <p><b>(Source:</b><a href="https://www.downtoearth.org.in/governance/poverty-reduction-in-reverse-far-right-populism-to-blame-says-un-2023-human-development-report-95011">https://www.downtoearth.org.in/governance/poverty-reduction-in-reverse-far-right-populism-to-blame-says-un-2023-human-development-report-95011</a><b>)</b></p> <ol style="list-style-type: none"> <li>What does the Human Development Index (HDI) measure according to the source?</li> <li>What significant trend did the 2023 HDI report highlight regarding the world's poorest nations?</li> <li>Which three countries were ranked highest in the 2023 Human Development Index?</li> </ol> |   |
| <b>Section-C</b>  |   |   |
| 20.               | Explain how outsourcing has impacted both the countries that outsource work and the countries receiving outsourced jobs.  | 3 |
| 21.               | <p>How can we promote sustainable urban development while addressing challenges like pollution, resource scarcity, and congestion in growing cities and new towns?</p> <p style="text-align: center;"><b>OR</b></p> <p>Discuss the objectives of Smart City Mission.</p>  | 3 |
| 22.               | Identify and explain three measures that urban planners can adopt to address urban transportation challenges, including congestion, pollution, and inefficiency.  | 3 |
| 23.               | <p>Discuss the key features of population growth in India during the period 1951–1981 including the main reasons for the rapid population increase during this phase?</p> <p style="text-align: center;"><b>OR</b></p> <p>Who are adolescents? Why are they considered important in the population? What are the challenges faced by society in dealing with adolescents?</p>   | 3 |
| <b>Section- D</b> |   |   |

|                                      |   |                                      |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
|--------------------------------------|---|--------------------------------------|----------------|----------------|--|--|--------------------|----------------|----------------|----------------|----------------|---------------------------------|------|------|------|------|------------------|-----|-----|-----|-----|--------------------|------|------|------|------|------------------------------|------|------|-----|------|-------------------|-----|-----|-----|-----|---|
| 24.                                  | <p>Explain how pastoral nomadism is an adaptation to specific geographical conditions. Illustrate your answer with examples from different regions of the world.</p> <p style="text-align: center;"><b>OR</b></p> <p>"Mining has played a significant role in human development, especially since the Industrial Revolution." In view of the statement, discuss the factors affecting mining activities. What are the economic and social impacts of mining on developed and developing countries, and how do these impacts differ based on their levels of industrialization and labor dynamics?</p>   | 3+2=5                                |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| 25.                                  | <p>How have countries like India, China, Brazil and Indonesia have benefitted from the development of small-scale industries?</p> <p style="text-align: center;"><b>OR</b></p> <p>What are technopolies? Give two examples.</p>   | 3+2=5                                |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| 26.                                  | <p>Explain the problems faced by slum dwellers in urban areas. How do these problems impact their quality of life?</p>  | 3+2=5                                |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| 27.                                  | <p>Study the table showing the composition of India's exports since 2015-2021 and answer the question.</p> <table><tr><td colspan="5"><i>(Percentage share in Exports)</i></td></tr><tr><td><b>Commodities</b></td><td><b>2015-16</b></td><td><b>2016-17</b></td><td><b>2020-21</b></td><td><b>2021-22</b></td></tr><tr><td>Agriculture and allied products</td><td>12.6</td><td>12.3</td><td>14.3</td><td>11.9</td></tr><tr><td>Ore and Minerals</td><td>1.6</td><td>1.9</td><td>3.2</td><td>2.0</td></tr><tr><td>Manufactured goods</td><td>72.9</td><td>73.6</td><td>71.2</td><td>67.8</td></tr><tr><td>Crude and petroleum products</td><td>11.9</td><td>11.7</td><td>9.2</td><td>16.4</td></tr><tr><td>Other commodities</td><td>1.1</td><td>0.5</td><td>2.1</td><td>1.9</td></tr></table> <p><i>Source : Economic Survey 2016-17 and 2022-23</i></p> <p>How have the composition and trends in India's exports evolved since 2015-16? Highlight five key changes.</p> | <i>(Percentage share in Exports)</i> |                |                |  |  | <b>Commodities</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2020-21</b> | <b>2021-22</b> | Agriculture and allied products | 12.6 | 12.3 | 14.3 | 11.9 | Ore and Minerals | 1.6 | 1.9 | 3.2 | 2.0 | Manufactured goods | 72.9 | 73.6 | 71.2 | 67.8 | Crude and petroleum products | 11.9 | 11.7 | 9.2 | 16.4 | Other commodities | 1.1 | 0.5 | 2.1 | 1.9 | 5 |
| <i>(Percentage share in Exports)</i> |   |                                      |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| <b>Commodities</b>                   | <b>2015-16</b>  | <b>2016-17</b>                       | <b>2020-21</b> | <b>2021-22</b> |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| Agriculture and allied products      | 12.6  | 12.3                                 | 14.3           | 11.9           |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| Ore and Minerals                     | 1.6   | 1.9                                  | 3.2            | 2.0            |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| Manufactured goods                   | 72.9  | 73.6                                 | 71.2           | 67.8           |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| Crude and petroleum products         | 11.9  | 11.7                                 | 9.2            | 16.4           |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| Other commodities                    | 1.1   | 0.5                                  | 2.1            | 1.9            |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| 28.                                  | <p>Formulate a development plan for the Bharmaur tribal region under the Integrated Tribal Development Project (ITDP), focusing on improving agriculture, education, and livelihood opportunities, considering the region's climatic conditions, socio-economic challenges, and potential for sustainable development.</p>  | 5                                    |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| <b>Section-E</b>                     |   |                                      |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |
| 29.                                  | <p>On the given political map of the World, seven geographical features have been marked as A, B, C, D, E, F and G. Identify any five with the help of the following information and write their correct names</p>  | 5                                    |                |                |  |  |                    |                |                |                |                |                                 |      |      |      |      |                  |     |     |     |     |                    |      |      |      |      |                              |      |      |     |      |                   |     |     |     |     |   |



- A. Name a major seaport of Europe.
- B. Name an important seaport located in South Africa.
- C. The canal that connects Atlantic Ocean and Pacific Ocean
- D. Name an area of subsistence gathering in South America.
- E. Name one major airport of South America.
- F. Name the easternmost terminal station of Trans-Siberian Railway.
- G. Name the area of extensive commercial grain agriculture in Australia.

**The following questions are for Visually Impaired Candidates only in lieu of Question No.29. Answer any five questions out of the following:**

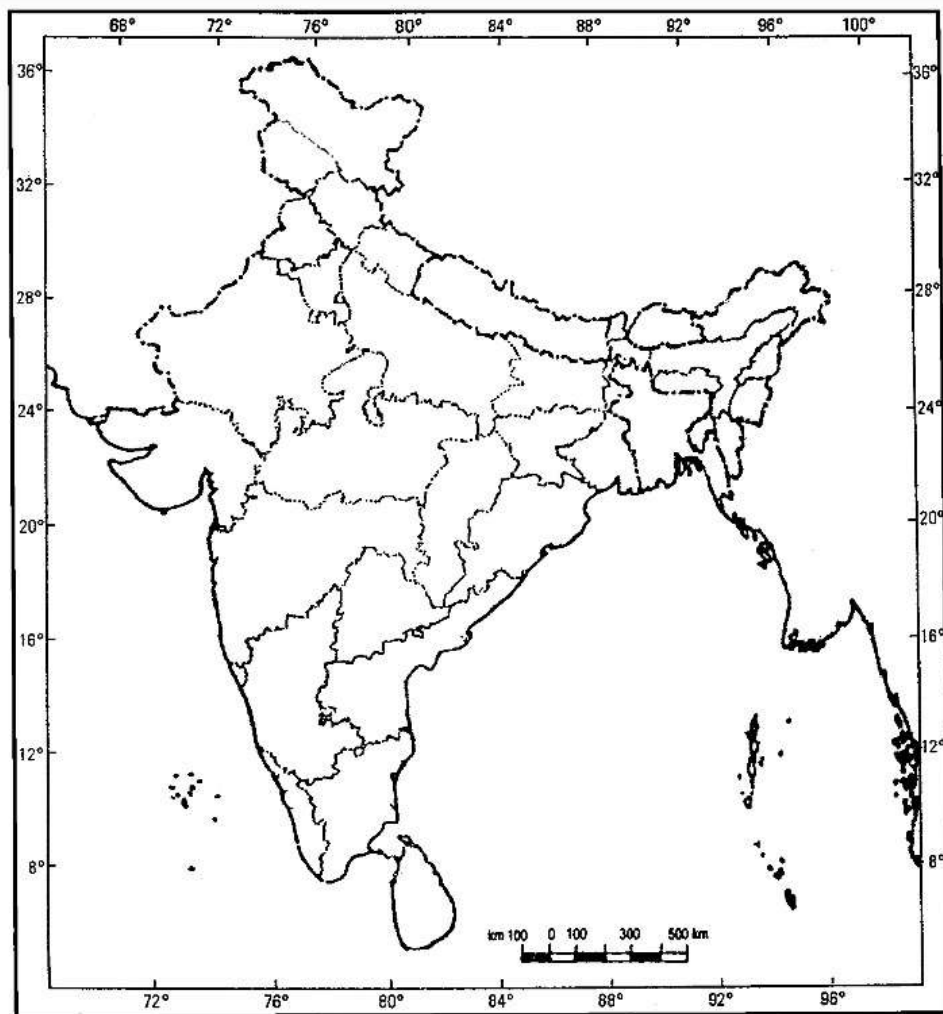
- A. A major seaport of Europe.
- B. An international seaport in South Africa.
- C. An important waterway of Europe.
- D. An area of subsistence gathering in South America.
- E. An important airport of South America.
- F. A terminal station of Trans-Siberian Railway.
- G. Region of extensive commercial grain agriculture in Australia.

30.

Locate and label any five of the following geographical features on the Political Outline map of India with appropriate symbols:

- A. An important iron ore mine in Odisha.
- B. Southernmost seaport of India
- C. An oil refinery in Gujarat
- D. The state with highest population density.
- E. The state leading in the production of tea
- F. An international airport in Karnataka.
- G. An important coal mine in West Bengal

5



**The following questions are for visually impaired students in lieu of Question No.30. Attempt any five.**

- A. Name an important iron ore mine in Odisha
- B. Name southernmost seaport of India
- C. Name an oil refinery in Gujarat
- D. Name the state with highest population density.
- E. Name one leading cotton producing state of India.
- F. Name the international airport of Karnataka
- G. Name an important coal mine of West Beng

**GEOGRAPHY CODE - 029**  
**MARKING SCHEME**  
**CLASS: XII (2025- 26)**

**Time allowed: 3 Hours**

**Maximum marks: 70**

**General Instructions:**

1. This question paper contains **30** questions. **All** questions are **compulsory**.
2. This question paper is divided into **five** sections. **Sections-A, B, C, D and E.**
3. **Section A** - Question number **1 to 17** are Multiple Choice type questions carrying 1 mark each.
4. **Section B**- Question number **18 and 19** are Source based questions carrying 3 marks each.
5. **Section C**- Question number **20 to 23** are Short Answer type questions carrying 3 marks each. Answer to these questions shall be written in 80 to 100 words.
6. **Section D** Question number **24 to 28** are Long Answer type questions carrying 5 marks each. Answer to these questions shall be written in 120 to 150 words.
7. **Section E** Question number **29 and 30** are Map based questions.

|    |   |   |
|----|---|---|
| 1. | B 400 Million   | 1 |
| 2. | C. Stage III: Low Fluctuating   | 1 |
| 3. | D. Strengthening policies on environmental sustainability and social equity   | 1 |
| 4. | B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).  | 1 |
| 5. | D. scientist developing genetically modified crops in a research lab  | 1 |
| 6. | B. 1-B, 2-A, 3-D, 4-C   | 1 |
| 7. | B. To encourage trade between countries with geographical proximity and similar or complementary trading items while reducing trade restrictions in the developing world. | 1 |
| 8. | C. There was no significant change in exports between 2013-14 and 2016-17.  | 1 |
| 9. | D. Promote balanced population growth through family planning and education initiatives.  | 1 |

|     |  |         |
|-----|--|---------|
| 10. | C. Economic strain on the working-age population   | 1       |
| 11. | D. Introduction of high-yielding seed varieties of wheat (Mexico) and rice (the Philippines) in the 1960s and 1970s.   | 1       |
| 12. | A. The percentage of culturable waste land as part of the reporting area decreased from 8.0% to 4.0%.  | 1       |
| 13. | B. 2, 3, and 4 only  | 1       |
| 14. | A Atal Bhujal Yojana (Atal Jal)  | 1       |
| 15. | A. Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).   | 1       |
| 16. | A. a-3, b-4, c-1, d-2  | 1       |
| 17. | A. To encourage airlines to operate flights on regional and remote routes through enabling policies and extending incentives.  | 1       |
| 18. | <p>i. Griffith Taylor</p> <p>ii. Human beings can conquer nature by obeying it. They have to respond to the red signals and can proceed in their pursuits of development when nature permits the modifications. It means that possibilities can be created within the limits which do not damage the environment and there is no free run without accidents. The neo-determinism conceptually attempts to bring a balance nullifying the 'either' 'or' dichotomy.</p> <p>iii. The free run which the developed economies attempted to take has already resulted in the green house effect, ozone layer depletion, global warming, receding glaciers and degrading lands.</p> | 1+1+1=3 |
| 19. | <p>i. The HDI measures a country's <b>Gross National Income per capita, education, and life expectancy.</b></p> <p>ii. The report highlighted that <b>half of the world's poorest nations</b> continued to remain below their pre-COVID crisis levels.</p> <p>iii. The three highest-ranked countries in the <b>2023 HDI</b> were <b>Switzerland, Norway, and Iceland.</b></p>   | 1+1+1=3 |

|     |  |   |
|-----|--|---|
| 20. | <ul style="list-style-type: none"> <li>● <b>Impact on Outsourcing Countries:</b> Outsourcing has led to job creation in countries like India, China, and the Philippines, offering cheaper labor and skilled workers. However, it has also faced resistance from job-seeking youths in these countries.</li> <li>● <b>Comparative Advantage:</b> The low cost and availability of skilled labor in outsourcing countries provide a comparative advantage, making outsourcing a viable business option.</li> <li>● <b>Migration Trends:</b> Outsourcing has reduced the outmigration from countries where jobs are available, as new opportunities lower the need for people to seek work abroad.</li> <li>● <b>Emergence of KPO:</b> Knowledge Process Outsourcing (KPO) involves highly skilled workers and has become a new trend in outsourcing. It focuses on research, e-learning, legal services, and other high-skill areas, creating additional business opportunities.</li> </ul> <p>(Any 3 points or any other relevant point)</p> | 3 |
|-----|--|---|

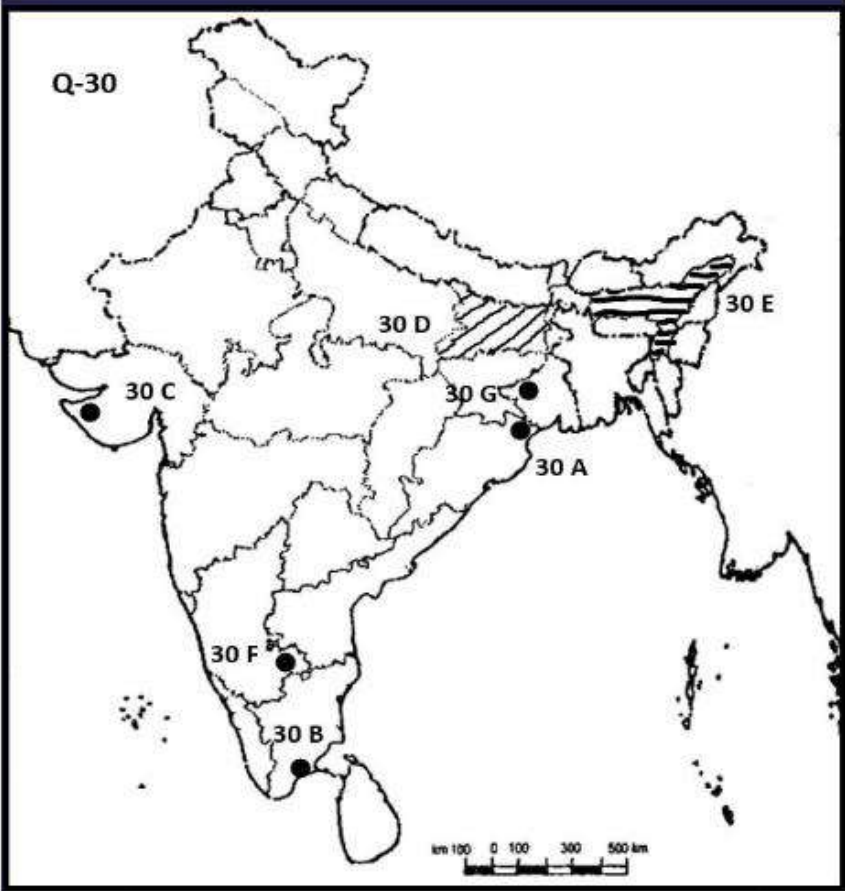
|     |  |   |
|-----|--|---|
| 21. | <p>Elaborate any six points</p> <ol style="list-style-type: none"> <li>1) <b>Adopting Smart Urban Planning</b></li> <li>2) <b>Enhancing Public Transportation</b></li> <li>3) <b>Implementing Green Infrastructure</b></li> <li>4) <b>Promoting Renewable Energy and Energy Efficiency</b></li> <li>5) <b>Managing Resources Sustainably</b></li> <li>6) <b>Addressing Pollution</b></li> <li>7) <b>Community Engagement and Education</b></li> </ol> <p style="text-align: center;"><b>OR</b></p> <ol style="list-style-type: none"> <li>1) The objective of the Smart Cities Mission is to promote cities that provide core infrastructure, a clean and sustainable environment and give a decent quality of life to its citizens.</li> <li>2) One of the features of Smart Cities is to apply smart solutions to infrastructure and services in order to make them better.</li> <li>3) For example, making areas less vulnerable to disasters, using fewer resources and providing cheaper services.</li> <li>4) The focus is on sustainable and inclusive development and the idea is to look at compact areas, create a replicable model, which will act like a lighthouse to other aspiring cities.</li> </ol> | 3 |
| 22. | <ol style="list-style-type: none"> <li>1. <b>Improved Public Bus Service:</b> By providing more efficient and reliable public transportation, cities can encourage people to choose buses over personal vehicles, reducing congestion and pollution.</li> <li>2. <b>Expressways:</b> Building expressways with separate traffic lanes, bridges, and flyovers can help ensure smoother traffic flow and reduce congestion in cities.</li> </ol>   | 3 |

|     |  |        |
|-----|--|--------|
|     | <p>3. <b>Mass Rapid Transit (MRT):</b> Implementing MRT systems can provide high-capacity, efficient transportation like electric trains, underground tunnels, metros and elevated railways within cities, reducing dependence on cars or other personal vehicles and reduce congestion and pollution.</p> <p>4. <b>Higher Parking Fees:</b> Increasing parking fees can discourage the use of personal vehicles for commuting, encouraging people to utilize public transport or other alternatives.</p> <p>Any three points or any other relevant point</p>  |        |
| 23. | <p>The decades 1951-1981 are referred to as the period of “population explosion” in India, which was caused by-</p> <ul style="list-style-type: none"> <li>• A rapid fall in the mortality rate but a high fertility rate of population in the country. The average annual growth rate was as high as 2.2 per cent.</li> <li>• It is in this period, after the Independence, that developmental activities were introduced through a centralised planning process and economy started showing up ensuring the improvement of living condition of people at large. Thus, there was a high natural increase and higher growth rate.</li> <li>• Besides, increased international migration bringing in Tibetans, Bangladeshis, Nepalis and even people from Pakistan contributed to the high growth rate.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Adolescents i.e., up to the age group of 10-19 years consists of about 20.9 per cent (2011). Adolescents form a significant portion of the population, contributing to the workforce and economy in the future.</p> <p>The adolescent population, though, regarded as the youthful population having high potentials, but at the same time they are quite vulnerable if not guided and channelised properly. There are many challenges for the society as far as these adolescents are concerned, some of which are lower age at marriage, illiteracy – particularly female illiteracy, school dropouts, low intake of nutrients, high rate of maternal mortality of adolescent mothers, high rate of HIV and AIDS infections, physical and mental disability or retardedness, drug abuse and alcoholism, juvenile delinquency and committence of crimes, etc.</p> | 3      |
| 24. | <p>Pastoral nomadism or Nomadic herding is a primitive subsistence activity, in which the herders rely on animals for food, clothing, shelter, tools and transport. They move from one place to another along with their livestock, depending on the amount and quality of pastures and water. Each nomadic community occupies a well-identified territory as a matter of tradition.</p> <p>A wide variety of animals is kept in different regions. In tropical Africa, cattle are the most important livestock, while in Sahara and Asiatic deserts, sheep, goats and camel are reared. In the</p>  | 3+2= 5 |

|     |   |       |
|-----|---|-------|
|     | <p>mountainous areas of Tibet and Andes, yak and llamas and in the Arctic and sub Arctic areas, reindeer are the most important animals.</p> <p>The process of migration from plain areas to pastures on mountains during summers and again from mountain pastures to plain areas during winters is known as transhumance. In mountain regions, such as Himalayas, Gujjars, Bakarwals, Gaddis and Bhotiyas migrate from plains to the mountains in summers and to the plains from the high altitude pastures in winters. Similarly, in the tundra regions, the nomadic herders move from south to north in summers and from north to south in winters.</p> <p style="text-align: center;"><b>OR</b></p> <p>Factors Affecting Mining Activity:</p> <ol style="list-style-type: none"> <li>i. Physical factors include the size, grade and the mode of occurrence of the deposits.</li> <li>ii. Economic factors such as the demand for the mineral, technology available and used, capital to develop infrastructure and the labour and transport costs.</li> </ol> <p>The developed economies are retreating from mining, processing and refining stages of production due to high labour costs, while the developing countries with large labour force and striving for higher standard of living are becoming more important. Several countries of Africa and few of south America and Asia have over fifty per cent of the earnings from minerals alone.</p> |       |
| 25. | <p>Employment opportunities Better Standard of Living Increased Purchasing Power</p> <ol style="list-style-type: none"> <li>1. <b>Job creation and increased employment:</b> Small-scale industries are labour-intensive, creating numerous jobs and providing employment opportunities to a larger portion of the population.</li> <li>2. <b>Reduced poverty and improved livelihoods:</b> By offering more employment options, small-scale industries help reduce poverty and raise the living standards of individuals in both urban and rural areas.</li> <li>3. <b>Equitable income distribution and improved local purchasing power:</b> Small-scale industries support a more balanced income distribution, raising the local purchasing power of the individuals, and encouraging economic growth at the grassroots level.</li> <li>4. <b>Regional development:</b> Small-scale manufacturing often utilizes local raw materials and resources, promoting the economic development of resource-rich regions.</li> <li>5. <b>Skill development:</b> Small-scale industries provide opportunities for the workforce to develop valuable skills, enhancing their productivity and earning possibilities.</li> </ol>  | 3+2=5 |

|     |  |       |
|-----|--|-------|
|     | <p>High-tech industries which are regionally concentrated, self-sustained and highly specialised are called technopolies.</p> <p>They are characterised by the use of robotics on the assembly line, computer-aided design (CAD) and manufacturing, electronic controls of smelting and refining processes.</p> <p>Neatly spaced, low, modern, dispersed, office-plant-lab buildings rather than massive assembly structures, factories and storage areas mark the high-tech industrial landscape. Planned business parks for high-tech start-ups have become part of regional and local development schemes.</p> <p>New chemical and pharmaceutical products are notable examples of a high-tech industry.</p> <p>The Silicon Valley near San Francisco and Manufacturing contributes significantly to Silicon Forest near Seattle are examples of the world economy. Iron and steel, textiles, technopolies.</p>   |       |
| 26. | <p>Urban centres in India are more differentiated in terms of the socio-economic, politico-cultural and other indicators of development. On one hand there are bungalows, high-rise apartments etc. and on the other, there are slums, jhuggi-jhopari clusters and colonies of shanty structures.</p> <ol style="list-style-type: none"> <li>Slums are inhabited by those people who were forced to migrate from the rural areas to these urban centres in search of livelihood but could not afford proper housing due to high rent and high costs of land.</li> <li>They occupy environmentally incompatible and degraded areas. Slums are residential areas of the least choice, dilapidated houses, poor hygienic conditions, poor ventilation, lack of basic amenities, like drinking water, light and toilet facilities, etc.</li> <li>Open defecation, unregulated drainage system and overcrowded narrow street patterns are serious health and socio environmental hazards.</li> </ol> <p>Most of the slum population works in low-paid, high risk-prone, unorganised sectors of the urban economy. These conditions make their lives harder.</p> <ol style="list-style-type: none"> <li>Consequently, they are the undernourished, prone to different types of diseases and illness and cannot afford to give proper education to their children.</li> <li>The poverty makes them vulnerable to drug abuse, alcoholism, crime, vandalism, escapism, apathy and ultimately social exclusion.</li> </ol> | 3+2=5 |
| 27. | <ol style="list-style-type: none"> <li>The composition of commodities in India's international trade has been undergoing a change over the years. In export the</li> </ol>   | 5     |

|     |   |       |
|-----|---|-------|
|     | <p>share of agriculture and allied products and manufactured goods have decreased.</p> <ul style="list-style-type: none"> <li>ii. Share from crude petroleum and products and other commodities have increased.</li> <li>iii. The share of ore and minerals have largely remained constant over the years from 2015-16 to 2021-22.</li> <li>iv. The decline in traditional items is largely due to the tough international competition.</li> <li>v. Amongst the agriculture products, there is a decline in the export of traditional item, such as cashew, etc., though an increase has been registered in floricultural products, fresh fruits, marine products and sugar, etc.</li> </ul>  |       |
| 28. | <p>Bharmaur tribal region has harsh climate conditions, low resource base and fragile environment. These factors have influenced the society and economy of the region. It is one of the most (economically and socially) backward areas of Himachal Pradesh. The Gaddis have experienced geographical and political isolation and socio-economic deprivation.</p> <p>To improve the quality of life of the Gaddi tribe and bridge the development gap between Bharmaur and other areas of Himachal Pradesh</p> <p><b>Focus areas</b></p> <ul style="list-style-type: none"> <li>i. <b>Agriculture and Allied Activities:</b> Modernization of Agriculture Promote Horticulture and livestock Improvement, adapt agricultural practices and infrastructure development, considering factors like to the region's harsh climate, snowfall and limited growing seasons.</li> <li>ii. <b>Education and Skill Development:</b> Access to Quality Education Vocational Training, Adult Literacy Programs, Address issues of poverty, unemployment, and historical isolation through targeted programs and skill development.</li> <li>iii. <b>Livelihood Opportunities:</b> Promote eco-friendly tourism, Support Handicrafts, Improve Connectivity, Address issues of poverty, unemployment, and historical isolation through targeted programs and skill development</li> <li>iv. <b>Community Participation:</b> Ensure active involvement of the Gaddi community in planning and implementation to address their specific needs and priorities.</li> <li>v. <b>Government Support:</b> Secure funding and policy support from the government for infrastructure development, education, and skill-building programs.</li> </ul> <p><b>Elaborate the points</b></p> | 5     |
| 29. | <p>A Hamberg<br/>B Capetown<br/>C Panama Canal</p>  | 1X5=5 |

|     |   |       |
|-----|---|-------|
|     | <p>D Amazon Basin<br/>E Santiago<br/>F Vladivostok<br/>G Downs</p> <p><b>For Visually challenged</b><br/>A Hamberg/London/North Cape<br/>B Capetown<br/>C Rhine waterway<br/>D Amazon Basin<br/>E Santiago/ /Buenos Airies<br/>F Vladivostok/ St Petersburg<br/>G Downs</p> |       |
| 30. | <p>A. Mayurbhanj<br/>B. Tuticorin<br/>C. Jamnagar<br/>D. Bihar<br/>E. Assam<br/>F. Bengaluru<br/>G. Raniganj</p>  <p>For Visually impaired students.</p> <p>A. Mayurbhanj</p>           | 1X5=5 |

|  |  |  |
|--|--|--|
|  | B. Tuticorin<br>C. Jamnagar<br>D. Bihar<br>E. Gujarat<br>F. Bengaluru<br>G. Raniganj |  |
|--|--|--|

**HISTORY- Code-027**  
**SAMPLE QUESTION PAPER**  
**Class XII: 2025-26**

**Time Allowed: 3hrs**

**Maximum Marks: 80**

**General Instructions:**

1. Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
2. **Section A** – Question 1 to 21 are MCQs of 1 mark each.
3. **Section B** – Question no. 22 to 27 are Short Answer Type Questions, carrying 3 marks each. Answers to each question should not exceed 60-80 words.
4. **Section C** - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each. Answer to each question should not exceed 300-350 words.
5. **Section D** – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each.
6. **Section-E** - - Question no. 34 is Map based, carrying 5 marks that includes the identification and location of significant test items. Attach the map with the answer book.
7. There is no overall choice in the question paper. However, an internal choice has been provided in a few questions. Only one of the choices in such questions have to be attempted.
8. In addition to this, separate instructions are given with each section and question, wherever necessary.

**SECTION A**  
**OBJECTIVE TYPE QUESTIONS**

**1x21=21Marks**

1. Which of the following place of Harappan civilisation is associated with fire altars? 1  
A. Harappa  
B. Lothal  
C. Mohenjodaro  
D. Rakhigarhi
2. Archaeologists have been able to reconstruct dietary practices from finds of charred grains and seeds. These are studied by \_\_\_\_\_. 1  
A. Agronomist  
B. Palaeontologist  
C. Archaeo-botanists  
D. Anthologist
3. Which one of the following is **NOT** a correct statement about Mahajanapadas? 1  
A. Most mahajanapadas were ruled by kings.  
B. Some known as *ganas* or *sanghas*, were oligarchies.  
C. Each *mahajanapada* had a capital city, which was often fortified.  
D. Panchala became the most powerful mahajanapada between 6-4 BCE.

4. Match the following and select the correct option

1

| List I       | List II  |
|--------------|--|
| 1. Endogamy  | a. It is the practice of a woman having several husbands.  |
| 2. Exogamy   | b. It refers to marriage within a unit – this could be a kin group, caste, or a group living in the same locality. |
| 3. Polygyny  | c. It refers to marriage outside the unit.   |
| 4. Polyandry | d. It is the practice of a man having several wives.   |

- A. 1 - b, 2- c, 3 -d, 4- a  
B. 1 - a, 2- d, 3 -c, 4- b  
C. 1 - c, 2- b, 3 -d, 4- a  
D. 1 - d, 2- a, 3 -b, 4- c

5. Which of the following states that the paternal estate was to be divided equally amongst sons after the death of the parents, with a special share for the eldest?

1

- A. Vishnusmriti  
B. Vyasasmriti  
C. Likhitasmriti  
D. Manusmriti

6. Identify the given image from the following options.

1



Source –NCERT Textbook

**Options:**

- A. A terracotta sculpture depicting a scene from the Mahabharata  
B. A sculpture from Amaravati depicting Buddha leaving the palace  
C. A chief and his follower-stone sculpture  
D. Sandstone sculpture of a Kushana king

**NOTE: The following question is only for the visually impaired candidate in lieu of Q6**

The \_\_\_\_\_ consists of hymns in praise of a variety of deities, especially Agni, Indra and Soma.

- A. The Rigveda
- B. The Yajurveda
- C. The Samaveda
- D. The Atharvaveda

7. According to which Buddhist text Asoka distributed portions of the Buddha's relics to every important town and ordered the construction of stupas over them? 1
- A. Ashokavadana
  - B. Vinaya Pitaka
  - C. Sutta Pitaka
  - D. Dipavamsa
8. Which of the following statements is/are correct about François Bernier? 1
- 1. A Frenchman, a doctor, political philosopher and historian.
  - 2. He was closely associated with the Mughal court, as a physician to Prince Dara Shukoh.
  - 3. He was in India for 14 years, from 1656 to 1670.
  - 4. He was also associated as an intellectual and scientist, with Danishmand Khan, an Armenian noble at the Mughal court.
- A. 1, 2, 3, 4
  - B. 1, 2, 3
  - C. 1, 2, 4
  - D. 2, 3, 4
9. These trees are among the most peculiar trees in kind and most astonishing in habit. They look exactly like date-palms, without any difference between them except that the one produces nut as its fruits and the other produces dates. 1
- Which of the following traveller gave this description?
- A. Ibn Battuta
  - B. Al-Biruni
  - C. Duarte Barbosa
  - D. Megasthenes
10. There are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the appropriate option. 1
- Assertion (A):** Lingayats did not practice funerary rites such as cremation, prescribed in the Dharmashastras.
- Reason (R):** Lingayats believe that on death the devotee will be united with Shiva and will not return to this world.

**Options:**

- A. Both (A) and (R) are correct and (R) is the correct explanation of (A).
- B. Both (A) and (R) are correct and (R) is not the correct explanation of (A).
- C. (A) is correct but (R) is not correct.
- D. (R) is correct but (A) is not correct

11. Which of the following was the first dynasty to rule over the Vijayanagara Empire? 1
- A. Suluva dynasty
  - B. Aravidu dynasty
  - C. Tuluva dynasty
  - D. Sangama dynasty
12. Which of the following statements is correct regarding the Amara-nayaka system? 1
- A. The Amara-nayakas belonged to Bijapur.
  - B. Amara is believed to be derived from the Hindi word samara,
  - C. The amara-nayakas were independent and never sent tribute to the king.
  - D. They were Military commanders who got territories to govern by the Raya.
13. **Choose the correct option:** The book deals with the fiscal side of the empire and provides rich quantitative information on revenue rates. 1
- A. Manzil-abadi
  - B. Sipah-abadi
  - C. Mulk-abadi
  - D. Aam-abadi
14. Consider the following statements regarding the criteria of classification of lands under Akbar. 1
- 1. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow.
  - 2. Parauti is land left out of cultivation for a time that it may recover its strength.
  - 3. Chachar is land that has lain fallow for three or four years.
  - 4. Banjar land was also called jins-i-kamil.
- Which of the following statements is/are correct?
- A. 1, 2, 3, 4
  - B. 1, 2, 3
  - C. 1, 2, 4
  - D. 2, 3, 4
15. The zamindars defaulted on payments, after the 'Permanent Settlement' was introduced in 1793. Which of the following was a reason behind it? 1
- 1. The initial demands were very high.
  - 2. This high demand was imposed in the 1790s, a time when the prices of agricultural produce were depressed, making it difficult for the *ryots* to pay their dues to the zamindar.

3. The revenue was invariable, regardless of the harvest, and had to be paid punctually.
4. The Permanent Settlement initially limited the power of the zamindar to collect rent from the *ryot* and manage his zamindari.

- A. 1, 2, 3
- B. 1, 2, 4
- C. 2, 3, 4
- D. 1, 2, 3, 4

16. The \_\_\_\_\_ were most powerful in North Bengal, although rich peasants and village headmen were emerging as commanding figures in the countryside in other parts of Bengal as well. 1

- A. Zamindars
- B. Jotedars
- C. Taluqdars
- D. Ryots

17. Choose the correct chronological order of the events following events out of the options given below: 1

1. The sepoys arrived at the gates of the Red Fort early in the morning.
2. They first seized the bell of arms and plundered the treasury.
3. Late in the afternoon of 10 May 1857, the sepoys in the cantonment of Meerut broke out in mutiny.
4. Awadh was formally annexed to the British Empire.

**Options**

- A. 1, 2, 3, 4
- B. 2, 1, 3, 4
- C. 3, 2, 1, 4
- D. 4, 3, 2, 1

18. Name the historian who remarked that South Africa was the making of the Mahatma. 1

- A. Sumit Sarkar
- B. Sekhar Bandyopadhyay
- C. Chandran Devanesan
- D. David Hardiman

19. Match the column I with column II and choose the correct option. 1

| Column I   | Column II |
|--|-----------|
| (i) Mahatma Gandhi returns from South Africa                                   | (a) 1917  |
| (ii) Champaran movement  | (b) 1918  |
| (iii) Peasant movements in Kheda (Gujarat), and workers' movement in Ahmedabad | (c) 1919  |
| (iv) Rowlatt Satyagraha  | (d) 1915  |

Options.

- A. i – b, ii – c, iii – a, iv – d
- B. i – c, ii – a, iii – b, iv – d
- C. i – c, ii – d, iii – b, iv – a
- D. i – d, ii – a, iii – b, iv – c

20. Who proposed that the National Flag of India be a 'horizontal tricolour of saffron, white and dark green in equal proportion', with a wheel in navy blue at the centre? 1
- A. J. B. Kripalani
  - B. Rajendra Prasad
  - C. Pandit Jawaharlal Nehru
  - D. Sardar Vallabhbhai Patel
21. One among the following group initially refused to join the Constituent Assembly, as they believed that it was a British creation. Choose the correct option: 1
- A. Socialists
  - B. Tribals
  - C. Backward Classes
  - D. Anglo-Indian

**SECTION B**  
**SHORT ANSWER TYPE QUESTIONS**

**3x6=18**

- 22.A "The archaeological records provide no immediate answer of the existence of centre of power". Give suitable examples to prove the statement in the context of Harappa. 3
- OR**
- 22.B Prove that Harappans had access to different parts of the world.
23. Describe the various stages through which Mahabharata was compiled in the 20th century. Discuss any three points. 3
24. Explain the barriers that Al Biruni felt obstructed his understanding. 3
25. What was the condition of an average peasant of North India during the seventeenth century? 3
26. Discuss the policies adopted by the British towards the Paharias during the early 18th century in Bengal. 3
- 27A "Rumours and prophecies played a part in moving the people into action during the revolt of 1857." Examine the statement with rumours and reasons for its beliefs. 3

**OR**

- 27B 'A chain of grievances in Awadh linked the prince, taluqdars, peasants and sepoy to join hands in the revolt of 1857 against the British'. Examine the statement by giving three points.

**SECTION C**  
**LONG ANSWER TYPE QUESTIONS**

**3x8=24**

- 28.A. Enumerate the features of Mauryan administration. 8

**OR**

- 28.B. How do modern historians explain the development and rise of Magadhan power? Explain briefly.
- 29.A. "Krishnadeva Raya's rule was characterised by expansion and consolidation." 8  
Substantiate the statement with suitable examples.

**OR**

- 29.B. "Abdur Razzaq, an ambassador sent by the ruler of Persia to Calicut (present-day Kozhikode) in the fifteenth century, was greatly impressed by the fortifications, and mentioned seven lines of forts." Substantiate the statement with suitable examples.
- 30.A. Discuss the point that private letters and autobiographies tell us about a great deal of information about an individual? How are these sources different from official accounts? 8

**OR**

- 30.B. Explain why many scholars believe that the months after Independence were Gandhiji's 'finest hour.'

**SECTION D**  
**SOURCE BASED QUESTIONS**

**3x4=12**

31. **Read the given passage and answer the following questions** 1+1+  
2 =4

How do we know about the Buddha's teachings? These have been reconstructed by carefully editing, translating and analysing the Buddhist texts mentioned earlier. Historians have also tried to reconstruct details of his life from hagiographies. Many of these were written down at least a century after the time of the Buddha, in an attempt to preserve memories of the great teacher.

- 31.1. What do you understand by the term 'hagiographies'?  
31.2. Write any one teaching/philosophy of Buddha.  
31.3. Why did art historians need to acquire familiarity with hagiographies?

32. **Read the given passage and answer the following questions** 2+1+  
1 =4

Often associated with the goddess were forms of worship that were classified as 'Tantra Vidya'. Tantric practices were widespread in several parts of the subcontinent – they were open to women and men, and practitioners often ignored differences of caste and class within the ritual context. Many of these ideas influenced Shaivism as well as Buddhism, especially in the eastern, northern and southern parts of the subcontinent.

- 32.1. Is tantric tradition different from Vedic tradition?  
32.2. "Tantric practices somewhat inculcated the notion of an egalitarian society." Do you agree?  
32.3. Whom did the tantric ideas influence?

33. Read the given passage and answer the following questions

1+2+  
1 =4

Countering the demand for separate electorates, Govind Ballabh Pant declared that it was not only harmful for the nation but also for the minorities. He agreed with B. Pocker Bahadur that the success of a democracy was to be judged by the confidence it generated amongst different sections of people. He agreed too that every citizen in a free state should be treated in a manner that satisfied “not only his material wants but also his spiritual sense of self-respect”, and that the majority community had an obligation to try and understand the problems of minorities and empathise with their aspirations. Yet Pant opposed the idea of separate electorates. It was a suicidal demand, he argued, that would permanently isolate the minorities, make them vulnerable, and deprive them of any effective say within the government.

- 33.1. Why were the national leaders countering demand for separate electorates?  
33.2. Imagine you were one among the minorities. Would you have supported separate electorates?  
33.3. What was the argument given by B. Pocker Bahadur to which Govind Ballabh Pant agreed?

1x5=5

**SECTION E**  
**MAP BASED QUESTIONS**

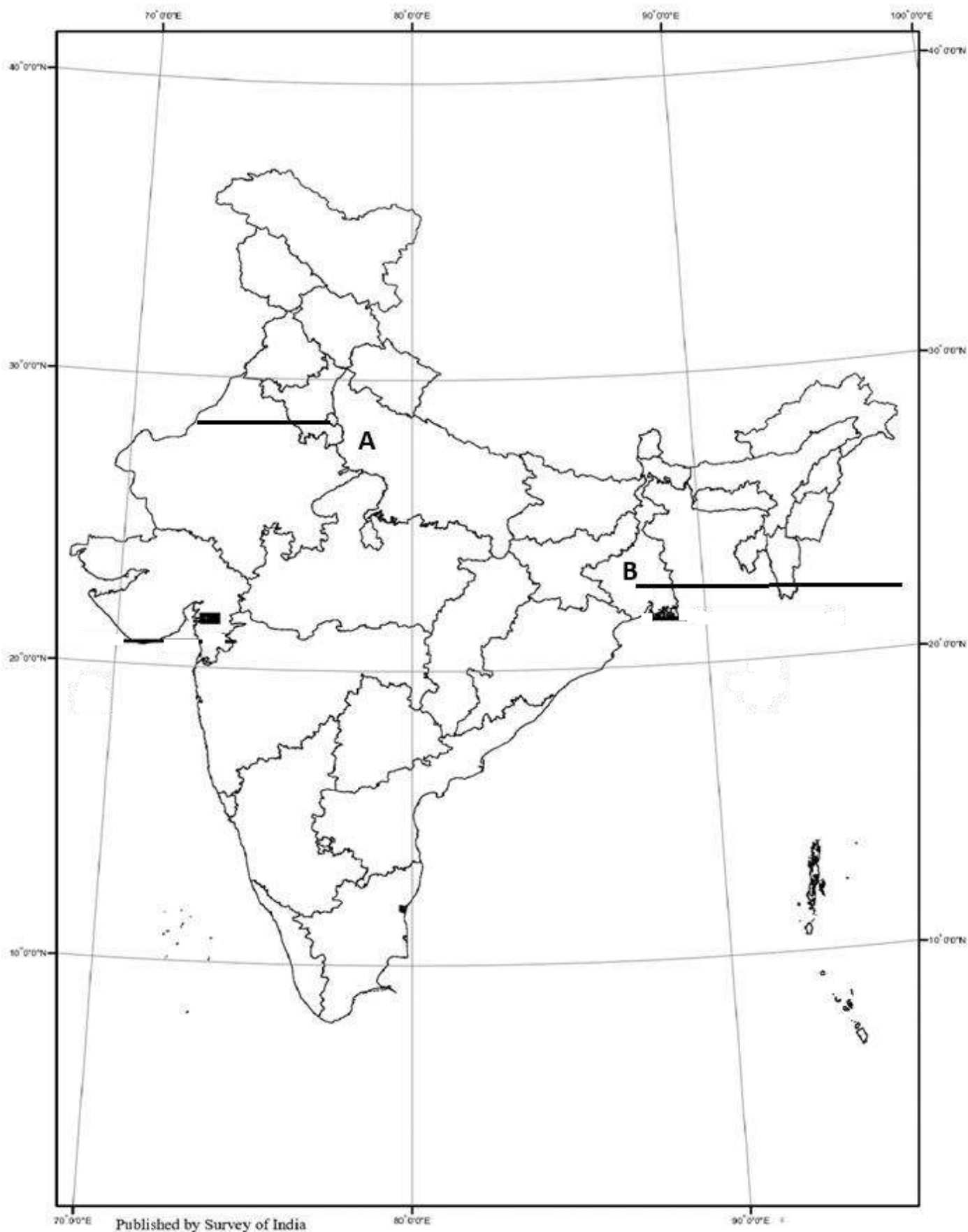
34.1 On the given political map of India, locate and label the following with appropriate symbols:

- |      |                           |   |
|------|---------------------------|---|
| I.   | Amaravati – A Stupa       | 1 |
| II.  | Magadha Mahajanapada      | 1 |
| III. | Rakhigarhi- Harappan site | 1 |
|      | Or                        |   |
|      | Lothal-Harappan site      |   |

- 34.2 On the same outline map, two places have been marked as ‘A’ and ‘B’ as the centres of the Revolt of 1857. Identify them and write their correct names on the lines drawn near them. 2

**Note: The following questions are for the Visually Impaired Candidates only in lieu of Q.No.34**

- 34.1 In which two categories do the historians of religion often classify bhakti traditions 2
- 34.2 (a) How many well have been estimated by the the Scholars have estimated in Mohenjodaro? 1
- OR**
- (b) Where is Brihadishvara temple located?
- 34.3 Mention any two centres of the National movement. 2



**HISTORY (027)**  
**MARKING SCHEME**  
**Class XII: 2025-26**

| <b>SECTION A</b> |  | <b>1x21=21</b> |
|------------------|--|----------------|
| <b>Q. NO.</b>    | <b>OBJECTIVE TYPE QUESTIONS</b>  | <b>MARKS</b>   |
| 1.               | B. Lothal  | 1              |
| 2.               | C. Archaeo-botanists   | 1              |
| 3.               | D. Between the sixth and the fourth centuries BCE, Panchala became the most powerful mahajanapada.   | 1              |
| 4.               | A. 1 - b, 2- c, 3 -d , 4- a  | 1              |
| 5.               | D. Manusmriti  | 1              |
| 6.               | B. A sculpture from Amaravati depicting Buddha leaving the palace<br><br><b>NOTE: The following question is only for the visually impaired candidate in lieu of Q6</b><br>A. The Rigveda | 1              |
| 7.               | A. Ashokavadana  | 1              |
| 8.               | C. 1, 2, 4   | 1              |
| 9.               | A. Ibn Battuta   | 1              |
| 10.              | A. Both (A) and (R) are correct and (R) is the correct explanation of (A).   | 1              |
| 11.              | D. Sangama dynasty   | 1              |
| 12.              | D. They were Military commanders who got territories to govern by the Raya.  | 1              |
| 13.              | C. mulk-abadi  | 1              |
| 14.              | B. 1, 2, 3   | 1              |
| 15.              | D. 1, 2, 3, 4  | 1              |
| 16.              | B. Jotedars  | 1              |

|  |   |               |
|--|---|---------------|
| 17.  | D. 4, 3, 2, 1   | 1             |
| 18.  | C. Chandran Devanesan   | 1             |
| 19.  | D. i – d, ii – a, iii – b, iv – c   | 1             |
| 20.  | C. Pandit Jawaharlal Nehru  | 1             |
| 21.  | A. Socialists   | 1             |
| <b>SECTION B</b><br><b>SHORT ANSWER TYPE QUESTIONS</b> |   | <b>3x6=18</b> |
| 22.  | <p>There is no doubt that that the archaeological findings provide no immediate answer to the Harappa's central authority. Many views have been given regarding the central authority. Following are some of them:</p> <ul style="list-style-type: none"> <li>● A large building found at Mohenjodaro but no spectacular finds were associated with it.</li> <li>● A stone statue was found at the site of Mohenjodaro which have been labelled as the 'priest king'.</li> <li>● But so far, the ritual practices of Harappan people have not been understood.</li> <li>● There is no clear evidence to know whether those who performed ritual practices also held some political power.</li> </ul> <p>Any three points to be described- PAGE 16</p> <p style="text-align: center;"><b>OR</b></p> <p>Harappans maintained trade relations with other parts of the world in the following ways:</p> <ul style="list-style-type: none"> <li>● Archaeological findings have given clue that Harappans had trade relations with Western Asia.</li> <li>● Copper was imported from Oman. Chemical analyses have shown that both the Omani copper and Harappan artefacts have traces of nickel indicating a common origin of copper.</li> <li>● A distinctive type of Harappan vessel coated with a thick layer of black clay has been found at some Omani sites.</li> <li>● Harappan weights, seals, dice and beads etc. have also been found from the Mesopotamian sites.</li> <li>● Meluhha, a harappan site is also mentioned in Mesopotamian texts. Copper, gold, carnelian, lapis lazuli and varieties of wood were imported from this site.</li> </ul> <p><b>Any three points to be described</b></p> | 3             |
| 23.  | <p>The work of compilation of Mahabharata started in 1919 under the leadership of noted scholar V.S. Sukthankar. A team comprising dozens of scholars initiated the task of preparing a critical edition of the <i>Mahabharata</i>. The various stages of compiling Mahabharata were:</p> <ul style="list-style-type: none"> <li>● Scholars collected Sanskrit manuscripts of the text, written in a variety of</li> </ul>  | 3             |

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|    | <p>scripts, from different parts of the country.</p> <ul style="list-style-type: none"> <li>• Scholars compared verses from each manuscript. They selected the verses that appeared common to most versions.</li> <li>• These common verses were published in several volumes, running into over 13,000 pages.</li> <li>• The project took 47 years to complete.</li> </ul> <p><b>Any three points to be described</b></p>  |   |
| 24 | <p>Al-Biruni was aware of the problems that he could face during his travel. He felt that many barriers obstructed his understanding. These barriers can be studied as under:</p> <ul style="list-style-type: none"> <li>• The first barrier was that of the language. Sanskrit was so different from Arabic and Persian that ideas and concepts could not be easily translated from one language into another.</li> <li>• The second barrier, he found a lot of difference in religious beliefs and practices.</li> <li>• The third barrier was the self-absorption and insularity of the local population.</li> </ul> <p><b>Any three points to be described</b></p>  | 3 |
| 25 | <p>The condition of an average peasant of North India during the seventeenth century was as under:</p> <ol style="list-style-type: none"> <li>1) An average peasant of northern India had not more than a pair of oxen and two ploughs. Most of the peasants were possessing less than that.</li> <li>2) In Gujarat, peasants were considered to be rich if they were possessing six acres of land.</li> <li>3) In Bengal, 5 acres was the upper limit of land of an average peasant.</li> <li>4) 10 acres of land owned by a peasant was considered rich asami.</li> <li>5) Agriculture was based on the concept of individual ownership.</li> </ol> <p><b>Any three points to be described</b></p>  | 3 |
| 26 | <p>The policies adopted by the British towards the Paharias during the early 18th century in Bengal can be explained in the following way:</p> <ul style="list-style-type: none"> <li>• In the decade of 1770, the British adopted the policy of extermination towards Paharias and began hunting them down and killing them.</li> <li>• In the decade of 1780, Collector of Bhagalpur, Augustus Cleveland, proposed the policy of pacification.</li> <li>• This policy proposed to give annual allowance to Paharia Chiefs and they were made responsible for controlling their men.</li> <li>• They were also expected to maintain order in their localities and keep discipline among their own people.</li> <li>• But a number of Paharia chiefs refused to take the annual allowance.</li> <li>• Those who accepted the allowance lost the authority within their community. They came to be seen as stipendiary chiefs being in the pay of the colonial government.</li> </ul> <p><b>Any three points to be described</b></p> | 3 |
| 27 | <ul style="list-style-type: none"> <li>• During 1857 revolt, there was an apparent rumour that the Indian sepoy</li> </ul>  | 3 |

were intentionally given the Enfield rifles, and its bullets were coated with the fat of cows and pigs and biting those bullets would corrupt their caste and religion.

- The British tried to explain to the sepoys that this was not the case but the rumour that the new cartridges were greased with the fat of cows and pigs which spread like wildfire across the sepoy lines of North India.
- This is one rumour whose origin can be traced. Captain Wright, commandant of the Rifle Instruction Depot, reported that in the third week of January 1857 a 'low-caste' Khalasi who worked in the magazine in Dum Dum had asked a Brahmin sepoy for a drink of water from his lota. The sepoy had refused saying that the "lower caste's" touch would defile the lota. The Khalasi had reportedly retorted, "You will lose your caste, as ere long you will have to bite cartridges covered with the fat of cows and pigs".
- The truthfulness of the report had not identified but once this rumour started no amount of assurances from British officers could stop its circulation and the fear of it spread among the sepoys.
- There was a rumour that the British government had hatched a gigantic conspiracy to destroy the caste and religion of Hindus and Muslims.
- These fears stirred men to action. The response to the call for action was reinforced by the prophecy that British rule would come to an end on the centenary of the Battle of Plassey, on 23 June 1857.

Any three points to be described

#### OR

Since 18th century, Awadh faced a number of grievances which linked the princes, taluqdars, peasants and sepoys to join hands in the revolt of 1857 against the British. Following were such factors which were responsible for creating grievances:

- The Subsidiary Alliance had been imposed on Awadh in 1801, which confined the power of the Nawab over his territory as his military force disbanded, the British troops took position in the kingdom and he could not take any decision without the advice of the British resident who was attached to the court of Awadh. He could no longer assert control over the rebellious chiefs and taluqdars. The British became increasingly interested in acquiring the territory of Awadh as it was economically and geographically important for them.
- This annexation also dispossessed the taluqdars of the region. Before the advent of the British, they were powerful and maintained armed retainers, built forts and enjoyed degree of autonomy. The British were unwilling to tolerate the power of taluqdars. Immediately after the annexation, the taluqdars were disarmed and their forts destroyed. The first revenue settlement, known as the 'Summary Settlement', further undermined the position and authority of the taluqdars. This settlement proceeded to remove the taluqdars wherever possible.
- By removing the taluqdars, the British wanted to reduce the level of exploitation and increase the revenue demand. But now, Peasants were in more difficult situation. Under the British rule there was no guarantee that in times of hardship or crop failure the revenue demand of the state would be

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|  | <p>reduced or collection postponed, or that in times of need they would get any loan or support that the taluqdar had earlier provided. Thus, with this suppression, neither taluqdars nor peasants had any reasons to be happy with the annexation.</p> <ul style="list-style-type: none"> <li>• There was also a rage in sepoys towards the British. Before 1820, the British were very gentle with the sepoys but in 1840 this began to change. The officers developed sense of superiority and started treating the sepoys as their inferiors. Abuse and physical violence became common. Trust was replaced by suspicion. The episode of the greased cartridges was a classic example of this.</li> <li>• In Awadh, more than anywhere else, the revolt became an expression of popular resistance to an alien order.</li> </ul> <p><b>Any three points to be described</b></p> |  |
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**SECTION C**  
**LONG ANSWER TYPE QUESTIONS**

**3x8=24**

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| 28 | <p>The main features of Mauryan administration are as follows:</p> <ul style="list-style-type: none"> <li>• There were five major political centres in the empire i.e., the capital Pataliputra and the provincial centres of Taxila, Ujjayini, Tosali and Suvarnagiri.</li> <li>• It is likely that administrative control was strongest in areas around the capital and the provincial centres.</li> <li>• These centres were carefully chosen, both Taxila and Ujjayini being situated on important long-distance trade routes, while Suvarnagiri (literally, the golden mountain) was possibly important for tapping the gold mines of Karnataka.</li> <li>• The communication system existed along both land and riverine routes. It was very vital for the existence of the empire.</li> <li>• As the journeys from the centre to the provinces could have taken a long time, there was arrangement for provisions as well as protection for the travellers.</li> <li>• It is obvious that the army was an important means for ensuring the security. Megasthenes mentions a committee with six subcommittees for coordinating military activity.</li> <li>• Of these, one looked after the navy, the second managed transport, the third was responsible for foot-soldiers, the fourth for horses, the fifth for chariots and the sixth for elephants.</li> <li>• The activities of the second subcommittee were rather varied i.e. arranging for bullock carts to carry equipment, procuring food for soldiers and fodder for animals, and recruiting servants and artisans to look after the soldiers.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Between the 6<sup>th</sup> and 4<sup>th</sup> centuries BCE, Magadha (in present-day Bihar) became the most powerful mahajanapada. Modern historians explain this development in a variety of ways:</p> | 8 |
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|    | <ul style="list-style-type: none"> <li>• Magadha was a region where agriculture was especially productive.</li> <li>• Besides, iron mines (in present-day Jharkhand) were accessible and provided resources for tools and weapons.</li> <li>• Elephants, an important component of the army, were found in forests in the region.</li> <li>• Also, the Ganga and its tributaries provided a means of cheap and convenient communication.</li> <li>• However, early Jain and Buddhist writers who wrote about Magadha attributed its power to the policies of individuals, ruthlessly ambitious kings of whom Bimbisara, Ajatashatru and Mahapadma Nanda are the best known, and their minister, who helped implement their policies.</li> <li>• The two capitals, i.e. Rajagaha (Rajgir) and Pataliputra (Patna) of Magadha had their own advantages.</li> <li>• Rajagaha was a fortified settlement, located amongst hill, thus, was not easily captured. Pataliputra was easily communicable through the Ganga and its tributaries.</li> <li>• The growth of Magadha culminated in the emergence of the Mauryan Empire. Chandragupta Maurya, who founded the empire (c. 321 BCE), extended control as far northwest as Afghanistan and Baluchistan, and his grandson Asoka, arguably the most famous ruler of early India, conquered Kalinga (present-day coastal Orissa).</li> </ul>   |   |
| 29 | <p>The first dynasty, known as the Sangama dynasty, exercised control till 1485. They were supplanted by the Saluvas, military commanders, who remained in power till 1503 when they were replaced by the Tuluvas.</p> <ul style="list-style-type: none"> <li>• Krishnadeva Raya belonged to the Tuluva dynasty. He ruled from 1509 till 1529 C.E. Following were his main achievements:</li> <li>• The land between the Tungabhadra and Krishna rivers (the Raichur doab) was acquired in 1512.</li> <li>• The rulers of Orissa were subdued in 1514 and severe defeats were inflicted on the Sultan of Bijapur in 1520.</li> <li>• Although the kingdom remained in a constant state of military preparedness, it flourished under conditions of unparalleled peace and prosperity.</li> <li>• Krishnadeva Raya is credited with building some fine temples and adding impressive <i>gopurams</i> to many important south Indian temples. He also founded a suburban township near Vijayanagara called Nagalapuram after his mother.</li> <li>• Krishnadeva Raya, the most famous ruler of Vijayanagara, composed a work on statecraft in Telugu known as the Amuktamalyada. It was written in the Telugu language.</li> <li>• Although the armies of the Sultans were responsible for the destruction of the city of Vijayanagara, relations between the Sultans and the <i>rayas</i> were not always or inevitably hostile, in spite of religious differences. Krishnadeva Raya, for example, supported some claimants to power in the Sultanates.</li> <li>• Many foreign travellers like Barbosa, Paes and Fernao Nuniz wrote about the good administration and prosperity of the Vijayanagar kingdom.</li> <li>• In the end, it is clear that Krishna Deva Raya was the greatest of all the rulers of the Vijayanagara Kingdom.</li> </ul> | 8 |

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|    | <p style="text-align: center;"><b>Or</b></p> <p>Abdur Razzaq, an ambassador sent by the ruler of Persia to Calicut (present-day Kozhikode) in the fifteenth century, was greatly impressed by the fortifications, and mentioned seven lines of forts. It is clear from the following details:</p> <ul style="list-style-type: none"> <li>• Different parts of the city of Vijayanagara were enclosed with the great fortress walls.</li> <li>• These encircled not only the city but also its agricultural hinterland and forests. The outermost wall linked the hills surrounding the city.</li> <li>• The massive masonry construction was slightly tapered. No mortar or cementing agent was employed anywhere in the construction.</li> <li>• The stone blocks were wedge shaped, which held them in place, and the inner portion of the walls was of earth packed with rubble.</li> <li>• Square or rectangular bastions projected outwards.</li> <li>• What was most significant about this fortification is that it enclosed agricultural tracts.</li> <li>• Abdur Razzaq noted that between the first, second and the third walls there are cultivated fields, gardens and houses.</li> <li>• A second line of fortification went round the inner core of the urban complex, and a third line surrounded the royal centre, within which each set of major buildings was surrounded by its own high walls.</li> <li>• The fort was entered through well-guarded gates, which linked the city to the major roads. Gateways were distinctive architectural features that often defined the structures to which they regulated access.</li> <li>• Archaeologists have studied roads within the city and those leading out from it. These have been identified by tracing paths through gateways, as well as by finds of pavements.</li> <li>• Roads generally wound around through the valleys, avoiding rocky terrain.</li> <li>• Some of the most important roads extended from temple gateways, and were lined by bazaars.</li> </ul> <p><b>Any eight points to be described</b></p> |   |
| 30 | <p>Private letters and autobiographies are important source of individual's life and views. Many of our freedom struggle leaders wrote autobiographies and letters and today they are our great record about them and history too.</p> <p><b>1) Private Letters:</b> Many letters are written to individuals, and are therefore personal, but they are also meant for the public. The language of the letters is often shaped by the awareness that they may one day be published. They give us a glimpse of the private thoughts of an individual. In letters we see people expressing their anger and pain, their dismay and anxiety, their hopes and frustrations, in a way in which they may not express themselves in public statements. Gandhiji regularly published in his journal Harijan, letters written to him by others during the national movements. Nehru edited a collection of letters written to him during the national movement and published <i>A Bunch of Old Letters</i>.</p> <p><b>2) Autobiographies:</b> Autotrophies are very important source to reconstruct the</p>  | 8 |

history. They give us an account of the past i.e. rich in human detail. Autobiographies are retrospective accounts written very often from memory. They tell us what the author would be able to recollect, what he or she saw as important or was recounting or how a person wanted his or her life to be viewed by others. The autobiography of Mahatma Gandhi i.e. My Experiments with Truth gives us a glimpse of the life of Mahatma Gandhi.

**These sources were different from the official accounts. This is manifested in the following points:**

- 1) Government Records:** Government records are another vital source to reconstruct the past. The letters and reports written by policemen and other officials were secret at that time, but now they can be accessed in archives. One such source is the fortnightly reports prepared by the home department from early 20th century. These reports were based on information given to the police by the localities, but often expressed what the officials saw or wanted to believe. For example, in fortnightly reports for the period of the salt march, it is noticed that the home department was not ready to believe that Mahatma Gandhiji's actions had evoked any enthusiastic response from the masses.
- 2) Newspaper Records:** One more important source is contemporary newspapers. Both Indian and foreign newspapers played an important role while covering the news of Indian National Movement and the political career of Gandhiji. Newspapers also represented what ordinary Indians thought of him. Newspaper accounts, however, should not be seen as unprejudiced. They were published by people who had their own political opinions and world views. These ideas shaped what was published and the way events were reported.

**OR**

- Mahatma Gandhi was not present at the festivities in the capital on 15 August 1947. He was in Calcutta, but he did not attend any function or hoist a flag there either.
- He kept himself isolated from the celebrations as he believed that freedom came at an unacceptable price with a nation divided.
- He tried to build a spirit of mutual trust and confidence between the communities. He was worried for the displaced people in India and Pakistan.
- After attainment of Independence, Gandhiji kept himself aloof from the political work and engagements. He focussed on pacifying people, went around hospitals and refugee camps and giving consolation to distressed people.
- He appealed to Sikhs, Hindus and Muslims to forget the past and extend the hand of friendship and cooperation to one.
- He said the worst is over and all Indians should work together for equality of all classes and creeds. He even thought that though India and Pakistan are divided geographically and politically, but at heart we shall be friends and brothers and be the one for outside world.

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|  | <ul style="list-style-type: none"> <li>• Gandhiji was in Bengal when India attained its freedom, after bringing peace to Bengal he shifted to Delhi and he was willing to go to Punjab to console the people.</li> <li>• Therefore, it can be said that in his last days Gandhiji was spending time to bring peace without any pressure of political objectives. He was serving the humanity.</li> <li>• So, keeping the all above in consideration, scholars described the month after Independence being Gandhiji's 'finest hour'.</li> </ul>  |                     |
| <p style="text-align: center;"><b>SECTION D</b></p> <p style="text-align: center;"><b>SOURCE BASED QUESTIONS</b></p> |  | <b>3x4=12</b>       |
| 31   | <p><b>31.1.</b> Hagiography is a biography of a saint or religious leader. Hagiographies often praise the saint's achievements and may not always be literally accurate. They are important because they tell us about the beliefs of the followers of that tradition.</p> <p><b>31.2.</b> The world is transient (anicca) and constantly changing; it is also soulless (anatta) as there is nothing permanent or eternal in it. Within this transient world, sorrow (dukkha) is intrinsic to human existence. It is by following the path of moderation between severe penance and self-indulgence that human beings can rise above these worldly troubles. (Any other relevant point can be given)</p> <p><b>31.3.</b> Art historians had to acquire familiarity with hagiographies of the Buddha to understand Buddhist sculpture. According to hagiographies, the Buddha attained enlightenment while meditating under a tree. Many early sculptors did not show the Buddha in human form – instead, they showed his presence through symbols. The empty seat was meant to indicate the meditation of the Buddha, and the stupa was meant to represent the Mahaparinirvana. Another frequently used symbol was the wheel. This stood for the first sermon of the Buddha, delivered at Sarnath. As is obvious, such sculptures cannot be understood literally – for instance, the tree does not stand simply for a tree but symbolises an event in the life of the Buddha. To understand such symbols, historians must familiarise themselves with the traditions of those who produced these works of art.</p> | <b>1+1+2<br/>=4</b> |
| 32   | <p><b>32.1.</b> Yes, Tantric tradition is different from Vedic tradition as the Vedic tradition often condemned practices that went beyond the closely regulated contact with the divine through the performance of sacrifices or precisely chanted mantras. On the other hand, those engaged in Tantric practices frequently ignored the authority of the Vedas. (Any other point).</p> <p><b>32.2.</b> Yes, tantric practices somewhat inculcated the notion of an egalitarian society as there was neither gender nor caste discrimination.</p> <p><b>32.3.</b> Tantric practices influenced Shaivism as well as Buddhism, especially in the eastern, northern and southern parts of the subcontinent.</p>  | <b>2+1+1<br/>=4</b> |
| 33   | <p><b>33.1.</b> National leaders countering demand for separate electorates because there was the underlying concern with the making of a unified nation state. It divided the nation, caused bloodshed and led to partition. (Any one point)</p>  | <b>1+2+1<br/>=4</b> |

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|  | <p><b>33.2.</b> One would not support separate electorates as it breeds separatism. It would isolate the minorities, and they would not be able to effectively influence their voice within the government. It is harmful for both the nation and the minorities. It will be a hindrance for a united nation. (Any other view)</p> <p><b>33.3.</b> On 27 August 1947, B. Pocker Bahadur from Madras made a powerful plea for continuing separate electorates. Govind Ballabh Pant agreed with Bahadur that the success of a democracy was to be judged by the confidence it generated amongst different sections of people. He agreed too that every citizen in a free state should be treated in a manner that satisfied “not only his material wants but also his spiritual sense of self-respect”, and that the majority community had an obligation to try and understand the problems of minorities and empathise with their aspirations. (Any one point)</p> |  |
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**SECTION E**  
**MAP BASED QUESTIONS**

**1\*5=5**

**34.1. On the given political map of India, locate and label the following with appropriate symbols:**

- |                                |   |
|--------------------------------|---|
| I. Amaravati – A Stupa         | 1 |
| II. Magadha Mahajanapada       | 1 |
| III. Rakhigarhi- Harappan site | 1 |
| Or                             |   |
| Lothal-Harappan site           |   |

**34.2. On the same outline map, two places have been marked as ‘A’ and ‘B’ as the centres of the Revolt of 1857. Identify them and write their correct names on the lines drawn near them.**

**2**

**Note: The following questions are for the Visually Impaired Candidates only in lieu of Q.No.34**

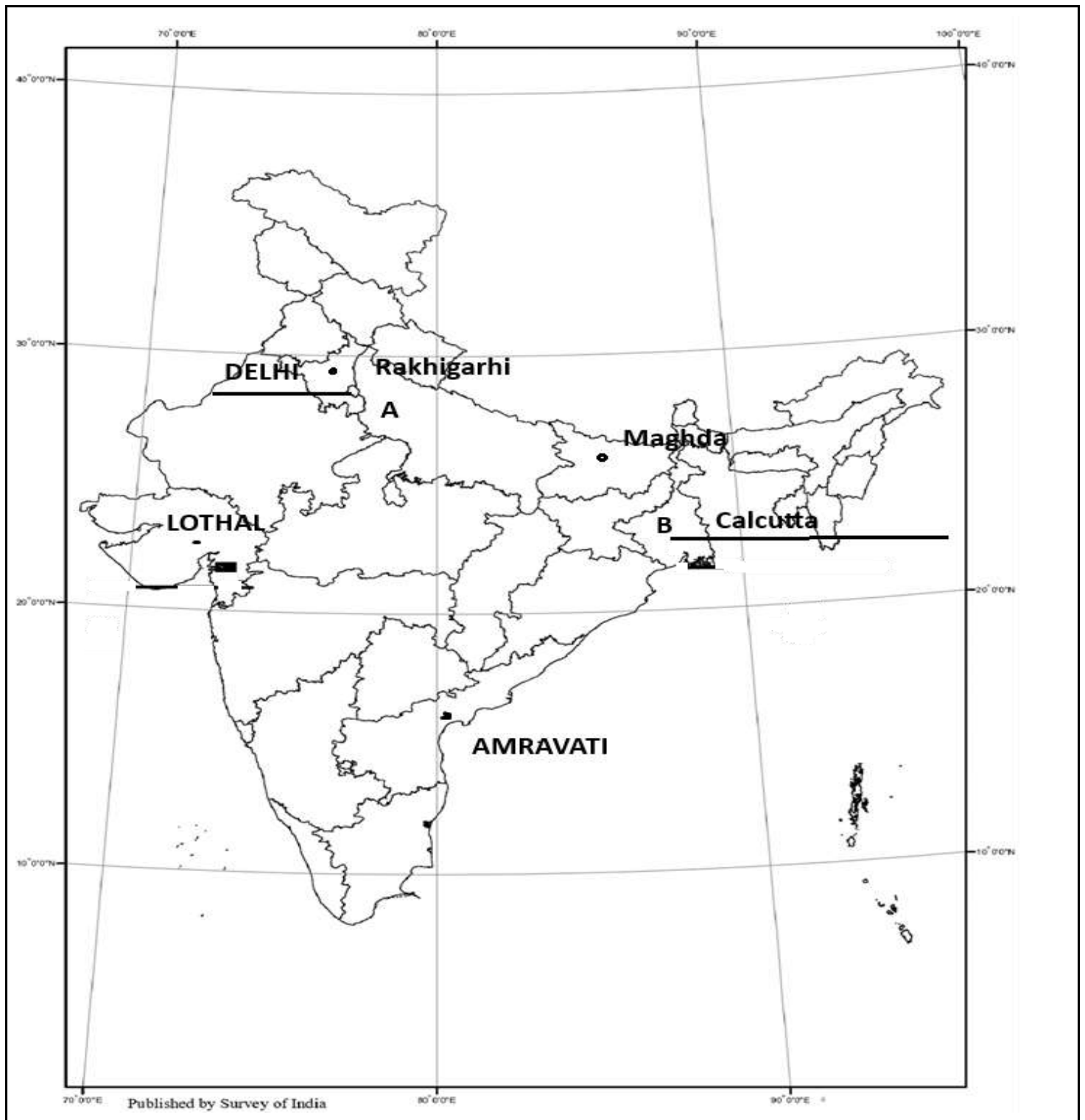
**34.1** *Saguna* (with attributes) and *nirguna* (without attributes).

**34.2. 700** **1**

**OR**

**(b)---Thanjavur**

**34.3-** Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi (Any two)



**PAINTING CODE - 049**  
**SAMPLE QUESTION PAPER\***  
**CLASS: XII (2025- 26)**

**Time – 2 hours**

**Max Marks – 30**

**General Instructions**

**Read the following instructions carefully.**

- There are 16 questions in this question paper with internal choice.
- SECTION A consists of 8 multiple-choice questions carrying 1 mark each.
- SECTION B consists of 5 short answer questions carrying 2 marks each (Answer in about 100 words).
- SECTION C consists of 3 long answer questions carrying 6 marks each (Answer in about 200 words).

| S.No. | SECTION-A   | Marks |
|-------|---|-------|
|       | <b>Select the right answer from the given options:</b>  |       |
| 1.    | In the painting Chand Bibi Playing Polo, what is the colour of the horse she is striding?<br>(i) Red<br>(ii) Yellow<br>(iii) Blue<br>(iv) white   | 1     |
| 2.    | How are the faces depicted in the painting “Krishna with Gopies”?<br>(i) Side Profile Faces (ek chashm)<br>(ii) 1.25 Profile Faces (sava chashm)<br>(iii) 1.5 Profile Faces (derh chashm)<br>(iv) Front faces. (do chashm)  | 1     |
| 3.    | <b>Assertion (A):</b> The artistically sculpted image of Ganesha was created by Sculptor P. V. Janakiram.<br><b>Reason (R):</b> The artist used wood for making this sculpture.<br>(i) Both A and R are true, and R is the correct explanation of A<br>(ii) Both A and R are true, but R is not the correct explanation of A<br>(iii) A is true but R is false<br>(iv) A is false and R is True | 1     |
| 4.    | Devanagari script has been used by the artist in which of the following paintings?<br>(i) Shiva and Sati<br>(ii) Falcon on Bird Rest<br>(iii) Children<br>(iv) Kabir and Raidas.  | 1     |

\*Please note that the assessment scheme of the Academic Session 2024-25 will continue in the current session i.e. 2025-26.

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| 5.  | <p><b>Assertion (A):</b> Artist Nuruddin of Bikaner school created the painting Krishna on swing, which is divided in two parts.</p> <p><b>Reason (R)</b> Here the architectural interior of the palace and garden scene are depicted in two parts.</p> <p>(i) Both A and R are true, and R is the correct explanation of A</p> <p>(ii) Both A and R are true, but R is not the correct explanation of A</p> <p>(iii) A is true but R is false</p> <p>(iv) A is false and R is True</p>  | 1 |
| 6.  | <p>Who among the following artists painted 'Radhika'?</p> <p>(i) Nandlal Bose</p> <p>(ii) Abanindranath Tagore</p> <p>(iii) Ram Gopal Vijayvargiya</p> <p>(iv) Mohammad Abdur Rehman Chughtai</p>  | 1 |
| 7.  | <p>Around whose head has the artist painted a halo?</p> <p>(i) Chand Bibi</p> <p>(ii) Saint Kabir</p> <p>(iii) Hazrat Nizamuddin Auliya</p> <p>(iv) Amir Khusro</p>  | 1 |
| 8.  | <p>In the painting 'Maru Ragini' which animal is depicted in the foreground.</p> <p>(i) Horses</p> <p>(ii) An Elephant</p> <p>(iii) A Lion</p> <p>(iv) Dog</p>   | 1 |
|     | <b>SECTION-B</b>   |   |
| 9.  | <p>(A) i. Which colours in the Indian National Flag represent courage and sacrifice, peace and faith, chivalry and prosperity? Which symbol inspires us to continuously work toward progress?</p> <p>ii. In your own words, explain how the national flag inspires you to become a good and committed citizen.</p> <p style="text-align: center;"><b>OR</b></p> <p>(B) In her graphic print, Anupam Sud reflects the dark side of society, portraying the difficult life of a widow.</p> <p>i. Write the name of this print and its medium.</p> <p>ii. Suggest ways to eliminate such social evils from society.</p> | 2 |
| 10. | <p>(A) This renowned Rajasthani miniature painting teaches the moral values of <i>Raghukul</i>. The dominance of white, blue, and green, along with repeated human figures, conveys the narrative effectively.</p> <p>i. Identify the painting, the artist, sub school and medium of the artwork.</p> <p>ii. What human values do you learn from this painting?</p> <p style="text-align: center;"><b>OR</b></p>   | 2 |

\*Please note that the assessment scheme of the Academic Session 2024-25 will continue in the current session i.e. 2025-26.

|     |  |   |
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|     | <p>(B) The Mughal miniature art style is famous for its grandeur. However, the depiction of female figures is limited.</p> <ol style="list-style-type: none"> <li>Identify the artist and the painting from your course that includes both female figures and Mughal grandeur.</li> <li>Explain the artwork briefly using aesthetic parameters.</li> </ol>   |   |
| 11. | <p>Both the paintings mentioned below depict women empowerment from different perspectives—through compassion and faith or courage and bravery.</p> <p style="text-align: center;">‘Chaugan Players’<br/>OR<br/>‘Mother Teresa’</p> <ol style="list-style-type: none"> <li>Identify the artist of any one of the paintings and its medium.</li> <li>Describe in brief how the above-mentioned characteristics are displayed in the painting.</li> </ol>  | 2 |
| 12. | <p>In the center of a Mughal school of miniature painting, the divine image of God is depicted in larger-than-life size.</p> <ol style="list-style-type: none"> <li>Write the name of the painting and its artist.</li> <li>Describe the compositional arrangement of the painting.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>Describe any two main features of Pahari miniature school</li> <li>Name any one artist and the sub-school to which he belonged.</li> </ol>   | 2 |
| 13. | <p>(A) This soul-stirring Bengal School painting places divine figures at the centre. Here Shiva is shown as the first lover and the artist has projected his pain and helplessness by creating an extremely sad and gloomy atmosphere.</p> <ol style="list-style-type: none"> <li>Identify the painting and its artist.?</li> <li>Describe the painting based on its compositional arrangement</li> </ol> <p style="text-align: center;">OR</p> <p>(B) Identify the symbolic painting made by artist Abanindaranath Tagore which is included in your course of study,</p> <ol style="list-style-type: none"> <li>Identify the title and medium of the artwork.</li> </ol> | 2 |

|     |   |   |
|-----|---|---|
|     | <p>ii. Describe the painting and how does the monochromatic color scheme used in the background compliment the mood and atmosphere.</p>   |   |
|     | <p style="text-align: center;"><b>SECTION-C</b><br/> <b>Attempt <u>any two</u> questions from the given options</b></p>   |   |
| 14. | <p>From your syllabus, identify the artwork by Amrita Shergill made before independence, where instead of women's faces, she has painted dark areas.</p> <ol style="list-style-type: none"> <li>Write the name and medium of the painting . Describe which major Indian issue is depicted in the artwork and what task are the figures shown doing?</li> <li>Explain the picture in detail in your own words and tell which condition of Indian women is the artist trying to depict?</li> <li>Why are the faces shown in dark? What does the use of colour signify?</li> </ol>                 | 6 |
| 15. | <p>According to your syllabus, identify the artwork painted by an Indian modern artist in which Lord Rama has been depicted in a mood that contrasts his usually calm nature.</p> <ol style="list-style-type: none"> <li>Identify the Painting, artist, medium and which emotion of Lord Ram has been depicted in this artwork?</li> <li>While describing the painting in detail, explain how far has the Artist been successful in depicting the subject matter?</li> <li>Who is the main figure shown in the picture and which qualities of his character would you like to adopt?</li> </ol> | 6 |
| 16. | <p>Carefully observe and identify the given Rajasthani miniature painting</p> <ol style="list-style-type: none"> <li>Write the name of the painting, its artist and two main features of the respective style seen here?</li> <li>Describe the picture on the basis of aesthetic parameters and justify how the artist has fused feminine softness with empowerment.</li> <li>Explain, how the Government of India has given this painting its due recognition and made this artwork important.</li> </ol>  | 6 |



\*Please note that the assessment scheme of the Academic Session 2024-25 will continue in the current session i.e. 2025-26.

**PAINTING CODE - 049**  
**MARKING SCHEME**  
**CLASS: XII (2025- 26)**

**Time – 2 hours**

**Max Marks – 30**

**General Instructions**

**Read the following instructions carefully.**

1. There are 16 questions in this question paper with internal choice.
2. SECTION A consists of 8 multiple-choice questions carrying 1 mark each.
3. SECTION B consists of 5 short answer questions carrying 2 marks each (Answer in about 100 words).
4. SECTION C consists of 3 long answer questions carrying 6 marks each (Answer in about 200 words).

| S.No. | SECTION-A (MCQ BASED)  | Marks |
|-------|--|-------|
|       | <b>Select the right answer from the given options:</b>   |       |
| 1     | (i)  | 1     |
| 2     | (i)  | 1     |
| 3     | (iii)  | 1     |
| 4     | (ii)   | 1     |
| 5     | (i)  | 1     |
| 6     | (iv)   | 1     |
| 7     | (iii)  | 1     |
| 8     | (iv)   | 1     |
|       | <b>SECTION-B</b>   |       |
| 9     | <p>Symbolic meaning of flag and colours – 1 mark<br/> Justification for the inspiration – 1 mark</p> <p style="text-align: center;"><u>Key points that can be used in the answer:</u></p> <p>MEANING OF FLAG COLOURS, SAFFRON, WHITE GREEN, BLUE, COURAGE, PEACE, SACRIFICE, STRENGTH, PROSPERITY, UNITY, DHARMA CHAKRA. 24 SPOKES, LAW, 24 HOURS OF THE DAY, COMMITMENT, DUTY, PROPORTION AND RATIO OF OUR FLAG ETC.)</p> <p style="text-align: center;">(OR)</p> <p>Name of the artist, medium &amp; technique – 1 mark<br/> Justification– 1 mark</p> <p style="text-align: center;"><u>Key points that can be used in the answer:</u></p> <p>(OF WALLS, ANUPAM SUD, ETCHING ON PAPER, MODERN</p> | 2     |

|           |   |   |
|-----------|---|---|
|           | ARTWORK, URBAN SCENE, LIFE OF WOMEN, DARK FACES, FEMALE FIGURES, USE OF BRICKS, REPRESENTATION OF SOCIETY, MONOCHROMATIC PRINT ETC.)  |   |
| <b>10</b> | <p>Name of the artist, painting – 1 mark<br/> Depiction of human values – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>(GUMAN, JAIPUR, TEMPERA, RAMA FIGURE, 49 FIGURES, WRITTEN INSCRIPTION, MALE AND FEMALE FORMS, SAINTS, RESPECT TOWARDS ELDER, SIMPLE HUT, NATURE, STORY NARRATION, HALO, WELL BALANCED COMPOSITION, LOVE TOWARDS YOUNGER BROTHER AND FATHER, RESPECT FOR MOTHERS, EXILE, KEEPING PROMISE, AESTHETIC QUALITIES OF THE PAINTING ETC.)</p> <p>(OR)</p> <p>Name of the artist, painting – 1 mark<br/> Depiction of aesthetical parameters – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>‘Darashikoh ki Baarat’</p> <p>(DECORATED HORSES, BRIGHT COLOURS, USE OF FIREWORKS, FEMALES ON ELEPHANTS, GROOM IN THE MIDDLE, HALO ON KING FACE, JEWELLERY, MUGHAL COSTUMES, TOO MANY FIGURES, ARTIST - HAJI MADNI.)</p> | 2 |
| <b>11</b> | <p>Artist &amp;. Medium – 1 mark<br/> Description of the characteristics – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>(DECORATED HORSES, BRIGHT COLOURS, USE OF ORANGE COLOUR, BELL SHAPED GHAGRA, GALLOPING HORSES, JEWELLERY ADORNED PRINCESS, FIGURES AT THE BACK ARE BIG, JODHPUR SUB SCHOOL, ARTIST - DANA.)</p> <p>(OR)</p> <p>Artist &amp;. Medium – 1 mark<br/> Description of the characteristics – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>(ABSTRACT FIGURES, BOLD LINES, BLUE BORDER, HOLLOW FACES, LOVE, COMPASSION AND CARE, MOTHER AND CHILD BOND, DEPICTION OF DIFFERENT AGE, WELL BALANCED COMPOSITION ETC.)</p>   | 2 |

|                  |   |          |
|------------------|---|----------|
| <p><b>12</b></p> | <p>Artist and painting– 1 marks<br/>Compositional arrangement – 1 marks</p> <p><u>Key points that can be used in the answer:</u></p> <p>‘KRISHNA LIFTING MOUNT GOVERDHAN’MISKIN</p> <p>(KRISHNA FIGURE, PITAMBER, GARLAND, TOO MANY FIGURES, DEPICTION OF FLORA AND FAUNA, ANIMALS, STYLIZED MOUNTAINS, MUGHAL COSTUME, BRIGHT COLOURS, AESTHETIC QUALITIES OF THE PAINTING ETC.)</p> <p>(OR)</p> <p>Artist and medium– 1 mark<br/>Characteristics– 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>‘Krishna with Gopis’</p> <p>(MANAKU, WATER COLOUR TEMPERA, PITAMBER, KRISHNA FIGURE, COSTUMES, FOLDED HANDS, SMILING FACES, ETERNAL AND DEVINE LOVE, JEWELLERY, FEMALE FORMS, DEVOTION.)</p> <p>‘Nand, Yashoda and Krishna with Kinsmen going to Vrindavan’</p> <p>(NAINSUKH, WATER COLOUR TEMPERA, PITAMBER, KRISHNA FIGURE, COSTUMES, BRIGHT COLOURS, SMILING FACES, KINSMEN, JEWELLERY, MULTIPLE FORMS AND FIGURE.)</p> | <p>2</p> |
| <p><b>13</b></p> | <p>Name of the Painting and Artist – 1 mark<br/>Description and Compositional Arrangement – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>(SHIV AND SATI, NANDLAL BOSE, SAD FACE, PAIN, SUFFERING, AGONY, WELL COMPOSED, MALE AND FEMALE FORM, DETAILED LINES, FEETS VISIBLE OF THE BODY, DULL BACKGROUND, MONOCHROMATIC COLOURS)</p> <p>(OR)</p> <p>Name of the artwork and Medium – 1 mark<br/>Description of Painting and Technique – 1 mark</p> <p><u>Key points that can be used in the answer:</u></p> <p>(JOURNEY’S END, DARK BACKGROUND, WASH TECHNIQUE, PAIN,SUFFERING, AGONY, WELL COMPOSED, CAMEL FORM, HEAVY BURDEN, EXCESSIVE WORK TAKEN, SMALL SIZE, DULL COLOURS, AESTHETIC QUALITIES OF THE PAINTING ETC.)</p>   | <p>2</p> |

|           |   |   |
|-----------|---|---|
|           | <p style="text-align: center;"><b>SECTION-C</b></p> <p style="text-align: center;"><b>Attempt <u>any two</u> questions from the given options</b></p>   |   |
| <b>14</b> | <p>Name of the Painting, Medium, Work, Major Issue Depicted – 2 marks<br/> Explanation of the Painting – 2 marks<br/> Description and Colour application – 2 marks</p> <p style="text-align: center;"><u>Key points that can be used in the answer:</u></p> <p>(HALDI GRINDERS, OIL ON CANVAS, MODERN ARTWORK, RURAL SCENE, LIFE OF WOMEN AND ROUTINE WORK, DARK FACES, FEMALE FIGURES, USE OF TREES, REPRESENTATION OF SOCIETY, IMPORTANT ROLE OF FEMALE ARTISTS IN REVIVING INDIAN ART, AESTHETIC QUALITIES OF THE PAINTING ETC.)</p>   | 6 |
| <b>15</b> | <p>Painting, artist, medium and emotion – 2 marks<br/> Description of subject matter and Artwork– 2 marks<br/> Identification of qualities and main figure – 2 marks</p> <p style="text-align: center;"><u>Key points that can be used in the answer:</u></p> <p>(FORCEFUL, ANGER ON SEA GOD, LORD RAMA, LIGHTNING AND THUNDERSTORM, FLOWING DHOTI, REALISTIC DRAWING, DESTRUCTIVE SEA WAVES, OIL MEDIUM, AESTHETIC QUALITIES OF THE PAINTING ETC. PRIDE, SELF RESPECT, POWER, WISDOM, ANGER)</p>   | 6 |
| <b>16</b> | <p>Name of the Painting and Artist, Two Features – 2 marks<br/> Description of aesthetic qualities and justification – 2 marks<br/> Depiction of relevance and importance– 2 marks</p> <p style="text-align: center;"><u>Key points that can be used in the answer:</u></p> <p>(RADHA- BANI THANI, NIHALCHAND, KISHANGARH, TEMPERA, WATERCOLOURS ON PAPER, NATURAL COLOURS, POINTED FACE, POINTED CHIN, BOW LIKE EYEBROWS, POINTED NOSE, CURLY HAIR, LOTUS SHAPED EYES, TRANSPARENT CHUNARI, LOTUS BUDS, DELICATE AND THIN FINGERS, BRIGHT COLOURS, AESTHETIC QUALITIES OF THE PAINTING ETC.)</p> | 6 |

**PHYSICAL EDUCATION (048)****Sample Question Paper****Class XII (2025-26)**


TIME ALLOWED: 3 HRS

MAX MARKS: 70

**GENERAL INSTRUCTIONS:**

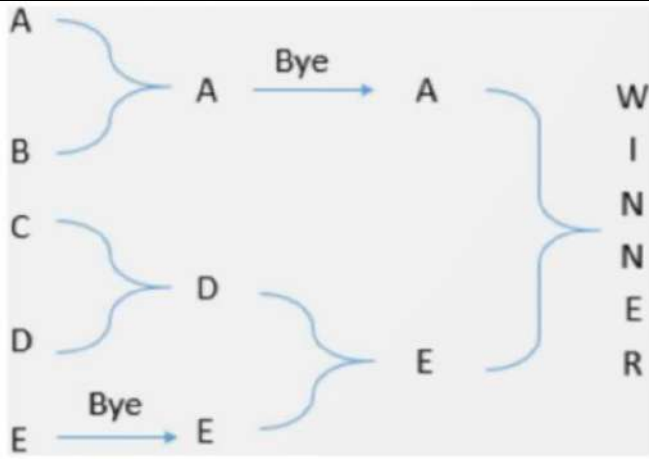
1. The question paper consists of 5 sections and 37 Questions.
2. Section A consists of question 1-18 carrying 1 mark each and is multiple choice questions. All questions are compulsory
3. Sections B consist of questions 19-24 carrying 2 marks each and are very short answer types and should not exceed 60-90 words. Attempt any 5.
4. Sections C consist of Question 25-30 carrying 3 marks each and are short answer types and should not exceed 100-150 words. Attempt any 5.
5. Sections D consist of Question 31-33 carrying 4 marks each and are case studies.
6. Section E consists of Question 34-37 carrying 5 marks each and are long answer types and should not exceed 200-300 words. Attempt any 3.

| Q No.   |  | Marks      |           |   |  |            |
|---|--|------------|-----------|---|--|------------|
|   | <b><u>SECTION A</u></b>  |            |           |   |  |            |
| Q1.   | <p>A tournament where every team plays with every other team once and the number of matches is determined with the help of the formula <b>N(N-1)</b> is called as:</p> <p>(a) knockout tournament (b) double league tournament<br/>(c) single league tournament (d) none of these</p>  | <b>[1]</b> |           |   |  |            |
| Q2.   | <p>Given below are the two statements labelled Assertion (A) and Reason (R).<br/><b>Assertion (A):</b> Knockout tournament is very time-consuming.<br/><b>Reason (R):</b> Each team must compete with all other teams<br/>In context of the above two statements, which one of the following is correct?</p> <p>(a) A is true, but R is false<br/>(b) A is false, but R is true<br/>(c) Both A and R are true and R is the correct explanation of A<br/>(d) Both A and R are true, but R is not the correct explanation of A</p> | <b>[1]</b> |           |   |  |            |
| Q3.   | <p>Match the following:</p> <table><tr><th>Column I</th><th>Column II</th></tr><tr><td>(a) Garun asana<br/>(b) Horse riding<br/>(c) Rope skipping<br/>(d) Hal asana</td><td>(i) Flat foot<br/>(ii) Lordosis<br/>(iii) Knock knees<br/>(iv) Bow legs</td></tr></table> <p>(a) A-(iv), B-(iii), C-(i), D-(ii)<br/>(b) A-(ii), B-(iv), C-(i), D-(iii)<br/>(c) A-(iii), B-(i), C-(iii), D-(iv)<br/>(d) A-(i), B-(ii), C-(iii), D-(iv)</p>  | Column I   | Column II | (a) Garun asana<br>(b) Horse riding<br>(c) Rope skipping<br>(d) Hal asana | (i) Flat foot<br>(ii) Lordosis<br>(iii) Knock knees<br>(iv) Bow legs | <b>[1]</b> |
| Column I  | Column II  |            |           |   |  |            |
| (a) Garun asana<br>(b) Horse riding<br>(c) Rope skipping<br>(d) Hal asana | (i) Flat foot<br>(ii) Lordosis<br>(iii) Knock knees<br>(iv) Bow legs   |            |           |   |  |            |

|      |  |     |
|------|--|-----|
| Q4.  | <p>What is nutrition?</p> <p>(a) Essential substances of food like proteins, fats, carbohydrates, etc.<br/> (b) Consuming correct ratio of nutrients<br/> (c) Dynamic process in which consumed food is digested<br/> (d) Both (a) and (b)</p> | [1] |
| Q5.  | <p>Identify the yoga asana below.</p>  <p>(a) Uttana Mandukasana<br/> (b) Paschim tan asana<br/> (c) Dhanu asana<br/> (d) Hal asana</p>                       | [1] |
| Q6.  | <p>Which of the following is a yoga pose for treatment of obesity?</p> <p>(a) Gomulka asana<br/> (b) Bhujang asana<br/> (c) Paschim tan asana<br/> (d) Vajrayana</p>   | [1] |
| Q7.  | <p>Who are the participants in Special Olympics?</p> <p>(a) Veterans<br/> (b) Children and adults with intellectual disabilities<br/> (c) Physically handicapped<br/> (d) Both (b) and (c)</p>   | [1] |
| Q8.  | <p>Female Athlete Triad does not include _____.</p> <p>(a) Amenorrhea                      (b) Oligomenorrhea<br/> (c) Osteoporosis                      (d) Bulimia Nervosa</p>   | [1] |
| Q9.  | <p>Find the odd one out.</p> <p>(a) Calcium                                      (b) Sulfur<br/> (c) Potassium                                      (d) Iron</p>   | [1] |
| Q10. | <p>What is the dimension of layout in Johnsen-Methney Test of Motor Educability?</p> <p>(a) 15 × 3 feet                                      (b) 15 × 3 meters<br/> (c) 15 × 2 feet                                      (d) 15 × 2 meters</p> | [1] |

|      |  |     |
|------|--|-----|
| Q11. | Which of the following is not a short-term effect of exercise on muscular system?<br>(a) Accumulation of lactate<br>(b) Increased blood supply<br>(c) Muscular hypertrophy<br>(d) Increased muscle temperature   | [1] |
| Q12. | Which of these is not a soft tissue injury?<br>(a) Abrasion (b) Dislocation<br>(c) Strain (d) Incision   | [1] |
| Q13. | Which of the following helps with ice skating?<br>(a) Rolling friction (b) Sliding friction<br>(c) Static friction (d) Gliding friction  | [1] |
| Q14. | Which of the following is NOT the factor effecting projectile trajectory?<br>(a) Gravity (b) Angle of release<br>(c) Buoyant force (d) Air resistance  | [1] |
| Q15. | Self-talk refers to our _____ consisting of statements we say to ourselves, either in our mind or out loud.<br>(a) Internal thoughts (b) Internal behavior<br>(c) Internal soul (d) Internal emotions  | [1] |
| Q16. | <b>Assertion (A):</b> Aggression is part of human behavior and is necessary for an individual to live and struggle for higher achievements.<br><b>Reason (R):</b> Aggression is inevitable and inseparable in sport activities.<br>In the context of the above two statements, which one of the following is correct?<br>(a) (A) is false, but (R) is true.<br>(b) (A) is true, but (R) is false.<br>(c) Both (A) and (R) are true and (R) is the correct explanation of (A).<br>(d) Both (A) and (R) are true, but (R) is not the correct explanation of (A). | [1] |
| Q17. | The method of training that involves repeated bouts of high-intensity work followed by periods of rest or low-intensity activity is known as _____.<br>(a) Continuous Training<br>(b) Interval Training<br>(c) Fartlek Training<br>(d) Circuit Training  | [1] |
| Q18. | Which of the following is not a type of coordinative ability?<br>(a) Orientation Ability (b) Acceleration Ability<br>(c) Grouping Ability (d) Dynamic Ability  | [1] |

|      |   |                |
|------|---|----------------|
| Q19. | Differentiate between the three types of spinal deformity   | [2]            |
| Q20. | What is a balanced diet? Mention its importance also. [1+1]   | [2]            |
| Q21. | A male student performed the Harvard Step Test for 4 minutes. His pulse was recorded during the recovery periods as 58 beats in the first half-minute, 50 beats in the second, and 42 beats in the third. Using the Harvard Step Test formula, calculate his Fitness Index and state whether his score falls in the Excellent, Good, or Average category. | [1½+½]<br>[2]  |
| Q22. | Enlist any four types of fracture.  | ½ * 4<br>[2]   |
| Q23. | Write a short note on Sports Psychology.  | [2]            |
| Q24. | A football player wants to improve his acceleration and quick reaction during a match. Suggest two suitable training methods and justify how each will help improve his performance.  | [1+1]<br>[2]   |
|      |   |                |
| Q25. | League tournament is a better way to judge the best team of the tournament. Comment.  | [3]            |
| Q26. | Discuss the exercise guidelines for different age groups.   | [1+1+1]<br>[3] |
| Q27. | Explain strategies to make Physical Activities Accessible for CWSN.   | [3]            |
| Q28. | Discuss the importance of pre, during and post competition diet in detail.  | [1+1+1]<br>[3] |
| Q29. | A gymnast maintains a handstand position on the balance beam, then performs a flip. Differentiate between the types of equilibrium shown and explain how they help in performance.  | [1+2]<br>[3]   |
| Q30. | Describe personality. Explain dimensions of personality.  | [1+2]<br>[3]   |
|      |   |                |
| Q31. | <b>Read the following text carefully and answer the questions that follow:</b><br>Competing in physical activities has been the natural tendency of humans. The competitions or tournaments are held according to the set rules and regulations. The success of the tournament depends upon suitable fixture  | [4]            |



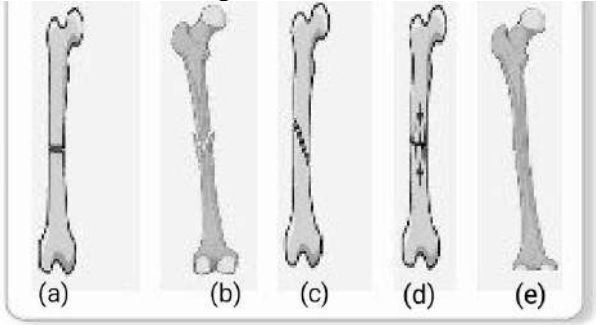
1. The method followed in drawing the fixture is:
  - a) Random method
  - b) Knock out method
  - c) League cum knockout method
  - d) League method
2. The number of matches played can be calculated by the formula \_\_\_\_\_.
  - a)  $2N$
  - b)  $N+1$
  - c)  $N/2$
  - d)  $N - 1$
3. What is the advantage of this tournament?
  - a) More matches are played
  - b) Less number of teams participate
  - c) The knockout tournament takes less time and is economical
  - d) All teams play equal number of matches
4. What is the term used if privilege is given to a team to play at a higher round?
  - a) Bye
  - b) Draw
  - c) Super seeding
  - d) Any of the above

Q32. Based on the picture given below, answer the following questions.

[4]



1. Identify the logo.
  - (a) Special Olympics
  - (b) Paralympics
  - (c) Deaflympics
  - (d) Special Olympics Bharat
2. What does the circle signify?

|      |   |     |
|------|---|-----|
|      | <p>(a) Unity      (b) Ears<br/>(c) Strength    (d) Iris</p> <p>3. In which year was it held for the first time?<br/>(a) 2001      (b) 1924      (c) 1948      (d) 1968</p> <p>4. What are the four colours in the logo?<br/>(a) Red, Yellow, Black, Blue<br/>(b) Red, Blue, Green, Yellow<br/>(c) Yellow, Black, Red, Green<br/>(d) Brown, Blue, Green, Red</p>   |     |
| Q33. | <p><b>In relation to the pictures, answer the following questions:</b></p>  <p>1. When the two ends of the injured bone enter into each other it is said to be.<br/>(a) Comminuted Fracture      (b) Greenstick Fracture<br/>(c) Impacted Fracture      (d) Transverse Fracture</p> <p>2. _____ is a comminuted fracture.<br/>(a) (d)      (b) (b)<br/>(c) (e)      (d) (a)</p> <p>3. When the bone is broken into many pieces at one place or different places, it is called.<br/>(a) Oblique Fracture<br/>(b) Impacted Fracture<br/>(c) Comminuted Fracture<br/>(d) Greenstick Fracture</p> <p>4. _____ fracture occurs in a straight line at a right angle to the shaft of the bone.<br/>Usually caused by a direct blow<br/>(a) Greenstick Fracture<br/>(b) Oblique Fracture<br/>(c) Transverse Fracture<br/>(d) Impacted Fracture</p> <p>(Question for Visually Impaired)</p> <p>Vitamins and minerals are essential nutrients which protect us from various diseases and are helpful for general development of the body.</p> <p>1. _____ is a group of 8 water-soluble vitamins which are important for cellular metabolism.:</p> | [4] |

|      |   |                |
|------|---|----------------|
|      | <p>a) Vitamin A<br/>b) Vitamin K<br/>c) Vitamin B<br/>d) Vitamin D</p> <p>2. _____ disease is caused due to lack of Vitamin B.<br/>a) Anemia<br/>b) Kwashiorkor<br/>c) Scurvy<br/>d) Beri Beri</p> <p>3. Vitamin_____ is important for healthy bones and teeth.<br/>a) K<br/>b) A<br/>c) D<br/>d) C</p> <p>4. Vitamin_____ is needed for blood clotting<br/>a) A<br/>b) D<br/>c) K<br/>d) E</p> |                |
|      |   |                |
| Q34. | What do you mean by Asthma. Mention its symptoms. Explain the procedure, benefits and contraindications of an asana beneficial for the patient of arthritis.  | [1+2+2]<br>[5] |
| Q35. | Make a table of test items listed under fitness test by SAI (Age group 9-18 yrs) Explain the Procedure and Scoring of 50 MTS Run and Partial Curl Up  | [1+2+2]<br>[5] |
| Q36. | What do you understand by circuit training? How will a coach plan circuit training sessions with 6 stations to develop the fitness of his new trainees? Explain.  | [1+4]<br>[5]   |
| Q37. | What is a lever? Discuss the application of Lever in sports.  | [2+3]<br>[5]   |

**PHYSICAL EDUCATION (048)****Class XII****2025-26****Answer Key**

TIME ALLOWED: 3 HRS

MAX MARKS: 70

| Q No. | Answer  | Marks |
|-------|---|-------|
|       | <b><u>SECTION A</u></b>   |       |
| Q1.   | B. Double league tournament   | 1     |
| Q2.   | A. A is true, R is false  | 1     |
| Q3.   | A. A-(iv), B-(iii), C-(i), D-(ii)   | 1     |
| Q4.   | C. Dynamic process in which consumed food is digested   | 1     |
| Q5.   | C. Dhanur asana   | 1     |
| Q6.   | C. Paschimottan asana   | 1     |
| Q7.   | B. Children and adults with intellectual disabilities   | 1     |
| Q8.   | B. Oligomenorrhea   | 1     |
| Q9.   | D. Iron   | 1     |
| Q10.  | C. 15 × 2 feet  | 1     |
| Q11.  | C. Muscular hypertrophy   | 1     |
| Q12.  | B. Dislocation  | 1     |
| Q13.  | B. Sliding fiction  | 1     |
| Q14.  | C. Buoyant force  | 1     |
| Q15.  | A. Internal thoughts  | 1     |
| Q16.  | D. Both (A) and (R) are true but R is not the correct explanation of (A).   | 1     |
| Q17.  | B. Interval Training  | 1     |
| Q18.  | A. Orientation ability  | 1     |
|       | <b><u>SECTION B</u></b>   |       |
| Q19.  | Differentiate between the three types of spinal deformity.<br>Kyphosis <ul style="list-style-type: none"> <li>● Outward curvature of the thoracic spine (hunchback appearance)</li> <li>● Head and shoulders lean forward</li> <li>● Common in older adults or due to poor posture</li> <li>● Can cause breathing issues and back pain in severe cases</li> </ul> Lordosis <ul style="list-style-type: none"> <li>● Excessive inward curvature of the lumbar spine (swayback)</li> <li>● Abdomen and buttocks protrude outward</li> <li>● Often caused by weak abdominal muscles or obesity</li> <li>● May lead to lower back discomfort and postural imbalance</li> </ul> Scoliosis <ul style="list-style-type: none"> <li>● Lateral (sideways) curvature of the spine in 'S' or 'C' shape</li> <li>● Uneven shoulders or hips may be visible</li> <li>● Can be congenital or develop during adolescence</li> <li>● Severe cases may affect lung and heart function</li> </ul> (any two) | [1+1] |
| Q20.  | What is balanced diet? Mention its importance<br>Balanced Diet – Definition [1]   | [2]   |

|      |   |         |
|------|---|---------|
|      | <ul style="list-style-type: none"> <li>Contains all essential nutrients in correct proportion.</li> </ul> <p>Importance of Balanced Diet (Any 2-3 points):</p> <ul style="list-style-type: none"> <li>Provides energy</li> <li>Supports growth and repair</li> <li>Boosts immunity</li> <li>Prevents deficiencies and diseases</li> <li>Maintains body functions efficiently</li> </ul>   |         |
| Q21. | <p>A male student performed the Harvard Step Test for 4 minutes. His pulse was recorded during the recovery periods as 58 beats in the first half-minute, 50 beats in the second, and 42 beats in the third. Using the Harvard Step Test formula, calculate his Fitness Index and state whether his score falls in the Excellent, Good, or Average category</p> <p>Formula:<br/> Fitness Index = (Duration of exercise in seconds × 100) ÷ (2 × Sum of pulse counts in recovery)</p> <p>Step 1:<br/> Duration = 4 minutes = 240 seconds<br/> Sum of pulse = 58 + 50 + 42 = 150 beats</p> <p>Step 2:<br/> Fitness Index = (240 × 100) ÷ (2 × 150) = 24000/300 = 80</p> <p>Category - Good</p>  | [2]     |
| Q22. | <p>Enlist any four types of fracture.</p> <ol style="list-style-type: none"> <li>Simple Fracture</li> <li>Compound Fracture</li> <li>Comminuted Fracture</li> <li>Greenstick Fracture</li> <li>Transverse Fracture</li> <li>Oblique Fracture</li> <li>Impacted Fracture</li> </ol> <p>(any four)</p>  | [1/2*4] |
| Q23. | <p>Write a short note on Self Talk.</p> <p>Sports psychology is a field that studies how psychological factors influence athletic performance and participation in sports, exercise, and physical activity. It examines the mental aspects of sports, including motivation, anxiety, stress, and the impact of sports on well-being.</p> <p>Key Areas of Focus:</p> <ul style="list-style-type: none"> <li><b>Performance Enhancement:</b><br/> Sports psychologists help athletes improve their performance by using psychological techniques like goal setting, visualization, relaxation, and self-talk.</li> <li><b>Mental Health and Well-being:</b><br/> They also address the impact of sports on an individual's mental health, including issues like burnout, anxiety, and depression.</li> <li><b>Team Dynamics:</b><br/> Sports psychology can also help improve team dynamics and communication, fostering a more positive and collaborative environment.</li> <li><b>Coaching and Training:</b><br/> They work with coaches to understand how to create effective training programs</li> </ul> | [1/2*4] |

|      |   |         |
|------|---|---------|
|      | <p>that incorporate psychological principles.</p> <ul style="list-style-type: none"> <li>• <b>Social and Developmental Aspects:</b><br/>Sports psychologists study how sports participation affects an individual's social development and overall well-being.</li> </ul> <p>( any four)</p>  |         |
| Q24. | <p>A football player wants to improve his acceleration and quick reaction during a match. Suggest two suitable training methods and justify how each will help improve his performance.</p> <ol style="list-style-type: none"> <li>1. Acceleration Sprints – Improve the player's ability to quickly reach top speed during sudden movements in a match.</li> <li>2. Reaction Drills – Enhance response time to game situations like passes or opponent movements.</li> </ol>   | [1+1]   |
|      | <b>SECTION C</b>  |         |
| Q25. | <p>League tournament is a better way to judge the best team of the tournament. Comment.</p> <ul style="list-style-type: none"> <li>• Equal opportunities to all the teams</li> <li>• League matches minimize impact of luck or unexpected outcomes</li> <li>• Judged on basis of multiple matches</li> <li>• Ranking of basis of points earned</li> <li>• Less pressure on teams with compassion to knockout tournament</li> <li>• Scope of improvement</li> </ul>  | [3]     |
| Q26. | <p>Discuss the exercise guidelines for different age groups.</p> <p>Children (Under 5 years):</p> <ul style="list-style-type: none"> <li>○ At least 180 minutes/day of physical activity.</li> <li>○ Tummy time (30 mins) for infants who aren't mobile.</li> <li>○ Avoid being restrained for over 1 hour at a time.</li> <li>○ Limit or avoid screen time, depending on age.</li> </ul> <p>Adolescents (5–17 years)</p> <ul style="list-style-type: none"> <li>○ Minimum 60 minutes/day of moderate to vigorous activity.</li> <li>○ Include muscle and bone-strengthening exercises 3 days/week.</li> <li>○ Prefer aerobic activities like running, swimming, cycling.</li> <li>○ Limit screen time and reduce sedentary behavior.</li> </ul> <p>Senior Citizens (65+ years):</p> <ul style="list-style-type: none"> <li>○ 150–300 minutes/week of moderate aerobic activity.</li> <li>○ Do balance and strength exercises 2–3 days/week.</li> <li>○ Be physically active daily; avoid long sitting hours.</li> <li>○ Adapt intensity as per health conditions and ability.</li> </ul> | [1+1+1] |
| Q27. | <p>Explain strategies to make Physical Activities Accessible for CWSN.</p> <p>Strategies to Make Physical Activities Accessible for CWSN:</p> <ol style="list-style-type: none"> <li>1. <b>Sensory Integration</b> – Reduce loud music, use natural lighting, and provide</li> </ol>  | [3]     |

|      |   |         |
|------|---|---------|
|      | <p>headphones/sunglasses.</p> <ol style="list-style-type: none"> <li>2. <b>Positive Behaviour Support (PBIS)</b> – Use picture schedules and encourage positive interactions.</li> <li>3. <b>Team Building Activities</b> – Focus on creative, cooperative games over competition.</li> <li>4. <b>Accessible Surfaces</b> – Use gym mats or level fields to support mobility and wheelchair use.</li> <li>5. <b>Inclusive Classrooms</b> – Educate CWSN alongside others to promote acceptance.</li> <li>6. <b>Assistive Technology</b> – Use tools like large balls, bells, or string-attached equipment.</li> <li>7. <b>Adaptive Physical Education</b> – Modify rules and games based on individual needs.</li> <li>8. <b>Creative Game Focus</b> – Use imaginative games to build confidence and reduce pressure.</li> </ol> <p>(4 points)</p>  |         |
| Q28. | <p>Discuss the importance of pre, during and post competition diet in detail.</p> <p><b>Pre-Competition Diet</b></p> <ul style="list-style-type: none"> <li>○ Provides energy, prevents early fatigue, and ensures smooth digestion before performance.</li> <li>○ Consume high-carbohydrate foods like rice, pasta, or bread for sustained energy.</li> <li>○ Prefer easily digestible, low-fat, and non-fried meals taken 3–4 hours before the event.</li> </ul> <p><b>During Competition Diet</b></p> <ul style="list-style-type: none"> <li>○ Maintains hydration, energy, and electrolyte balance to avoid fatigue and muscle cramps.</li> <li>○ Sip on glucose-rich drinks or electrolyte solutions to maintain blood sugar and sodium levels.</li> <li>○ Include small portions of quick energy foods like banana or energy gels if needed.</li> </ul> <p><b>Post-Competition Diet</b></p> <ul style="list-style-type: none"> <li>○ Supports recovery by replenishing lost fluids and restoring glycogen levels in muscles.</li> <li>○ Eat carbohydrate-rich foods such as fruits, sandwiches, or energy bars immediately after.</li> <li>○ Rehydrate with fluids like water, juice, or sports drinks to replace lost electrolytes.</li> </ul> | [1+1+1] |
| Q29. | <p>A gymnast maintains a handstand position on the balance beam, then performs a flip. Differentiate between the types of equilibrium shown and explain how they help in performance.</p> <p>a) Static equilibrium –</p> <ul style="list-style-type: none"> <li>● Shown during handstand;</li> <li>● Body is balanced and at rest.</li> </ul> <p>b) Dynamic equilibrium –</p> <ul style="list-style-type: none"> <li>● Shown during flip;</li> <li>● Stability maintained while in motion.</li> </ul> <p>○ Helps maintain balance, control, and fluidity during transitions and</p>   | [2+1]   |

|      |   |         |
|------|---|---------|
|      | performance.  |         |
| Q30. | <p>Describe personality. Explain dimensions of personality.</p> <p>&gt;Personality is the combination of physical, mental, psychological, and emotional traits that make an individual unique.</p> <p>1. Physical Dimension</p> <ul style="list-style-type: none"> <li>○ Height and weight</li> <li>○ Body structure and posture</li> <li>○ Facial appearance and complexion</li> </ul> <p>2. Mental Dimension</p> <ul style="list-style-type: none"> <li>○ Intellect and reasoning ability</li> <li>○ Decision-making power</li> <li>○ Memory and concentration</li> </ul> <p>3. Psychological Dimension</p> <ul style="list-style-type: none"> <li>○ Emotions and mood stability</li> <li>○ Self-confidence and motivation</li> <li>○ Willpower and attitude</li> </ul> | [3]     |
| Q31. | <ol style="list-style-type: none"> <li>1. b) Knockout method</li> <li>2. d) N - 1</li> <li>3. c) Knockout tournament takes less time and is economical</li> <li>4. a) Bye</li> </ol>  | [1*4=4] |
| Q32. | <ol style="list-style-type: none"> <li>1. (c) Deaflympics</li> <li>2. (d) Iris</li> <li>3. (b) 1924</li> <li>4. (b) Red, Blue, Green, Yellow</li> </ol>   | [1*4=4] |
| Q33. | <ol style="list-style-type: none"> <li>1. (c) Impacted Fracture</li> <li>2. (b) (b)</li> <li>3. (c) Comminuted Fracture</li> <li>4. (c) Transverse Fracture</li> </ol> <p>(FOR VISUALLY IMPAIRED)</p> <ol style="list-style-type: none"> <li>1. b) Vitamin B</li> <li>2. d) Beri Beri</li> <li>3. c) D</li> <li>4. c) K</li> </ol>  | [1*4=4] |
| Q34. | <p>What do you mean by Asthma. Mention its symptoms. Explain the procedure, benefits and contraindications of an asana beneficial for the patient of asthma.</p> <p>Asthma is a chronic respiratory condition where the airways become inflamed and narrow, leading to difficulty in breathing. It often triggers coughing, wheezing, shortness of breath, and chest tightness.</p> <p>Symptoms of Asthma:</p> <ul style="list-style-type: none"> <li>● Difficulty in breathing</li> <li>● Wheezing (whistling sound while breathing)</li> </ul>  | [1+2+2] |

|      |   |           |
|------|---|-----------|
|      | <ul style="list-style-type: none"> <li>● Tightness in chest</li> <li>● Frequent coughing, especially at night or early morning</li> <li>● Fatigue during physical activity</li> </ul> <p>Mats asana (Fish Pose)</p> <p>Procedure</p> <ol style="list-style-type: none"> <li>1. Lie flat on your back with legs extended and hands beside the thighs.</li> <li>2. Place the hands underneath the hips with palms facing down.</li> <li>3. Lift the chest upward while arching the back and tilt the head backward so that the crown touches the floor.</li> <li>4. Hold the posture while breathing deeply and slowly.</li> <li>5. Return to the starting position gently.</li> </ol> <p>Benefits:</p> <ul style="list-style-type: none"> <li>❖ Expands the chest and improves lung capacity.</li> <li>❖ Helps ease respiratory issues like asthma and bronchitis.</li> <li>❖ Stimulates the throat and opens nasal passages for easier breathing.</li> <li>❖ Strengthens the upper back and neck muscles.</li> <li>❖ Reduces anxiety and stress, which can trigger asthma.</li> </ul> <p>Contraindications:</p> <ul style="list-style-type: none"> <li>❖ Avoid in case of serious neck or back injury.</li> <li>❖ Not suitable for individuals with high blood pressure or migraines.</li> <li>❖ Should be performed under guidance if suffering from spinal disorder.</li> </ul> |           |
| Q35. | <p>Make a table of test items listed under fitness test by SAI (Age group 9-18 yrs)<br/>Explain the Procedure and Scoring of 50 MTS Run and Partial Curl Up.</p> <p>AGE GROUP: 9-18+ YEARS   CLASS 4 to 12 For</p> <ol style="list-style-type: none"> <li>1. Body Composition (BMI)</li> <li>2. Strength <ol style="list-style-type: none"> <li>a. Abdominal (Partial Curl-up)</li> <li>b. Muscular Endurance (Push Ups for Boys, Modified Push Ups for Girls)</li> </ol> </li> <li>3. Flexibility (Sit and Reach Test)</li> <li>4. Cardiovascular Endurance (600 Meter Run/Walk)</li> <li>5. Speed (50 mt. Dash)</li> </ol> <p>50 MTR DASH (STANDING START)</p> <p>Procedure: A thorough warm up should be given, including some practice starts and accelerations. Start from a stationary position, with one foot in front of the other. The front foot must be on or behind the starting line. This starting position should be static (dead start). The tester should provide hints for maximizing speed (such as keeping low, driving hard with the arms and legs) and encouraged to continue running hard through the finish line.</p>   | [2.5+2.5] |

|      |  |         |
|------|--|---------|
|      | <p>Scoring: Time taken for completion</p> <p><b>ABDOMINAL (PARTIAL CURL-UP)</b><br/> Procedure: The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body. The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above/along the ground towards the parallel strip). The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.</p> <p>Scoring: Record the maximum number of Curl ups in a certain time period (30 seconds).</p>  |         |
|      |  |         |
| Q36. | <p>What do you understand by circuit training? How a coach will plan circuit training sessions with 6 stations to develop fitness of his new trainees? Explain</p> <ol style="list-style-type: none"> <li>1. A training method where different exercises are performed in a sequence (stations) with minimal rest.</li> <li>2. Each station targets a specific fitness component or muscle group.</li> <li>3. Helps improve overall fitness efficiently in limited time.</li> </ol> <p>6 Sample Stations (Exercises):</p> <ul style="list-style-type: none"> <li>• 1. Push-ups</li> <li>• 2. Squats</li> <li>• 3. Skipping</li> <li>• 4. Sit-ups</li> <li>• 5. Shuttle runs</li> <li>• 6. Plank hold</li> </ul> <p>(Or any other suitable)</p> <p>Components to be Developed in New Trainees:</p> <ul style="list-style-type: none"> <li>• Strength</li> <li>• Endurance</li> <li>• Flexibility</li> <li>• Speed</li> <li>• Agility</li> <li>• Coordination</li> </ul> <p>(Explanation of each point along with a circuit)</p> | [1+4]   |
| Q37. | <p>What is a lever? Explain the types of levers with the help of example.<br/> A Lever is a simple machine that provides mechanical advantage to magnify the force necessary to overcome a resistance.<br/> There are three types of levers</p> <ul style="list-style-type: none"> <li>• Class 1 lever (see saw/ seated dumbbell triceps)</li> <li>• Class 2 lever (pushing against the block in sprint start/ calf raises)</li> <li>• Class 3 lever (fishing rod/ leg extensions)</li> </ul>  | [1+3+1] |

|  |   |  |
|--|---|--|
|  | (each type to be explain with help of examples) |  |
|--|---|--|

**POLITICAL SCIENCE (028)**  
**SAMPLE QUESTIONPAPER**  
**CLASS XII (2025-26)**

**Time allotted: 3 hours**

**Maximum Marks:80**

**INSTRUCTIONS:**

1. The question paper consists of five sections (A, B, C, D and E) with 30 questions in total.
2. All questions are compulsory.
3. Question numbers 1-12 are multiple choice questions of one mark each.
4. Question numbers 13-18 are of 2 marks each. Answers to these questions should not exceed 50-60 words each.
5. Question numbers 19-23 are of 4 marks each. Answers to these questions should not exceed 100-120 words each. There are internal choices in two of the 4 marks questions
6. Question numbers 24-26 are picture, map and passage based questions. Answer accordingly.
7. Question numbers 27-30 are of 6 marks each. Answers to these questions should not exceed 170-180 words.
8. There are internal choices in all the 6 marks questions.

| Q.NO | SECTION–A (12x1=12MARKS)  | Marks |
|------|---|-------|
| 1.   | The end of bipolarity in international politics led to an increase in_____.<br>A) Proxy wars between super powers<br>B) Arms race between super powers<br>C) Multilateral diplomacy and cooperation<br>D) Bipolarity in international politics  | 1     |
| 2.   | Agenda-21 is related to which one of the following?<br>A) Rio Summit<br>B) Antarctic Treaty<br>C) Montreal Protocol<br>D) Antarctic Environmental Protocol  | 1     |
| 3    | <b>Given below are two statements:</b><br><b>Statement I:</b> In the traditional view of security, most threats to a country's security come from outside its borders.<br><b>Statement II:</b> In world politics, each country has to be responsible for its own security.<br><br><b>In the light of above statement, choose the correct answer from the options given below:</b><br>A) Only statement I is correct.<br>B) Only statement II is correct<br>C) Both statements I and II are correct.<br>D) Both statements I and II are not correct. | 1     |

- 4 Identify the group of countries that had been part of the Soviet Union before its disintegration: 1  
A) Tajikistan, Azerbaijan, Armenia  
B) Armenia, West Germany, Azerbaijan  
C) Poland, East Germany, Norway  
D) Norway, Hungary, Romania
- 5 The idea of global security emerged in: 1  
A) 1960s  
B) 1970s  
C) 1980s  
D) 1990s
- 6 In the following question, a statement of Assertion (A) is followed by a statement of Reason(R). Choose the appropriate option as answer: 1
- Assertion (A):** At the G-8 meeting in June 2005, India pointed out that the per capita emission rates of the developing countries are a tiny fraction of those in the developed world.
- Reason(R):** A review of the implementation of the agreements at the Earth Summit in Rio was undertaken by India in 1997.
- Options:
- A) Both A and R are true, and R is the correct explanation of A.  
B) Both A and R are true, but R is not the correct explanation of A.  
C) A is true, but R is false.  
D) A is false, but R is true.
- 7 What is the primary purpose of India's foreign policy? 1  
A) Pursuing Territorial expansion  
B) Promoting Economic exploitation  
C) National security and economic development  
D) Building exclusive military alliances
- 8 External affairs minister to visit China in 1979 was: 1  
A) Rajiv Gandhi  
B) Atal Bihari Vajpayee  
C) P.V. Narsimha Rao  
D) Manmohan Singh
- 9 Identify the leader who initiated the concept of integral humanism: 1  
A) Ram Manohar Lohia  
B) S.P Mukherjee  
C) Deen Dayal Upadhyaya  
D) Sardar Vallabhbhai Patel

- 10 Match the names of the leaders given below with the political parties with the help of codes given below: 1**

| Leaders                    | Political Parties           |
|----------------------------|-----------------------------|
| I Acharya Narendra Dev     | i Communist Party of India  |
| II A. K. Gopalan           | ii Bhartiya Jana Sangh      |
| III Rafi Ahmed Kidwai      | iii Praja Socialist Party   |
| IV Shyama Prasad Mukherjee | iv Indian National Congress |

**Codes:**

- A) I-(ii), II-(iv), III-(iii), IV-(i)  
B) I-(iii), II-(i), III-(iii), IV-(iv)  
C) I-(ii), II-(i), III-(iv), IV-(iii)  
D) I-(iii), II-(i), III-(iv), IV-(ii)
- 11 Identify the leader of Indian National Congress who became the first Chief Minister of Jammu and Kashmir: 1**  
A) Sheikh Abdullah  
B) Omar Abdullah  
C) Ghulam Mohammed Sadiq  
D) Mufti Mohammed Sayeed
- 12 Arrange the following in chronological order of their creation: 1**  
I) Arunachal Pradesh  
II) Punjab  
III) Nagaland  
IV) Tripura
- Select the correct option:  
A) (III), (II), (IV), (I)  
B) (II), (IV), (I), (III)  
C) (IV), (I), (III), (II)  
D) (I), (II), (III), (IV)

**SECTION-B (6x2=12MARKS)**

- 13 What were the early initiatives taken by the Planning Commission (now *NITI Aayog*) for building a new India? 2**
- 14 Explain the process of democratisation in Maldives. 2**
- 15 Describe two forms of cooperative security as per its traditional notion. 2**
- 16 Why was Mandal Commission appointed? Explain the reason. 2**
- 17 What is the difference between one-party dominance and a one-party system? 2**
- 18 Explain the meaning of global poverty. 2**

### SECTION-C (5x4=20MARKS)

- 19 Explain the role played by India under Jawaharlal Nehru in maintaining Afro-Asian Unity. 4
- 20 Regional demands from different parts of India exemplify the principle of unity with diversity'. Do you agree? Support your answer with appropriate arguments. 4
- 21 A 'Although India has maintained good relations with all the post-communist countries, yet the strongest relations are still between India and Russia'. Explain the reasons with suitable arguments. 4

OR

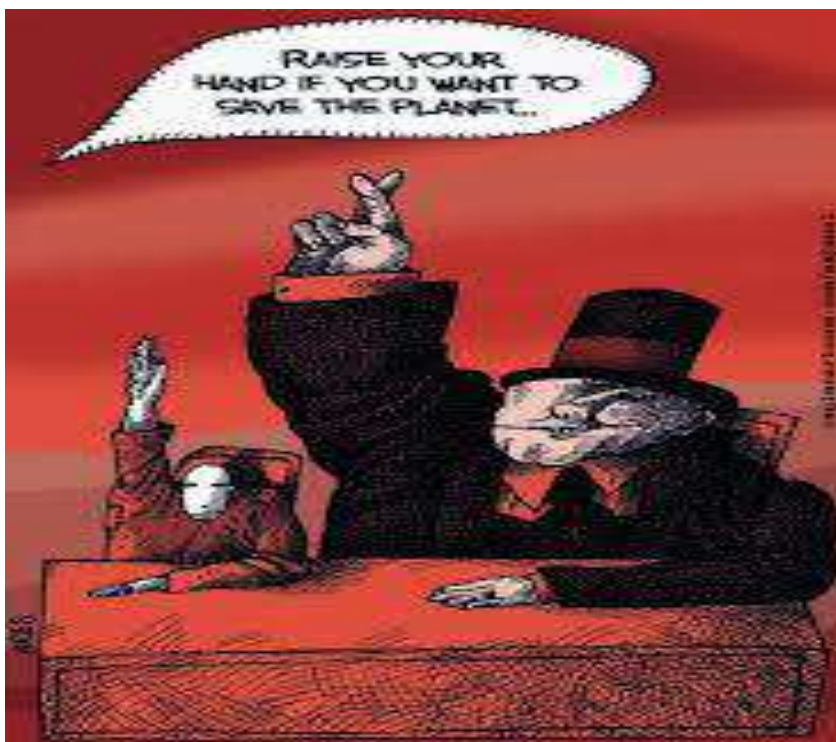
- 21 B Highlight any two positive and negative features each, of the Soviet system .
- 22 A Analyse any two causes of globalisation. 4

OR

- 22 B "Welfare State is getting replaced by market." Analyse the reasons for this change.
- 23 Explain any four outcomes of Lok Sabha elections of 1977. 4

### SECTION-D (3x4=12MARKS)

- 24 Study the picture given below and answer the questions that follow: 1+1+1  
+1=4



Source NCERT textbook page-84

**Choose the most appropriate option:**

**I) Which Summit has brought the environmental issues to the center stage of global politics?**

- A) G-8 summit
- B) Earth summit
- C) Antarctic summit
- D) Stockholm summit

**II) What do the two men shown in the image symbolise?**

- A) First World and the Third World countries
- B) Second World and the Third World countries
- C) Developed and under developed World
- D) First World and the Second World countries

**III) What these two men are trying to save?**

- A) Outer space
- B) Oceans
- C) Forests
- D) Earth

**IV) The Global North includes which of the following regions?**

- A) Africa and Asia
- B) Europe and North America
- C) Latin America and Oceania
- D) South America and the Middle East

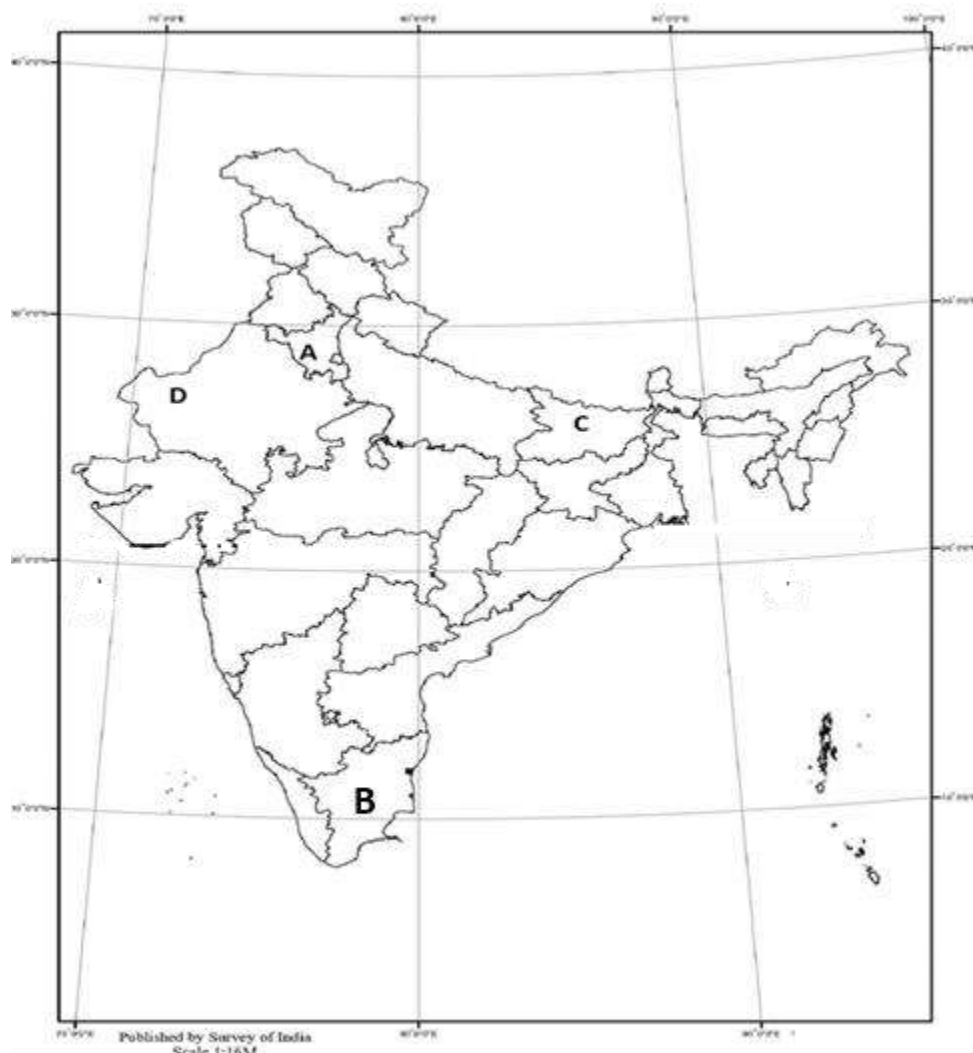
**NOTE: Following questions are for the visually Challenged candidates in lieu of question number 24**

- I) what does Global North and Global South represent?
- II) Name two countries which were exempted from Kyoto Protocol.
- III) What are Global Commons?
- IV) Define geopolitics.

- 25** In the given outline political map of India, four states have been marked as (A), (B), (C) and (D). Identify these states on the basis of the information given below and write their correct names in your answer book along with the respective serial numbers of the information used and the concerned alphabets as per the format that follows: **1+1+1+1=4**

| Sr. Number for the Information used | Concerned alphabet given in the map | Name of the State |
|-------------------------------------|-------------------------------------|-------------------|
| I                                   |                                     |                   |
| II                                  |                                     |                   |
| III                                 |                                     |                   |
| IV                                  |                                     |                   |

- I) The state where a coalition called the SVD with the two socialist parties SSP and the PSP came to power after 1967 election.
- II) The state where Congress did not get the majority but formed government with the help from others.
- III) The state associated with the defection in 1967 election.
- IV) K.Kamraj was the Chief Minister of this state.



**Note: Following questions are for the Visually Challenged Candidates in lieu of question number 25.**

**Name the following:**

- I) Name the leader who gave the call for a 'Total Revolution'?
- II) Alliance formed by non-congress, non-communist parties.
- III) The leader who is regarded as the maker of modern Karnataka.
- IV) Name the official Congress candidate for the 1969 Presidential election.

- 26** Read the passage and choose the most appropriate answer for the questions given below: **1+1+1+1=4**

No region exists in a vacuum. It is influenced by outside powers and events no matter how much it may try to insulate itself from non-regional powers. Some countries remain key players in South Asian politics. Sino-Indian relations have improved significantly in the last ten years, but China's strategic partnership with Pakistan remains a major irritant. The demands of development and globalization have brought the two Asian giants closer and their economic ties have multiplied rapidly since 1991.

- I) Which two countries have been referred to as 'Outside powers'?
- A) India and China
  - B) China and Pakistan
  - C) USA and China
  - D) India and USA
- II) Name the two Asian giants
- A) USA and China
  - B) Russia and India
  - C) India and China
  - D) India and USA
- III) Which one of the following countries is NOT a South Asian Country?
- A) Maldives
  - B) Nepal
  - C) Japan
  - D) Bhutan
- IV) Which one of the following countries is NOT a member of SAARC?
- A) Nepal
  - B) India
  - C) China
  - D) Pakistan

**SECTION-E(4X6=24MARKS)**

- 27 A** What steps should be taken to strengthen the UNO? Explain any four reasons as to why India should be given a permanent membership in the UN Security Council. **6**
- OR**
- 27 B** Trace the evolution of the United Nations since its establishment in 1945. How does it function with the help of its structures and agencies?

**28 A** In spite of serious differences between major national political parties, emergence of new consensus is being viewed with interest'. In the light of this statement describe any three consensus. **6**

**OR**

**28 B** 'A two-party system is considered as the best form for a democratic system. India, on the other hand, has a multi-party system'. Assess the advantages of the multi-party system in India.

**29 A** "The accommodation of regional demands and the formation of linguistic states were seen as more democratic." Justify the statement with suitable arguments. **6**

**OR**

**29 B** What was the approach of the Government of India towards the princely states immediately after the partition of India in 1947? Describe how the princely state of Manipur acceded to India.

**30 A** Assess the role of ASEAN as an economic association. **6**

**OR**

**30 B** Can Japan effectively function as an alternative centre of power? Support your answer with logical explanation.

**MARKING SCHEME**  
**POLITICAL SCIENCE (028)**  
**CLASS-XII (2025-26)**

**Time: 3 hours**

**Maximum Marks: 80**

| Q. No.                          | Answers  | Marks |
|---------------------------------|--|-------|
| <b>SECTION-A (12x1=12Marks)</b> |  |       |
| 1                               | C) Multilateral diplomacy and co-operation   | 1     |
| 2                               | A) Rio Summit  | 1     |
| 3                               | C) Both statements I and II are correct.   | 1     |
| 4                               | A) Tajikistan, Azerbaijan, Armenia   | 1     |
| 5                               | D) 1990s   | 1     |
| 6                               | B) Both A and R are true, but R is not the correct explanation of A.   | 1     |
| 7                               | C) National security and economic development  | 1     |
| 8                               | B) Atal Behari Vajpayee  | 1     |
| 9                               | C) Deen Dayal Upadhyaya  | 1     |
| 10                              | A) (III), (II), (IV), (I)  | 1     |
| 11                              | C) Ghulam Mohammed Sadiq   | 1     |
| 12                              | A) (III), (II), (IV), (I)  | 1     |
| <b>SECTION-B (6x2=12MARKS)</b>  |  |       |
| 13                              | <p><b>First Five Year Plan:</b> The First Five Year Plan emphasised on agricultural sector, dams and irrigation facilities. It also focused to increase the literacy rate. It focused on saving; therefore, the per capita income was increased.</p> <p>Candidates may include the steps taken in the Second Five Year Plan also.</p> <p><b>(OR Any Other relevant point/s)</b></p>  | 2     |
| 14                              | <p>i) The Maldives, an island nation was a sultanate till 1968. It was transformed into a republic with a presidential form of government.</p> <p>ii) In June 2005 the Parliament of Maldives voted unanimously for multiparty system. MDP dominates the political affairs of the island. Democracy strengthened in the Maldives after the 2005 elections when some opposition parties were legalized.</p> <p style="text-align: right;"><b>(Both the points)</b></p>  | 2     |
| 15                              | <p>i) <b>Disarmament:</b> It bounds states to give up certain kinds of weapons to avoid mass destruction such as chemical weapons.</p> <p>ii) <b>Confidence Building:</b> Cooperative security accepts confidence building as means of avoiding violence. It is the process, designed to ensure that rivals do not go to war through misunderstanding or misperception.</p> <p>iii) <b>Arms Control:</b> It regulates the acquisition or development of weapons. The Anti-Ballistic Missile Treaty in 1972 tried to stop United States and Soviet Union from using ballistic missiles as a defensive shield to launch a nuclear attack.</p> <p><b>(Any two points)</b></p> | 2     |

|                                |   |          |
|--------------------------------|---|----------|
| <b>16</b>                      | <p>i) Mandal Commission was appointed to investigate the extent of educational and social backwardness among various sections of Indian society.</p> <p>ii) To recommend ways of identifying the backward classes and the ways to end this backwardness.<br/>(or Any other relevant point/s)</p>  | <b>2</b> |
| <b>17</b>                      | One-party dominance means one party remains politically dominant in a competitive democratic system, while a one-party system refers to a system where only one legal political party exists, with no competition (e.g., China).  | <b>2</b> |
| <b>18</b>                      | <p>i) Global poverty means the poverty spread in the different parts of the World. It is likely to rise up to 9-10 billion in upcoming decades. Currently, half of the world's population growth occurs in just six countries India, China, Pakistan, Nigeria, Bangladesh and Indonesia. Among the world's poorest countries, population is expected to triple in the next 50 years, whereas population is shrinking in many rich countries.</p> <p>ii) High per capita income and low population growth make rich state or rich social groups get richer, whereas low incomes and high population growth reinforce each other to make poor states and poor groups get poorer. Globally, this disparity contributes to the gap between the Northern and Southern countries of world.<br/>(or Any other relevant point/s)</p>  | <b>2</b> |
| <b>SECTION-C (5x4=20MARKS)</b> |   |          |
| <b>19</b>                      | <p>i) Due to India's size, location and power potential, Nehru dreamt of major role for India world affairs, especially in Asia.</p> <p>ii) Under Nehru's leadership, India made contact with other newly emerged Independent nations of Asia and Africa.</p> <p>iii) During the 1940s and 1950s, Nehru advocated with great enthusiasm to support the Asian unit /. Under his leadership, India hosted the Asian relations conference in March 1947, five months before India's independence.</p> <p>iv) India even made efforts to support the liberation movement of Indonesia to free it from the clutches of Dutch colonial rule by convening an international conference in 1949.</p> <p>v) Afro-Asian meeting held in the Indonesian city of Bandung in 1955 commonly known as the Bandung Conference was a watershed in India's engagement with the newly liberated nations of Asia and Africa.<br/>(Or Any other relevant point/s)</p> | <b>4</b> |
| <b>20</b>                      | <p>(i) India is a big country where different parts have different culture and language. It is the diversity.</p> <p>(ii) Different demands are to be addressed in a democratic way.</p> <p>(iii) Union Government accommodates all such demands.</p> <p>It reflects the unity in diversity – as people of different religion expect the Union Government to fulfill their demands.<br/>(Or Any other relevant point/s)</p>   | <b>4</b> |
| <b>21 A</b>                    | <p>i) Indo-Russian relation is an important segment of India's foreign policy. The relations between these two countries are embedded in a history of trust and common interests.</p> <p>ii) Both countries share a vision of a multipolar world.</p> <p>iii) From this relationship, India gets benefits on issues like Kashmir, energy supplies, sharing information on international terrorism, access to Central Asia and balancing its relations with China.</p>   | <b>4</b> |

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|             | <p>iv) On the other hand, Russia stands to benefit from this relationship because India is the second largest arms market for Russia. The Indian military gets most of its hardware from Russia.</p> <p>v) Russia is vital for India as it has repeatedly come to the assistance of India during its oil crisis. India is trying to increase its energy imports from Russia and the republics of Kazakhstan and Turkmenistan.</p> <p>vi) Russia supports India's nuclear energy plants and assisted India's space industry. For example, Russia has provided the cryogenic rocket when India needed it.</p> <p><b>(Or Any other relevant point/s)</b></p>  |              |
|             | <b>OR</b>  |              |
| <b>21 B</b> | <p><b>The two positive features of the Soviet system were:</b></p> <p>i) A minimum standard of living for all citizens was ensured by the Soviet state.</p> <p>ii) Subsidised basic necessities including health, education, child care and other welfare schemes.</p> <p>iii) State ownership was given more importance. Land and productive assets were owned and controlled by the Soviet state.</p> <p>The two negative features of the Soviet system were:</p> <p>i) The Soviet system was very bureaucratised and authoritarian in nature.</p> <p>ii) Authoritarianism meant the absence of democracy and freedom of speech which angered the people.</p> <p>iii) The Soviet economy witnessed economic stagnation.</p> <p>iv) State Treasury had spent a huge fortune on building and maintaining nuclear arsenals and in developing its satellite states in East Europe and within the Soviet system. It turned into a large economic burden and the facilities to the people were reduced.</p> <p><b>(Any two each or other relevant point/s)</b></p> |              |
| <b>22 A</b> | <p>Globalisation means the flows of ideas, capital, commodities and people across different parts of the world. It is a multidimensional concept. It has political, economic and cultural manifestations and these must be adequately distinguished.</p> <p>i) Globalization is caused by new modern technology both communication and transport. It facilitates the easy flow of ideas, commodities and people from one country to other country.</p> <p>ii) Inter-Connectedness: Nowadays the happenings in one part of the World are not limited to that part only but affects the people of to their countries. Inter-Connectedness enhances globalisation.</p> <p><b>(Or Any other relevant point/s)</b></p>  | <b>2x2=4</b> |
|             | <b>OR</b>  |              |

| <b>22 B</b>                         | <p>i) Globalisation results in erosion of state capacity, that is, the ability of government to do what they do.</p> <p>ii) The old 'welfare state' is now giving way to a more minimalist state that performs certain core functions such as the maintenance of law and order and the security of its citizens.</p> <p>iii) It is the market that becomes prime determinant of economic and social priorities.</p> <p>iv) The entry and the increased role of multinational companies all over the world lead to a reduction in the capacity of governments to take decisions on their own.</p> <p><b>(Or Any other relevant point/s)</b></p> |                                     |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------|---|---|-------|----|---|-----------|-----|---|---------|----|---|--------------------|-----------------------|
| <b>23</b>                           | <p>i) In March 1977 elections, for the first time, Congress lost elections with winning 154 seats only.</p> <p>ii) Janata Party and its allies won 330 seats out of 542 seats.</p> <p>iii) Congress lost from all the States of Bihar, U.P., Haryana, Delhi and Madhya Pradesh.</p> <p>iv) Janata Party was formed The Government.</p> <p>v) Opposition party realized the use of not to divide the votes to enjoy the power.</p> <p><b>(Any four or Any other relevant point/s)</b></p>   | <b>4</b>                            |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
|                                     | <b>SECTION-D (3x4=12MARKS)</b>   |                                     |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| <b>24</b>                           | <p>I) B) Earth summit<br/> II) A) The First World and the Third World countries<br/> III) D) Earth<br/> IV) B) Europe and North America</p> <p><b>Following questions are for the visually Challenged candidates in lieu of question number 24</b></p> <p>I) Global North reflects rich and developed countries of the First World and the Global South reflects the poor and under developed countries of the Third World.<br/> II) India and China.<br/> III) Antarctic<br/> IV) Outer space.</p>  | <b>1+1+1<br/>+1=4</b>               |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| <b>25</b>                           | <table border="1" data-bbox="329 1524 1300 1791"> <thead> <tr> <th>Sr. Number for the Information used</th><th>Concerned alphabet given in the map</th><th>Name of the State</th></tr> </thead> <tbody> <tr> <td>I</td><td>C</td><td>Bihar</td></tr> <tr> <td>II</td><td>D</td><td>Rajasthan</td></tr> <tr> <td>III</td><td>A</td><td>Haryana</td></tr> <tr> <td>IV</td><td>B</td><td>Madras(Tamil Nadu)</td></tr> </tbody> </table> <p><b>Note: Following questions are for the Visually Challenged Candidates in lieu of question number 25.</b></p>   | Sr. Number for the Information used | Concerned alphabet given in the map | Name of the State | I | C | Bihar | II | D | Rajasthan | III | A | Haryana | IV | B | Madras(Tamil Nadu) | <b>1+1+1<br/>+1=4</b> |
| Sr. Number for the Information used | Concerned alphabet given in the map  | Name of the State                   |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| I                                   | C  | Bihar                               |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| II                                  | D  | Rajasthan                           |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| III                                 | A  | Haryana                             |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |
| IV                                  | B  | Madras(Tamil Nadu)                  |                                     |                   |   |   |       |    |   |           |     |   |         |    |   |                    |                       |

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|-------------|--|---------------------|
|             | <b>Name the following:</b><br>I) Jayaprakash Narayan (JP)<br>II) Grand Alliance<br>III) S.Nijalingappa<br>IV) N.Sanjeeva Reddy   |                     |
| <b>26</b>   | I) C) USA and China<br>II) C) India and China<br>III) China's strategic partnership with Pakistan is a major irritant for India because it is causing problems in the normalisation of diplomatic relations between the two countries.   | <b>1+1+2<br/>=4</b> |
|             | <b>SECTION-E(4X6=24MARKS)</b>  |                     |
| <b>27 A</b> | <b>Following steps should be taken to strengthen the UNO: -</b><br>a) To increase the permanent and non-permanent member in the UN Security Council so that it can represent contemporary world politics effective and better way.<br>b) UN's budgetary procedure and its administration should be strengthened.<br>c) Limiting the role of UN to development and humanitarian work.<br><b>India should be given a permanent membership in the UN Security Council due to following reasons:</b><br>i) Greater role of UN in maintaining world peace and security.<br>ii) India is the most populous country which constitutes 1/5th of the population of the world.<br>iii) India is also the world's largest democracy.<br>iv) India actively participated in UN's programmes and played a material role in keeping and managing peace and cooperation.<br>v) The regular financial aid to UN and evolution of its economy also support India's desire to be the permanent member. | <b>6</b>            |
|             | <b>OR</b>  |                     |
| <b>27 B</b> | The United Nations was established in 1945 after the end of Second World War as a successor to the League of Nations. The United Nations Charter was signed by 51 states for setting up of UN. The basic aim was to achieve what League of Nations was not able to achieve during the first World Wars. The other objectives of UN are:<br>1. Prevention of conflicts and facilitating cooperation among nations.<br>2. To stop conflicts among states resulting into war and if it takes the shape of war, to limit the effects of war.<br>3. To reduce the reasons for conflict by bringing the countries together for improving social and economic- development all over the world.<br><b>UN Structures and Agencies</b><br>UN includes many different structures for dealing with different issues. The issue relating to war and peace, and differences between member states are  |                     |

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|             | <p>dealt by discussion in General Assembly as well as in the security council. The other issues such as social and economic are dealt by a number of agencies which include:</p> <p><b>WHO</b> World Health Organisation.<br/> <b>UNDP</b> United Nations Development Programme.<br/> <b>UNHRC</b> United Nations Human Rights Commission<br/> <b>UNHCR</b> United Nations High Commission for Refugees.<br/> <b>UNICEF</b> United Nations Children's Fund.<br/> <b>UNESCO</b> United Nations Educational, Scientific and Cultural Organisation.<br/> <b>(Or Any other relevant point/s)</b></p>   |          |
| <b>28 A</b> | <p><b>Consensus in three Areas</b></p> <p><b>i) Acceptance of political and social claims of the backward castes:</b> As a result, all political parties supported reservation for OBCs in education and employment.</p> <p><b>ii) Role of state-level parties:</b> The role of state-level parties in governance of the country has been recognised. The gap between centre and state level parties decreased. State level parties are sharing power at central level and has been playing central role in the politics of the country for the last two decades</p> <p><b>iii) Focus on pragmatic consideration:</b> Most of the political parties' emphasis on practical considerations rather than ideological positions. The Coalition politics has shifted political alignments from ideological differences to power-sharing agreements.</p> <p><b>IV) New economic policies:</b> Most political parties came to support the new economic policies as they believed that these policies would lead the country to prosperity and a status of economic power in the world.<br/> <b>(Any three points)</b></p> | <b>6</b> |
|             | <b>OR</b>  |          |
| <b>28 B</b> | <p><b>Multiparty system is better because of the following reasons: -</b></p> <p>1. <b>No place for dictatorship:</b> Even if a party enjoys full majority, it cannot function as dictator. The Parliamentary democracy has many provisions to discourage dictatorship.</p> <p>2. <b>Multiple choices to voters:</b> Since 1989 elections, voters have choices about whom they want to cast their votes.</p> <p>3. <b>True reflection of public opinion:</b> Parliament is the reflection of people. In case of multi-party systems. Parliament becomes a true reflector of people because diversity of culture, language is noticeable in Parliament.</p> <p>4. In case no single party gets majority then some parties may form a coalition Government.</p> <p>5. Every aspirant gets a chance to be a member of the Parliament.</p> <p>6. The gap between National and State parties reduces and mutual co-operation increases.<br/> <b>(Any four points)</b></p>   |          |
| <b>29 A</b> | <p>i) After Independence and partition, our leaders felt that carving out states on the basis of language might lead to disruption and disintegration. It was also felt that this would draw attention away from other social and economic challenges that the country faced</p> <p>ii) The formation of Andhra Pradesh spurred the struggle for making of other</p>   | <b>6</b> |

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|             | <p>states on linguistic lines in other parts of the country.</p> <p>iii) These struggles forced the Central Government into appointing a States Reorganization Commission in 1953 to look into the question of redrawing of the boundaries of states. The Commission in its report accepted that the boundaries of the state should reflect the boundaries of different languages.</p> <p>iv) Linguistic states and the movements for the formation of these states changed the nature of democratic politics and leadership in some basic ways.</p> <p>v) The path to politics and power was now open to people other than the small English-speaking elite.</p> <p>vi) Linguistic reorganization also gave some uniform basis to the drawing of state boundaries. It strengthened national unity. Above all, the linguistic states underlined the acceptance of the principle of diversity.</p>  |          |
|             | <b>OR</b>  |          |
| <b>29 B</b> | <p>At the time of India's independence, there were 565 princely states. Immediately after partition communal violence was at its culmination. In this environment, the government's approach towards princely states was guided by following three considerations:</p> <p>i) <b>Firstly</b>, the people of most of the princely states clearly wanted to become part of the Indian union.</p> <p>ii) <b>Secondly</b>, the government was prepared to be flexible in giving autonomy to some regions. The idea was to accommodate plurality and adopt a flexible approach in dealing with the demands of the regions.</p> <p>iii) <b>Thirdly</b>, in the backdrop of partition which brought into focus the contest over demarcation of territory, the integration and consolidation of the territorial boundaries of the nation had assumed supreme importance.</p> <p><b>Accession of Manipur:</b></p> <p>a) After the independence in 1947, Maharaja of Manipur Bodhachandra Singh, signed the Instrument of Accession with Indian Union on the assurance that the internal autonomy of Manipur would be maintained. Under the pressure of people of Manipur, Maharaja held the election in June, 1948 and state became a constitutional monarchy.</p> <p>b) Thus, Manipur was the first state to hold an election on the basis of adult franchise. The Government of India succeeded in pressurising the Maharaja into signing a merger agreement in September 1949 without consulting the Legislative Assembly of Manipur. This led to lot of anger and resentment in Manipur.</p> |          |
| <b>30 A</b> | <p>i) ASEAN was established primarily for accelerating the economic growth through 'social progress and cultural development,' It still remains principally an economic community.</p> <p>ii) Though the ASEAN region as a whole is a much smaller economy compared to the US, the EU, and Japan, however, its economy is growing much faster than all these. This accounts for the growth in its influence both in the region and beyond.</p>   | <b>6</b> |

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|-------------|---|--|
|             | <p>(iii) The objectives of the ASEAN are to create a common market and production base within ASEAN states. ASEAN as an economic community also committed to improving the existing ASEAN.</p> <p>iv) ASEAN has focused on creating a Free Trade Area (FTA) for investment, labour and services. The US and China have already negotiated FTA with ASEAN.</p> <p>(v) The current economic strength of ASEAN particularly its economic relevance as a trading and investment partner to the growing Asian economies such as India and China makes this an attractive proposition. India signed FTA with two ASEAN members, Singapore and Thailand, and trying to sign an FTA with ASEAN itself.</p> <p>(vi) ASEAN's strength, however, lies in its policies of interaction and consultation with member states, with dialogue partners and with non-regional organizations.</p>  |  |
|             | <b>OR</b>   |  |
| <b>30 B</b> | <p>Years after defeat in the Second World War, Japan emerged as a developed Asian nation despite its scarce natural resources.</p> <p>i) Today, it is the third largest economy in the world and is the only Asian member of G-7.</p> <p>ii) It is the second largest contributor to the UN budget, contributing almost 10% of the total budget. It has a security alliance with the US since 1951. As per Article 9 of the Japanese Constitution, to renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.</p> <p>iii) Although Japan's military expenditure is only 1% of its GDP, it is the seventh largest in the world.</p> <p>iv) Japanese brands such as Sony, Panasonic, Suzuki, Toyota have a reputation for making high-technology products.</p> <p>v) Japan became a member of the Organisation for Economic Cooperation and Development (OECD) in 1964.</p> <p>vi) It is the eleventh most populous nation in the world.</p> <p>If it develops strategic relations with the other powerful Asian nations, Japan may become an alternative centre of power in the world.</p> <p><b>(Or Any other relevant point/s)</b></p> |  |